DIRECTIVE ILLOCUTIONARY ACTS IN *THE MIRACLE WORKER* MOVIE

A Thesis
Submitted to Letters and Humanities Faculty in Partial Fulfillment of The Requirements for the Degree of Strata One

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JAKARTA
2017
ABSTRACT


In this thesis, the writer intended to know the types of directive illocutionary act which occurred directly or indirectly in the movie of The Miracle Worker movie. There might be some actions behind the words that someone utters in their conversation. The purpose of this research was to find out a directive illocutionary act which occurs in the movie script of The Miracle Worker movie. The writer used qualitative method and bibliography technique to collect the data which were taken from the movie script of The Miracle Worker movie. The writer employed herself to collect the data by watching the movie, reading the script movie, and analyzing the speech act contained in the script using Searle theory. From the research questions, the result of this research showed there are seventeen types of directive illocutionary act that the researcher found in the script of The Miracle Worker movie. The two of seventeen data conveyed directly and the rests data were conveyed indirectly.

Keywords: directive illocutionary act, speech act, movie
APPROVEMENT

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JAKARTA
2017
LEGALIZATION

Name : Dian Septiani
NIM : 1110026000128

The thesis entitled above has been defended before the Letters and Humanities Faculty’s Examination Committee on July 28th, 2016. It has already been accepted as a partial fulfillment of the requirements for the degree of strata one.

Jakarta, July 28th, 2017

Examination Committee

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DECLARATION

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it does not contain material that previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other degree or diploma of the university or other institute of higher learning, except where due acknowledgement has been made in the text.

Jakarta, 28th July 2017

Dian Septiani
ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

In the name of Allah, the most gracious, the most merciful

All the praises be to Allah SWT, the one and only God, for the blessings that have allowed the writer to finish this research. Peace and blessing is upon the greatest prophet Muhammad SAW, his family, companions, and his followers.

This research paper is presented for English Letters Department, Letters and Humanities Faculty, State Islamic University “Syarif Hidayatullah” Jakarta as a partial of requirements for the degree of strata one. This work could not be completed without a great help and support from many people. The writer gives her eternal gratitude to her parents Asep Santika and Entin Juhartini for their never ending supports and to Abdurrsyid, S.S., M.EIL. as the writer’s thesis advisor who guide, support, and encourage the writer in finishing her thesis.

The writer also would like to express her profound gratitude to the following people:

1. Prof. Dr. Sukron Kamil, MA, the Dean of Letters and Humanities Faculty, State Islamic University “Syarif Hidayatullah” Jakarta,

2. Drs. Saefudin, M.Pd, the chairperson of English Letters Department and Mrs. Elve Oktafiyani, M.Hum, the secretary of English Letters Department,

3. All of the lecturers in English Letters Department, for teaching and educating the writer during her study at State Islamic University
“Syarif Hidayatullah” Jakarta, especially Mrs. Sholikatus Sa’diyah, M.Pd as her academic advisor for her continuous support,

4. Mr. Saefudin, M.Pd. and Mrs. Hilmi Akmal, M.Hum as the writer’s examiner for helping this thesis better,

5. All the librarians of Letters and Humanities Faculty and State Islamic University “Syarif Hidayatullah” Jakarta,

6. The writer’s dear teacher, Prof. Dr. Amany Lubis, MA for her advices and guidance,

7. Wuri Febrianto who always accompany her to finish this research.
   Thank you so much;

8. The writer’s beloved sister; Santi Hartini.

9. The writer’s dearly friends; Mayasari P, Iin UJ, Rima F, Muti, and especially to Cerly M who is a dear partner in finishing this thesis, and

10. All friends and people who are not mention here, sure, every little support is matter for the writer, thank you so much.

      May Allah SWT always be with them, blesses, protects, and gives them His light to guide them to His jannah. Hopefully, this paper will be useful for all people who read it.

Jakarta, 28 th July 2017

The Writer
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CHAPTER I
INTRODUCTION

A. Background of the Research

As a human being, everyone always communicates or interacts in habitually. For interaction, every people need the way or something to communication in interaction by “Language”. The explanation of language by Kridalaksana is “language is a system sign of sound agreed for used by the member of society in cooperation, communication and identification person” and Kridalaksana also said “language is a system that assimilates world meaning and world sound“.

Language can be learned with specific by linguistics because it same with Kridalaksana said “linguistic is a knowledge about language.”

Communication is a way to express our mind, feelings, ideas, and emotions. We can express it by using gesture or body movement, action, signal, and sound. The communicative act or verbal communicarion is usually represted by the utterances of the speakers. In communication, we need a partner or a hearer to understand and respond what we talk about. It also we need language in communication with each other or in our environment. We can study about language in pragmatic.

Pragmatics is the branch of study of language becoming popular nowadays. Pragmatics is a branch of linguistics which studies about language
structure as a communication tool between listener and speaker. It also studies the use of language in human communication as determined by condition of society.\textsuperscript{4} According to Yule, pragmatics is the study of the relationship between linguistic forms and the users of those forms.\textsuperscript{5} It can be concluded if pragmatics is the study of language for communication between speaker and listener or human in society.

In pragmatics, there is a theory about speech act. In study of pragmatic, speech act theory is the most interesting study and seems relevant in language teaching and language learning. Speech act is the action or intent that a speaker accomplishes when using language in context, the meaning of which is inferred by hearers.\textsuperscript{6} The five speech act categories that Searle ends up establishing are representatives, directives, commissives, expressives, and declaration.\textsuperscript{7}

In this research, the writer will focus to directives. Directives is a part of speech act Searle’s categories. As the name says, these speech acts embody an effort on the part of the speaker to get the hearer to do something, to ‘direct’ him or her towards some goal (of the speaker’s, mostly).\textsuperscript{8} Directive are those kinds of speech acts that speaker acts that speaker use to get someone else to do something.\textsuperscript{9} They, express what the speaker wants. In performing directives, the speaker tries to get the hearer to commit him/herself to some future course of

\textsuperscript{7} Jacob L. Mey. *An Introduction Pragmatics second edition*, Blackwell Publishing 2001, p.119-120
\textsuperscript{8} Ibid
action (verbal or nonverbal). They are commands, orders, invites, advice, begs, request, suggestions, as the example, they can positive or negative.

a. Give me a cup of coffee. Make it black.

b. Could you lend me a pen please?

c. Don’t touch me.

In using a directive, the speaker attempt to makes world fit/match the words (via the hearer). They try to make the addressee perform an action.

The writer chooses *The Miracle Worker* movie as the object of study because this movie is the story about Annie Sullivan, (portrayed by Alison Elliott), and her efforts in working with a young sullen Helen Keller (portrayed by Hallie Kate Eisenberg). The movie focuses on Annie’s struggle to draw Helen, a blind, deaf and mute girl out of her world of darkness and silence. Helen has been unable to communicate with her family except through physical temper tantrums since a childhood illness took her three senses from her at the age of 10 months old. She is allowed to eat with her hands, knock over or break anything and basically do whatever else she desires. All of this while being looked at with pity by her family. Her family loves her but they are all convinced she is a dumb, soft-brained child with the intelligence of an animal who will never learn anything. She is barely pacified with candy when she throws a tantrum and is headed toward institutionalization in a sanitarium when Annie Sullivan enters her life as Helen’s parents’ last-ditch effort to avoid the inevitable.

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10 ibid

11 ibid

12 ibid
Plagued with vision problems of her own and orphaned at a young age, Annie Sullivan has the right mix of steeliness, empathy and patience to turn her young student's behavior around and teach her language. Annie’s job as Helen’s teacher is made more difficult by Helen’s imperious plantation-owner father, Captain Keller (David Strathairn), and her overly soft-hearted mother, Kate Keller (Kate Greenhouse), when they doubt her authority and challenge her methods. Annie’s goal is to not just teach Helen to behave but to break through to her with the gift of communication. Using sign language and signing the letters to spell words in Helen’s open palm, Annie makes large strides toward improving Helen’s behavior. There are many nonverbal communications between Miss Sullivan and Helen. The existence of directive speech act can be found in movie.

In this thesis, the writer will find the types of directive speech act used in this movie based on Searle’s typology and how do the speaker give directive of direct or indirect. According to the writer, Searle category on types of speech act is good and significant because the category is based on the speaker, not by the hearer.

In this movie, there are many utterances which are described as illocutionary act analysis. Hence, this research aims to analyze the types of directives illocutionary act applied in the dialogues The Miracle Worker movie script.

There are some reasons why this research studies about directive speech act. First, directive is a kind of speech act that often used by speakers in daily
conversation. In using directive, the speaker attempts to make the world fit the word via the hearer. Second reason is directive show a strong relationship between speaker and hearer. The next reason is because directive speech acts are used to get greatest attention from listener in communication. Through directive speech acts the speaker utterances make hearer do something.

Since this research use a script (text) as a data, it means this research is a discourse analysis with a pragmatic approach. According to Renkema, a good framework for studying discourse in the form-function approach is pragmatics.13

B. Focus of the Research

Because the object of speech acts is too large, it is necessary to limit the analysis to avoid the vagueness. This research is focused only on the kind of directive illocutionary act that used in the dialogues *The Miracle Worker* movie script. This research only analyze dialogues involving the main characters; Kate, Annie, and Hellen.

C. Research Question

Based on the background of the study, the research questions are:

a. What kinds of directives illocutionary acts found in the dialogues *The Miracle Worker* movie script?

b. How does the directives illocutionary acts conveyed, directly or indirectly?

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D. Significance of the Research

It is hoped that through this research, the reader’s knowledge in the field of pragmatic especially on speech act about directive illocutionary act analysis will be broadened. Moreover, the research is expected to give contribution for people to understand the process of directive illocutionary act analysis. This research is also expected to give a deeper understanding of the conflict between the characters in *The Miracle Worker* movie. Hence, the viewers can understand how often the directive illocutionary acts performed and which type of directive illocutionary acts that are most frequently used in *The Miracle Worker* movie.
E. Research Methodology

1. Objective of the Research

   Based on the research question above, the general objectives of the study are as follows:
   a. To find out what are the types of directives illocutionary acts in dialogues The Miracle Worker movie script.
   b. To know how the directive illocutionary act which is conveyed in dialogues The Miracle Worker movie script directly or indirectly.

