



**REQUEST STRATEGIES IN FAMILY UTTERANCES  
FROM DADDY'S HOME MOVIE**

**A THESIS**

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

**Submitted by:**

**AULIA ALWINA ALKAFF**

**13020115140127**

**FACULTY OF HUMANITIES**

**DIPONEGORO UNIVERSITY**

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## **PRONOUNCEMENT**

I honestly declare that the thesis entitled *Request Strategies in Family Utterances from Daddy's Home Movie* has been compiled by me without taking any results from other researchers in S1, S2, S3 and in diploma from any university. I certify that this thesis contains no material from other publications or previously written except from the references mentioned.

Semarang, 2<sup>nd</sup> December 2019

Aulia Alwina Alkaff

## MOTTO AND DEDICATION

Strength doesn't come from what you can do. It comes from overcoming the things you once thought you couldn't.

- Rikki Rogers

You will grow out of your hardship.

- auliaalkaff

*This thesis is dedicated to  
Mama and 'Mbak Ajeng'  
and everyone who helped me accomplish this thesis*

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**Written by:**

**Aulia Alwina Alkaff**

**NIM: 13020115140127**

is approved by the thesis advisor

on 2<sup>nd</sup> December 2019

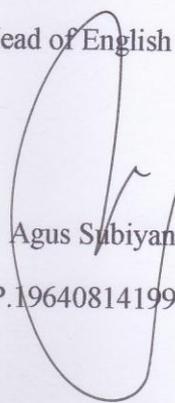
Thesis Advisor



Drs. Oktiva Herry Chandra, M.Hum.

NIP.196710041993031003

The Head of English Department



Dr. Agus Subiyanto, M.A.

NIP.196408141990011001

**VALIDATION**

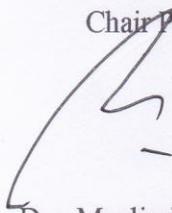
Approved by

Strata 1 Thesis Examination Committee

Faculty of Humanity Diponegoro University

On December 2019

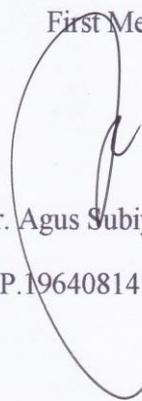
Chair Person



Drs. Mualimin, M.Hum.

NIP.196111101987101001

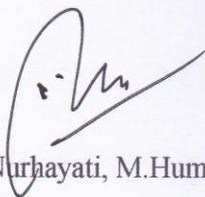
First Member



Dr. Agus Subiyanto, M.A.

NIP.196408141990011001

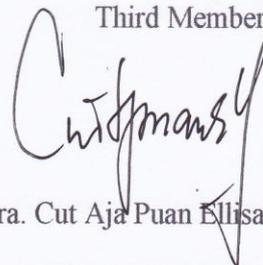
Second Member



Dr. Nurhayati, M.Hum.

NIP.196610041990012001

Third Member



Dra. Cut Aja Puan Ellisafny, M.Ed

NIP.195510031978122001

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I do realize this thesis is still not perfect yet. Therefore, I will be glad to receive any constructive criticism and recommendation to make this thesis better. Lastly, I hope this thesis will be useful to everyone who reads it.

Semarang, December 2019

Aulia Alwina Alkaff

## TABLE OF CONTENTS

|  |      |
|--|------|
| TITLE.....   | i    |
| PRONOUNCEMENT .....  | ii   |
| MOTTO AND DEDICATION .....   | iii  |
| APPROVAL.....  | iv   |
| VALIDATION .....   | v    |
| ACKNOWLEDGEMENT .....  | vi   |
| TABLE OF CONTENTS .....  | viii |
| ABSTRACT .....   | x    |
| CHAPTER I INTRODUCTION .....   | 1    |
| 1.1 Background of the Study .....  | 1    |
| 1.2 Problem Statement.....   | 3    |
| 1.3 Purpose of the Study.....  | 3    |
| 1.4 Scope of the Study.....  | 4    |
| 1.5 Significance of the Study.....   | 4    |
| 1.6 Previous Studies .....   | 4    |
| 1.7 Writing Organization.....  | 6    |
| CHAPTER II THEORETICAL FRAMEWORK .....                                       | 8    |
| 2.1 Speech Act.....  | 8    |
| 2.2 Direct and Indirect Speech Act .....                                     | 11   |
| 2.3 Request .....  | 11   |
| CHAPTER III RESEARCH METHODS .....   | 17   |
| 3.1 Types of Research .....  | 17   |
| 3.2 Data .....   | 17   |
| 3.3 Method of Collecting Data .....  | 18   |
| 3.4 Method of Analyzing Data .....   | 18   |
| CHAPTER IV DATA ANALYSIS .....   | 19   |
| 4.1 Types of request uttered by the main characters.....                     | 19   |
| 4.1.1 Direct Request.....  | 20   |
| 4.1.2 Indirect Request .....   | 23   |
| 4.2 Types of request strategy and the factors influencing it by Daddy's home |      |

|  |    |
|--|----|
| movie .....                                    | 28 |
| 4.2.1 Indirect Request Strategy .....          | 29 |
| 4.2.2 Hearer Oriented Condition Strategy ..... | 35 |
| 4.2.3 Speaker Based Condition Strategy.....    | 45 |
| 4.2.4 Direct Request Strategy .....            | 49 |
| CHAPTER V CONCLUSION .....                     | 58 |
| REFERENCES .....                               | 60 |
| APPENDIX.....                                  | 62 |

## **ABSTRACT**

The speech act of request is widely used in everyday communication. People perform request in several strategies based on their needs. This study investigates request strategies uttered by the characters in *Daddy's Home* movie. The objectives of this study are discussing the types of request and classifying strategies of request in family interaction according to Trosborg (1995) theory. This study also examines the social variables that influence the directness level of the request. This study belongs to descriptive qualitative study. Nonparticipant techniques and identity methods are applied to collect and to analyze the data. The result shows that the characters perform all types of request proposed by Trosborg (1995). Conventionally indirect appeared to be the most dominant type of the request. In expressing the request, the characters use hints, questioning ability and willingness, suggestory formulae, statement's of speaker wishes and desires, statement's of speaker needs and demands, obligation and imperatives. The power and social distance of the characters in *Daddy's home* movie affect the way the characters performs the request. Someone with higher power utters the request in direct way and tends to use imperative strategies on their request (the parents to the kids). Meanwhile, when the speaker with higher power is high in social distance constantly will convey the request in indirect way and tend to use conventionally indirect request (stepfather to real father).

Keywords : speech act, request strategies, direct request, indirect request

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Language as a media of communication plays a big role in our life. People share information on thought, idea, feeling, or emotion by communicating. Scott (1977) declares that communication is a process which involves a transmission and an accurate replication of ideas ensured by feedback for the purpose of eliciting actions which will accomplish organizational goals. It means that people are communicating not only to share the information but also to make an action through their words in order to achieve the goal of communication. In pragmatic, this phenomenon is called speech act.

Speech act is essential in a communication process because each speech has meaning and function that influence the communication process. According to Yule (1996: 47), when people express themselves, they do not only produce utterances containing grammatical structures and words but also perform actions via those utterances. The clause "Here is very hot!" has various meanings in different situations. It could be that the speaker only states the fact of the air condition at that time, asks other people to open the window or turns on the air conditioner, or even complains. Therefore, understanding speech acts is very necessary in communication because someone's speech can contain more than what is spoken.

Speech acts can be classified into giving order, making promise, complaining, requesting and refusing (Austin, 1962:98). The speech act of request is widely used in everyday communication since request consists of an action which is benefit for the speaker (Trosborg, 1995).

People express their request in various ways from the most indirect to the most direct. People might also use hints strategy to deliver their request. From the way people give request we can surely see how someone expresses the strategies and politeness. The following is the example of request speech act found in *Daddy's Home* movie

Brad : *I think my arm is stuck in the wall.*

Dusty : I'll get you out.

**(34/I/H/MH/B-D)**

The conversation above takes place in the house. It occurs in the morning. Brad (the step father) is lying to the whole family that he can ride. He gets into an accident and almost kills the kids when he rides Dusty (the real father) bike. Brad is stuck on the wall after the accident. In the conversation above, Brad as the speaker wants the hearer (the whole family) to help him out by applying Hints strategy on his request. He uses declarative moods by saying '*I think my arm is stuck in the wall*' to get the whole family attention. Brad doesn't mention his request on his utterance.

Based on the phenomenon above the writer is interested in studying the request strategy in family communication. The writer recognizes that the request

can be performed by various strategies. Therefore, this research investigates request speech act strategies in *Daddy's Home* movie by Brian Burns as the object of the study.

The writer chooses request speech act in *Daddy's Home* movie as the object of the research because movie can portray society and might represent the real life situation. *Daddy's Home* is chosen because there are many request utterances produced in family context. This research studies the request strategies in *Daddy's Home* movie and identifies the social variables that influence the character in performing the request.

## **1.2 Problem Statement**

Based on the background that the writer explained above, the writer formulates the problems of this research as follows:

- 1) What are the types of request uttered by the family members from *Daddy's Home* movie?
- 2) What are the strategies applied by the characters in expressing the request from *Daddy's Home* movie and what are the factors influencing the choice of request strategy?

## **1.3 Purpose of the study**

Based on the statement of the problem explained above, the purposes of the study aimed at finding out:

- 1) The description of the request types conveyed by family members from *Daddy's Home* movie.

- 2) The explanation of the strategies applied by family members in expressing request from *Daddy's Home* movie and the factors influencing it.

#### **1.4 Scope and Limitation**

In conducting the research, the writer focuses on analyzing the utterances of the main characters (family members) in *Daddy's Home* movie by Brian Burns (2015). This research only focuses on identifying requests utterances proposed by family member of *Daddy's Home* movie based on theory of request strategy Trosborg (1995).

#### **1.5 Significance of the Study**

The result of the study is expected to give contribution for academic field and practical field, theoretically and practically. The study is expected to give some contribution to enlarge the knowledge about request strategies and the social variables influencing it.

#### **1.6 Previous Studies**

There are some previous studies related to this research. This research project is written by Anita (2009), Suryanovika (2010), Tytar (2015), Cahya (2016), and Daramasajeng (2018).

