



THE DIRECTIVE ILLOCUTIONARY ACTS IN
THE HELP MOVIE

A THESIS
In Partial Fulfillment of the Requirements
for the Sarjana Degree Majoring Linguistics in English Department
Faculty of Humanities Diponegoro University

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PRONOUNCEMENT

The writer honestly confirms that he complies this thesis by himself without taking any results from other researcher in S-1, S-2, S-3 and in diploma degree of any university. The writer also ascertains that he does not quote any material from publications or someone's paper other than from the references mentioned.

Semarang, 25th January
2017

Muhammad Salman
Tesaindra

MOTTO AND DEDICATION

The greatest of wealth is the richness of the soul.

Prophet Muhammad SAW

The interpretation of dreams is the royal road to a knowledge of the unconscious activities of the mind.

Sigmund Freud

*This paper is dedicated to
My beloved Mom, Dad, sister and
to everyone who helped me accomplished this paper.*

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IN *THE HELP* MOVIE

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Semarang, January 25th,

2017

Muhammad Salman
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ABSTRAK

Komunikasi merupakan proses penyampaian informasi dari pembicara ke pendengar. Agar penyampaian informasi berjalan baik, dibutuhkan pemahaman yang sama mengenai informasi tersebut antara pembicara dan pendengar. Dalam penyampaian informasi, terdapat banyak alat untuk menyampaikannya, salah satunya adalah melalui film. Film merupakan salah satu alat penyampaian pesan kepada penonton. Agar informasi dari film ini tersampaikan dengan baik, alur cerita dan peran pemain harus berjalan dengan baik. Salah satu film yang menarik perhatian penulis adalah film *The Help*. *The Help* merupakan film terkenal yang berasal dari Amerika Serikat yang berisi percakapan bernada rasisme.

Tujuan penulisan skripsi ini tidak hanya sekedar untuk mengetahui jenis-jenis *directive illocutionary act* yang terkandung dalam beberapa ujaran si pemain, namun juga untuk mengetahui faktor apa saja yang mempengaruhi pemain film tersebut dalam menggunakan *indirect speech act* dalam film tersebut.

Data yang digunakan merupakan kalimat yang mengandung *directive illocutionary act*. Metode pengambilan data menggunakan *purposive sampling* dari teori Sudaryanto, metode simak bebas libat cakap, yaitu teknik rekam dan teknik catat. Dalam menganalisis data, penulis menggunakan teori dari Vanderveken.

Hasil analisis menunjukkan bahwa terdapat 5 jenis *directive illocutionary act* yang ditemukan dalam film *The Help* yaitu *request*, *command*, *prohibit*, *warn*, dan *pray*. Dalam analisis juga terdapat *direct* dan *indirect speech act*. Faktor yang mempengaruhi pembicara dalam menggunakan *indirect speech act* yaitu sebagai upaya dalam mendapatkan sesuatu dari lawan bicara yang mempunyai kekuasaan lebih tinggi.

Keywords: *directive illocutionary act*, *indirect speech act*, Vanderveken theory.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Communication is the process of delivering information from speakers to hearers. The information which is delivered can be verbal or non verbal. After the information is delivered, it would be interpreted by the hearers to get meaning. In order to deliver information going well, there should be the same knowledge between the speakers and the hearers. There are a lot of instruments to deliver the information. One kind of the media of communication is a movie.

Movie is one of the instruments to send messages to the viewers. It can be by the dialogues, monologues, or certain events. The purpose of the movie can be received by viewer if it has a good plot and the actors can play their role well. The influence of movies to human life makes the movie as a reference of lifestyle. The viewer should know the context of the movie in order to understand the story of the movie. If there is no congruence of perception, the viewer can not understand the meaning contained in the movie as a whole.

Speech act is an action performed which is produced by speaker via his/ her utterances (Yule, 1996: 47). Speech act is divided into three: locutionary act, which is an act that states something accordance with the meaning and the rule; illocutionary act, which is an action that serves to express something or inform something and can be used to do something; and perlocutionary acts, which is an act that the statement is intended to affect the hearer. Illocutionary act has five types of general functions: declarations, assertives, expressives, directives, and commissives. The focus in this thesis is directive illocutionary act.

One of the movies that has a lot of directive illocutionary act in the utterances is *The help*. In *The Help* movie, there are a lot of utterances containing directive which the speaker uses directive to get the hearer to do something, so I choose *The Help* movie as an object to study.

The help is one of the famous movies from the US. This movie shows racism that occur in the 1960s. The story of the movie, *The Help*, is about a young white woman named Eugenia Skeeter Phelan, and her relationship with two black slaves in Mississippi during the 1960s. Eugenia 'Skeeter' Phelan, a young white woman as a journalist wrote a controversial book based on the black slave's point of view and she revealed the racism that the black slaves got from their white master. There was Aibileen, a black slave who told her story about racism that she got by her master. Sketter decided to interview the black slaves who had spent their lives taking care of prominent southern families.

The racism in the movie appeared when Hilly, Sketter's friend refused to use the toilet because Aibileen used it. In that context, Hilly said that they (black slave) carried different diseases than she did. Another racism appeared when Minny (black slave) wanted to use Hilly's toilet. The utterances from Hilly showed the racism. Many directive illocutionary act appeared in the utterances, especially when white master asked or commanded the black slave. Based on the treatment, Aibileen and her black slave friends told their story about racism that they got.

Based on the racism phenomenon above, the writer is interested in analyzing the utterances in the movie, *The Help*, using a theory of illocutionary act. Thus, the writer wrote a thesis entitled "Directive Illocutionary Acts In The Movie *The Help*"

1.2 Research Problems

Based on the background of the study, the problems which are intended to be analyzed in this research are

- 1.2.1 What are the kinds of the directive illocutionary acts found in the dialogues of *The Help* movie ?
- 1.2.2 What factors affect the use of directive illocutionary acts of the dialogues in *The Help* movie ?

1.3 Purposes of the Study

By answering the research problems, the purposes of the study are

- 1.3.1 To elaborate the classification of the directive illocutionary acts of the dialogues in *The Help* into type, function of the illocutionary acts and the component of the illocutionary forces used by the speaker to the hearer in this movie.
- 1.3.2 To find out the factors that affect the use of directive illocutionary acts of the dialogues in *The Help* movie.

1.4 Scope of the Study

The writer limited the discussion that is utterances of all actors which only contain directive illocutionary acts in *The Help* movie. It was describing the type of directive illocutionary force used by all actors based on Vanderveken theory about general functions performed by speech acts.

1.5 Previous Study

The topic of pragmatics focusing on illocutionary acts has been discussed by previous researchers. These research projects are written by Yunita Safitri (2009), Muhamad Alfian (2010), Shinta Yekti Purbaningrum(2010), Angela Thea Kalangsari (2011), and Made Ayu Winda Maharani (2012).

The thesis written by Yunita entitled “Analisis Tindak Ilokusi Iklan-iklan Berbahasa Inggris Di Majalah *Cosmopolitan Indonesia* Dan *Vogue*” classified four types of illocutionary acts based on the data from *Cosmopolitan Indonesia* (2005) and *Vogue* (2006) woman magazines’ advertisement, namely assertive, directive, commissive, and expressive. Each type has illocutionary verbs. Based on her thesis, the utterances in *Cosmopolitan Indonesia and Vogue* are felicitous. The direct literal speech acts also dominantly appear in the data.