2. Method of the Research

   The method that used in this research is qualitative method which relies on verbal data and non-numeric as fundamental analysis and problem solving. According to Bogdan and Biklen (1982), as quoted by Subroto, qualitative method is a research method, which is used in a problem that is not designed using procedural statistics.\(^\text{14}\) This method is descriptive, meaning that the researcher makes a note on data from words, sentence, discourse, pictures or photos and video. This method is used to find out how do the directive acts and types of directive.

3. Technique of Data Collection

   The data for this research are collected by bibliography technique (teknik pustaka). According to Subroto, bibliography technique is using

the written sources to get data.\textsuperscript{15} Here, there are four steps collecting the data. They are:

a. Downloading the script of \textit{The Miracle Worker} movie at its official website \url{www.imsdb.com}.

b. Reading the whole script of \textit{The Miracle Worker} movie.

c. Marking the dialogues on the script that contain speech act.

d. Compiling the dialogue of script into data card. Then the data card contains the dialogue and page that refer to the script.

4. Instrument of the Research

In this research, the classified datum from the dialogue of movie script is recorded in a data card. The data card is used for all the dialogue of movie script. Then, the data in data card will be examined one by one.

5. Technique of Data Analysis

In this research, non-statiscal analysis is used as technique of data analysis. According to Wasito, non-statistical analysis is the most appropriate for qualitative data. This analysis was not performed statistical calculations. Analytical work in this way is done by reading the data that have been processes.\textsuperscript{16} It means, by reading and observing the data that has been collected, the writer does the analysis process by using speech acts approach of John. R. Searle.

6. Unit of Analysis

\textsuperscript{15} D. Edi Subroto, \textit{Op.Cit.}, p.42

The unit analysis of this research is the script of *The Miracle Worker* movie. Published by Walt Disney Home Video and distributed by Buena Vista Home Entertainment in 2000.
CHAPTER II
THEORETICAL FRAMEWORK

A. Previous Research

There are some previous researches which related to this research. The first is the research about the speech act on the children in the age of 3-5 years old by Dyah Anita D (2009) from Diponegoro University Semarang entitled “The Speech Act and Communication Strategy in Children of 3-5 years old”. The result of Dyah Anita Are the type of illocutionary act of directive, commissive, assertive, and expressive are already appeared in the speech of those children. However, those children who are different by their age have not used the illocutionary act of declaration yet and they use the directive more often. The children in the age of 3-5 years old use direct way more often than utter something indirect way because they will get their wants easily. In conveying their meaning and intention, the children of 3-5 years old are already able to produce the indirect speech act. This shows that their cognitive develop. In her research describe the type of illocutionary act and find direct way more often than utter something indirect way. The differences between this research and Dyah Anita D’s research are on the theory, corpus, and focused of the research.

The second is a thesis from Rosiana Sari Dewi (2012) by the title “An Analysis of Ilocutionary Act in Dialogues of Cecilia Ahern’s P.S. I Love You”. She uses theory of Searle to analyze the data. In her research, she tries to find out the types and classifies the words or phrases or sentences of illocutionary act. The

\footnote{Dyah Anita D, “The Speech Act and Communication Strategy in Children of 3-5 years old”. Thesis on Diponegoro University of Semarang, 2009.}
difference between Rosiana’s and this research is on the data to analyze. She also
does not focus on the directive illocutionary act.²

The third is a thesis from Lidya Oktoberia (2012) by the title “Types of
Directive Speech Acts Used in Harry-The Deathly Hallows and Bride Wars movie
scripts”. She uses descriptive approach. The data were analyzed by using the
classification of directive speech act in by George Yule.³ The difference between
Lidya’s and the research is on data to analyze.

B. The Definition of Discourse Analysis

This part will explain about definition of discourse analysis and what the
relationship between discourse analysis and pragmatic. The term discourse
analysis was first introduced by Zellig Harris in 1952 as a way of analysing
connected speech and writing.⁴ Discourse analysis focuses on knowledge about
language beyond the word, clause, phrase, and sentence that is needed for
successful communication.⁵ It looks at patterns of language across texts and
considers the relationship between language and the social and cultural context in
which it used.⁶ It can be concluded if discourse analysis is the way of analysing
connected speech and writing and focuses on knowledge about language that is
needed for communication.

A number of aspects of language use that are discussed by people working
in the area of discourse analysis are also discussed in the area pragmatics.

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² Rosiana Sari Dewi, “An Analysis of Ilocutionary Act in Dialogues of Cecilia Ahern’s
³ Lidya Oktoberia, “Types of Directive Speech Acts Used in Harry Potter-The Deathly
⁵ Ibid.
⁶ Ibid
Pragmatics is concerned with how the interpretation of language depends on knowledge of the real word, such as how the runway is full at the moment is understood as an instruction not to land a plane, rather than just a statement of fact. Pragmatics is interested in what people mean by what they say, rather than words in their most literal sense might mean by themselves. The field of discourse studies, which investigates the relationship between form and function in verbal communication, is a branch of pragmatics.

C. The Definition of Pragmatics

Pragmatics is the branch of linguistics which seeks to explain the meaning of linguistic message in terms of their context of use. According to Yule, pragmatics is the study of what speaker means or invisible meaning, or how we organize what is meant even when it is not actually said or written. Pragmatics is thus the study of acting by means of language, of doing things with words. In this view, linguistic pragmatics constitutes a subset of a more comprehensive theory of human action. Its research object is language users' pragmatic knowledge, its use and development, as studied, for example, in the philosophy of language, linguistics, developmental psychology, and second language research.

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7 Ibid. p3
8 Ibid
12 Gabriele Kasper, Variation In Interlanguage Speech Act Realization. 1988 P. 119
According to Mey, Pragmatics includes Speech Act, conversational implicature, politeness, and conversation analysis.\textsuperscript{13}

According to Yule, there are four areas that pragmatics are concerned with. First, pragmatics is the study of speaker meaning. Here, pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). Second, pragmatic is the study of contextual meaning. This type of study necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said. Third, pragmatics is the study of how more meaning gets communicated than it said. This type of study explores how a great deal of what is unsaid is recognized as part of what is communicated. Last, pragmatics is the study of the expression of relative distance. This perspective then raises the question of what determines the choice between the said and the unsaid. The basic answer is tied to the notion of distance.\textsuperscript{14}

D. The Definition of Speech Act

Speech act theory developed during the middle of the twentieth century out of sense of dissatisfaction on the part of writers such as J.L Austin.\textsuperscript{15} Speech act is the basic unit of communication. By doing speech acts, the speaker tries to convey purpose or intention of communication which is understandable by the hearer addressee. Searle also states that Speech Act is an action such as making a statement, giving orders, asking questions, making Appointments, etc.,...
action is generally made possible by and conducted in accordance with certain rules for the use of linguistic element.\textsuperscript{16}

According to Parker, speech acts can be both direct and indirect speech acts, as well as literal and nonliteral speech acts. Direct speech are utterances that match with the function of sentence. On the contrary, indirect speech acts are utterances that do not match with the function of sentence.\textsuperscript{17} Indirect acts are indirectly cooperative. They depend on us being able to pick up the relevant clues from intonational and thematic force, together with the context of utterance, in order to arrive at a correct interpretation of the speaker's meaning.\textsuperscript{18}

A different approach to distinguishing types of speech acts can be made on the basis of structure. When an interrogative speech act such as \textit{Did you...?}, \textit{Are they...?}, or \textit{Can we...?} is used with the function of a question, it is describes as a direct speech act. For example, when we don’t know something and we ask someone to provide the information, we usually produce a direct speech such as \textit{Can you ride a bicycle?}\textsuperscript{19}

Compare that utterance with \textit{Can you pass the salt?}, we are not really asking a question about someone’s ability. In fact, we don’t normally use this structure as a question at all. We normally use it to make a request. That is, we are using a syntatic structure associated with the function of a question, but in this

case with the function of a request. The utterance above is an example of an indirect speech act.\textsuperscript{20}

E. Typology of Searle

Speech acts theory has been developed by a British philosopher John Searle. There are five basic kinds of action or illocution of utterance that one can perform in speaking which are promoted by Searle, they are:\textsuperscript{21}

1) Representative / assertives

This act explains the situation, which commits the speaker to the truth of the expressed proposition such as asserting, concluding, announcing, and predicting. For example: “I’ve been listening to a song that really got me”. The sentence is meant to assert that the addressee ever listening the song that really got the addressee.

2) Directives

The objective of this act is to make the addressee do something. The examples are direct, advice, urge, supplicate, implore, entreat, beseech, pray, tell (to), require, ask, beg, suggesting, command, recommend, demand, order, request, and forbid. For example: “I’m thirsty, give me a cup of water, please!” the sentence means that the addressee. The sentence indicates a request from addressee to give the water.

3) Commisives

\textsuperscript{20}Ibid.
This act is aimed at urging the addressee to do something, such as promising, swearing, threatening, and offering. For example: “I'm not going anywhere unsafe!” the addressee who utters the sentence to his friend is promising that he/she will not go anywhere unsafely.

4) Expressives

This act expresses the addressee’s psychological state as thanking, apologizing, welcoming, praising, and congratulating. Like the commisives, they tend to be convivial and therefore intrinsically polite. The reserve is true, however, of such expressive as ‘blaming’ and ‘accusing’. For example: “you look beautiful, Jane!” the addressee praises his friend, Jane, who looks beautiful. The act is praising.