The thesis written by Anita (2009) entitled *The Speech Act and Communication Strategy in Children of 3-5 Years Old* classified types of illocutionary acts in children of 3-5 years old. Based on her thesis, the type of illocutionary act of directive, commissive, assertive, and expressive already appeared in the speech of those children. However, those children who are

different by their age did not use the illocutionary act of declaration yet and they used the directive more often.

The second research entitled *Politeness Strategies in Speech act of Request in Sambas Dialect of Malay in Notary Office in Sambas* (2010) is written by Suryanovika. She did the research to identify the politeness strategy of the request speech act in her notary office. In analyzing the data, she used theory of politeness strategy by Brown and Levinson. She found out that negative politeness was the most dominant strategy used by all the interlocutors.

The third research was conducted by Tytar (2015). On her thesis, she analyzed the email request strategies used by native and non native speakers of English in academic settings. She used theory of request by Blum Kulka on her study. She applied Discourse Competition Test (DCT) in conducting her research. Her study showed that non native speaker email requests is more imposing than native speaker email requests.

The fourth study was written by Cahya (2016) on her thesis entitled *Analysis of Requesting Speech Act in the Movie FROZEN by Walt Disney* focused on request strategies based on speaker based condition and hearer oriented condition. The researcher used theory of Trosborg (1995) in analyzing the data. The findings showed that 7 data on speaker based condition and 10 data on hearer oriented condition.

The last study was conducted by Daramasajeng (2018). She analyzed *Levels of Directness of Request in Main Characters' Utterances in Pretty Woman*

*Movie*. In her thesis, she focused on analyzing request performed by Edward Lewis towards Vivian Ward, the main characters of the movie. She used theory of Blum Kulka in conducting her research. The findings showed the most commonly used strategy is direct strategy with six requests in which Edward used direct strategies.

From the previous studies above, most of them were conducted by using theory of request by Blum Kulka and Olshtain. This study has different theory and different object from five previous studies above. It is clear that there is no study discussing request strategy used in family communication context before. Therefore, this study specifically focuses on identifying request strategies used by family members in *Daddy's Home* movie and attempts to discuss the social variables influencing the request strategy utters by the family member.

### **1.7 Organization of the Writing**

In writing the report of the study, the writer makes an outline of the organization writing which is divided into five chapters

#### **CHAPTER I            INTRODUCTION**

This chapter contains background of the study, problem statements, purpose of the study, scope of the study, significance of the study, previous study, and organization of the writing.

#### **CHAPTER II           UNDERLYING THEORY**

This chapter explains the theory which is used to analyze the study. It presents theory of request strategy proposed by Trosborg (1995)

### CHAPTER III RESEARCH METHOD

This chapter discusses the research method of the study. It contains the type of the research, data, method of collecting data and method of analyzing data.

### CHAPTER IV DATA ANALYSIS

This chapter presents the result of data analysis. The writer defines the request strategy used by the family member from *Daddy's Home* movie in performing the request.

### CHAPTER V CONCLUSION

This chapter sums up the conclusion drawn from the study.

## **CHAPTER II**

### **UNDERLYING THEORY**

This chapter presents a brief explanation of Speech Act, and Request which are used to analyze the data in the next chapter

#### **2.1 Speech Act**

Pragmatics investigates how people understand and produce speech act in a social situation. Speech act is a part of pragmatics that studies action performed via utterance. Austin (1962:1) states that sentences can function not only as a statement but also as a question, command, or wish. Austin (1962) also defines speech act as an action performed when we say something. From his point of view, it can be concluded that speech act is not just a word or a statement; it is a study of intended meaning when someone utters something and performs an act. Speech act focuses on how meaning and action are related to language.

On any communication, speech act consists of three related acts which are locutionary act, illocutionary act and perlocutionary act (Yule: 48).

##### **1. Locutionary act**

Locutionary act is the act of uttering or producing sounds, words, and sentences in literal meaning. At the moment, when the speaker produces

meaningful linguistic expression, it is called locutionary act. For example, someone says, “open the window” s/he produces meaningful utterances.

## 2. Illocutionary act

Illocutionary act is the act of uttering or producing sentence with some purpose, whether it explicitly or implicitly states in order to fulfill speaker/hearer intention. For example, when someone says, “It’s hot here”, the utterance is not only a statement but it is also the speaker way to request something (open the window). Therefore, the illocutionary act of an utterance above is an act of request.

## 3. Perlocutionary act

Perlocutionary act is the effect after the speakers utters something. The example of perlocutionary act is persuading, convincing, scaring, inspiring.

According to Searle (1983) speech act were classified into five categories, they are:

### 1. Declaration

Declaration is a speech act that intends to create things or change things through the utterances. Speaker has the authority to issue certain utterances in certain context. The example of this speech act is when priest pronounce someone wife and husband. Declarative means the speaker changes world via words (S causes X).

## 2. Representative

Representative is a speech act that states the speaker believes to be the case or not. The speech act that is included in this category is usually a statement, facts, conclusions, descriptions, and assertions. The example of this speech act is when someone states the earth is flat. Representatives means the speaker makes words fit the world (S believes X).

## 3. Expressives

Expressives is a speech act that states the speaker's feeling. This kind of speech act expresses the speaker feeling in the form psychological statements, apologies and expressions of gratitude. The example of this speech act is someone says sorry, thank you, etc. Expressive means the speaker makes the words fit the world (S feels X).

## 4. Directives

Directives is a speech act that the speaker, via his utterances, intended the interlocutor to perform an action. The example of this speech act is advice, warning or request something. Directives means the speaker attempts to make the world fit words (S wants X).

## 5. Commissives

Commissives is a speech act that the speaker commits themselves to some future action. The example of this speech act is promises, threats, refusals, etc.

Commissives means the speaker carry out to make the world fit words (S intends X).

### **2.3 Direct and Indirect Speech Acts**

Direct and indirect is a speech act classification based on structural forms (declarative, interrogative and imperative) and the three communication functions (statement, question, and request). Direct speech act of request can be recognized when the structural form and the communication function are the same (symmetric). For example, interrogative is used for making a question, declarative is used for making a statement, and imperative is for ordering or requesting (Yule, 1996:55)

Meanwhile, indirect speech act can be recognized when the structural form and the communication function are not the same (asymmetric). A declarative used to make a request is indirect speech act, for example when a mother says to her son “this room is a total mess!” it might be a request to her son to tidy up his room. When “this room is a total mess!” is used to make a statement, it functions as a direct speech act.

### **2.4 Request**

Request is included in directive category because the speaker wants the hearer to do something (Searle, 1969: 66). The hearer/ interlocutor can choose whether he wants to fulfill the request or not. Vanderveken (1990) categories request as directives speech act since request is an illocutionary act where the speaker wants the hearer to perform something according to the speaker’s interest.

Request means an action of formally and politely asking for something. When someone says “shut the door, please!” he or she actually performs an action of asking the other to shut the door. By expressing a request, the speaker expects the hearer to be able to interpret the speaker’s intention (Trosborg, 1995). Thus, the hearer can do or refuse the request. In performing the request, the speaker should consider the request aspects such as politeness, word choices and expression to make sure that the hearer can get the intention and complete it well.

There are many directive expressions in English such as requesting, warning and persuading. Searle (1969) distinguishes request speech act from any other expressions by using IFIDs. Below is a way to determine request and warning using Felicity conditions by Searle (1969).

| Felicity Condition of Request                                  |
|--|
| 1. Propositional content :Future act A of H                    |
| 2. Preparatory condition : S believes that H is able to do A   |
| 3. Sincerity condition : S wants H to do A                     |
| 4. Essential condition : counts as an attempt to get H to do A |

| Felicity Condition of Warning  |
|--|
| 1. Propositional content : Future event E  |
| 2. Preparatory condition : S thinks E will occur and is not in H’s interest      |
| 3. Sincerity condition : S believes E is not in H’s best interest                |
| 4. Essential condition : counts as an attempt that E is not in H’s best interest |

It is clear that the purpose of request is to involve the hearer in some future action that has positive consequences for the speaker and may imply costs to hearer. While warning or advice is intended to be in the sole interest of the hearer.

In analyzing the request, Trosborg (1995:206) classified speech act of request into four categories containing eight sub strategies according to directness level:

1. Unconventionally Indirect

Unconventionally Indirect request happens when someone indirectly utters the request by saying something different from the true intention. The speaker tends to use hints on her/his utterance. Using this kind of strategy, the speaker and the hearer should have the same background knowledge and be aware of the context and situation. Trosborg (1995) states that hints strategy is divided into:

- a. Mild Hint

The speaker's wish is not mentioned in the utterance. For example, 'I have to be at the airport in half an hour'.

- b. Strong Hint

The speaker's wish is mentioned partially in the utterance. For example, 'my car has broken down, will you be using your car tonight?'

2. Conventionally Indirect (Hearer-oriented)

In Hearer-oriented category, the speaker left the decision up to the hearer. The hearer can control whether or not to fulfill the request. Trosborg

(1995) conveys that this kind of strategy is more polite than in speaker based condition. This category can be expressed by strategies below:

a. Questioning Hearer's Ability and Willingness

The speaker asks the hearer's capability and willingness to do the desired act. For example, 'could you lend me your car?', 'would you lend me a car?'

b. Suggestory Formulae

The speaker tests the hearer cooperativeness by inquiring any condition. For example, 'How about lending me your car?'

3. Conventionally Indirect (Speaker Based)

In this category, the speaker's interest is above the hearer's. This strategy makes the request more direct on its demand. By using this kind of strategy, the hearer is hard to refuse the desired act.

a. Statements of Speaker's Wishes and Desires

The speaker expresses the wish and desire straight to the hearer. For example, 'I would like to borrow your car'.

b. Statements of Speaker's Needs and Demands

The speaker expresses the request bluntly as a need or demand. For example, 'I want/need to borrow your car'

4. Direct

In this category, the speaker directly utters the request to the hearer. Usually the speaker of this category has more power than the interlocutors.

a. Obligation and Necessity

The speaker obligates the hearer to fulfill the request. For example, 'you must/have to lend me your car'

b. Performatives

The speaker directly asserts the request using a performative verb. For example, 'I ask/require you to lend me your car'

c. Imperatives

The speaker states the request directly to the hearer and usually the speaker has the authority to be obeyed by the hearer. For example, 'lend me your car' or 'your car (please)'

According to Brown and Levinson (1978:74) there are three social factors that will determine the language choice of the speaker and the hearer. They are:

1. Social distance (D)

Social distance refers to the degree of familiarity or closeness between the speaker and the hearer. Social distance is high (+D) if the interlocutors do not know each other or not close to each other. Otherwise, the social distance is low (-D) if the speaker and hearer has intimate relationship or know each other very well.