The second thesis written by Alfian focused on utterances performing directive illocutionary act produced by the main characters of the Transformer movie, *Revenge of The Fallen*. He did the research to identify the directness and indirectness of the directive illocutionary acts in the movie, to describe the functions of directives illocutionary acts which exist in the movie, and to show the syntactic features of directives utterances in the movie. He found that the most appearances of Illocutionary Acts were direct in directive illocutionary act. He found that most utterances of the main character of *Transformer* movie which contain illocutionary act were felicity condition by using Vandervaken’s theory. He only took the directive illocutionary act, whereas he could analyze another types of illocutionary act such as commissive, expressive, declarations and assertive.

The third thesis was written by Shinta entitled “Analisis Tindak Ilokusi Tuturan pada Naskah Film *Twilight* Karya Melissa Rosenberg”. This thesis explored the kinds of speech act in the scenario of *Twilight* movie and

then classified the speech act according to each function and each illocutionary force. As the result, she found out five types of illocutionary act, those are assertive, declaration, commissive, directive, and expressive. Her result showed there were 124 directive utterances in the script. The most utterances in the dialogue of Twilight script were directive utterances.

The fourth thesis was written by Thea entitled “Tindak Ilokusi Asertif dan Komisif dalam Film *The Devil Wears Prada*”. Her thesis classified the types of commissive and assertive illocutionary act in *The Devil Wears Prada* movie. She also analyzed the illocutionary force from the utterances that contained assertive and commissive illocutionary act in *The Devil Wears Prada* movie. She found 23 kinds of assertive illocutionary acts and 9 kinds of commissive illocutionary acts. Some of the utterances contained explicit and implicit performative speech. She uses other types of illocutionary act to compare the most prominent type appeared on *The Devil Wears Prada* movie.

The fifth thesis was written by Winda entitled “An Analysis of Exchange and Illocutionary Acts in The *Apa Kabar Amerika Dialog on TV One* (Campaign Retail Eat, Pray, Love August 22nd, 2010 Chapter)”. Her thesis explored the pattern of exchange conducted by the participants in the dialogue of *Apa Kabar Amerika*. She also analyzed the pattern of generate direct or indirect illocutionary acts in the dialogue of *Apa Kabar Amerika*. She only found representatives, directives, commissives, and expressives

illocutionary acts. The point of the dialogue *Apa Kabar Amerika* could be accepted by the audiences.

In their analysis, they did not explain the context clearly, they just explained the kinds of illocutionary act. they also did not distinguish between direct and indirect speech so the result looked less attractive. From the evaluation of these five theses, the writer focuses in directive type of illocutionary act that contain direct and indirect speech act and give the context clearly.

1.6 Organization of the Writing

This research is written systematically as follows:

Chapter I	INTRODUCTION
	It covers the topic and the problems to discuss in the thesis. It contains background of the study, research problems, purposes of the study, scope of the study and organization of the writing.
Chapter II	REVIEW OF THE RELATED LITERATURE
	It illustrates some theories related to the topic to analyze the data. They consist of speech acts, illocutionary acts, and illocutionary force theories.
Chapter III	RESEARCH METHODOLOGY

It informs the data of the research. It consists of types of research, data source, population, sample, method of collecting data, and method of analyzing data.

Chapter IV

DATA ANALYSIS

It explains the deep analysis about the data and also the explanations of the data described in chapter II. It consists of findings and discussion.

Chapter V

CONCLUSION

It summerizes the results of the study that come from the analysis of the data.

CHAPTER II

REVIEW OF LITERATURES

2.1 Speech Acts

This study uses theories which are related with the topic, the research problem, and the object to achieve in this thesis. Two theories are taken from Yule (1996:47-58) and Levinson (1983:226-283) about speech acts. According to Levinson (1983: 9), pragmatics is the study of those relations between language and context that are grammaticalized, or encoded in the structure of a language. In pragmatics, one of the study is about speech acts. Speech act is an action performed which is produced by speaker via his/ her utterances (Yule, 1996: 47).

In Yule's theory, the action performed by producing an utterance consists of three related acts: (1) locutionary act, which is an act that states something accordance with the meaning and the rule, (2) illocutionary act, which is an action that serves to express something or inform something and can be used to do something, and (3) perlocutionary acts, which is an act that the statement is intended to affect the hearer. (Yule, 1996:48). In illocutionary act, the hearer can recognize the intended illocutionary force. We can use Illocutionary Force Indicating Devices and felicity conditions to recognize the intended illocutionary force. Yule (1996:49) says IFID

(Illocutionary Force Indicating Device) is indication in the speaker's utterance of the communicative force of that utterance.

Illocutionary force is considered successful if the validity has been approved by the hearer. The writer uses IFIDs analysis by Yule who states that IFIDs analysis has function to analyze direct speech act in which there are verbs showing illocutionary force explicitly to analyze the kinds of illocutionary force. The verb are called Performatives Verbs. For example: the performative verbs "request" in the sentence "I request you that you get out from my class" makes the explicitly illocutionary acts, and it can be formulated as followed: I + Vp + You + that + U

I : The first person singular

Vp : Performative verb

You : The second person singular

U : Utterance

The Verb above is preceded by the "request" (ask) which functions to show a request that tends to be normal.

In speech acts, the utterance is differentiated into direct and indirect speech act. Direct speech act is uttered in a simple way. Indirect speech act is uttered in a different way. For example, the speaker uses interrogative when giving command in order to dilate the command.

Besides performative verb, the other IFID used are word order and intonation. For example: you are swimming (I tell you that you are swimming). The wording in the example consists of a speaker (not

mentioned), "you" as the hearer, and "are swimming" as the verb. In intonation, pitch used to produce a speech also affects on the illocutionary force.

2.2 Illocutionary Force

According to Vanderveken (1990:103) in illocutionary logic, the notion of illocutionary force is not taken as a primitive notion, but it is derived from more primitive notions. Vanderveken divided each illocutionary forces into six components. These six components serve to prove whether an illocutionary force is felicitous or not. The six components are:

2.2.1 Illocutionary point

Illocutionary point refers to the point of utterances for determining the content of utterances. According to Vanderveken (1990:104) there are five illocutionary points, those are:

- i. The assertive point, which represents a state of affairs.
- ii. The commissive point, which commits the speaker to the future action.
- iii. The directive point, which consist of an attempt to get the hearer to do something.
- iv. The declaration point, which performs an action that causes something or state of affairs, changed.
- v. The expressive point, which express psychological attitude of the speaker about the action.

2.2.2 Mode of achievement

The mode of achievement of illocutionary is the component of that force which determines how its point must be achieved on the propositional content in a successful performance of an act with that force (Vanderveken 1990:108).

2.2.3 Propositional content conditions

This component is supposed to express the judgement, opinion or a matter to be dealt with. The propositional content can represent actual future as well as past or present state of affair (Vanderveken 1990:112).

2.2.4 Preparatory conditions

This component concerns the circumstances that are essential for the successful of the intended illocution. This condition is about the truth of certain proposition in the context of utterance (Vanderveken 1990:113).