5) Declaration

This act used to uphold a particular speech act that affect immediate changes in the institutional state of affairs and which tend to rely on elaborating extra linguistic institution as declaring war, excommunication, christening, appointing, and firing from employment. For example: “I name the baby David!” The parents use the speech act to give the statement or to declare that their baby is named “David”.
From all categories, the researcher focuses on the Directives Illocutionary Act, because this act helps the addresser make the addressee do something according to his will.
CHAPTER III

RESEARCH FINDINGS

A. Data Description

In conducting this research the writer uses qualitative method and data collecting technique used by me is bibliography technique. The research is using written sources to get the data. The steps to collect the data are:

1. Downloading the movie script at www.youtube.com;

2. Reading the whole dialogue script of The Miracle Worker movie carefully;

3. Marking (✓) to the dialogues that assumed contained a directives illocutionary act.

4. Compiling the dialogues into data card, so, the data card contains the dialogues and page that refer to the script. The data card also numbered.

Until this stage, the writer obtained 17 data from The Miracle Worker movie script. The details are shown in this table.

Table I: The types of directive acts in The Miracle Worker movie.

<table>
<thead>
<tr>
<th>No.</th>
<th>Types of Directive</th>
<th>Total</th>
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<tr>
<td>1</td>
<td>Ask</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Command</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>Request</td>
<td>7</td>
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<tr>
<td>TOTAL</td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>
5. After the data have been collected, the next step is collecting data.

In this phase, the amount of samples will be specified. The writer uses random sampling technique to specify the samples. Then, the writer uses raffle technique with these steps. Then, the writer uses raffle technique with these steps:

1. Each member of population compiled into list and numbered.
2. Each of numbered lists of population’s member is written on a small piece of paper.
3. The paper is rolled up and inserted in the box.
4. After shake the box, the rolls of paper is taken in accordance with the amounts of wanted sample.¹

Through that process, 17 corpus data have been selected. They are 17 data from The Miracle Worker movie script. The last step is to classify the data. As the writer said earlier, in this data description, the writer focuses on form of directive illocutionary act (ask, command, and request) as proposed by John R. Searle. The details of the data can be seen in the following table:

Table 2: The Result of Simple Random Sampling of Directive Illocutionary Types

<table>
<thead>
<tr>
<th>No</th>
<th>Data</th>
<th>Indication</th>
<th>Direct or Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Datum 3.</td>
<td>Ask</td>
<td>This dialogue is uttered directly</td>
</tr>
<tr>
<td></td>
<td>Annie: I'll take my suitcase, thanks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arthur: I have it, Miss Sullivan.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|---|----------|----------|
| 2 | Annie: No, please, let me.  
Arthur: I wouldn't think of it.  
Annie: I have something in it for Helen. I needn't to be treated like a guest. |  
[Tries Door]  
Annie: Helen!  
Annie: Let me out, you wicked girl.  
Helen! Ohh!  
Hellen: Unh. | Ask  
This dialogue is uttered indirectly |
| 3 | Kate: Miss Sullivan—  
Annie: If you're not willing to stand up to one tantrum, I cannot teach her anything.  
Hellen: Unh!  
Annie: Mrs. Keller, you asked if there was anything I needed.  
Kate: Yes, but I--  
Annie: I need to be alone with Helen. | Ask  
This dialogue is uttered indirectly |
<table>
<thead>
<tr>
<th></th>
<th>Datum 1.</th>
<th>Command</th>
<th>This dialogue is uttered directly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percy: H-Helen? H-<strong>Helen! Stop!</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Percy: Helen!</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Martha: Stop it, Helen.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>percy : Why she stick her fingers in my mouth?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Martha : Because she mad at you talking all day when she can't hear nothing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Datum 2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Percy: Help! Help! Helen's trying to kill us! She tying to kill us again!</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[Muffled Yelling]</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kate : Helen? Helen. Stop it, Helen.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stop it. Stop it. OK, OK. <strong>give mother the scissors. Helen.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>give mother the scissors. Helen.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OK. OK. There, now. OK</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Datum 4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kate: Well, she--she wasn't employed there. She was one of their best students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arthur: Student?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Datum</td>
<td>Text</td>
<td>Command</td>
<td>Notes</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>7</td>
<td>James: Now you have to take care of, Father. &lt;br&gt;Arthur: <strong>You stay out of this.</strong></td>
<td>Command</td>
<td>This dialogue is uttered indirectly</td>
</tr>
<tr>
<td>7</td>
<td>Datum 6. &lt;br&gt;Arthur: Isn't there a key on your side? [Whispering] &lt;br&gt;Annie: For God's sake. No, sir. &lt;br&gt;There's no key, sir. &lt;br&gt;Arthur: <strong>Put that ladder away, Jimmy.</strong> &lt;br&gt;James: Whatever you say, Father</td>
<td>Command</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Datum 9. &lt;br&gt;Arthur: Please, show some pity. &lt;br&gt;Annie: For this kind of behavior? &lt;br&gt;Pity's the one thing she doesn't need. &lt;br&gt;The whole house waits on her hand and foot. &lt;br&gt;James: Hear, hear. &lt;br&gt;Arthur: <strong>You stay out of this</strong></td>
<td>Command</td>
<td>This dialogue is uttered indirectly</td>
</tr>
<tr>
<td>9</td>
<td>Datum 15. &lt;br&gt;James: <strong>Let her go!</strong> &lt;br&gt;Arthur: What? &lt;br&gt;James: Let her go. She's right.</td>
<td>Command</td>
<td>This dialogue is uttered indirectly</td>
</tr>
<tr>
<td>Datum</td>
<td>Dialogue</td>
<td>Type</td>
<td>Utterance</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------</td>
<td>-----------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10</td>
<td>Annie: Captain Mrs. Keller, <strong>come quickly</strong>! She knows! Annie: Mrs. Keller... she knows! She knows! Helen: Mother. Kate: Yes. Yes.</td>
<td>Command</td>
<td>This dialogue is uttered indirectly</td>
</tr>
<tr>
<td>11</td>
<td>Kate: <strong>Can you teach me those letters?</strong></td>
<td>Request</td>
<td>This dialogue is uttered indirectly</td>
</tr>
<tr>
<td></td>
<td>Annie: I'll start tomorrow. If both of us are spelling to her, that makes only about half a million words each.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Kate: Miss Annie, Helen is used to helping herself from our plates. Annie: I'm afraid I'm not used to it. Arthur: No, of course not. Viney, <strong>please bring Miss Sullivan another plate.</strong> Annie: There's nothing wrong with my plate, Captain, only that Helen's hands don't belong in it.</td>
<td>Request</td>
<td>This dialogue is uttered indirectly</td>
</tr>
</tbody>
</table>
| Datum 11. | Helen: [Moaning]  
Annie: Right now.  
Arthur: Miss Sullivan--  
Kate: Captain. James. Captain, **may I speak with you outside?**  
Annie: Give us a moment, please.  
Viney: Oh...  
[Helen Continues Moaning] | Request | This dialogue is uttered indirectly |
| Datum 12. | Arthur: Miss Sullivan...I find that I am not satisfied with this-- That is, this arrangement--**Will you please take off your glasses?** I find it very difficult to speak to you with them on.  
Annie: Well, of course | Request | This dialogue is uttered indirectly |
| Datum 14. | Jimmie: Annie I'm so hot, Annie!  
**Can you bring me some water?**  
Annie: I have to go to him! He's got no one on the earth but me!  
Do you think I want an epidemic on | Request | This dialogue is uttered indirectly |
<table>
<thead>
<tr>
<th></th>
<th>Datum 13.</th>
<th>Request</th>
<th>This dialogue is uttered indirectly</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Jimmie: Annie. I can't sleep, Annie. There are rats in my room.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can't we live somewhere else?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>We don't have anywhere else, Jimmie.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Annie: I wanted to teach her &quot;yes.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Well, you'll have all the time you need now. Will you help me, Captain?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arthur: Yes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. Data analysis

1. Ask

**Datum 3:**

<table>
<thead>
<tr>
<th>Setting</th>
<th>In Keller’s House</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>Annie and Arthur</td>
</tr>
<tr>
<td>Annie</td>
<td>I’ll take my suitcase, thanks.</td>
</tr>
<tr>
<td>Arthur</td>
<td>I have it, Miss Sullivan.</td>
</tr>
<tr>
<td>Annie</td>
<td>No, please, let me.</td>
</tr>
<tr>
<td>Arthur</td>
<td>I wouldn’t think of it.</td>
</tr>
<tr>
<td>Annie</td>
<td>I have something in it for Helen. I needn’t to be treated like a guest.</td>
</tr>
</tbody>
</table>

This dialogue happen communication between Annie and Arthur in front of Keller’s house. Arthur wants to help Annie to take her suitcase but Annie want to take it by herself. She asked to Arthur that she needn’t to be treated like a guest. She want to take it by herself because, she has something in it for Hellen.

Based on the context, certainly the utterance contains the illocutionary acts of directive, one asking. In this case, Annie asked to Arthur to let her suitcase by herself because Annie directly cooperative in nature and she normally use it to make an asking.

**Datum 5:**

<table>
<thead>
<tr>
<th>Setting</th>
<th>In Hellen’s room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>Annie and Hellen</td>
</tr>
<tr>
<td>[Tries Door]</td>
<td></td>
</tr>
<tr>
<td>Annie</td>
<td>Helen!</td>
</tr>
<tr>
<td>Annie</td>
<td>Let me out, you wicked girl. Helen! Ohh!</td>
</tr>
<tr>
<td>Hellen</td>
<td>Unh.</td>
</tr>
</tbody>
</table>
This dialogue tells about Annie who asked Hellen to open the door or to let her out from the room. Annie tries to teach Hellen, but Hellen feels uncomfortable with the way of Annie in taught her. Then, Hellen is running out and locked the door. Then, she brought the key. She run out from the room and did not give the key or open the door.

Based on the context, certainly in deed the utterance contains the illocutionary acts of directive, and one of directive is asking. Annie says “Let me out, you wicked girl. Helen! Ohh!” It is mean Annie ask Hellen to let her out from the room. The dialogue above also shows that there is no other paradigmatic case that include besides an asking. In this case Annie says directive type of illocutionary acts indirectly. It is because Annie indirectly cooperative in nature and she normally use it make an asking.