2. Power (P)

Power refers to the relative power in a social hierarchy between the speaker and the hearer. The speaker either has high power (+P) or low power (-P) depends on the status, age, ethnic, etc in a social hierarchy. Power can also be equal (P) if the speaker has the same power with the hearer.

### 3. Rank of imposition (R)

Rank of imposition refers to the importance or degree of difficulty. The rank of imposition is high (+R) if the request is a big favor and difficult. Otherwise, the rank of imposition is low (-R) if the request is an easy thing to do.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the description of the research method applied in this study. It explains the type of research, the data source, the method of collecting data and the method of analyzing data.

#### **3.1 Type of Research**

This study is categorized as descriptive qualitative research. Costas Drossos (2014) defines qualitative research as a method to obtain the data by describing instead of measuring. It means the researcher elaborates the interpretation of a phenomenon without focusing on numerical measurement. This study used descriptive qualitative type of research to analyze the data because it analyzes the data in the form of utterances analysis to explain the types of request used by the family member in Daddy's Home movie.

#### **3.2 Data**

Kothari (1985) states that primary data is an original data observed and collected directly for the first time by the researcher while the secondary data is collected based on other studies or experiments. This writer obtained the primary data source from <https://idxx1.cam/movie/daddy-s-home-2015> site. The data that are analyzed in this study are 45 utterances of family member in Daddy's Home

movie. The data consist of the speech act of request uttered by the family member in Daddy's Home movie.

### **3.3 Method of Collecting Data**

The writer collects the data by using non participant observation and note taking technique based on Sudaryanto (1993: 133) since the writer is not involved in the conversation used as the data of the study. After watching the movie several times, the writer underlines the utterances indicating request strategy using Searle (1979) and Trosborg (1995) theory by giving a code on each datum. The coding consists of the number of the datum, the types of request, the strategy, and the interlocutors of the utterance.

### **3.4 Method of Analyzing Data**

The writer analyzed the data by using pragmatic identity method proposed by Sudaryanto (2015). It is used to analyze the request strategy in Daddy's Home movie. Below are the following steps to analyze the data:

1. Download the Daddy's Home movie.
2. Watch the movie several times and gather the related data.
3. Classify and take notes the utterances indicating request using Searle (1969) and Trosborg (1995) theory by giving a code on each datum.
4. Transcript the utterances and explain the context of each conversation.
5. Analyze the kinds of request strategy using theory of Trosborg (1995) by listing the strategy according to the level of directness
6. Examine the social factors that influence the request strategies

## CHAPTER IV

### DATA ANALYSIS

This chapter presents data analysis and the findings of Request Strategies in Family utterances from *Daddy's Home* Movie.

#### **4.1 Types of request uttered by the main characters of *Daddy's Home***

Based on research findings, there are forty-five utterances containing speech act of request. The characters utter the request in direct and indirect way. The utterances are expressed in several moods namely imperative, interrogative and declarative.

##### **4.1.1 Direct request speech act**

There are ten utterances categorized as direct request speech act on family utterances of the *Daddy's Home* movies. They are classified as direct speech act because the structural form and the communication function is symmetric. The family utters the request directly using imperative moods sentence. This study found that almost the entire direct request speech act is uttered by the parents to the kids.

###### 4.1.1.1 Imperatives

###### **1. 31/D/IM/S-K**

Sara : Hi sweetheart. Huft, It's blocking the way

Brad : I know. Don't worry. I'll get this out

Sara : What are you doing? Brad I don't... (the kids are coming) hey hey hey. **Stay away from that, please.** Honey what are you doing?

The datum is taken from data number 31. The conversation happens in the morning between Sara and the kids. Sara is ready to work but when she wants to get her car out of the garage, Dusty's bike is there blocking her car. He asks Dusty to move his bike but the one who comes to move the bike is Brad not dusty. Sara worries about that because she knows Brad can't ride. When the kids are coming to see Brad riding Dusty bike, Sara requests them to stay away from it.

The speaker's utterance is categorized as request because it aims to make the hearer perform the action. The utterances are first analyzed using IFIDs to find out the mood of the utterance.

The speaker of the utterance above requests the hearer to stay away from Brad and the bike because it might be dangerous. The propositional content of the utterance above can be seen from Sara utterance which represents a future action that will be done by the kids. Sara utterance makes the kids do the action that is stay away from Brad and the bike. Sara as the speaker of the utterance above knows that the hearer (Dylan and Megan) will perform the desired act because it is an easy thing to do.

The speaker expresses his sincerity condition of the utterance above by using the word 'stay away' because the speaker wants the hearer to do the desired act. The speaker also makes an attempt to make the hearer do the action. It can be

seen by the kids' response to their mother request; they obey the request by staying in place.

Sara's request 'stay away from that' is conveyed in the form of imperative moods and is categorized as direct speech act because it has the same structural form and communication function (symmetric). The imperative moods can be seen on the imperative verb 'stay away' that means requesting the kids to keep the distance. Sara utters the request explicitly to the kids because she has the authority to be obeyed by them. Moreover, it is an urgent situation.

## 2. 04/D/IM/B-DY S

Brad : **Let's go to the den.** We'll sit there. We'll sit. We can do it sitting or standing? Doesn't matter. We're just gonna do it. Yeah?

Dylan : \*nodded\*

The datum is taken from data number 04. The conversation is between Brad and Dylan. Dylan (the stepson) is crying, Sara told Brad (the stepfather) that Dylan does not want to talk to her; he only wants to talk to Brad. Hearing that situation, Brad is surprised that his stepson finally wants to talk to him privately. He is ready to listen to his stepson story about what was bothering and making him cry. He asks his stepson (Dylan) to go to another room to make him comfortable and starts to talk to him the whole story.

The speaker's utterance is categorized as request because it aims to make the hearer perform the action. The utterances are first analyzed using IFIDs to find out the mood of the utterance.

The speaker of the utterance above requests the hearer to go to another room. The propositional content of the utterance above can be seen from Brad's utterance which represents a future action that will be done by Dylan. Brad's utterance makes Dylan do the action that is going to the den. Brad as the speaker of the utterance above knows that the hearer (Dylan) will be more comfortable if they talk in another room where no one can listen to their conversation.

The speaker expresses his sincerity condition of the utterance above by using the word '*let's go*' because the speaker wants the hearer to do the desired act. The speaker also makes an attempt to make the hearer do the action. It can be seen by Dylan response to Brad request; Dylan nodded and walked to the den with Brad.

Brad's request '**let's go to the den**' is conveyed in the form of imperative moods and is categorized as direct speech act because it has the same structural form and communication function (symmetric). The imperative moods can be seen on the imperative verb '*let's go*', which means to request Dylan to move to another room and tells his story privately. The speaker utters the request explicitly to the hearer because the speaker has more power than the hearer.

#### **4.1.2 Indirect request**

There are thirty-five utterances categorized as indirect request in *Daddy's Home* movie. They are classified as indirect since the structural form and the communication function is asymmetric. The request is conveyed by using two moods sentences namely, interrogative and declarative.

#### 4.1.2.1 Interrogative

##### 1. 01/I/HBC/QA/M-B

Megan : Good morning, Mr. Whitaker.  
 Brad : Good morning, Megan  
 Megan : **Can you please put this on the fridge?**  
 Brad : Sure.

The datum is taken from the data number 01. The conversation happens in the morning between Megan and Brad. Brad (the stepfather) is preparing the lunch for the kids on the kitchen and suddenly Megan (the stepdaughter) comes to the kitchen, greets him and gives him a family drawing. She asks Brad to put it on the fridge.

The speaker's utterance belongs to request because it aims to make the hearer perform the action. The utterances are first analyzed using IFIDs to find out the mood of the utterance.

Megan as the speaker conveys the utterance to make Brad put the family drawing on the fridge. She utters the request because she knows that Brad can put the pictures on the fridge since she also wants Brad to look at the drawing she has already made. Megan shows the sincerity condition of the utterances above by asking her step dad to put the picture on the fridge so everyone can see it. The essential of the utterance can be seen by Brad's response. Brad responds "Sure" and directly takes the picture then puts it on the fridge.

Megan's request '*Can you please put this on the fridge?*' is uttered in the form of interrogative moods and is categorized as indirect request speech act because it has different structural and communication function (asymmetric). In her request, Megan uses interrogative sentence functioned as a request. The interrogative forms can be seen from the phrase '*can you*'. To soften her request she uses mitigating device '*please*' on her request. Megan uses indirect request strategy because she is less power than Brad since she is his step daughter.

## 2. 32/I/HBC/SF/B-D

Dusty : Look, she's a lot of bike, man.

Brad : No, I'm good. **Why don't you go back in and take that shower, so you can get a shirt on?**

Dusty : Oh, you got it. You look good on that man.

The datum is taken from the data number 32. The conversation happens between Brad and Dusty. Brad is trying to move Dusty bike. He starts the engine. Sara and the kids are warning him to stop the plan but Brad wants to show off because he wants to look cool in front of the kids. Suddenly Dusty comes out from the house and warns him that the bike is so powerful. Brad annoyed by Dusty appearance, he requests Dusty to stay away and to put on his shirt because Brad believes he can handle the bike.

The speaker's utterance belongs to request because it aims to make the hearer perform the action. Brad as the speaker expects the future action from Dusty that is staying away from Brad and putting his shirt on. He also believes that Dusty will put his shirt on because it is an easy thing to do. The sincerity condition of the utterance above can be seen by the word '*why don't you*', which

indicates that the speaker wants the hearer to stay away and put his shirt on. The speaker of the utterance makes an attempt to make the hearer perform the action. It can be seen by the hearer (Dusty) response, he understands Brad's request and intends to go back to take the shower and to put the shirt on

Brad conveys his request in the form of interrogative sentence moods. He states the request implicitly. He wants Dusty to stay away from him and to put the shirt on. Brad's request is categorized in indirect speech act. Brad utters his request by giving suggestion by questioning '*Why don't you..., so you ...?*'. Brad uses this kind of request because the distance between Brad and Dusty is high since they have just met the night before. To make the imposition low, Brad uses indirect speech act.