2.2.5 Sincerity conditions

Sincerity conditions are 'the psychological state' of the speaker. For example: the sincerity condition of request act is that the speaker needs the hearer to do something, while the sincerity condition of the state act is that the speaker believes about something (Vanderveken 1990:117).

2.2.6 Degree of strength

The mental states that enter into the sincerity conditions of speech acts are expressed with different degree of strength depending on the illocutionary force. If an illocutionary force has those six components, it is felicitous (Vanderveken 1990:119).

There are five types of general functions performed by speech acts: Assertives, Directives, Commissives, Expressives, and Declarations. **Assertives** are those kinds of speech acts that state what the speaker believes to be the case or not. The kinds of assertive verb are *claim, state, deny, disclaim, assure, argue, inform, notify, remind, object, predict, report, insist, hypothesize, guess, swear, testify, admit, confess, accuse, blame, criticize, praise, and complaint*. In using an assertive, the speaker makes words fit the world (Vanderveken 1990:169).

Directives are those kinds of speech acts that speakers use to get someone else to do something. They express what the speaker wants. The kinds of directive verb are *request, ask, urge, tell, require, demand, command, order, forbid, prohibit, permit, suggest, insist, warn, advise, recommend, beg, entreat, implore, and pray*. In using a directive, the speaker attempts to make the world fit the words. (Vanderveken 1990:189).

Commissives are those kinds of speech acts that speakers use to commit themselves to some future action. They express what the speaker intends. The kinds of commissive verb are *commit, promise, threaten, vow, pledge, swear, accept, consent, refuse, offer, bid, assure, guarantee, warrant, contract, and bet*. In using a commissive, the speaker undertakes to make the world fit the word. (Vanderveken 1990:182).

Expressives are those kinds of speech acts that state what the speaker feels. The kinds of expressive verb are *apologize, thank, condole, congratulate, complain, lament, protest, boast, compliment, praise, welcome, and greet*. In using an expressive, the speaker makes words fit the world (of feeling). (Vanderveken 1990:213).

Declarations are those kinds of speech acts that change the world via their utterance. The kinds of declaration verb are *declare, resign, appoint, nominate, approve, confirm, disapprove, endorse, renounce, disclaim, denounce, bless, curse, excommunicate, consecrate, abbreviate, name, and call*. In using a declaration, the speaker changes the world via words (Vanderveken 1990:198). In this research, the writer will use the theory of illocutionary act more specifically which includes to a part of speech act theory.

CHAPTER III

RESEARCH METHOD

3.1 Type of Research

This research is descriptive and qualitative one. The writer used this kind of research because the writer wanted to describe the data in the form of words in this research and determine the speakers' goal in the data. According to Hadi (1980:3), descriptive research only describes the object or situation of event and takes general conclusion from that situation.

3.2 Data Source, Population, and Sample

3.2.1 Data Source

According to Suryabrata (2014:39), primary data are collected when the researcher collects information directly from the sources, while secondary data are composed of documents. The data source of this research is a movie *The Help*. The writer used all actors' utterances that contained the directive illocutionary acts. The utterances were transcribed by the writer after the writer watched the movie *The Help*.

3.2.2 Population and Sample

The population of this research is all the utterances containing the directive illocutionary act produced by all actors in *The help* movie. In this

research, the writer obtained many utterances by all actors in their dialogues and all of their utterances are the population of the data.

The samples of this research are all of the population. The writer pays attention on all the utterances produced by all actors in *The Help* movie. The writer focuses on all the utterances that contain directive illocutionary act.

The technique used to take appropriate sample to this research is total sampling. Total sampling is a sampling technique where all members of the population are used as a sample.

3.3 Method of Collecting Data

In this research, the writer collected the data by using non participant observation, recording technique, and note taking technique. The writer used that method because the writer was not involved in the dialogue used as the data of the research. According to Sudaryanto (1993:134), Non participant observation is a method where the researcher is not an addresser or speaker in the dialogue or the conversation, the writer is only the observer of the dialogue or the conversation. The writer downloaded the video from <http://fullmoviesfreedownload.co/the-help-2011.html> and then watched *The Help*. After watching the video, the writer took note by making a transcription of all the actors' utterances in the dialogues. After it was done, the writer obtained the valid data and then the writer continued to analyze the data.

The data are collected in accordance with the following steps:

1. The writer downloaded the movie *The Help* at <http://fullmoviesfreedownload.co/the-help-2011.html>.
2. The writer made transcripts of the whole conversation in *The help* movie.
3. The writer identified the conversation which only contained directive speech acts performed by the actors in *The Help* movie.
4. The writer made transcripts of the chosen conversation or utterances to be analyzed.

3.4 Method of Analyzing Data

In this research, the writer used Identity methods to analyze the data. Identity method is chosen since the determinant device of this research is an outside factor of the language itself (Sudaryanto, 1993:13).

The writer used identity method because the writer tried to analyze the meaning of speaker's utterances. Identity method is divided into five, there are reference method, articulatory phonetic method, translation method, orthography method, and pragmatic method. The writer also used Pragmatic method because the research object in this research is the interlocutor. To analyze the data, the writer used illocutionary act theory. Hence, the writer paid attention to the context of actors' utterances.

The data are analyzed in accordance with the following steps:

1. After collecting the data, the writer classified the data according to the function.
2. The writer divided the data into direct and indirect directive speech act.
3. The writer tried to make the context in each utterances which contained directive speech act based on the setting in movie.
4. The writer made conclusion of the analysis.

CHAPTER IV

ANALYSIS

In this chapter, the writer presents the result that had been analyzed using some theories and methods. First, the writer found that in *The Help*, there are five kinds of directive illocutionary act that are used by the actors in this movie. Second, there are some reasons behind the use of directive illocutionary acts.

The utterances spoken between the speaker and the hearer can be classified into directives illocutionary act. In table 1, directive illocutionary acts are categorized into direct speech acts and indirect speech acts. Meanwhile, the illocutionary forces found in directives illocutionary acts are request which has option of refusal, command which has authority and power, does not have option of refusal, prohibit which is negation of commanding and has special propositional content conditions (long period of time), warn which is to suggest something while presupposing if it would be bad, and pray which is to beg God or sacred being.

Table 1. The Directives Illocutionary Act Classification

Types of Directive Speech Act	Illocutionary Force	The number and frequency of Illocutionary Force
Direct Directive Speech Act	Request	17 (34%)
	Command	14 (28%)
	Prohibit	6 (12%)
	Warn	2 (4%)
	Pray	3 (6%)
Total		42 (84%)

Indirect Directive Speech Act	Request	2 (4%)
	Command	5 (10%)
	Prohibit	1 (2%)
	Warn	-
	Pray	-

Based on table 1, there are fifty utterances in *The Help* containing directive speech act. 84% of utterances are direct speech act, while 16% are indirect speech act. These amount explains that much of the utterances are conventional. The common speech is the suitability between mood and it's function such as declarative speech to express information, interrogative speech to ask for something, and imperative speech to order the hearer to do something. Actors used direct speech act because most of them have higher power than the hearer. The setting in *The Help* movie is when US was in a period of racism in the 60s. A difference class in society between white people and black people brings the strong influence of the white people's power in speaking to black people. The following is analysis of some directive illocutionary acts appearing in the movie.