Datum 10:

<table>
<thead>
<tr>
<th>Setting</th>
<th>In Keller’s house</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>Annie, Kate and Helen</td>
</tr>
<tr>
<td>Kate</td>
<td>Miss Sullivan—</td>
</tr>
<tr>
<td>Annie</td>
<td>If you're not willing to stand up to one tantrum, I can not teach her anything.</td>
</tr>
<tr>
<td>Helen</td>
<td>Unh!</td>
</tr>
<tr>
<td>Annie</td>
<td>Mrs. Keller, you asked if there was anything I needed.</td>
</tr>
<tr>
<td>Kate</td>
<td>Yes, but I--</td>
</tr>
<tr>
<td>Annie</td>
<td>I need to be alone with Helen.</td>
</tr>
</tbody>
</table>

This dialogue happen communication between Annie, Hellen and Kate in Keller’s house. Annie tries to explain to Kate if she cannot teach
Hellen if Kate is not willing to stand up to one tantrum. She also asked to Kate if she needs to be alone with Helen.

Based on the context, certainly the utterance contains the illocutionary acts of directive, one asking. In this case, Annie asked to Kate what she needed. She needs to be alone with Helen. She indirectly cooperative in nature and she normally use it to make an asking.

2. Command

**Datum 1:**

<table>
<thead>
<tr>
<th>Setting</th>
<th>In front of the Keller’s house</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>Martha and Percy</td>
</tr>
<tr>
<td>Percy</td>
<td>H-Helen? H-<strong>Helen! Stop!</strong></td>
</tr>
<tr>
<td>Percy</td>
<td>Helen!</td>
</tr>
<tr>
<td>Martha</td>
<td>Stop it, Helen.</td>
</tr>
<tr>
<td>Percy</td>
<td>Why she stick her fingers in my mouth?</td>
</tr>
<tr>
<td>Martha</td>
<td>Because she mad at you talking all day when she can’t hear nothing.</td>
</tr>
</tbody>
</table>

This dialogue tells about conversation which occured between Percy and Martha in the Garden. In the morning, they were talking and walking at the garden where is near with Keller’s house. Suddenly Helen tantrums to Percy. She stick her finger in Percy’s mouth. Then, Martha tries to help him.

Based on the context, certainly the utterance contains the illocutionary act of directive is commanding. Percy conveys his desire for addressee to do something. He commands the hearers to do something by his utterance “**H-Helen! Stop!**” then, Martha tries to help Percy. The dialogue above also shows that there is no other paradigmatic case that
include besides commanding. Percy says directive type of illocutionary acts directly. It is because he directly cooperative in nature and he normally use it to make a command.

Datum 2:

Setting : In Keller’s House
Participants : Percy and Kate
Percy : Help! Help! Helen's trying to kill us! She trying to kill us again!
Kate : Helen? Helen. Stop it, Helen. Stop it. Stop it. OK, OK, give mother the scissors. Helen. Helen, give mother the scissors. Helen. OK. OK. There, now. OK

This dialogue tells about percy who asked help to someone because Hellen looks like want to kill Martha and him. Then, Kate immediately commands Hellen to give the scissors to her with give a candy to Hellen’s mouth.

Based on the context, certainly the utterance contains the illocutionary act of directive is commanding. Percy conveys his desire for addressee to do something. Kate says “give mother the scissors. Helen. Helen, give mother the scissors”. It is mean Kate command Hellen to give the scissors to her. The dialogue above also shows that there is no other paradigmatic case that include beside commanding. Kate says directive type of illocutionary acts directly. It is because she directly cooperative in nature and he normally use it to make a command.
Datum 4:

Setting : In the Keller’s house
Participants: Kate, James, and Arthur
Kate : Well, she--she wasn't employed there. She was one of their best students.
Arthur : Student?
James : Now you have to take care of, Father.
Arthur : You stay out of this.

This dialogue tells about conversation which occurred between Kate, James and Arthur in Keller’s house. Kate tries to explain to Arthur if Annie wasn't employed there. She was one of their best students. Suddenly, James is mocking her father with says “Now you have to take care of, Father”. After that, Arthur give a command if James have to stay out at the room.

Based on the context, certainly the utterance contains the illocutionary act of directive is commanding. Arthur conveys his desire for addressee to do something. He commands the hearers to do something by his utterance “You stay out of this!” The dialogue above also shows that there is no other paradigmatic case that include besides commanding. Arthur says directive type of illocutionary acts indirectly. It is because he indirectly cooperative in nature and he normally use it to make a command.
Datum 6:

Setting: In front of the Keller’s house
Participants: Annie and Arthur
Arthur: Isn't there a key on your side? [Whispering]
Annie: For God's sake. No, sir. There's no key, sir.
Arthur: **Put that ladder away, Jimmy.**

The dialogue tells about conversation which occured between Annie, and Arthur in the Keller’s house. Arthur tries to help Annie. He knows if Hellen looked Annie when Annie taught Hellen in the room. Jimmy also tries to help Annie. He brings the ladder for Annie but Arthur says”**Put that ladder away, Jimmy**”

Based on the context, certainly the utterance contains the illocutionary act of directive is commanding. Arthur conveys his desire for addressee to do something. He commands the hearers to do something by his utterance **“Put that ladder away, Jimmy”** then, Jimmy put the ladder away. The dialogue above also shows that there is no other paradigmatic case that include besides commanding. Arthur says directive type of illocutionary acts indirectly. It is because he indirectly cooperative in nature and he normally use it to make a command.

Datum 9:

Setting: In front of the Keller’s house
Participants: Annie, James and Arthur
Arthur: Please, show some pity.
Annie: For this kind of behavior? Pity's the one thing she doesn't need. The whole house waits on her hand and foot.
James: Hear, hear.
Arthur: You stay out of this

This dialogue tells about conversation which occurred between Annie, James, and Arthur in Keller’s house. Arthur tries to explain to Annie if she should show some pity, but Annie also give an explanation that Pity’s the one thing Helen doesn’t need. Then, James gives his oppinion if Arthur has listen Annie’s talked. After that, Arthur gives a command if James have to stay out from the room.

Based on the context, certainly the utterance contains the illocutionary act of directive is commanding. Arthur conveys his desire for addressee to do something. He commands the hearers to do something by his utterance “You stay out of this!” The dialogue above also shows that there is no other paradigmatic case that include besides commanding. Arthur says directive type of illocutionary acts indirectly. It is because he indirectly cooperative in nature and he normally use it to make a command.

Datum 15:

Setting: In the Keller’s house
Participants: James and Arthur
James: Let her go!
Arthur: What?
James: Let her go. She’s right.

This dialogue tells about conversation which occurred between James, and Arthur in Keller’s house. Annie wants bring Hellen to teach her. James is commanding to Arthur if He must let her go because he has opinion if Annie is right. She has the right way to tech Helen.
Based on the context, certainly the utterance contains the illocutionary act of directive is commanding. James convey his desire for addressee to do something. He commands the hearers to do something by his utterance “Let her go!” The dialogue above also shows that there is no other paradigmatic case that include besides commanding. James says directive type of illocutionary acts indirectly. It is because he indirectly cooperative in nature and he normally use it to make a command.

Datum 17:

Setting : In the Keller’s house
Participants : Annie, and Kate
Annie : Captain Mrs. Keller, come quickly! She knows! Mrs. Keller... she knows! She knows!
Helen : Mother.
Annie : Yes.
Kate : Yes.

This dialogue tells about conversation which occured between Annie, and Kate in Keller's house. Annie tries to call Mrs. Keller. She wants Mrs. Keller know if Hellen has many progresses. Especially, she can spell “mother” with her hand. She also can say “mother”.

Based on the context, certainly the utterance contains the illocutionary act of directive is commanding. Annie conveys his desire for addressee to do something. She commands the hearers to do something by his utterance “Come quickly!” The dialogue above also shows that there is no other paradigmatic case that include beside commanding. Annie says
directive type of illocutionary acts indirectly. It is because she indirectly cooperative in nature and she normally use it to make a command.

3. Request

Datum 7:

Setting : In the Keller’s house
Participants : Annie, and Kate
Kate : Can you teach me those letters?
Annie : I'll start tomorrow. If both of us are spelling to her, that makes only about half a million words each.

This dialogue tells about conversation which occurred between Annie, and Kate in Keller’s house. Annie make a request to Annie. She wants Annie teach those letters to her because she wants teach and communicate with Helen. Then, Annie answers if she can do it tomorrow. Annie also explained if both of they are spelling to her, that makes only about half million words each.

Based on the context, certainly the utterance contains the illocutionary act of directive is request. Kate conveys his desire for addressee to do something. She request the hearers to do something by his utterance “Can you teach me those letters?” The dialogue above also shows that there is no other paradigmatic case that include beside request. Kate says directive type of illocutionary acts indirectly. It is because she indirectly cooperative in nature and she normally use it to make a request.
Datum 8:

Setting: In the Keller’s house
Participants: Annie, Arthur and Kate
Kate: Miss Annie, Helen is used to helping herself from our plates.
Annie: I’m afraid I’m not used to it.
Arthur: No, of course not. Viney, please bring Miss Sullivan another plate.
Annie: There’s nothing wrong with my plate, Captain, only that Helen's hands don't belong in it.

This dialogue tells about conversation which occurred between Annie, Arthur, and Kate in Keller’s house. In the morning, they want to have breakfast but Helen’s hand take some omelete from Annie’s plate. Kate says if Helen is used to helping herself from their plates. Annie does not like it because it is impolite. Then, Arthur makes a request that Viney to bring Annie another plate. After that, Annie explains if there is nothing wrong with her plate but only that Helen’s hands don’t belong in it.