#### 4.1.2.2 Declarative

##### 1. 21/I/H/MH/D-B

Brad : So, Dusty, how long do you think you're going to be in town for?  
 Dusty : Well, Brad, the truth is, I'm wheels-up a week from tomorrow. Time to get out there and kick some ass for America.  
 Brad : Oh, I see. So you're a soldier?  
 Dusty : Nope.  
 Brad : Oh, so you're a, uh...  
 Dusty : Yep.  
 Brad : Yep, what?  
 Dusty : **You don't want to know any more than that, Brad.**  
 Brad : Okay.

The datum is taken from the data number 21. Dusty and Brad are outside the house enjoying their drinks. Brad starts the courtesy by asking Dusty occupation and business in detail.

The utterance above belongs to request because the speaker aims to make the hearer do the action. Dusty as the speaker of the utterance above makes the hearer do the future action that is stop asking the speaker background in detail. Dusty knows Brad will stop asking if he requests him to stop. The sincerity condition of the utterance above is Dusty wants Brad to stop asking his background. In expressing the request, the speaker attempts to make the hearer do the action. It can be seen from Brad response. He obeys Dusty request by stop asking something in details.

Dusty utters his request in the form of declarative moods. He conveys his desires by making a statement '*you don't want to know any more than that*' means that he is uncomfortable with Brad question and asks Brad to stop asking his background in detail. Dusty uses hints on his request and Brad obeys his request by saying 'okay'. Dusty applies indirect request declarative moods because he realizes that they are not close in social distance since they have just met the night before and their relationship is a bit awkward because Dusty is the real father meanwhile Brad is the step father.

## 2. 35/D/O/M-D

Megan : No, Daddy! **You're supposed to stay in the cones!**

The datum is taken from data number 35. The conversation is between Megan (daughter) and Dusty (the real father). Dusty and Brad drop off the kids to the school. Dusty drives the car because Brad is still aching due to the bike accident. While queuing to drop off the kids, Dusty is impatient and he cuts the queue by leaving the cone. All the kids are panic because it is against the rule. Therefore, Megan asks Dusty to stay in the cone indirectly.

The speaker's utterance belongs to request because it aims to make the hearer perform the action. The utterances are first be analyzed using IFIDs to find out the mood of the utterance. The future action of the utterance above is Dusty drives the car in the cones. By saying the utterance, Megan as the speaker believes that Dusty will obey her request if she asks him. The sincerity condition can be seen on the utterance above, Megan wants Dusty to drive safely and to stay in the cones. Dusty responds her request by driving safely and inside the cone.

Megan's request '*You're supposed to stay in the cones!*' is categorized in indirect speech act because there is an asymmetric relation between the structural form and the communication functions on her utterance. Megan utters her request in the form of declarative mood sentence. The declarative forms can be seen from her word order that is subject followed by the verb. Megan uses indirect speech act instead of direct speech act because she is speaking to his dad.

## 4.2 Types of Request Strategy and the Factors Influencing it by *Daddy's Home* Movie

The characters of the movie convey the request by using several strategies. They are Indirect Request Strategy, Conventionally Indirect Hearer Based Condition, Conventionally Indirect Speaker Based Condition and finally Direct Request Strategy.

### 4.2.1 Indirect Request Strategy

Indirect request strategy is a request which uses hint strategy. Usually, the requestor does not state or specifically mention the desired act or wish on his/her utterance. The indirect request strategy according to Trosborg (1995) is divided into two categories; mild hint and strong hint.

#### 4.2.1.1 Mild Hint

Mild hint can be recognized when someone does not state the desired act bluntly on the utterance. The speaker tends to hide the wish in their statement or question. In this strategy, the speaker wants the hearer to interpret the wish. There are 10 out of 45 request utterances categorized in mild hint strategy

#### 1. 07/I/H/MH/S-B

Sara : **What are we gonna do about those little snot-nosed fourth graders?**

Brad : Oh, I think it's going to be fine. He's going to try to do some trust falls on the playground

Sara : Really? You think that's gonna work?

Brad feels delighted that he finally feels the son-daddy feeling the moment Dylan talks about his problem with him privately. He, then, tells Sara the whole Dylan's secret. When Sara finally knows that there are fourth graders who are bothering his son, she discusses it with Brad. She actually wants Brad to take an action.

Based on the datum above, Sara utters her request by using indirect hint strategy. The hint strategy can be seen from Sara's utterance which actually implicitly requests Brad to take an action about the fourth graders who bullied her son. Sara uses mild hint strategy because her request '*what are we gonna do about those little snot-nosed fourth graders?*' has not mentioned the request altogether. Even though Sara does not mention the request in her utterance, the hearer (Brad) can automatically infer it as the request because they share the same background knowledge. In the utterance above, Sara as the speaker tends to use mild hint strategy because it is obvious that Sara as the speaker has equal power (P) with Brad because they are both the kids' parents. The social distance between them is low (-D) because they are husband and wife so no doubt that their relationship is intimate. The rank of imposition is low (-R) it can be seen from her utterance '*what are we gonna do about those little snot-nosed fourth graders?*' Sara's request is not a big favor to ask.

## 2. 12/I/H/MH/S-B

Sara : A Loving Fence? Wow that sounds really great, honey. But **your self-help books have never met Dusty Mayron.**

Brad : He sounds like a rascal, but I don't think it's anything I can't handle

Sara and Brad have a little fight after the real dad (Dusty) called them. Sara disagrees to let Dusty come to their house but Brad insists that everything will be alright. Brad will apply Loving Fence (the step dad guidebook) to Dusty (the stepfather). Sara keeps trying to stop Brad for letting Dusty come to their house. She expresses her request on her utterance implicitly.

The datum is taken from the data number 12. Based on the datum above, in uttering the request, Sara chooses to use hints strategies. She is using indirect strategy hints because she wants Brad to stop the plan and realizes who Dusty is. Sara believes it's a terrible idea to let Dusty come to their house. Therefore, she requests Brad to cancel the plan. She expresses her request implicitly without mentioning the wish altogether. From the relation of the speaker and hearer above, it can be seen that Sara as the speaker has equal power (P) with the interlocutors since they are both the kids parents. The social distance between them is low (-D) because they are husband and wife that is why they are having intimate relationship. The rank of imposition is high (+R) because Sara requests Brad to cancel Dusty's plan to come to their house even though Brad has already let Dusty to come to their house.

### 3. 25/I/H/MH/DY-D

Dylan : Ooh, **it smells yummy!** Our real dad's a super, super-duper good cook!

Dusty : Mmm-hmm. Here you go guys.

The conversation happens in the morning. Dusty makes a breakfast for the whole family. The kids are truly excited to eat the meals made by their real father. Dylan takes the plate and waiting for the meal made by Dusty (his real father). He utters the request to make Dusty gives the food immediately.

Based on the conversation above, Dylan's request is categorized as mild hint strategy. Instead of saying his desires explicitly, he prefers to say it indirectly by using a declarative mood sentence. Dylan's request belongs to mild hint strategy because he totally does not state the wishes on his request. The request can be seen by looking at the context and situation, Dylan is waiting for the meals impatiently. He implicitly asks his father to give the meal immediately by saying the utterance and holding a plate. From the relation of the speaker and hearer above, it can be seen that Dylan as the speaker has less power (-P) than Dusty because Dusty is the speaker's real father. The social distance between them is low (-D) because they have intimate relationship, a father and son relationship. The rank of imposition of the utterance above is low (-R) because Dylan's request is not a big favor to ask.

#### 4. 34/I/H/MH/B-D

Brad : **I think my arm is stuck in the wall.**

Dusty : I'll get you out.

The conversation happens in the morning. Brad is lying to the whole family that he can ride. He gets into an accident and almost kills the kids when he rides Dusty's bike. Brad is stuck on the wall after the accident. He asks for help.

Based on the datum taken from data 34 above, Brad wants the family to help her out by applying hints strategy on his request. He utters his request in the form of declarative moods by saying *'I think my arm is stuck in the wall'* to get the whole family attention. Brad does not mention his request on his utterance. He uses mild hint strategy to ask one of his family help him out of the wall. Looking at the context and situation, it can be seen that Brad seek for help and Dusty get the request easily. Dusty helps Brad in the end. From the relation of the speaker and hearer above, it is clear that the speaker (Brad) has equal power (P) with the hearer (Dusty) since they both are the father of the kids. The social distance between the speaker and the hearer is high (+D). They are not close each other because they have just met and they are competing to be the best Daddy. The rank of imposition is low (-R) because it is an urgent situation (Brad stuck in the wall) so it is not a big deal for Dusty to help Brad out of the wall.

#### **4.2.1.2 Strong Hint**

The strong hint strategy happens when the requestor mentions the desired act partially on the request utterance. The speaker tends to partially mention the wish in their statement or question. In this strategy, the speaker wants the hearer to interpret the wish.

##### **1. 03/I/H/SH/S-B**

Brad : What's wrong?

Sara : **He won't talk to me. He only wants to talk to you.**

Brad : you want talk to me? Just me? By myself? Sure. I'm totally free.

Dylan (the son) is crying after school. Sara as a mother asks him what happening but Dylan refuses to talk to Sara. He chooses to talk to Brad and tells him everything. He keeps remaining silent when Sara asks him what happens. Brad comes to the room and surprised because he sees Dylan is crying. Sara asks him to talk to Dylan by saying the utterance above.

According to the datum from the data number 03 above, in conveying the request, Sara uses indirect strong hint strategy. Sara does not explicitly state her request to Brad but she partially mentions her wish by saying “*He only wants to talk to you*”. She uses indirect strong hint strategy to request Brad to talk to Dylan and asks him what is bothering him immediately. The speaker of the utterance above chooses strong hint strategy because it is clear that the speaker has equal power (P) with the hearer since they both are Dylan’s parents. The social distance between them is low (-D) because they have intimate relationship husband and wife. The rank of imposition is low (-R) because the speaker’s request is not a big deal to do.