4.1 Direct Directive Speech Act

4.1.1 Direct Request

In *The Help*, direct directive request happened when the speakers are white people or have high position and the hearers are black people or have low position. The request is delivered directly because the speaker seemed straight to the point when they talk. There is data analysis example of direct request. Based on mood, imperative sentence is a marker of

directive such as in [109] functioning as a request. As found in the following utterance is :

Celia Foote : Hello. Is Elizabeth in? [107]

Aibileen : She having bridge club right now. May I take a message? [108]

Celia Foote : Yes, **please tell her Celia Foote called again.** I'll call back tomorrow. [109]

Aibileen : Yes, ma'am. [110]

Based on the sentence, the utterance of the speaker (Celia Foote) shows that she wants the hearer (Aibileen) to tell Elizabeth that Celia Foote called again. The context of this utterance is on the phone. Based on social background, the utterance does not invoke the power of position between the white people (Celia Foote) and the black people (Aibileen) because it was the first time Celia Foote spoke with Aibileen. Celia Foote is a friend of Aibileen's master. Actually, Celia Foote can use her power because she is a white people, but she did not know that the person who was speaking on the phone is a black people. Because the speaker did not know that she has higher power than the hearer, the speaker spoke formally.

Analysis based on the theory of illocutionary force by Vanderveken is as follows:

a. Illocutionary point

The point of those utterances is directives because the speaker [109] tries to get the hearer [110] to do something (to tell Elizabeth that Celia Foote called again) to carry out the future action.

b. Mode achievement

The speaker [109] hopes that the hearer [110] can fulfill the speaker request.

c. Propositional content condition

The act of requesting refers to the future act and to be carried out by the hearer [110]. The hearer [110] will do something as the speaker's request in the future.

d. Preparatory conditions

The hearer [110] is capable of doing something such as refusing or considering the speaker's request. Meanwhile, the speaker [109] believes that the hearer [110] is capable of doing the speaker's request. The speaker [109] is able to force the hearer [110] to do something because the speaker [109] believes that the hearer [110] is capable of doing the speaker's request.

e. Sincerity condition

The speaker [109] actually wants the hearer [110] to do as the speaker's request. The speaker's utterance expresses a strong desire of requesting.

f. Degree of strength

The degree of strength of request is lower than the act of command because a request is allowed the option of refusal, while command is not allowed the option of refusal.

There is other analysis example of direct directive request. Based on mood, imperative sentence is a marker of directive such as in [233] functioning as a request. As found in the following utterance is :

Charlotte : Skeeter, your mother is sick. She wants to see you in this dress. **Unzip me.** Come on. Did I tell you Fanny Peatrow got engaged? After she got that teller job, her mother said she was swimming in proposals. [173]

Sketter : Good for fair Fanny Peatrow. [174]

Charlotte : Eugenia, your eggs are dying. Would it kill you to go on a date? Just show a little gumption. Careful now, careful. Oh, now look at this. This dress is just precious on you. Just take it in a little here. Little there. **Get your hair fixed.** [175]

Based on the sentence, the utterance of the speaker (Charlotte) shows that she wants the hearer (Sketter) to help her unzipping her dress, and then the speaker wants the hearer to fix her hair. The context of this utterances is in the Sketter house. Based on social background, the utterance invokes the power of position between a mother (Charlotte) and

a daughter (Sketter). Sketter is a Charlotte's daughter. Charlotte requests her daughter to help her unzipping her dress. After that, she wants her daughter to be more neat dressed by fixing her hair. It is because her mother can not stand to see her daughter looking unkempt, making she never go on a date. Analysis based on the theory of illocutionary force by Vanderveken is as follows :

a. Illocutionary point

The point of those utterances is directives because the speaker [175] tries to get the hearer [174] to do something (to help the speaker) to carry out the future action.

b. Mode achievement

The speaker [175] hopes that the hearer [174] can fulfill the speaker request.

c. Propositional content condition

The act of requesting refers to the future act and to be carried out by the hearer [174]. The hearer [175] will do something as the speaker's request in the future.

d. Preparatory conditions

The hearer [174] is capable of doing something such as refusing or considering the speaker's request. Meanwhile, the speaker [175] believes that the hearer [174] is capable of doing the speaker's request. The speaker [175] is able to force the hearer [174] to do something

because the speaker [175] believes that the hearer [174] is capable of doing the speaker's request.

e. Sincerity condition

The speaker [175] actually wants the hearer [174] to do as the speaker's request. The speaker's utterance expresses a strong desire of requesting.

f. Degree of strength

The degree of strength in the speaker request is strong because the speaker [175] express a strong desire to be more neat dressed by fixing the hair to the hearer [174].

4.1.2 Direct Command

In The Help movie, direct command happened when the speakers are white people or have high position and the hearers are black people or have low position. The command is delivered directly because the speaker seemed straight to the point when they order something to the hearer. There is data analysis example of direct command. Based on mood, imperative sentence is commonly used to make a command such as in [259] functioned as a command. As found in the following utterance is :

Hilly : Minny? Minny, are you in there? [257]

Minny : Yes, ma'am. [258]

Hilly : And just what are you doing? **Get off my toilet!** You are fired, Minny Jackson! Go on! [259]

Based on the sentence, the utterance of the speaker shows that she wants the hearer to get off her toilet. The speaker do the command in utterance [259] directly because the speaker has higher power than the hearer. The context of this utterances is in the Hilly's house. Based on the social background, the speaker's utterance invokes the power of position between the master (Hilly) and her black slave (Minnie). In the story, Hilly is always angry with Minny without reason. Hilly thought that black slave was in the different level with white people. One of the social gaps that Hilly did to Minny was prohibition to use toilet that inside the house. Just because her toilet is used by her slave, she looked cruel to her black slave and her cruelty is as marked of her power. Analysis based on the theory of illocutionary force by Vanderveken is as follows :

a. Illocutionary point

The point of utterance is directives because the speaker [259] tries to get the hearer [258] to do something (to get off Hilly's toilet because Minny is black-slave).

b. Mode of achievement

The speaker [259] insists the hearer [258] to fulfill the speakers command (to get off).

c. Propositional content condition

The act of commanding concern the future action, the hearer [258] has to do something as the speaker [259] command.

d. Preparatory condition

The speaker assumes the hearer [260] is able to fulfill the speaker's order because the speaker has the greater power than the hearer. Thus, the hearer [258] can not refuse the speaker's command.

e. Sincerity condition

The speaker [259] actually wants the hearer [258] to do as the speaker's command.

f. Degree of strength

The degree of strength in the speaker command is strong because the speaker [259] use her power to command to the hearer [258]. The strong power showed by speaker's intonation when she command to the hearer [258].