Based on the context, certainly the utterance contains the illocutionary act of directive is request. Arthur convey his desire for addressee to do something. He request the hearers to do something by his utterance “please bring Miss Sullivan another plate”. The dialogue above also shows that there is no other paradigmatic case that include beside request. Arthur says directive type of illocutionary acts indirectly. It is because he indirectly cooperative in nature and she normally use it to make a request.
**Datum 11:**

**Setting**: at dining room  
**Participants**: Annie, Arthur, Helen, Viney and Kate  
Helen: [Moaning]  
Annie: Right now.  
Arthur: Miss Sullivan--  
Kate: Captain. James. Captain, **may I speak with you outside?**  
Annie: Give us a moment, please.  
Viney: Oh...  
[Helen Continues Moaning]

This dialogue tells about conversation which occurred between Annie, Arthur, Helen, Viney and Kate in Keller’s house. In the morning when they were breakfast, Helen’s hand takes some omelet from Annie’s plate. Annie does not like it because it unpolite. Hence, Annie asked the moment to teach a good attitude for Helen. Then, Kate make a request to speak with Arthur outside. She want to talk about the way of Annie’s teaching.

Based on the context, certainly the utterance contains the illocutionary act of directive is request. Kate conveys his desire for addressee to do something. She request the hearers to do something by his utterance “**please bring Miss Sullivan another plate**”. The dialogue above also shows that there is no other paradigmatic case that include beside request. Kate says directive type of illocutionary acts indirectly. It is because she indirectly cooperative in nature and she normally use it to make a request.
Datum 12:

Setting: at dining room
Participants: Annie and Arthur
Arthur: Miss Sullivan...I find that I am not satisfied with this--That is, this arrangement--*Will you please take off your glasses?* I find it very difficult to speak to you with them on.
Annie: Well, of course

This dialogue tells about conversation which occurred between Annie and Arthur in Keller’s house. Arthur were talking about the result of Annie’s teaching for Helen. He is not satisfied with that. He did not look a progress in Helen. But before Arthur explained about that, he makes a request if Annie should take off her glasses because Arthur find it very difficult to speak to her with them on.

Based on the context, certainly the utterance contains the illocutionary act of directive is request. Arthur conveys his desire for addressee to do something. He request the hearers to do something by his utterance “*Will you please take off your glasses?*” The dialogue above also shows that there is no other paradigmatic case that include beside request. Arthur says directive type of illocutionary acts indirectly. It is because he indirectly cooperative in nature and he normally use it to make a request.

Datum 14:

Setting: In the Keller’s house.
Participants: Annie, and Jimmie
Jimmie: Annie I'm so hot, Annie!

Can you bring me some water? Annie

Annie: I have to go to him! He's got no one on the earth but me!

Do you think I want an epidemic on my hands?

Jimmie: Annie!

This dialogue tells about conversation which occurred between Annie and Jimmie. Jimmie feels so hot in his room and he is so thirsty. Then he make a request to Annie to bring his some water for him. But Annie did not bring it for Jimmie.

Based on the context, certainly the utterance contains the illocutionary act of directive is request. Jimmie conveys his desire for addressee to do something. He requests the hearers to do something by his utterance “Can you bring me some water?” The dialogue above also shows that there is no other paradigmatic case that include beside request. Jimmie says directive type of illocutionary acts indirectly. It is because she indirectly cooperative in nature and he normally use it to make a request.

Datum 13:

Setting : In the Keller’s house.
Participants : Annie, and Arthur
Annie : I wanted to teach her "yes."
Well, you'll have all the time you need now. Will you help me, Captain?
Arthur : Yes.

This dialogue tells about conversation which occurred between Annie and Arthur. Annie told to Arthur if He has to keep what she was
doing it all for Helen. She taught Hellen and she wanted Arthur to keep Helen.

Based on the context, certainly the utterance contains the illocutionary act of directive is request. Jimmie conveys his desire for addressee to do something. She request the hearers to do something by his utterance “Will you help me, Captain?”. The dialogue above also shows that there is no other paradigmatic case that include beside request. Annie says directive type of illocutionary acts indirectly. It is because she indirectly cooperative in nature and she normally use it to make a request.

Datum 16:

Setting : In the Keller’s house.
Participants : Annie, and Jimmie
Jimmie : Annie. I can’t sleep, Annie. There are rats in my room. Can’t we live somewhere else?
Annie : We don’t have anywhere else, Jimmie.

This dialogue tells about conversation which occurred between Annie and Jimmie. Jimmie makes a request to Annie to live somewhere else. Because, there are rats in his room and Annie answered if they did not have anywhere else.

Based on the context, certainly the utterance contains the illocutionary act of directive is request. Jimmie conveys his desire for addressee to do something. He request the hearers to do something by his utterance “Can’t we live somewhere else?” The dialogue above also shows that there is no other paradigmatic case that include beside request.
Jimmie says directive type of illocutionary acts indirectly. It is because she indirectly cooperative in nature and he normally use it to make a request.
CHAPTER IV
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research findings, it can be concluded that there are some points which can answer the research questions.

The classification of types directive that occurred in the dialogue text includes three types, ask, command and request. On this object was found 17 corpus data. There are 7 asking, 7 commanding and 3 requesting. In this research on *The Miracle Worker* Movie, commanding and requesting is mostly used in conversation. It can be seen from the dialogues and the scenes. Directive is the objective of act is to make the addressee do something. The examples are *direct*, *advice*, *urge*, *supplicate*, *implore*, *entreat*, *beseech*, *pray*, *tell (to)*, *require*, *ask*, *beg*, *suggesting*, *command*, *recommend*, *demand*, *order*, *request*, and *forbid*. For example: “I’m hungry, give me a bowl of chicken soup, please!” the sentence means that the addressee. The sentence indicates a request from addressee to get the chicken soup.

From explanation above, it can be concluded that every conversation has many directive speech acts. Whatever directives speech act chosen, the important thing in directive is how to make the addressee do something.

B. Suggestions

Learning Pragmatics, especially Discourse Analysis in speech act is quite important for the next researchers who concern with communication in social life and for all readers. Because in social community must have their own rules,
regarded to culture, language and mentality to reach an ideal and understanding communication.

This research may give a few suggestions for the next researchers that analyze three types of directive speech acts or more, they also can analyze how the directive speech acts use different language and then using speech acts theory has been developed by Searle.
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APPENDICES

Transcript of *The Miracle Worker* Movie

1. Ask

**Datum 3:**

Setting : In Keller’s House  
Participants : Annie and Arthur  
Annie : I'll take my suitcase, thanks.  
Arthur : I have it, Miss Sullivan.  
Annie : No, please, *let me.*  
Arthur : I wouldn't think of it.  
Annie : I have something in it for Helen. I needn't to be treated like a guest.

**Datum 5:**

Setting : In Hellen’s room  
Participants : Annie and Hellen  
[Tries Door]  
Annie : Helen!  
Annie : *Let me out,* you wicked girl. Helen! Ohh!  
Hellen : Unh.

**Datum 10:**

Setting : In Keller’s house  
Participants : Annie, Kate and Helen  
Kate : Miss Sullivan—  
Annie : If you're not willing to stand up to one tantrum, I can not teach her anything.  
Helen : Unh!  
Annie : Mrs. Keller, you asked if there was anything I needed.  
Kate : Yes, but I--  
Annie : I *need to be alone with Helen.*

2. Command
Datum 1:

Setting: In front of the Keller’s house
Participants: Martha and Percy
Percy: H-Helen? H-Helen! Stop!
Percy: Helen!
Martha: Stop it, Helen.
Percy: Why she stick her fingers in my mouth?
Martha: Because she mad at you talking all day when she can't hear nothing.

Datum 2:

Setting: In Keller’s House
Participants: Percy and Kate
Percy: Help! Help! Helen's trying to kill us! She trying to kill us again!
Kate: Helen? Helen. Stop it, Helen. Stop it. Stop it. OK, OK. give mother the scissors. Helen. Helen, give mother the scissors. Helen. OK. OK. There, now. OK

Datum 4:

Setting: In the Keller’s house
Participants: Kate, James, and Arthur
Kate: Well, she--she wasn't employed there. She was one of their best students.
Arthur: Student?
James: Now you have to take care of, Father.
Arthur: You stay out of this.

Datum 6:

Setting: In front of the Keller’s house
Participants: Annie and Arthur
Arthur: Isn't there a key on your side? [Whispering]
Annie: For God's sake. No, sir. There's no key, sir.
Arthur: Put that ladder away, Jimmy.
**Datum 9:**

Setting: In front of the Keller’s house
Participants: Annie, James and Arthur
Arthur: Please, show some pity.
Annie: For this kind of behavior? Pity’s the one thing she doesn’t need. The whole house waits on her hand and foot.
James: Hear, hear.
Arthur: **You stay out of this**

**Datum 15:**

Setting: In the Keller’s house
Participants: James and Arthur
James: Let her go!
Arthur: What?
James: Let her go. She's right.

**Datum 17:**

Setting: In the Keller’s house
Participants: Annie, and Kate
Annie: Captain Mrs. Keller, **come quickly**! She knows! Mrs. Keller... she knows! She knows!
Helen: Mother.
Annie: Yes.
Kate: Yes.

3. Request

**Datum 7:**

Setting: In the Keller’s house
Participants: Annie, and Kate
Kate: Can you teach me those letters?
Annie: I'll start tomorrow. If both of us are spelling to her, that makes only about half a million words each.

**Datum 8:**

Setting: In the Keller’s house
Participants: Annie, Arthur and Kate
Kate: Miss Annie, Helen is used to helping herself from our plates.
Annie: I'm afraid I'm not used to it.
Arthur: No, of course not. Viney, please bring Miss Sullivan another plate.
Annie: There's nothing wrong with my plate, Captain, only that Helen's hands don't belong in it.