## 2. 19/I/H/SH/D-B

Dusty : **What about a cold one? You promised me a cold one and a handshake.**

Brad : Cold one. One cold one, coming up.

Dusty: Great. I'll grab my jacket, we'll go outside.

After making sure that the children is sleeping, Brad tries to get rid of Dusty off of the house. Dusty knows that Brad wants him to leave, so he changes the subject when Brad indirectly asks him to leave. He implicitly asks Brad to drink with him so he can stay in the house.

Based on the datum above, Dusty utters his request using hints strategy. He wants Brad to fulfill his word about a cold one and a handshake. Dusty doesn't mention his request explicitly. He mentions his request partially by giving the reason '*You promised me a cold one and a handshake*'. Therefore, the utterance belongs to strong hint strategy. From the relation of the interlocutors above, it is clear that the speaker of the utterance has equal power (P) with the hearer because they both the kids' father. The social distance between them is high (+D) because they have just met today and the relation between them is not close since they both are competing to be a best daddy. The rank of imposition is low (-R) because Dusty's request is an easy thing to do.

#### **4.2.2 Hearer Oriented Condition Strategy (Conventionally Indirect)**

According to Trosborg (1995:197), this category is divided into two strategies; ability and willingness and suggestory formulae. This category is more polite because the hearer has the power to control and to decide whether s/he wants to obey the request or to refuse it.

##### **4.2.2.1 Ability and Willingness**

In this strategy, the speaker asks the hearer's capability and willingness to do the desired act.

### 1. 01/I/HBC/QA/M-B

Megan : Good morning, Mr. Whitaker.

Brad : Good morning, Megan

Megan : **Can you please put this on the fridge?**

Brad : Sure. Did you draw another drawing of our family?

The conversation happens in the kitchen. Brad (the stepfather) is preparing the lunch for the kids, and suddenly Megan (the stepdaughter) comes to the kitchen, greet him and give him a family drawing. Megan asks Brad to put the drawing on the fridge.

From the datum of the data number 01 above, Megan uses questioning ability strategies on her request. It can be seen from the expression '*can you*' as a hearer-oriented request strategy because it refers to hearer's ability and willingness. By saying the request above, Brad as hearer can choose whether he will refuse or do Megan's request because the hearer has the power to control and decide to obey or refuse the request. Megan expresses her request in hearer oriented strategy because she is less power (-P) than Brad (the stepfather) and the social distance between them is high (+D) because Megan hates Brad for being her step dad. The rank of imposition is low (-R) because Megan's request is a simple thing to do.

### 2. 29/I/HBC/QA/S-D

Sara : **Can you please move this thing? I can't get my car out of the garage**

Dusty : Hey, Brad, do you mind? I want to grab a quick shower.

Brad : Yeah, sure, no problem.

The conversation above happens in the morning. Sara is ready to work. When she wants to get off of her car from the garage, Dusty bike is blocking her way. Therefore she request Dusty to move his bike.

From the datum above, in expressing the request, Sara applies questioning hearer ability strategies. She wants Dusty to perform her desired act. The utterance '*can you please*' signals the hearer ability strategies form. Sara also supports her request by adding mitigating device 'please' to soften the request. Based on the relation of the interlocutors above, it is clear that Sara as the speaker uses hearer ability strategy because she has equal power (P) with the hearer since they are both the kids' parents. The social distance between them is high (+D) because the speaker is the hearer ex wife and they have just met after a long time. The rank of imposition is low (-R) because Sara's request is not a big favor to ask.

### 3. 08/I/HBC/QW/M-B

Megan : Hey, Brad.

Brad : Yeah?

Megan : **If I ask you something, you promise you won't cry again?**

Brad : Of course, sweetie. What is it?

Sara and Brad are in the kitchen discussing about Dylan's problem with the fourth graders who has bullied him. In the middle of their conversation, Megan comes in and asks for Brad willingness.

Based on the datum taken from the data number 08 above, Megan performs her request by questioning of Brad willingness. It can be seen from her utterance *'If I ask you something, you promise you won't cry again?'*. The hearer (Brad) can choose whether he wants to perform the request or not. Megan tries to make Brad do something even though she just makes Brad answer the question. From the relation of the speaker and hearer above, it is clear that the speaker of the utterance has less power (-P) than the hearer because she is Brad's stepdaughter. The social distance between them is high (+D) because they are not close to each other. The rank imposition of the request above is low (-R) because the rank of demand is low.

#### 4. 09/I/HBC/QW/M-B

Megan : Well, at school, they told us about this thing, and it's called a Daddy-Daughter Dance. **So, do you want to go with me?**

Brad : yes. A million times yes.

Megan has a school event called Daddy Daughter Dance and she invites Brad to attend the event and dance with her.

Based on the datum taken from data number 09 above, Megan's utterance *'do you want to go with me?'* belongs to conventionally indirect category which is

questioning hearer willingness strategies. She utters his request using this strategy because she wants Brad to accompany her to go to the event. In this request, Brad has an option to obey the request or reject it. Megan uses indirect request speech act because she has less power (-P) than Brad since she is Brad's step daughter. The social distance between them is high (+D) because they are not close to each other. In fact, Megan hates him so much because he is her step dad. The rank of imposition of the utterance above is high (+R) because the rank of demand is high.

##### 5. 15/I/HBC/QW/D-B

Dusty : I don't want to overstep, but **it would mean the world to me if I could tuck in our two little blessings.**

Brad : Yeah. Yeah, sure, of course. They're your kids. Tuck away.

The conversation happens on the first night Dusty comes to the house. Sara asks the kids to sleep. While the kids are walking to their room, Dusty begs Sara and Brad to tuck away his kids. He asks for Brad and Sara's permission.

From the datum above, the writer concludes that Dusty request is categorized in hearer-oriented category of questioning hearer willingness strategy. In expressing the request, Dusty is questioning Brad and Sara's willingness if he could tuck away the kids. As the hearer, Brad and Sara have the option to obey the request or to reject it. From the relation of the speaker and hearer above, it is clear that Dusty as the speaker of the utterance above uses this kind of strategy because he has equal power (P) with the hearer since he is the real father of the kids. The

social distance between the speaker and hearer is high (+D) because they have just met today so they are totally strangers. The rank of imposition is high (+R) because Dusty is a guest in that house. He has just come today but he wants to tuck away the kids. Therefore, the rank of demand is high. He uses indirect speech act hearer oriented to soften his request.

#### 6. 28/I/HBC/QW/K-S

Dylan and Megan: Mom **can we keep Tumor please??**

Sara : I'm gonna leave this one up to Brad

Dylan and Megan: **Please Brad.. Please...**

Brad : Okay Okay. Fine. He can live out his few remaining weeks with us.

The conversation happens in the morning, Dusty brings the dirty old dog in the house and he named it Tumor. Dusty knows how much the kids want to have a dog in the house. The kids look happy and excited when Tumor comes to the room. They request their mom to keep Tumor in their house but Sara wants Brad to make the decision.

According to the datum above, in expressing the request, the kids use indirect request based on hearer-oriented category. They apply willingness strategy on their request utterance. They are questioning Sara and Brad willingness to keep the dog in the house by saying '*can we keep Tumor?*'. They support their request by a polite marker '*please*' to soften their request. Megan and Dylan perform the request in the form of indirect and applied willingness

strategy because they are less power (-P) than Sara and Brad since they are Sara and Brad children. The social distance between them is low (-D) because Sara is their mother. The rank of imposition is high (+R) since the rank of demand is high. The request is a big favor to ask because the dirty old dog that Dusty bring is creepy.

### 7. 30/I/HBC/QW/D-B

Dusty : Hey, **Brad, do you mind?** I want to grab a quick shower.

Brad : Yeah, sure, no problem.

Sara is ready to work. When she wants to get off her car from the garage, Dusty bike is blocking his way. She requests Dusty to move his bike but Dusty is on his way to take a shower, he finally asks Brad to move the bike because the previous day Brad declares that he can ride.

Based on the datum taken from data number 30 above, Dusty states his request by applying questioning of hearer willingness strategy. He wants Brad to do a favor for him. He even gives Brad the reason why he requests it to Brad. Dusty uses indirect request by choosing hearer-oriented strategy because they are not close in social distance (+D) since they have just met the night before. Dusty has equal power with Brad (P) since they both are the kids' father and the rank of imposition is low (-R) because Dusty believes it is an easy thing to do.

## 8. 41/I/HBC/QW/DY-D

Dylan : **Can I just go inside already, please?**

Dusty : Hey, buddy come on, this is easy. You can do this.

Dylan is crying because of the fourth graders that bully him. Knowing that the fourth graders bully his son, Dusty is teaching him fighting to self-defense but when it is time to Dylan to practice the fight, he refuses and requests Dusty to stop that.

From the datum above, Dylan uses questioning speaker willingness strategy in uttering his request. Dylan asks hearer willingness by saying '*can I just go inside*'. The phrase '*can I*' indicates the hearer oriented strategy. He wants Dusty to stop the fighting lesson and let him go inside. Dylan also uses mitigating device '*please*' to soften his request. He uses this kind of strategy because he is Dusty's son, so he is less power (-P) than Dusty. The social distance between Dylan and Dusty is low (-D) because they have intimate relation (father and son). The rank imposition of the utterance above is high (+R) because for Dusty it is a big favor to ask during the fight lesson. Dusty truly wants Dylan to fight the fourth graders that bully him.

### 4.2.2.2 Suggestory Formulae

The speaker tests the hearer cooperativeness by inquiring any condition. In this strategy, the hearer has the authority to do the request or refuse it.

### 1. 23/I/HBC/SF/D-B

Dusty : You want to know what I'm doing here, **why don't you quit looking at whatever you wrote on your hand? Be a man and ask me, Brad.**

Brad : Okay. What are you doing here?

The conversation happens on the first night Dusty come to the house. At that moment, Dusty is sick about Brad behavior. He hates that Brad keeps on looking at his hand while explaining about visitation schedule and others. He wants Brad to honestly say what he truly wants to say straight to the point.

From the datum above, Dusty requests '*why don't you quit looking at whatever you wrote on your hand*' applies suggestory formulae strategy. He asks for Brad cooperativeness by using this kind of strategy. To support his request he adds direct request '*be a man and ask me*' in his request. He uses this kind of strategy because they are high (+D) in social distance, they have just met tonight so they are actually total strangers. The rank of imposition is high (+R) because of the higher demand of the request.