There is another analysis examples of direct command. Based on mood, imperative sentence is a marker of directive such as in [261] functioning as a command. As found in the following utterance is:

Mrs. Leefolt : **Hurry, Aibileen!** Mae Mobley is up, and I'm off to the doctor. [261]

Aibileen : Yes, ma'am. [262]

Based on the sentence, the utterance of the speaker shows that she wants hearer to hurry up to take care speaker's daughter, because the speaker is going to the doctor. The speaker does the command in utterance [261] directly because the speaker has more power than the hearer. The context of this utterances is in Mrs Leefolt house. Based on social

background, the speaker's utterance invokes the power of position between the master (Mrs. Leefolt) and the black slave (Aibileen). In the story, Mrs. Leefolt was bad in taking care of her daughter. Mrs. Leefolt seems that she hurried her slave gruffly, whereas she is usually kind to the Aibileen. Analysis based on the theory of illocutionary force by Vanderveken is as follows :

a. Illocutionary point

The point of utterance is directives because the speaker [261] tries to get the hearer [262] to do something (to hurry, because Mae Mobley is up and speaker is off to the doctor.).

b. Mode of achievement

The speaker [261] insists the hearer [262] to fulfill the speaker's command (to hurry).

c. Propositional content condition

The act of commanding concern the future action, the hearer [262] has to do something as the speaker [261] command.

d. Preparatory condition

The speaker assumes the hearer [262] is able to fulfill the speaker's order because the speaker has the greater power than the hearer. Thus, the hearer [262] can not refuse the speaker's command.

e. Sincerity condition

The speaker [261] actually wants the hearer [262] to do as the speaker's command.

f. Degree of strength

The degree of strength in the speaker command is strong because the speaker [261] use her power to command to the hearer [262]. The strong power showed by speaker's intonation when she command to the hearer [262].

4.1.3 Direct Warning

Direct warning happened when the speakers have same or high position and the hearers have same or low position. The warning is delivered directly because the speaker seemed straight to the point when they warned to the hearer. Based on mood, imperative sentence is commonly used to make a warning such as in [219] functioned as a warning. As found in the following utterance is :

Stein : Look. **No maid in her right mind is ever gonna tell you the truth.** That's a hell of a risk to take in a place like Jackson, Mississippi. [219]

Sketter : I already have a maid. [220]

Stein : Really? A Negro maid has already agreed to speak with you? [221]

Sketter : Yes, ma'am. [222]

Based on the utterance [219], the speaker shows warning because the speaker warns the hearer [220] that there was no maid will tell the truth about the racism that they got. The speaker does the warning in utterance [219] because the hearer has lower power when she speaks with her boss. The context of this utterances is on the phone. Based on social

background, the utterance invokes the power of position between the boss (Stein) and the employee (Sketter). In the story, Sketter wanted to interview the black-slave for her book, but her boss, Stein, gave a warning because the interview tend to contain taboo things. Analysis based on the theory of illocutionary force by Vanderveken is as follows :

a. Illocutionary point

The point of the utterance is directives, because the speaker [219] warns the hearer [220] to do or to avoid something (no maid in her right mind is ever gonna tell you the truth).

b. Mode of achievement

The speaker [219] hopes the hearer [220] will notice the warning doing or avoiding it.

c. Propositional content condition

The act of warning refers to the future act. The hearer [220] will do or avoid something as the speaker's warning.

d. Preparatory condition

The speaker [219] thinks the action will occur and it is not in the hearer interest.

e. Sincerity condition

The speaker [219] believes that the action is not in the hearer's interest.

f. Degree of strength

The degree of strength in the speaker's warning is strong because the speaker [219] use her power to warn to the hearer [220]. The strong power shows by speaker's intonation when she warns to the hearer [220].

There is another analysis examples of direct warning. Based on mood, imperative sentence is a marker of directive such as in [500] functioning as a warning. As found in the following utterance is :

- Hilly : Yule mae, did you also ask Miss Skeeter if you could borrow money? [495]
- Sketter : Of course not. [496]
- Yule Mae : I'm gonna put Billy down for his nap. Excuse me. Come on, baby. [497]
- Hilly : Skeeter, are you intentionally not putting my initiative in the newsletter? [498]
- Sketter : No, not at all. I just have been really busy with Mama. [499]
- Hilly : I know. I know, you must be so worried about your mother, but... I'm worried about you. Reading this stuff? Believe it or not, there are real racists in this town. **If the wrong person caught you with anything like that, you'd be in serious trouble.** [500]
- Sketter : I'll be on the lookout. [501]

Based on the utterance [500] of the speaker shows warning, because the speaker [500] warns the hearer [501] directly that she had be in serious trouble if the wrong person caught her with anything like that.

The speaker do the warning in utterance [500] even so the hearer has the same power with the speaker. The context of this utterances is in the Hilly's house. At that time, Sketter was doing conversation with Yule Mae about participation of Yule Mae in Sketter's book. Yule mae was Hilly's black slave. Previously, Yule asked Hilly some loan to Yule's children to go to college, but Hilly refused it. Hilly heard their conversation and guessed that Yule mae also asked Sketter some loan. Hilly also hated when Sketter wrote the controversial book. Hilly warned Sketter that she would get serious problem if anyone who questioned the book. Analysis based on the theory of illocutionary force by Vanderveken is as follows :

a. Illocutionary point

The point of the utterance is directives, because the speaker [500] warns the hearer [501] to do or to avoid something (she had be in serious trouble if the wrong person caught her with anything like that).

b. Mode of achievement

The speaker [500] hopes the hearer [501] will notice the warning doing or avoiding it.

c. Propositional content condition

The act of warning refers to the future act. The hearer [501] will do or avoid something as the speaker's warning.

d. Preparatory condition

The speaker [500] thinks the action will occur and it is not in the hearer interest.

e. Sincerity condition

The speaker [500] believes that the action is not in the hearer's interest.

f. Degree of strength

The degree of strength in the speaker's warning is strong. The strong power showed by speaker's intonation when she warns to the hearer [501].

4.1.4 Direct prohibition

Direct prohibition happened when the speakers are white people or have high position and the hearers are black people or white people that have low position. Prohibition is delivered directly because the speaker seemed straight to the point when they prohibit. The imperative-negative sentences are commonly used to make a prohibition. As found in the following utterance is :

Minnie : No, ma'am. Hold on a minute. We gots to talk about some things first. I work Sunday through Friday. [356]

Celia Foote : **No, you can't work at all on the weekends. [357]**

Minnie : OK. What time you want me here? [358]

Celia Foote : After 9:00, and you gotta leave before 4:00. [359]

Based on the utterance [357], the speaker's utterance shows that she prohibits the hearer to work at all on the weekends. The speaker does the prohibition in utterance [357] directly to the hearer to not work at all on the weekends, because the speaker has more power than the hearer.

This sentence functions as a direct prohibit. Based on social background, the utterance invokes the power of position between the master (Celia Foote) and her black slave (Minny). In the conversation, Minny was the new Celia Foote's black slave. Minny told about her work hour Sunday until Friday, but Celia Foote told that Minny only work on weekdays. Analysis based on the theory of illocutionary force by Vanderveken is as follows :

a. Illocutionary point

The point of the utterance is directives because the speaker [357] prohibit the hearer [356] to not work on the weekend.

b. Mode of achievement

The speaker [357] hopes that the hearer [356] will notice the prohibiton.

c. Propositional content condition

The act of prohibit refers to the future act. The hearer [356] will do or avoid something as the speaker's prohibiting. The speaker [357] thinks that the action will danger the hearer interest.

d. Preparatory condition

The speaker [357] thinks that the action will danger the hearer interest.

e. Sincerity condition

The speaker [357] believes that the action will not happen in the hearer interest.

f. Degree of strength

The degree of strength in the speaker's prohibiting is strong because the speaker [357] use her power to prohibit the hearer [356]. The strong power shows by speaker's intonation when she prohibit the hearer [356].