Datum 11:

Setting: at dining room
Participants: Annie, Arthur, Helen, Viney and Kate
Helen: [Moaning]
Annie: Right now.
Arthur: Miss Sullivan--
Kate: Captain. James. Captain, may I speak with you outside?
Annie: Give us a moment, please.
Viney: Oh...
[Helen Continues Moaning]

Datum 12:

Setting: at dining room
Participants: Annie and Arthur
Arthur: Miss Sullivan...I find that I am not satisfied with this--That is, this arrangement--Will you please take off your glasses? I find it very difficult to speak to you with them on.
Annie: Well, of course

Datum 14:

Setting: In the Keller’s house.
Participants: Annie, and Jimmie
Jimmie: Annie I'm so hot, Annie! Can you bring me some water? Annie
Annie: I have to go to him! He's got no one on the earth but me! Do you think I want an epidemic on my hands?
Jimmie: Annie!

Datum 13:

Setting: In the Keller’s house.
Participants: Annie, and Arthur
Annie: I wanted to teach her "yes."
Well, you’ll have all the time you need now. **Will you help me, Captain?**
Arthur: Yes.

Datum 16:

Setting: In the Keller’s house.
Participants: Annie, and Jimmie
Jimmie: Annie. I can't sleep, Annie. There are rats in my room. **Can't we live somewhere else?**
Annie: We don't have anywhere else, Jimmie.
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Summary

As a human being, everyone always communicates or interacts in habitually. For interaction, every people need the way or something to communication in interaction by “Language”. The explanation of language by Kridalaksana is “language is a system sign of sound agreed for used by the member of society in cooperation, communication and identification person” and Kridalaksana also said “language is a system that assimilates world meaning and world sound”. Language can be learned with specific by linguistics because it same with Kridalaksana said “linguistic is a knowledge about language.”

Communication is a way to express our mind, feelings, ideas, and emotions. We can express it by using gesture or body movement, action, signal, and sound. The communicative act or verbal communicarion is usually represented by the utterances of the speakers. In communication, we need a partner or a hearer to understand and respond what we talk about. It also we need language in communication with each other or in our environment. We can study about language in pragmatic.

Pragmatics is the branch of study of language becoming popular nowadays. Pragmatics is a branch of linguistics which studies about language structure as a communication tool between listener and speaker. It also studies the use of language in human communication as determined by condition of society. According to Yule, pragmatics is the study of the relationship between linguistic forms and the users of those forms. It can be concluded if pragmatics is the study of language for communication between speaker and listener or human in society.

In pragmatics, there is a theory about speech act. In study of pragmatic, speech act theory is the most interesting study and seems relevant in language teaching and language learning. Speech act is the action or intent that a speaker accomplishes when using language
in context, the meaning of which is inferred by hearers. The five speech act categories that Searle ends up establishing are representatives, directives, commisives, expressives, and declaration.

In this research, the writer will focus to directives. Directives is a part of speech act Searle’s categories. As the name says, these speech acts embody an effort on the part of the speaker to get the hearer to do something, to ‘direct’ him or her towards some goal (of the speaker’s, mostly). Directive are those kinds of speech acts that speaker acts that speaker use to get someone else to do something. They, express what the speaker wants. In performing directives, the speaker tries to get the hearer to commit him/herself to some future course of action (verbal or nonverbal). They are commands, orders, invites, advice, begs, request, suggestions, as the example, they can positive or negative.

a. Give me a cup of coffee. Make it black.

b. Could you lend me a pen please?

c. Don’t touch me.

In using a directive, the speaker attempt to makes world fit/match the words (via the hearer). They try to make the addressee perform an action.

The writer chooses *The Miracle Worker* movie as the object of study because this movie is the story about Annie Sullivan, (portrayed by Alison Elliott), and her efforts in working with a young sullen Helen Keller (portrayed by Hallie Kate Eisenberg). The movie focuses on Annie’s struggle to draw Helen, a blind, deaf and mute girl out of her world of darkness and silence. Helen has been unable to communicate with her family except through physical temper tantrums since a childhood illness took her three senses from her at the age of 10 months old. She is allowed to eat with her hands, knock over or break anything and basically do whatever else she desires. All of this while being looked at with pity by her family. Her family loves her but they are all convinced she is a dumb, soft-brained child with
the intelligence of an animal who will never learn anything. She is barely pacified with candy when she throws a tantrum and is headed toward institutionalization in a sanitarium when Annie Sullivan enters her life as Helen’s parents' last-ditch effort to avoid the inevitable.

Plagued with vision problems of her own and orphaned at a young age, Annie Sullivan has the right mix of steeliness, empathy and patience to turn her young student's behavior around and teach her language. Annie’s job as Helen’s teacher is made more difficult by Helen’s imperious plantation-owner father, Captain Keller (David Strathairn), and her overly soft-hearted mother, Kate Keller (Kate Greenhouse), when they doubt her authority and challenge her methods. Annie’s goal is to not just teach Helen to behave but to break through to her with the gift of communication. Using sign language and signing the letters to spell words in Helen’s open palm, Annie makes large strides toward improving Helen’s behavior. There are many nonverbal communications between Miss Sullivan and Helen. The existence of directive speech act can be found in movie.

In this thesis, the writer will find the types of directive speech act used in this movie based on Searle’s typology and how do the speaker give directive of direct or indirect. According to the writer, Searle category on types of speech act is good and significant because the category is based on the speaker, not by the hearer.

In this movie, there are many utterances which are described as illocutionary act analysis. Hence, this research aims to analyze the types of directives illocutionary act applied in the dialogues The Miracle Worker movie script.

There are some reasons why this research studies about directive speech act. First, directive is a kind of speech act that often used by speakers in daily conversation. In using directive, the speaker attempts to make the world fit the word via the hearer. Second reason is directive show a strong relationship between speaker and hearer. The next reason is because
directive speech acts are used to get greatest attention from listener in communication. Through directive speech acts the speaker utterances make hearer do something.

Since this research use a script (text) as a data, it means this research is a discourse analysis with a pragmatic approach. According to Renkema, a good framework for studying discourse in the form-function approach is pragmatics.

Because the object of speech acts is too large, it is necessary to limit the analysis to avoid the vagueness. This research is focused only on the kind of directive illocutionary act that used in the dialogues *The Miracle Worker* movie script. This research only analyze dialogues involving the main characters; Kate, Annie, Arthur, Jimmy and Hellen.

Based on the background of the study, the research questions are:

a. What kinds of directives illocutionary acts found in the dialogues *The Miracle Worker* movie script?

b. How does the directives illocutionary acts conveyed, directly or indirectly?

It is hoped that through this research, the reader’s knowledge in the field of pragmatic especially on speech act about directive illocutionary act analysis will be broadened. Moreover, the research is expected to give contribution for people to understand the process of directive illocutionary act analysis. This research is also expected to give a deeper understanding of the conflict between the characters in *The Miracle Worker* movie. Hence, the viewers can understand how often the directive illocutionary acts performed and which type of directive illocutionary acts that are most frequently used in *The Miracle Worker* movie.

Based on the research question above, the general objectives of the study are as follows:
a. To find out what are the types of directives illocutionary acts in dialogues *The Miracle Worker* movie script.

b. To know how the directive illocutionary act which is conveyed in dialogues *The Miracle Worker* movie script directly or indirectly.

The term discourse analysis was first introduced by Zellig Harris in 1952 as a way of analysing connected speech and writing. Discourse analysis focuses on knowledge about language beyond the word, clause, phrase, and sentence that is needed for successful communication. It looks at patterns of language across texts and considers the relationship between language and the social and cultural context in which it used. It can be concluded if discourse analysis is the way of analysing connected speech and writing and focuses on knowledge about language that is needed for communication.

A number of aspects of language use that are discussed by people working in the area of discourse analysis are also discussed in the area pragmatics. Pragmatics is concerned with how the interpretation of language depends on knowledge of the real word, such as how the runway is full at the moment is understood as an instruction not to land a plane, rather than just a statement of fact. Pragmatics is interested in what people mean by what they say, rather than words in their most literal sense might mean by themselves. The field of discourse studies, which investigates the relationship between form and function in verbal communication, is a branch of pragmatics. Pragmatics is the branch of linguistics which seeks to explain the meaning of linguistics message in terms of their context of use. According to Yule, pragmatics is the study of what speaker means or invisible meaning, or how we organize what is meant even when it is not actually said or written. Pragmatics is thus the study of acting by means of language, of doing things with words. In this view, linguistic pragmatics constitutes a subset of a more comprehensive theory of human actio. Its research object is language users' pragmatic knowledge, its use and development, as studied,
for example, in the philosophy of language, linguistics, developmental psychology, and second language research. According to Mey, Pragmatics includes Speech Act, conversational implicature, politeness, and conversation analysis.

According to Yule, there are four areas that pragmatics are concerned with. First, pragmatics is the study of speaker meaning. Here, pragmatics is concern with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). Second, pragmatic is the study of contextual meaning. This type of study necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said. Third, pragmatics is the study of how more meaning gets communicated than it said. This types of the study explores how a great deal of what is unsaid is recognized as part of what is communicated. Last, pragmatics is the study of the expression of relative distance. This perspective then raises the question of what determines the choice between the said and the unsaid. The basic answer is tied to the notion of distance.

Speech act theory developed during the middle of the twentieth century out of sense of dissatisfaction on the part of writers such as J.L Austin. Speech act is the basic unit of communication. By doing speech acts, the speaker tries to convey purpose or intention of communication which is understandable by the hearer addressee. Searle also states that Speech Act is an action such as making a statement, giving orders, asking questions, making Appointments, etc.,... this action is generally made possible by and conducted in accordance with certain rules for the use of linguistic element.

According to Parker, speech acts can be both direct and indirect speech acts, as well as literal and nonliteral speech acts. Direct speech are utterances that match with the function of sentence. On the contrary, indirect speech acts are utterances that do not match with the function of sentence. Indirect acts are indirectly cooperative. They depend on us being able to
pick up the relevant clues from intonational and thematic force, together with the context of utterance, in order to arrive at a correct interpretation of the speaker’s meaning.