### 2. 27/I/HBC/SF/B-D

Dusty : I mean, you seemed really into it while I was teeing it up.

Brad : No, I thought you were talking about me.

Dusty : Oh, but you're not a dog. Look, last night, when we talked...Well, listens, that's got to happen organically.

Brad : **Why can't it happen now?**

The conversation happens in the morning when the whole family is having breakfast together. Dusty starts to give his best speech to the whole family. Brad seems into it because he thinks it is about him. Suddenly, Dusty brings dirty sick dog to their house. Brad disappointed that Dusty does not keep his promises. He requests Brad to keep his promise to make the kids love him as he told the night before when they are having a cold one.

From the datum above, it can be seen that by stating '*Why can't it happen now?*' Brad indirectly states his request to Dusty to replay the speech and tells the children about the good side of step dad. He expresses the request by asking Dusty cooperativeness. The clause '*Why can't it*' express the request to replay the speech. Based on the relation of the interlocutors above it is clear that the speaker has equal power (P) with the hearer because they both are the kids' father. The social distance between them is high (+D) due to they both competing to be the best daddy. Brad insists Dusty to replay the speech, therefore the rank of imposition is high (+R).

### 3. 32/I/HBC/SF/B-D

Dusty : Hey it's ok Brad. Look, she's a lot of bike, man.

Brad : No, I'm good. **Why don't you go back in and take that shower, so you can get a shirt on?**

Dusty : Oh, you got it. You look good on that man

Brad is trying to move Dusty's bike. He starts the engine. Sara and the kids are warning him to stop the plan but Brad wants to show off because he wants to look

cool in front of them. Suddenly, Brad comes from the house and warns him that the bike is so powerful. Brad feels annoyed with Dusty's appearance. He hates to see him shirtless in front of his ex wife. He requests Dusty to stay away and put on his shirt because Brad believes he can handle the bike.

From the datum above, it can be seen that Brad utters his request by giving suggestion therefore the request is categorized as suggestory formulae strategy. Brad expresses '*Why don't you go back in and take that shower, so you can get a shirt on?*' to indirectly ask Dusty to stay away and put his shirt on in front of his ex wife. Brad uses this kind of strategy to make his request more polite. Brad uses this kind of strategy because he has equal power (P) with Dusty since they both are the kids' father. The social distance between them is high (+D) because they have just met and they are competing to be the best daddy. The rank of imposition is low (-R) because Brad request is a simple thing to do for Dusty.

### **4.2.3 Speaker Based Condition Strategy (Conventionally Indirect)**

There are two strategies in this category; wishes or desires and needs or demands. In this strategy, the main focus is the speaker. This strategy puts the speaker's interest above the hearer. The request in this strategy mostly becomes more direct in its demands.

#### **4.2.3.1 Wishes or Desires**

The speaker expresses the wish and desire straight to the hearer therefore the hearer is hard to refuse the desired act. Usually, the speaker expresses the request in a polite way so the hearer does not feel imposed

### 1. 05/I/SBC/SW/B-DY

Brad : **I just want you to know that I'm just here to listen.** All right?  
No judgments, no lectures, just a compassionate ear.

Dylan : Well, there are these kids at school...

Dylan is crying because of something. Brad takes him to another room to talk privately. Brad and Dylan are now sitting on the couch. Dylan is still quiet. To make Dylan start telling the story, Brad requests him by saying things to make him comfortable.

Based on the datum above, Brad applies statement of speaker wishes and desires strategy to request Dylan to start telling his story. The wishes strategy can be seen from the statement '*I just want you to*' indicating the wishes. He also supports his request by saying that he will not judge him and he will hear all his complaints and provide his shoulders to cry on. He uses this kind of strategy because he wants his stepson to feel comfortable, he does not want to impose him to tell the story. From the relation of the speaker and hearer above, it is obvious that the speaker (Brad) has higher power (+P) than the hearer because he is Dylan's stepfather. The social distance between them is low (-D) because they have father and son relationship. The rank of imposition is low (-R) due to the low rank of demand.

### 2. 10/I/SBC/SD/DY-M

Dylan : Hi! Daddy! Where are you? Where's Cameroon? Is that gunfire?  
Cool!

Megan : **I want to talk to Daddy.**

The conversation happens in the night when all the family is watching the movie together. After being treated as an outsider in the house, Brad finally becomes a daddy he always wanted to. All of his happiness suddenly disappears when the phone rings and it is from the real dad (Dusty). The kids are happy and super excited to talk to their real dad on the phone.

According to the datum above, it can be seen that Megan applies speaker based condition category of wants statements strategy. She uses wishes and desires statements in her request because she wants Dylan to quickly give the phone to her. The utterance '*I want to..*' indicates the wishes strategy. The request is categorized as indirect speech act but it becomes more direct on its demand because it focuses on speaker's desires above the hearer's. From the relation of the speaker and hearer above, it is clear that Megan as the speaker has equal power with Dylan (P) because they both are the kids. The social distance between them is low (-D) because they are close to each other (sibling). The rank of imposition is low (-R) because Megan's request is an easy thing to do.

#### **4.2.3.2 Needs or Demands**

The speaker expresses the request bluntly as a need or demand. Usually, the speaker expresses the request in less polite way than in the statement of wishes and desires strategy.

### 1. 26/I/SBC/SD/D-K

Dusty : Hey, *listen*, guys. Brad and I had a talk last night about the importance of family. And now that everyone's here, **I wanted to say a few words, okay?**

The conversation happens in the morning. Dusty makes a breakfast to the whole family. While everyone enjoys eating the breakfast, Dusty trying to announce something.

Based on the datum taken from the data number 26 above, Dusty uses speaker needs and demand strategy to express his request. He wants the whole family to pay attention to his speech by saying '*I wanted to say a few words, okay?*'. To support his request, he uses performative verb '*listen*' at the beginning of her speech. The word 'I' on the utterance above indicates the speaker based condition. The request becomes direct on its demand. From the relation of the speaker and hearer above, it can be seen that Dusty as the speaker has higher power (+P) over the kids, the social distance is low (-D) because he is the kids' real father. The rank of imposition is high (+R) because of the high demand of the request.

### 2. 40/I/SBC/SN/B-D

Brad : **Listen, Dusty, I need to talk to you now.**

Dusty : I can't talk now, Brad

Brad is strongly annoyed with Brad presence in the house. He feels like everything torn apart the moment Dusty come into his life. Brad is intending to make dusty off of this house. He makes the request when Dusty is watching Frozen with Megan and Griff in the living room.

According to the datum above, Brad utters his request by using needs and demands strategy. He indirectly asks Dusty to talk with him. Brad blatantly expresses his needs to Dusty on his utterance. The clause *'I need to talk to you'* indicates the needs strategy and declarative moods functioned as request. To support the request, Brad also uses performative verb *'listen'* at the beginning of the utterance. Brad chooses this kind of strategy because he has equal power (P) with Dusty since they both are the kids' father. The social distance between them is low (-D) because they are now close to each other. The rank of imposition is high (+R) due to the high demand of the request. Dusty is still focus on the movie and he doesn't want to be interrupted.

#### **4.2.4 Direct Request Strategy**

Theoretically, direct request category are conducted by three strategies namely obligation, performative and imperative but the writer only found two strategies in this category; obligation and imperative. On this strategy, the speaker makes his/her request explicitly on the utterance.

##### **4.2.4.1 Obligations**

In this strategy, the speaker obligates the hearer to fulfill the request.

### 1. 13/D/O/D-B

Brad : I believe they're manufactured in Minneapolis. I've never been, but that's the setting for The Mary Tyler Moore Show. And... What's the other... Rhoda. Which I want to say was a spin-off.

Dusty : Damn! You really know bikes, Brad. You ride?

Brad : Uh-huh. Yeah!

Dusty : Really?

Brad : I mean, not anymore. I did, you know, back in college. I had a, um... I had a Kawa-saki? Kawasaki Nine. Yeah. With the fenders and the... The broil joint. So...

Dusty : Well, **you should get on her**, man. *Come on! Take her out*, see what she can do. She's got a lot of power.

Dylan asks Brad to see his real father motorcycle. In that situation, Brad is trying to look cool by saying that he also can ride a motorcycle and ever had Kawasaki 9 back in college. Hearing Brad statements, Dusty (the real father) requests him to ride his bike directly.

Dusty's utterance '*you should get on her, man*' belongs to obligation and necessity strategies. The strategy is based on direct request. In this case, Dusty as the speaker forces the hearer (Brad) to perform an action that he wants for his own authority. The obligation strategy is marked by the verbal phrase '*should get on*'. In his request, Dusty's also emphasizes his direct command by using imperative verbal phrase '*come on!*' and '*take her out*' to make the hearer fulfill the request. From the relation of the interlocutors above, it can be seen that Dusty has equal power (P) with Brad because they both are father of the kids. The distance between them is high (+D) because they are competing to be the best father and

they both have just met tonight. The rank of the imposition is high (+R) due to the high rank of demand.

#### 4.2.4.2 Imperatives

The speaker states the request directly to the hearer and usually the speaker has the authority to be obeyed by the hearer.

##### 1. 04/D/IM/B-DY

Brad : **Let's go to the den.** We'll sit there. We'll sit. We can do it sitting or standing? Doesn't matter. We're just gonna do it. Yeah?

Dylan : \*nodded\*

Brad is surprised that his stepson wants to talk to him privately. He is ready to listen to his stepson story about what is bothering him and making him cry. He asks Dylan to go to another room and talks to him.

From the datum above, Brad uses direct imperatives strategies on his request utterance. By stating '*Let's go to the den*' Brad directly states his request to Dylan to go to another room where he can tell the story comfortably. The phrase '*let's go*' indicates the request in imperative forms. From the relation of the speaker and hearer above, it can be seen that Brad as the speaker has higher power (+P) than Dylan because he is Dylan's stepfather. The distance between them is intimate (-D) because they are close to each other. The rank of imposition is low (-R). It can be seen from Brad's utterances. He leaves some option whether Dylan prefer to tell stories by sitting or standing

## 2. 06/D/IM/B-DY

Brad : I'm sorry, I'm just. It's a big moment for me, and I'm just trying to capture it. It just came off awkward. So, **go ahead, continue telling your story**. Fourth graders..