There is another analysis of imperative-negative sentence such as in [319] functioned as a prohibition:

Sketter : What does it feel like to raise a white child when your own child's at home being looked after by somebody else? [315]

Aibileen : It feel... [316]

Sketter : Is that your son? [317]

Aibileen : Yes, ma'am. Can we move on to the next question? [318]

Sketter : **You don't have to call me ma'am.** [319]

Aibileen : Not here. [320]

Based on the utterance [319], the speaker's utterance shows that she prohibits the hearer to do something. The speaker do the prohibition in utterance [357] directly that the hearer is not to call ma'am to her. Although the speaker has more power than the hearer, the hearer still ignored the prohibition. The context of this utterances is in the Aibileen's house. The utterances invokes the power of position between a white woman (Sketter) and black slave (Aibileen). In that time, Sketter went to the Aibileen's house to interview Aibileen to finish her book. Aibileen felt that she has to respect white people, but Sketter did not want to be called

“maam” by Aibileen. However, Aibileen refused because if someone heard about it, Aibileen could be in trouble. So, even though the speaker has more power than the hearer, the hearer still refused what the speaker said. It is because the situation that can make the hearer in trouble when she did not refuse. Analysis based on the theory of illocutionary force by Vanderveken is as follows :

a. Illocutionary point

The point of the utterance is directives because the speaker [319] prohibit the hearer [320] to do something.

b. Mode of achievement

The speaker [319] hopes that the hearer [320] will notice the prohibit or avoiding it.

c. Propositional content condition

The act of prohibit refers to the future act. The hearer [320] will do or avoid something as the speaker's prohibiting. The speaker [319] thinks that the action will danger the hearer interest.

d. Preparatory condition

The speaker [319] thinks that the action will danger the hearer interest.

e. Sincerity condition

The speaker [319] believes that the action will not happen in the hearer interest.

f. Degree of strength

The degree of strength in the speaker's prohibiting is strong because the speaker [319] use her power to prohibit the hearer [320].

4.1.5 Direct Pray

In The Help movie, Direct pray happened without any social class between the speaker and the hearer because the pray delivered is directly to the God. There is analysis example of imperative sentence such as in [391] functioned as a pray :

Aibileen : I reckon I'm ready to talk about Miss Leefolt now. Baby Girl still gotta wear a diaper when she sleep at night. And it don't get changed till I get there in the morning. That about ten hours she gotta sleep in her mess. Now Miss Leefolt pregnant with her second baby. Lord... **I pray this child turn out good.** It's a lonely road if a mama don't think their child is pretty. [391]

Sketter : That's very true. [392]

Based on the utterance [391], the speaker's utterance shows that she pray to her God that Mrs. Leefolt child turn out good. The utterance of direct pray is not influenced by the power. Based on social background, the utterance is not influenced by the power of position between the white people (Sketter) and the God. In that time, Aibileen was telling a story about her master (Mrs leefolt). Because Aibileen loves Mrs. Leefolt's child, she prays that Mrs. Leefolt child will turn out good. Analysis based on the theory of illocutionary force by Vanderveken is as follows :

a. Illocutionary point

The point of the utterance is directives because the speaker [391] tries to get the hearer (God) to do or to know something.

b. Mode of achievement

The speaker [391] hopes that the hearer (God) will notice the pray or avoiding it.

c. Propositional content condition

The act of pray refers to the future act. The hearer (God) will do or avoid something as the speaker's pray.

d. Preparatory condition

The speaker [391] thinks that the action is able to force the hearer interest.

e. Sincerity condition

The speaker [391] believes that the action will happen in the hearer interest.

f. Degree of strength

The degree of strength "pray" is greater than "request".

There is another analysis example of imperative sentence such as in [237] functioned as a pray

Sketter : I was thinking that we wouldn't have to tell her. The other maids would have to keep it a secret, too. [235]

Aibileen : Other maids? [236]

Sketter : **I was hoping to get four or five.** To show what it's really like in Jackson. Show what y'all get paid, and the babies and the bathrooms. The good and the bad. [237]

Based on the utterance [237], the speaker's utterance shows that she pray that she get four or five maids to tell their story. The utterance of direct pray is influenced by the power. Based on social background, the utterance is influenced by the power of position between the white people (Sketter) and the black maid (Aibileen). In that time, Sketter wanted to get more maids to complete her book. She asked Aibileen to invite her maid friends in order to be interviewed by Sketter. Analysis based on the theory of illocutionary force by Vanderveken is as follows :

a. Illocutionary point

The point of the utterance is directives because the speaker [237] tries to get the hearer [236] to do or to know something.

b. Mode of achievement

The speaker [237] hopes that the hearer [236] will notice the pray or avoiding it.

c. Propositional content condition

The act of pray refers to the future act. The hearer [236] will do or avoid something as the speaker's pray.

d. Preparatory condition

The speaker [237] thinks that the action is able to force the hearer interest.

e. Sincerity condition

The speaker [237] believes that the action will happen in the hearer interest.

f. Degree of strength

The degree of strength “pray” is greater than “telling”.

4.2 Indirect Directive Speech Act

4.2.1 Indirect Prohibition

Indirect prohibition happened when the speakers are white people and have high position and the hearers are black people and have low position. The prohibition is delivered indirectly because the speaker seemed to mock the hearer when they talk. This analysis is an example of declarative-positive sentence such as in [839] functioned as a prohibition:

Mae Mobley : Aibee, my throat hurts. [837]
 Aibileen : I'll go get some syrup, Miss Leefolt. [838]
 Hilly : **Elizabeth can take care of her own children.** [839]
 Mrs. Leefolt : I'll go get the cough syrup. [840]

Based on the utterance [839], the speaker's utterance shows that she prohibits the hearer [838] to do something. The speaker's utterance in [264] shows the speaker indirectly prohibit the hearer to take care Mae Mobley. This sentence functions as indirect prohibit. Hence, the utterance can be explained as: (I prohibit you to) take care Mae Mobley. Based on social background, the utterance invokes the power of position between the master (Hilly) and black slave (Aibileen). In that time, Hilly accused Aibileen of stealing two spoon and a fork from Mrs. Leefolt. After that,

Mae Mobley came and told Aibileen that her throat hurts. When Aibileen would get some syrup, Hilly prohibits Aibileen to take care mae Mobley. Analysis based on the theory of illocutionary force by Vanderveken is as follows :

a. Illocutionary point

The point of the utterance is directives because the speaker [839] prohibit the hearer [838] to do or to know something.

b. Mode of achievement

The speaker [839] hopes that the hearer [838] will notice the prohibit or avoiding it.

c. Propositional content condition

The act of prohibit refers to the future act. The hearer [838] will do or avoid something as the speaker's prohibiting. The speaker [839] thinks that the action will danger the hearer interest.

d. Preparatory condition

The speaker [839] thinks that the action will danger the hearer interest.

e. Sincerity condition

The speaker [839] believes that the action will not happen in the hearer interest.

f. Degree of strength

The degree of strength "prohibit" is greater than "telling".