A different approach to distinguishing types of speech acts can be made on the basis of structure. When an interrogative speech act such as *Did you...?*, *Are they...?*, or *Can we...?* is used with the function of a question, it is describes as a direct speech act. For example, when we don’t know something and we ask someone to provide the information, we usually produce a direct speech such as *Can you ride a bycycle?*

Compare that utterance with *Can you pass the salt?*, we are not really asking a question about someone’s ability. In fact, we don’t normally use this structure as a question at all. We normally use it to make a request. That is, we are using a syntatic structure associated with the function of a question, but in this case with the function of a request. The utterance above is an example of an indirect speech act.

A. Typology of Searle

Speech acts theory has been developed by a british philosopher John Searle. There are five basic kinds of action or illocution of utterance that one can perform in speaking which are promoted by Searle, they are:

1) Representative / assertives

This act explains the situation, which commits the speaker to the truth of the expressed proposition such as *asserting, concluding, announcing, and predicting*. For example: “I’ve been listening to a song that really got me”. The sentence is meant to asert that the addressee ever listening the song that really got the addressee.

2) Directives

The objective of this act is to make the addressee do something. The examples are *direct, advice, urge, supplicate, implore, entreat, beseech, pray, tell*
(to), require, ask, beg, suggesting, command, recommend, demand, order, request, and forbid. For example: “I’m thirsty, give me a cup of water, please!” the sentence means that the addresser. The sentence indicates a request from addresser to get addressee to get the water.

3) Commisives

This act is aimed at urging the addresser to do something, such as promissing, swearing, threatening, and offering. For example: “I’m not going anywhere unsafe!” the addresser who utters the sentence to his friend is promising that he/she will not go anywhere unsafely.

4) Expressives

This act expresses the addresser’s psychological state as thanking, apologizing, welcoming, praising, and congratulating. Like the commisives, they tend to be convivial and therefore intrinsically polite. The reserve is true, however, of such expressive as ‘blaming’ and ‘accusing’. For example: “you look beautiful, Jane!” the addresser praises his friend, Jane, who looks beautiful. The act is praising.

5) Declaration

This act used to uphold a particular speech act that affect immediate changes in the institutional state of affairs and which tend to rely on elaborating extra linguistic institution as declaring war, excommunication, christening, appointing, and firing from employment. For example: “I name the baby David!”. The parents use the speech act to give the statement or to declare that their baby is named “David”.

From all categories, the researcher focuses on the Directives Illocutionary Act, because this act helps the addresser make the addressee do something according to his will.
A. Data Description

In conducting this research the writer uses qualitative method and data collecting technique used by me is bibliography technique. The research is using written sources to get the data. The steps to collect the data are:

1. Downloading the movie script at www.youtube.com;
2. Reading the whole dialogue script of The Miracle Worker movie carefully;
3. Marking (✓) to the dialogues that assumed contained a directives illocutionary act.
4. Compiling the dialogues into data card, so, the data card contains the dialogues and page that refer to the script. The data card also numbered. Until this stage, the writer obtained 17 data from The Miracle Worker movie script. The details are shown in this table.  

Table I: The types of directive acts in The Miracle Worker movie.

<table>
<thead>
<tr>
<th>No.</th>
<th>Types of Directive</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ask</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Command</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>Request</td>
<td>7</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

5. After the data have been collected, the next step is collecting data.  

In this phase, the amount of samples will be specified. The writer uses random sampling technique to specify the samples. Then, the writer uses raffle technique with these steps. Then, the writer uses raffle technique with these steps:

1. Each member of population compiled into list and numbered.
2. Each of numbered lists of population’s member is written on a small piece of paper.
3. The paper is rolled up and inserted in the box.

4. After shake the box, the rolls of paper is taken in accordance with the amounts of wanted sample.

Through that process, 17 corpus data have been selected. They are 17 data from The Miracle Worker movie script. The last step is to classify the data. As the writer said earlier, in this data description, the writer focuses on form of directive illocutionary act (ask, command, and request) as proposed by John R. Searle.

That are the example data that writer found in The Miracle Worker movie:

Datum 8:

<table>
<thead>
<tr>
<th>Setting</th>
<th>In the Keller’s house</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>Annie, Arthur and Kate</td>
</tr>
<tr>
<td>Kate</td>
<td>Miss Annie, Helen is used to helping herself from our plates.</td>
</tr>
<tr>
<td>Annie</td>
<td>I'm afraid I'm not used to it.</td>
</tr>
<tr>
<td>Arthur</td>
<td>No, of course not. Viney, please bring Miss Sullivan another plate.</td>
</tr>
<tr>
<td>Annie</td>
<td>There's nothing wrong with my plate, Captain, only that Helen's hands don't belong in it.</td>
</tr>
</tbody>
</table>

This dialogue tells about conversation which occurred between Annie, Arthur, and Kate in Keller’s house. In the morning, they want to breakfast but Helen’s hand take some omelete from Annie’s plate. Kate says if Helen is used to helping herself from their plates. Annie does not like it because it impolite. Then, Arthur makes a request that Viney to bring Annie another plate. After that, Annie explains if there is nothing wrong with her plate but only that Helen’s hands don’t belong in it.

Based on the context, certainly the utterance contains the illocutionary act of directive is request. Arthur convey his desire for addressee to do something. He request the hearers to do something by his utterance “please bring Miss Sullivan another plate”. The dialogue above also shows that there is no other paradigmatic
case that include beside request. Arthur says directive type of illocutionary acts indirectly. It is because he indirectly cooperative in nature and she normally use it to make a request.

**Datum 3:**

<table>
<thead>
<tr>
<th>Setting</th>
<th>In Keller’s House</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>Annie and Arthur</td>
</tr>
<tr>
<td>Annie</td>
<td>I'll take my suitcase, thanks.</td>
</tr>
<tr>
<td>Arthur</td>
<td>I have it, Miss Sullivan.</td>
</tr>
<tr>
<td>Annie</td>
<td>No, please, <strong>let me.</strong></td>
</tr>
<tr>
<td>Arthur</td>
<td>I wouldn't think of it.</td>
</tr>
<tr>
<td>Annie</td>
<td>I have something in it for Helen. I needn't to be treated like a guest.</td>
</tr>
</tbody>
</table>

This dialogue happen communication between Annie and Arthur in front of Keller’s house. Arthur wants to help Annie to take her suitcase but Annie want to take it by herself. She asked to Arthur that she needn’t to be treated like a guest. She want to take it by herself because, she has something in it for Hellen.

Based on the context, certainly the utterance contains the illocutionary acts of directive, one asking. In this case, Annie asked to Arthur to let her suitcase by herself because Annie directly cooperative in nature and she normally use it to make an asking.

**Datum 5:**

<table>
<thead>
<tr>
<th>Setting</th>
<th>In Hellen’s room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>Annie and Hellen</td>
</tr>
<tr>
<td>[Tries Door]</td>
<td></td>
</tr>
<tr>
<td>Annie</td>
<td>Helen!</td>
</tr>
<tr>
<td>Annie</td>
<td><strong>Let me out</strong>, you wicked girl. Helen! Ohh!</td>
</tr>
<tr>
<td>Hellen</td>
<td>Unh.</td>
</tr>
</tbody>
</table>

This dialogue tells about Annie who asked Hellen to open the door or to let her out from the room. Annie tries to teach Hellen, but Hellen feels uncomfortable with the way of Annie in taught her. Then, Hellen is running out and locked the door.
Then, she brought the key. She run out from the room and did not give the key or open the door.

Based on the context, certainly in deed the utterance contains the illocutionary acts of directive, and one of directive is asking. Annie says “**Let me out**, you wicked girl. Helen! Ohh!” It is mean Annie ask Hellen to let her out from the room. The dialogue above also shows that there is no other paradigmatic case that include besides an asking. In this case Annie says directive type of illocutionary acts indirectly. It is because Annie indirectly cooperative in nature and she normally use it make an asking.

**Datum 1:**

<table>
<thead>
<tr>
<th>Setting</th>
<th>In front of the Keller’s house</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>Martha and Percy</td>
</tr>
<tr>
<td>Percy</td>
<td>H-Helen? <strong>H-Helen! Stop!</strong></td>
</tr>
<tr>
<td>Percy</td>
<td>Helen!</td>
</tr>
<tr>
<td>Martha</td>
<td>Stop it, Helen.</td>
</tr>
<tr>
<td>Percy</td>
<td>Why she stick her fingers in my mouth?</td>
</tr>
<tr>
<td>Martha</td>
<td>Because she mad at you talking all day when she can’t hear nothing.</td>
</tr>
</tbody>
</table>

This dialogue tells about conversation which occurred between Percy and Martha in the Garden. In the morning, they were talking and walking at the garden where is near with Keller’s house. Suddenly Helen tantrums to Percy. She sticks her finger in Percy’s mouth. Then, Marta tries to help him.

Based on the context, certainly the utterance contains the illocutionary act of directive is commanding. Percy conveys his desire for addressee to do something. He commands the hearers to do something by his utterance “**H-Helen! Stop!**” then, Martha tries to help Percy. The dialogue above also shows that there is no other paradigmatic case that include besides commanding. Percy says directive type of
illocutionary acts directly. It is because he directly cooperative in nature and he normally use it to make a command.

**Datum 2:**

<table>
<thead>
<tr>
<th>Setting</th>
<th>In Keller’s House</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>Percy and Kate</td>
</tr>
<tr>
<td>Percy</td>
<td>Help! Help! Helen's trying to kill us! She trying to kill us again!</td>
</tr>
<tr>
<td>Kate</td>
<td>Helen? Helen. Stop it, Helen. Stop it. Stop it. OK, OK, give mother the scissors. Helen. Helen, give mother the scissors. Helen. OK. OK. There, now. OK</td>
</tr>
</tbody>
</table>

This dialogue tells about percy who asked help to someone because Hellen looks like want to kill Martha and him. Then, Kate immediately commands Hellen to give the scissors to her with give a candy to Hellen’s mouth.