Dylan : Anyway, there are these fourth graders, and...

Brad has a super soft heart. When Dylan asks him to hear his entire problem, Brad feels special and happy at the same time. While Dylan tells him the story, Brad is trying to capture the moment by taking the picture, but then Dylan hears shutter clicking and he suddenly stops telling and starts looking at Brad.

Based on the datum taken from the data number 06 above, Brad expresses his request directly using imperative strategies. His request '*continue telling your story*' means that Brad really wants Dylan to continue telling him the whole story so that he can help Dylan through it all. The verb phrase '*go ahead*' also signals the request of order. From the relation of the interlocutors above, it can be seen that Brad as the speaker has higher power (+P) than Dylan because he is Dylan's stepfather. Therefore, Brad has authority to ask Dylan directly because he is his stepfather. The distance between the speaker and the hearer is low (-D) because they are close to each other, and the rank of imposition is high (+R). The high imposition can be seen from Brad utterances, he uses many reasons before finally requesting Dylan to continue the story.

### 3. 14/D/IM/S-K

Sara : No. Hey, *come on*, kids. It's time for bed. It's way past your bedtime. **Let's brush your teeth.**

Kids : ohhh....

Dusty knows that actually Brad can't ride but he still dares Brad to try riding his motorcycle to prove the whole family that their step dad can't drive the way their real father can. While Dusty forces Brad to show his ability to the kids, Sara stops it by requesting the kids to go to bed.

From the datum above, it can be seen that Sara applies imperatives direct strategies to request her children to sleep. The request is explicitly uttered in her request. The verb phrase '*let's brush*' indicates the imperative forms. The request is also supported by the imperative verbal phrase '*come on*'. She chooses this strategy because she has higher power (+P) to be obeyed by the kids. The social distance between them is low (-D) because they have intimate relation (mother and child relation). The rank of imposition is low (-R) due to the lower rank of demand.

### 4. 38/D/IM/S-B

Sara : Honey, no, **please come down.**

Brad : Oh, I intend to, sister.

Brad is about to show off his skater's talent to all the kids and their friends in front of Dusty and Sara. He will do the skaters from the tile to make it extreme.

Knowing that, Sara requests Brad to stop the action. She doesn't want Brad to get hurt.

Based on the datum taken from the data number 38 above, Sara utters the request by applying imperatives strategy. She uses imperatives mood sentence to express her wish. She directly asks Brad to come down and stop his action. She uses mitigating device '*please*' in her utterance to soften the request. From the relation of the interlocutors above, it is clear that Sara as the speaker has equal power with Brad (P) because they are both the kids' parents. The social distance between them is low (-D) since they both have intimate relationship (husband and wife). The rank of imposition is low (-R) because the rank of demand is low.

##### 5. 39/D/IM/S-D

Sara : Are you kidding me right now? **Help him!**

Dusty : Hey, that doesn't sound calm, Sara.

The conversation happens when Brad gets electric shock and is now unconscious. Sara is panic and wants to help him but Dusty prohibit her. Instead of helping Brad immediately, Dusty tries to ask the kids and their friend about saving other's life in emergency situation. Therefore, Sara directly requests Dusty to help him immediately.

From the datum above, Sara applies imperatives strategy on her request. The imperatives form can be seen from the phrase '*Help him!*'. She directly asks

Dusty to help Brad immediately. Sara uses this kind of strategy because it was an urgent situation. The speaker of the utterance above has equal power with the hearer (P) because they are both the parents, the social distance between them are high (+D) because Sara is Dusty's ex wife and they have just met after a long time. The rank of imposition is high (+R) due to the high rank of demand.

#### 6. 42/D/IM/S-B

Sara : You know what? I'm going to pretend you're not acting like a crazy person, because I know you're very upset but you need to get over yourself. Okay? Now **go down there and be happy with your kids!**

Brad, Dusty and the whole family are watching NBA game. At the middle of the game, Brad is getting emotional because he gets jealous that Megan asks Dusty to go to the Daddy Daughter dance too. Brad is making a scene by yelling and shouting at the seat. At that moment, Sara requests Brad to calm down and to go down to the seat that has been prepared by Dusty friend.

From the datum above, it can be seen that Sara requests Brad to immediately sit down with the kids and not acting up by using imperatives strategy. She wants Brad to fulfill her request by saying '*Now go down there and be happy with your kids!*'. The imperative form can be seen from the use of '*go down there*'. From the relation of the interlocutors above, it can be seen that Sara as the speaker uses imperatives strategy because she has equal power (P) with the hearer. The social distance between them are low (-D) because they have intimate relationship (husband and wife). The rank of imposition is high (+R) because Sara

request's is a big deal to Brad. Brad does not want to leave the seat that has been paid a million bucks.

### 7. 43/D/IM/B-D

Brad : **Get your hands out of my pants!**

Dusty : Relax. I'm trying to help you

Brad and Dusty are now a team. They run together to Megan's school event Daddy Daughter Dance. Dusty is trying to fix Brad style but Brad feels uncomfortable so he requests Dusty to get off of his hand.

According to the datum from the data number 43 above, it can be seen that in conveying the request Brad who now has close relation with Dusty prefers to use direct speech act. He states his request in direct speech act and uses imperatives strategy. He wants Dusty to fulfill his request. Brad uses this kind of strategy because he has equal power (P) with Dusty and the social distance between them is low (-D) because they are now has close relationship. The rank of imposition between the speaker and hearer is low (-R) because the rank of demand is low.

### 8. 31/D/IM/S-K

Sara : Hi sweetheart. Huft, It's blocking the way

Brad : I know. Don't worry. I'll get this out

Sara : What are you doing? Brad I don't... (the kids are coming) hey hey hey. **Stay away from that, please.** Honey what are you doing?

Sara is ready to work but the moment she wants to get her car out of the garage, Dusty bike is there blocking her car. He asks dusty to move his bike. While she waits for Dusty, she is surprised that the one who come to move the bike is Brad not dusty. Sara worries because she knows that actually Brad cannot ride. When the kids are coming to see Brad riding Dusty bike, Sara requests them to stay away from the bike.

According to the datum above, Sara's requests '*Stay away from that, please*' uses imperative strategy. The imperative forms can be seen on the imperative phrasal verb '*stay away*' that has meaning to request the kids to not getting close to brad and the bike because something bad might happen. The speaker utters the request explicitly to the hearer because the speaker has more power (+P) than the hearer and the social distance between them is low (-D) because they have intimate relation. The rank of imposition is low (-R) because it is not a big favor to do the desired act.

### 9. 17/D/IMS/D-K

Brad : Psst... Sounds like your dad's spinning quite a yarn. Mind if I listen in?

Dusty : Oh, actually, it's getting late. You two need to get some sack time.

Kids : Ohhhh.. We want more story..

Dusty : Hey, I'd love to be in here all night, but **let's be respectful of Brad's rules**, no matter how arbitrary they seem. All right?

The conversation happens at night, Dusty is giving a storytelling about the bad stepfather to the kids. In the middle of the story, Brad is coming to the children room to listen Dusty's story. Dusty doesn't let Brad to listen to his story. Instead of continuing his story, Dusty asks the children to sleep.

In expressing his request, Dustin uses imperative strategy by saying that he would love to be there all night but the children should respect Brad's rule that is sleeping on time. Dusty's request is categorized as imperative strategy because he uses the expression '*let's*' which aims to request the kids to follow Brad's rule. Dusty as the speaker of the utterance above uses imperative strategy because he has higher power (+P) than the hearer in view of the fact that the speaker is the real father of the kids. The social distance between the interlocutors is low (-D) because they have intimate relationship. The rank of imposition is low (-R) due to the lower rank of demand.

## CHAPTER V

### CONCLUSION

This chapter presents the conclusion of the analysis from the previous chapter. From the result and discussion it can be concluded that the request is performed in direct and indirect way. From 45 utterances indicating as request in Daddy's Home movie most of them are conveyed in indirect way in the form of interrogative and declarative using hints, hearer oriented, and speaker-based strategy because the speaker of the utterance is mostly husband to wife (Brad to Sara), step father to real father (Brad to Dusty), real father to step father (Dusty to Brad), kids to the parents (Megan and Dylan to Sara, Brad, and Dusty). Meanwhile, the direct way is mostly uttered in the form of imperative by the parents to the kids and the parent to parent in an urgent situation.

There are four types of request found in Daddy's Home movie. The most dominant type of request in this movie is conventionally indirect request hearer-based condition, followed by indirect request, direct request, and finally conventionally indirect request speaker based condition.

There are 7 out of 8 request strategies applied by the family members from Daddy's home movie in expressing the request. They are: hints (mild hint and strong hint), ability & willingness, suggestory formulae, speaker wishes and desires, speaker needs and demands, obligation and imperatives.

The writer sums up that the power and social distance of the characters in Daddy's home affect the way the characters perform the request. The speaker that has equal or higher power than the hearer utters the request in direct way and tends to use imperative strategy on their request (the parents to the kids). Meanwhile, the speaker conveys the request in indirect way and tends to use conventionally indirect request when the power, social distance and rank of imposition are high between the interlocutors (stepfather to real father). Beside power and distance, the other factor that influences the level of directness request found in Daddy's Home movie is the urgency of situation.

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#### Data

*Daddy's Home*. 2015. [Film] Directed by Sean Anders. USA: Paramount Pictures.