4.2.2 Indirect Request

Indirect request happened when the speakers are black people or have same position and the hearers are white people or have same position. The request is delivered indirectly because the speakers have less power than the hearers, so they seemed to talk in another way such as giving information in order to fulfill their will. This analysis is an example of declarative sentence such as in [329] functioned as a request:

- Yule Mae : Miss Hilly, I would like to ask you and Mr. William something. My twin boys graduated from high school, both on the honor roll. Me and my husband, we been saving for years to send them to Tougaloo. **We're short about \$75 on one of the tuitions.** [329]
- William : Whoo! I am late. I gotta get going. See you tonight, honey. [330]
- Hilly : Ok. Go on. [331]

Based on the utterance [329] of the speaker, it shows a request, because the speaker asks the hearer to do something. In the utterance [329] the speaker request the hearer to give her a loan. Hence, the utterance can be explained as: (I request you to) give me a loan. Based on social background, the utterance invokes the power of position between the boss (Mr. William) and his black slave (Yule Mae). When Black slave tried to get a loan from her master, she told her story and her purpose instead of her request. She chose telling her story instead of requesting because she wanted to get a sympathy from her master. Analysis based on the theory of illocutionary force by Vanderveken is as follows :

a. Illocutionary point

The point of those utterances is directives because the speaker [329] tries to get the hearer [331] to do something carry out the future action.

b. Mode of achievement

The speaker [329] hopes that the hearer [331] can fulfill the speaker request.

c. Propositional content condition

The act of requesting refers to the future act and to be carried out by the hearer [331]. The hearer [331] will do something as the speaker's request in the future.

d. Preparatory condition

The hearer [331] is capable of doing something such as refusing or considering the speaker's request. Meanwhile, the speaker [329] believes that the hearer [331] is capable to do the speaker's request.

e. Sincerity condition

The speaker actually wants the hearer [331] to do as the speaker's request. The speaker's utterance expresses a strong desire of requesting.

f. Degree of strength

The degree of strength of "request" is lower than the act of command.

This is another analysis example of declarative sentence such as in [114] functioned as a request:

Johnny Foote : **It is lunchtime, and I am suddenly hungry.**
[114]

Celia Foote : Honestly! [115]

Based on the utterance [114] of the speaker, it shows a request, because the speaker asks the hearer to do something. In the utterance [114] the speaker request the hearer to make a lunch. Hence, the utterance can be explained as: (I request you to) make a lunch. Based on social background, the utterance does not invoke the power of position between the husband (Johnny Foote) and his wife (Celia Foote). In that time, Johnny came to his wife and said that he was hungry. By the context, maybe Jhonny intends to set up his lunch. He choses telling that he is hungry instead of requesting to set up his lunch. Analysis based on the theory of illocutionary force by Vanderveken is as follows :

a. Illocutionary point

The point of those utterances is directives because the speaker [114] tries to get the hearer [115] to do something carry out the future action.

b. Mode of achievement

The speaker [114] hopes that the hearer [115] can fulfill the speaker request.

c. Propositional content condition

The act of requesting refers to the future act and to be carried out by the hearer [115]. The hearer [115] will do something as the speaker's request in the future.

d. Preparatory condition

The hearer [115] is capable of doing something such as refusing or considering the speaker's request. Meanwhile, the speaker [114] believes that the hearer [115] is capable to do the speaker's request.

e. Sincerity condition

The speaker actually wants the hearer [115] to do as the speaker's request. The speaker's utterance expresses a strong desire of requesting.

f. Degree of strength

The degree of strength of "request" is lower than the act of command.

4.2.3 Indirect Command

Indirect command happened when the speakers are white people and have high position and the hearers are black people and have low position. The command is delivered indirectly because the speaker wants to be seen as a good master, so she was not told directly and only provide information that will be immediately understood by the hearer to be implemented immediately. The imperative sentences are commonly used to make a command, but not as follows :

- Aibileen : I'll give you two cookies if you go. Mae Mobley, you're going! [57]
 Mrs. Leefolt : **Aibileen, the girls are pulling up, and the table isn't set.** [58]

Based on the sentence, the utterance of the speaker shows that she wants the hearer to set the table because the girls are pulling up. Hence, the utterance can be explained as: (I command you to) set the table. Based on social background, the utterance invokes the power of position between the master (Mrs. Leefolt) and her slave (Aibileen). She was not just to tell that the table was not set, but she commanded to set the table. She chose her utterance to tell her black slave because she had a good characteristic, so she showed her kind utterance. Analysis based on the theory of illocutionary force by Vanderveken is as follows :

a. Illocutionary point

The point of utterance is directives because the speaker [58] tries to get the hearer [57] to do something (to set the table because the girls are pulling up).

b. Mode of achievement

The speaker [58] insist the hearer [57] to fulfill the speakers command (to set the table).

c. Propositional content condition

The act of commanding concern the future action, the hearer [57] has to do something as the speaker [58] command.

d. Preparatory condition

The speaker assumes the hearer [57] is able to fulfill the speaker's order because the speaker [58] has the greater power than the hearer [57]. Thus, the hearer [57] can not refuse the speaker's command.

e. Sincerity condition

The speaker [58] actually wants the hearer [57] to do as the speaker's command.

f. Degree of strength

The degree of strength of "command" is greater than the act of "request"

Another analysis is an example of declarative sentence such as in [329]

functioned as a command:

- Mrs. Leefolt : Aibileen, bridge club is in an hour. Did you finish the chicken salad? [13]
 Aibileen : Yes. [14]
 Mrs. Leefolt : **Oh, and Hilly's deviled eggs. No paprika.** [15]
 Aibileen : Mm-hm.[16]

Based on the sentence, the utterance of the speaker shows that she wants the hearer to make deviled eggs without paprika for Hilly. Hence, the utterance can be explained as: (I command you to) make deviled eggs without paprika for Hilly. Based on social background, the utterance invokes the power of position between the master (Mrs. Leefolt) and her slave (Aibileen). She was not just to tell about Hilly's deviled eggs, but actually she commanded to set deviled eggs to Hilly. She chose her

utterance to tell her black slave because she had a good characteristic. Because she did not show a command to her slave so that she looked well mannered. Analysis based on the theory of illocutionary force by Vanderveken is as follows :

a. Illocutionary point

The point of utterance is directives because the speaker [15] tries to get the hearer [16] to do something (to make deviled eggs without paprika for Hilly).

b. Mode of achievement

The speaker [15] insist the hearer [16] to fulfill the speakers command (to make deviled eggs without paprika for Hilly).

c. Propositional content condition

The act of commanding concern the future action, the hearer [16] has to do something as the speaker [15] command.

d. Preparatory condition

The speaker assumes the hearer [16] is able to fulfill the speaker's order because the speaker [15] has the greater power than the hearer [16]. Thus, the hearer [16] can not refuse the speaker's command.

e. Sincerity condition

The speaker [15] actually wants the hearer [16] to do as the speaker's command.

f. Degree of strength

The degree of strength of “command” is greater than the act of “request”

CHAPTER V

CONCLUSION

In the analysis, the writer found that there are five kinds of directive speech act used by the actors in this movie. They are request, command, warn, prohibition, and pray. Request is one of the directive speech act that allows for the possibility of refusal. There are 19 utterances functioning as requests. Command is one of the directive speech act that invokes the position of power or authority over the hearer. Commanding has a bigger degree of strength than requesting, and this bigger degree of strength is from the fact that a command invokes the position of power or authority over the hearer. There are also 19 utterances functioning as commands. Warn is one of the directive speech act that gives advice about what will happen. There are 2 utterances functioning as a warning. Prohibition is one of the directive speech act that is the propositional negation of command. There are 7 utterances functioning as a prohibition. Pray is one of the directive speech act that has degree of strength bigger than request, but where the degree of strength does not derive from any power or authority. There are 3 utterances functioning as a pray.