Based on the context, certainly the utterance contains the illocutionary act of directive is commanding. Percy conveys his desire for addressee to do something. Kate says “give mother the scissors. Helen. Helen, give mother the scissors”. It is mean Kate command Hellen to give the scissors to her. The dialogue above also shows that there is no other paradigmatic case that include beside commanding. Kate says directive type of illocutionary acts directly. It is because she directly cooperative in nature and he normally use it to make a command.

**Datum 4:**

<table>
<thead>
<tr>
<th>Setting</th>
<th>In the Keller’s house</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>Kate, James, and Arthur</td>
</tr>
<tr>
<td>Kate</td>
<td>Well, she--she wasn't employed there. She was one of their best students.</td>
</tr>
<tr>
<td>Arthur</td>
<td>Student?</td>
</tr>
<tr>
<td>James</td>
<td>Now you have to take care of, Father.</td>
</tr>
<tr>
<td>Arthur</td>
<td>You stay out of this.</td>
</tr>
</tbody>
</table>

This dialogue tells about conversation which occured between Kate, James and Arthur in Keller’s house. Kate tries to explain to Arthur if Annie wasn't employed
there. She was one of their best students. Suddenly, James is mocking her father with says “Now you have to take care of, Father”. After that, Arthur give a command if James have to stay out at the room.

Based on the context, certainly the utterance contains the illocutionary act of directive is commanding. Arthur conveys his desire for addressee to do something. He commands the hearers to do something by his utterance “You stay out of this!” The dialogue above also shows that there is no other paradigmatic case that include besides commanding. Arthur says directive type of illocutionary acts indirectly. It is because he indirectly cooperative in nature and he normally use it to make a command.

**Datum 6:**

<table>
<thead>
<tr>
<th>Setting</th>
<th>In front of the Keller’s house</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>Annie and Arthur</td>
</tr>
<tr>
<td>Arthur</td>
<td>Isn't there a key on your side? [Whispering]</td>
</tr>
<tr>
<td>Annie</td>
<td>For God's sake. No, sir. There's no key, sir.</td>
</tr>
<tr>
<td>Arthur</td>
<td><strong>Put that ladder away, Jimmy.</strong></td>
</tr>
</tbody>
</table>

The dialogue tells about conversation which occurred between Annie, and Arthur in the Keller’s house. Arthur tries to help Annie. He knows if Hellen looked Annie when Annie taught Hellen in the room. Jimmy also tries to help Annie. He brings the ladder for Annie but Arthur says” **Put that ladder away, Jimmy**”

Based on the context, certainly the utterance contains the illocutionary act of directive is commanding. Arthur conveys his desire for addressee to do something. He commands the hearers to do something by his utterance “**Put that ladder away, Jimmy**” then, Jimmy put the ladder away. The dialogue above also shows that there is no other paradigmatic case that include besides commanding. Arthur says directive
type of illocutionary acts indirectly. It is because he indirectly cooperative in nature and he normally use it to make a command.

Datum 7:

Setting : In the Keller’s house
Participants : Annie, and Kate
Kate : Can you teach me those letters?
Annie : I’ll start tomorrow. If both of us are spelling to her, that makes only about half a million words each.

This dialogue tells about conversation which occurred between Annie, and Kate in Keller’s house. Annie make a request to Annie. She wants Annie teach those letters to her because she wants teach and communicate with Helen. Then, Annie answers if she can do it tomorrow. Annie also explained if both of they are spelling to her, that makes only about half million words each.

Based on the context, certainly the utterance contains the illocutionary act of directive is request. Kate conveys his desire for addressee to do something. She request the hearers to do something by his utterance “Can you teach me those letters?” The dialogue above also shows that there is no other paradigmatic case that include beside request. Kate says directive type of illocutionary acts indirectly. It is because she indirectly cooperative in nature and she normally use it to make a request.

Datum 12:

Setting : at dining room
Participants : Annie and Arthur
Arthur : Miss Sullivan...I find that I am not satisfied with this-- That is, this arrangement--Will you please take off your glasses? I find it very difficult to speak to you with them on.
Annie : Well, of course

This dialogue tells about conversation which occurred between Annie and Arthur in Keller’s house. Arthur were talking about the result of Annie’s teaching for
Helen. He is not satisfied with that. He did not look a progress in Helen. But before Arthur explained about that, he makes a request if Annie should take off her glasses because Arthur find it very difficult to speak to her with them on.

Based on the context, certainly the utterance contains the illocutionary act of directive is request. Arthur conveys his desire for addressee to do something. He request the hearers to do something by his utterance “Will you please take off your glasses?” The dialogue above also shows that there is no other paradigmatic case that include beside request. Arthur says directive type of illocutionary acts indirectly. It is because he indirectly cooperative in nature and he normally use it to make a request.

**Datum 14:**

<table>
<thead>
<tr>
<th>Setting</th>
<th>In the Keller’s house.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>Annie, and Jimmie</td>
</tr>
<tr>
<td>Jimmie</td>
<td>Annie I'm so hot, Annie!</td>
</tr>
<tr>
<td></td>
<td><strong>Can you bring me some water?</strong> Annie</td>
</tr>
<tr>
<td>Annie</td>
<td>I have to go to him! He’s got no one on the earth but me!</td>
</tr>
<tr>
<td></td>
<td>Do you think I want an epidemic on my hands?</td>
</tr>
<tr>
<td>Jimmie</td>
<td>Annie!</td>
</tr>
</tbody>
</table>

This dialogue tells about conversation which occurred between Annie and Jimmie. Jimmie feels so hot in his room and he is so thirsty. Then he make a request to Annie to bring his some water for him. But Annie did not bring it for Jimmie.

Based on the context, certainly the utterance contains the illocutionary act of directive is request. Jimmie conveys his desire for addressee to do something. He requests the hearers to do something by his utterance “**Can you bring me some water?**” The dialogue above also shows that there is no other paradigmatic case that include beside request. Jimmie says directive type of illocutionary acts indirectly. It is because she indirectly cooperative in nature and he normally use it to make a request.
Datum 13:

Setting: In the Keller's house.
Participants: Annie, and Arthur

Annie: I wanted to teach her "yes."
    Well, you'll have all the time you need now. **Will you help me, Captain?**

Arthur: Yes.

This dialogue tells about conversation which occurred between Annie and Arthur. Annie told to Arthur if He has to keep what she was doing it all for Helen. She taught Hellen and she wanted Arthur to keep Helen.

Based on the context, certainly the utterance contains the illocutionary act of directive is request. Jimmie conveys his desire for addressee to do something. She request the hearers to do something by his utterance “**Will you help me, Captain?**”.

The dialogue above also shows that there is no other paradigmatic case that include beside request. Annie says directive type of illocutionary acts indirectly. It is because she indirectly cooperative in nature and she normally use it to make a request.

Datum 16:

Setting: In the Keller’s house.
Participants: Annie, and Jimmie

Jimmie: Annie. I can't sleep, Annie. There are rats in my room.
    **Can't we live somewhere else?**

Annie: We don't have anywhere else, Jimmie.

This dialogue tells about conversation which occurred between Annie and Jimmie. Jimmie makes a request to Annie to live somewhere else. Because, there are rats in his room and Annie answered if they did not have anywhere else.

Based on the context, certainly the utterance contains the illocutionary act of directive is request. Jimmie conveys his desire for addressee to do something. He request the hearers to do something by his utterance “**Can't we live somewhere**
else?” The dialogue above also shows that there is no other paradigmatic case that include beside request. Jimmie says directive type of illocutionary acts indirectly. It is because she indirectly cooperative in nature and he normally use it to make a request.

**Datum 17:**

<table>
<thead>
<tr>
<th>Setting</th>
<th>In the Keller’s house</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>Annie, and Kate</td>
</tr>
<tr>
<td>Annie</td>
<td>Captain Mrs. Keller, <strong>come quickly!</strong> She knows! Mrs. Keller... she knows!</td>
</tr>
<tr>
<td>Helen</td>
<td>Mother.</td>
</tr>
<tr>
<td>Annie</td>
<td>Yes.</td>
</tr>
<tr>
<td>Kate</td>
<td>Yes.</td>
</tr>
</tbody>
</table>

This dialogue tells about conversation which occurred between Annie, and Kate in Keller’s house. Annie tries to call Mrs. Keller. She wants Mrs. Keller know if Hellen has many progresses. Especially, she can spell “mother” with her hand. She also can say “mother”.

Based on the context, certainly the utterance contains the illocutionary act of directive is commanding. Annie conveys his desire for addressee to do something. She commands the hearers to do something by his utterance **“Come quickly!”** The dialogue above also shows that there is no other paradigmatic case that include beside commanding. Annie says directive type of illocutionary acts indirectly. It is because she indirectly cooperative in nature and she normally use it to make a command.

**Conclusions**

Based on the research findings, it can be concluded that there are some points which can answer the research questions.
The classification of types directive that occurred in the dialogue text includes three types, ask, command and request. On this object was found 17 corpus data. There are 7 asking, 7 commanding and 3 requesting. In this research on *The Miracle Worker* Movie, commanding and requesting is mostly used in conversation. It can be seen from the dialogues and the scenes. Directive is the objective of act is to make the addressee do something. The examples are direct, advice, urge, supplicate, implore, entreat, beseech, pray, tell (to), require, ask, beg, suggesting, command, recommend, demand, order, request, and forbid. For example: “I’m hungry, give me a bowl of chicken soup, please!” the sentence means that the addressee. The sentence indicates a request from addressee to get the chicken soup.

From explanation above, it can be concluded that every conversation has many directive speech acts. Whatever directives speech act chosen, the important thing in directive is how to make the addressee do something.

A. Suggestions

Learning Pragmatics, especially Discourse Analysis in speech act is quite important for the next researchers who concern with communication in social life and for all readers. Because in social community must have their own rules, regarded to culture, language and mentality to reach an ideal and understanding communication.

This research may give a few suggestions for the next researchers that analyze three types of directive speech acts or more, they also can analyze how the directive speech acts use different language and then using speech acts theory has been developed by Searle.