After analysing some kinds of directive speech act, the writer found that there are some reasons behind the use of directive speech acts both directly and indirectly. The speakers use direct utterance to get something

because they have higher power than the hearer. However, sometimes the speakers use indirect utterance to get something because they do not have higher power or they use indirect utterance in order to fulfill their will. The speakers also used indirect utterance even though they have more power because they want to be seen as a respectful master to their slave.

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APPENDIX

Utterances containing direct request :

- Celia Foote : Yes, please tell her Celia Foote called again. I'll call back tomorrow. [109]
- Hilly : Tell Raleigh every penny he spends on a colored's bathroom he'll get back in spades when y'all sell. it's just plain dangerous. They carry different diseases than we do. [138]
- Sketter : Mama, I want to ask you about Constantine. [170]
- Charlotte : Skeeter, your mother is sick. She wants to see you in this dress. Unzip me. Come on. Did I tell you Fanny Peatrow got engaged? After she got that teller job, her mother said she was swimming in proposals. [173]
- Charlotte : Eugenia, your eggs are dying. Would it kill you to go on a date? Just show a little gumption. Careful now, careful. Oh, now look at this. This dress is just precious on you. Just take it in a little here. Little there. Get your hair fixed. [175]
- Sketter : Go away! [216]
- Celia Foote : Miss Leefolt said you could start right away. Build it just like the bathroom at my house. Let's see. Right there. That will be nice. [230]
- Sketter : Aibileen. There's something else I want to write about. I would need your help. I want to interview you about what it's like to work as a maid. I'd like to do a book of interviews about working for white families. And we could show what it's like to work for, say, Elizabeth? [233]
- Minnie : I got some business to tend to, so y'all just mind your own. All right, then. Well, bye! [276]
- Sketter : Yeah, I just wanted to talk to you. [282]
- Minnie : Ooh. No hugging. No hugging. [354]
- Hilly : Would you please stand, Skeeter? [374]

Charlotte : Skeeter! Get down here! Something just arrived from New York for you. [412]

Minnie : We done been over this, Miss Celia. You supposed to eat in the dining room. That's how it works. Let me take your plate back. [453]

Stuart : Yeah, I'll bet you do. You make me laugh, smile. Would you like to come have dinner with me? We could talk. I could actually listen to you this time. [524]

Hilly : Come here, sweetheart. Let me bring you back to your table. [670]

Hilly : Oh, just come on home with us tonight, Mother. [685]

Utterances containing direct warn :

Stein : Look. No maid in her right mind is ever gonna tell you the truth. That's a hell of a risk to take in a place like Jackson, Mississippi. [219]

Hilly : I know. I know, you must be so worried about your mother, but... I'm worried about you. Reading this stuff? Believe it or not, there are real racists in this town. If the wrong person caught you with anything like that, you'd be in serious trouble. [500]

Utterances containing direct pray :

Sketter : I was hoping to get four or five. To show what it's really like in Jackson. Show what y'all get paid, and the babies and the bathrooms. The good and the bad. [237]

Aibileen : I reckon I'm ready to talk about Miss Leefolt now. Baby Girl still gotta wear a diaper when she sleep at night. And it don't get changed till I get there in the morning. That about ten hours she gotta sleep in her mess. Now Miss Leefolt pregnant with her second baby. Lord... I pray this child turn out good. It's a lonely road if a mama don't think their child is pretty. [391]

Sketter :I know. Maybe things can change. [399]

Utterances containing direct prohibit :

Sketter : You don't have to call me ma'am. [319]

Celia Foote : No, you can't work at all on the weekends. [357]

Charlotte : You'll be able to wear heels tonight. You're not leaving the house in those awful Mexican man shoes. [418]

Charlotte : Skeeter! Skeeter! Now remember, no gentleman wants to spend the evening with a sourpuss. Don't mope! Smile! And for heaven's sakes, don't sit like some squaw Indian! Cross your ankles! I love you! [424]

Mrs. Leefolt : No! Mae Mobley! You get off of that toilet! You will catch diseases, you hear me? [546]

Aibileen : We can't put that story in the book. [648]

Utterances containing direct command :

Blackly : Clean. Grab that basket. Miss Myrna has gone shit-house crazy on us. She drunk hairspray or something. I want you to read her past columns. Then read these letters and you answer them just like she would. Nobody is gonna know the damn difference. You know who Miss Myrna is? [38]

Blackly : Shut the damn door. I guarantee you, one day they're going to figure out cigarettes will kill you. OK, Miss Phelan, let's see what you got. Murrah High: editor. Ole Miss Rebel Rouser. editor. Double major. Junior League: editor. Damn, girl, don't you have fun? [24]

Blackly : Articles? Miss Phelan, it's a cleaning advice column. Eight bucks a week. Copy is due on Thursday. Hello? Lou Ann, honey, I can't talk right now. I'm at work. What? Shut that goddamn door! [40]

Hilly : Minny, go get Mama! [42]

Mrs. Leefolt : Get in your room right now. Set out the dessert forks. Please. [60]

Mrs. Leefolt : Y'all make it quick. Tomorrow is silver-polishing day. OK? [159]

Mr. Leefolt : Fix me a sandwich, Aibileen. [244]

Hilly : And just what are you doing? Get off my toilet! You are fired, Minny Jackson! Go on! [259]

Hilly : Skeeter. Boys, we'll be right back. Y'all talk about quarterbacks or something. Yule Mae, get Miss Skeeter a Coca-Cola. [427]

Mrs. Leefolt : Hello? What? I'm coming! Aibileen! Come on. We have to go help Hilly. Right now! [539]

Celia Foote : I told you, go home! I said get out! [584]

Elain Stein : And put something personal in there. Write about the maid who raised you. [608]

Hilly : Mama can have a piece. Cut her one. Go get a plate. [638]

Constantine : Go on to the kitchen, baby. I'll be there directly. [709]

Utterances containing indirect request :

Johnny Foote : It is lunchtime, and I am suddenly hungry. [114]

Yule Mae : Miss Hilly, I would like to ask you and Mr. William something. My twin boys graduated from high school, both on the honor roll. Me and my husband, we been saving for years to send them to Tougaloo. We're short about \$75 on one of the tuitions. [329]

Utterances which contain indirect command :

Mrs. Leefolt : Aibileen, bridge club is in an hour. Did you finish the chicken salad? [13]

Mrs. Leefolt : Oh, and Hilly's deviled eggs. No paprika. [15]

Mrs. Leefolt : Aibileen, the girls are pulling up, and the table isn't set. [58]

Mrs. Leefolt : Aibileen, Mae Mobley's crying her eyes out. Skeeter. I'm sorry, but I think it's best if you leave now. [245]

Mrs. Leefolt : Hurry, Aibileen! Mae Mobley is up, and I'm off to the doctor! [261]

Utterance containing indirect prohibit :

Hilly : Elizabeth can take care of her own children. [839]