## APPENDIX

| No | Utterances   | Felicity Conditions of Request  | Mood and Types   |
|----|--|---|--|
| 1  | <p><b>Data</b><br/> <b>Context of situation:</b><br/> Brad (the step dad) is preparing the lunch for the kids, and suddenly Megan come to the kitchen, greet him and give him a family drawing</p> <p>Megan: Good morning, Mr Whitaker.<br/> Brad: Good morning, Megan<br/> Megan: <b>Can you please put this on the fridge?</b><br/> Brad: Sure. Did you draw another drawing of our family?</p>  | <p><b>-propositional content:</b><br/> Brad put the family drawing on the fridge<br/> <b>-preparatory condition:</b><br/> Megan knows that Brad can put the pictures on the fridge<br/> <b>-sincerity conditions:</b><br/> Megan asks her step dad to put the picture on the fridge so everyone can see it.<br/> <b>-essential of the utterance:</b><br/> can be seen by Brad respond, Brad said “Sure” and directly takes the picture then put it on the fridge.</p> | <p>Megan request ‘<b>Can you please put this on the fridge</b>’ used interrogative moods and categorized as <b>indirect request</b> speech act because it has different structural and communication function. In her request, Megan used interrogative sentence functioned as request by saying ‘Can you please put this on the fridge’. The interrogative can be seen from the verb ‘can you please’. To soften her request she uses ‘please’ on her request..</p> |
| 2  | <p><b>Data</b><br/> <b>Context of situation:</b><br/> Sara (the wife) comes from upstairs and greets Brad. She thanking Brad for the kid’s lunch and then Brad give him the family pictures made by Megan. Sara felt sorry about the pictures but Brad insists that it was a real progress.</p> <p>Brad: <b>look at this.. Another family drawing.</b><br/> Sara: oh no. I’m so sorry.<br/> Brad: no I think you misunderstood. This is the first drawing where I’m not dead already</p> | <p><b>-propositional content:</b><br/> Brad shows the family drawing to Sara<br/> <b>-preparatory condition:</b><br/> Brad knew Sara is able to see the family drawing made by Megan<br/> <b>-sincerity condition:</b><br/> Brad wants Sara to look at the Megan drawing’s so Sara knows that He made a progress in this family<br/> <b>-essential of the utterances:</b><br/> Can be seen by Sara respond. She looks at the pictures and feels sorry about it.</p>   | <p>Brad request ‘<b>Look at this. Another family drawing</b>’ used imperative moods and categorized as <b>direct speech act</b> because the structural form and the communication function are the same. In Brad’s request to Sara, he used imperative sentence, it can be seen from the basic verb ‘look at this’.</p>  |
| 3  | <p><b>Data</b><br/> <b>Context of situation:</b><br/> Dylan (the son) is crying. Sara as a mother asked him what happen but Dylan refuses to talk to Sara.</p>   | <p><b>-propositional content:</b><br/> Brad talked to Dylan<br/> <b>-preparatory condition:</b><br/> Sara believes that Brad can talked to Dylan and made</p>   | <p>By saying ‘<b>He won't talk to me.</b>’ Sara used declarative moods on her request. The structural form and communication function on</p>   |

|   |   |   |  |
|---|---|---|--|
|   | <p>He chooses to talk to Brad and tell him everything.</p> <p>Brad: What's wrong?<br/>Sara: <b>He won't talk to me. He said he only wants to talk to you.</b><br/>Brad: you want talk to me? Just me? By myself? Sure. I'm totally free.</p>  | <p>him feel good</p> <p><b>-sincerity condition:</b><br/>Sara wants Brad to talked to Dylan and asked him what bothering him</p> <p><b>-essential of the utterances:</b><br/>Brad agrees to talk to Dylan</p>   | <p>her statement are different, so the request is categorized as <b>Indirect speech act.</b></p>   |
| 4 | <p><b>Data</b></p> <p><b>Context of situation:</b><br/>Brad is surprised that his stepson wants to talk to him privately. He is ready to listen to his stepson story about what was bothering him and making him cry. He asked Dylan to go to another room and talked to him.</p> <p>Brad: <b>Let's go to the den.</b>We'll sit there.We'll sit.We can do it sitting or standing?Doesn't matter. We're just gonna do it.Yeah?<br/>Dylan: *nodded*</p> | <p><b>-propositional content:</b><br/>Brad and Dylan went to another the den</p> <p><b>-preparatory condition:</b><br/>Brad knew that Dylan will be more comfortable if they talk in another room</p> <p><b>-sincerity condition:</b><br/>Can be seen from the use of 'let's go' by Brad</p> <p><b>-essential of the utterances:</b><br/>Dylan nodded and walked to the den</p> | <p>Brad request '<b>let's go to the den</b>' used imperative moods and categorized as <b>direct speech act</b> because it has the same structural form and communication function. The imperative moods can be seen on the imperative verb '<b>let's go</b>' which meant to request Dylan to move to another room and tells his story.</p> |
| 5 | <p><b>Data</b></p> <p><b>Context of situation:</b><br/>Brad and Dylan were sitting on the couch. Dylan is still quiet. To make Dylan start telling the story. Brad requests him by saying things to make him comfortable.</p> <p>Brad: <b>I just want you to know that I'm just here to listen.</b> All right? No judgments, no lectures, just a compassionate ear.<br/>Dylan: Well, there are these kids at school...</p>                            | <p><b>propositional content:</b><br/>Dylan tells the story to Brad</p> <p><b>-preparatory condition:</b><br/>Brad believes that Dylan will tell the story if he felt comfortable</p> <p><b>-sincerity condition:</b><br/>Brad wants Dylan to tell the whole story</p> <p><b>-essential of the utterances:</b><br/>Dylan started to tell the story</p>                           | <p>Brad used indirect speech act and declarative moods on her request. He stated his request by saying "<b>I just want you to know that I'm just here to listen</b>" to make Dylan feel comfortable and start to tell the stories.</p>   |
| 6 | <p><b>Data</b></p> <p><b>Context of situation:</b><br/>Brad has a super soft heart. When Dylan asked him to hear his entire problem, Brad felt special and happy at the same time. While Dylan telling the story, Brad</p>  | <p><b>propositional content:</b><br/>Dylan continue his story</p> <p><b>-preparatory condition:</b><br/>Brad felt sorry that he makes it awkward so he asked Dylan to continue his story</p>  | <p>In expressing his request, '<b>go ahead, continue telling your story</b>' Brad using imperative moods. The imperative sentence marked by phrase 'go ahead' and verb 'continue'. Brad</p>  |

|   |  |  |  |
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|   | <p>trying to capture the moment by taking the picture. But then Dylan hears shutter clicking and he suddenly stops telling and looking at Brad.</p> <p>Brad: I'm sorry, I'm just. It's a big moment for me, and I'm just trying to capture it. It just came off awkward. So, <b>go ahead, continue telling your story.</b> Fourth graders.</p> <p>Dylan: Anyway, there are these fourth graders, and...</p>  | <p><b>-sincerity condition:</b><br/>Brad request Dylan to continue his story</p> <p><b>-essential of the utterances:</b><br/>Dylan continue telling his story</p>  | <p>request is categorized in <b>direct speech act</b> because the structural form and the communication function are the same.</p>   |
| 7 | <p><b>Data</b><br/><b>Context of situation:</b><br/>Brad feel delighted that he finally feels the son-daddy feeling. He then tells Sara the whole Dylan's secret. When Sara finally knew that there are fourth graders whose bothering his son. She discussed it to Brad that she actually wants Brad to take an action.</p> <p>Sara: <b>What are we gonna do about those little snot-nosed fourth graders?</b></p> <p>Brad: Oh, I think it's going to be fine. He's going to try to do some trust falls on the playground</p> <p>Sara: Really? You think that's gonna work?</p> | <p><b>propositional content:</b><br/>Brad doesn't do anything about Dylan's problem</p> <p><b>-preparatory condition:</b><br/>Sara believes that the fourth graders need to be punished and Brad should have take an action</p> <p><b>-sincerity condition:</b><br/>Sara wants Brad to take an action about the fourth graders whose bothering her son</p> <p><b>-essential of the utterances:</b><br/>The essential of the utterances can be seen from Brad respond that everything is under control but Sara refuse it will be alright</p> | <p>In her request '<b>What are we gonna do about those little snot-nosed fourth graders?</b>' Sara applied interrogative moods functioned as request. It is categorized as <b>indirect speech act</b> because the request is not explicitly stated and the structural of the request is different from the communication function.</p> |
| 8 | <p><b>Data</b><br/><b>Context of situation:</b><br/>While Sara and Brad discussing about Dylan's problem, Megan come to Brad and ask for his willingness.</p> <p>Megan: Hey, Brad.<br/>Brad: Yeah?</p>   | <p><b>-propositional content:</b><br/>Brad agree won't crying</p> <p><b>-preparatory condition:</b><br/>Megan believes that by requesting Brad not to cry he will capable to not crying after she tells something</p> <p><b>-sincerity condition:</b></p>  | <p>In performing her request, Megan used interrogative moods functioned as request. The request can be seen from the performative verb '<b>I ask you something</b>'. By telling Brad '<b>If I ask you something, you promise you won't cry</b></p>   |

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|    | <p>Megan: <b>If I ask you something, you promise you won't cry again?</b><br/> Brad: Of course, sweetie. What is it?</p>   | <p>Megan wants Brad to not crying<br/> <b>-essential of the utterances:</b><br/> Can be seen by Brad respond that he will not crying</p>   | <p><b>again?'</b> Megan used questioning word order but it intends to request Brad to don't cry again. Therefore the request is categorized in <b>indirect speech act.</b></p>   |
| 9  | <p><b>Data</b><br/> <b>Context of situation:</b><br/> Megan has a school event called Daddy Daughter Dance and she invites Brad to attend the event and dancing with her</p> <p>Megan: Well, at school, they told us about this thing, and it's called a Daddy-Daughter Dance. <b>So, do you want to go with me?</b><br/> Brad: yes. A million times yes.</p>            | <p><b>-propositional content:</b><br/> Brad will come to the Daddy Daughter Dance with Megan<br/> <b>-preparatory condition:</b><br/> Megan knows that Brad is capable to attend the event with her<br/> <b>-sincerity condition:</b><br/> Megan wants Brad accompany her to come to the Daddy Daughter Dance<br/> <b>-essential of the utterances:</b><br/> Can be seen from Brad respond</p> | <p>In expressing her request, Megan used interrogative sentence moods and it belongs to <b>indirect request</b> speech act. Megan conveys her request in question to be performed. When she utters '<b>do you want to go with me?</b>', she actually expected Brad to come with her.</p> |
| 10 | <p><b>Data</b><br/> <b>Context of situation:</b><br/> After being treated as outsider, Brad is finally becoming the daddy he always wanted to. But all his happiness suddenly disappear when the phone rings and it was their real dad.</p> <p>Dylan: Hi! Daddy! Where are you? Where's Cameroon? Is that gunfire? Cool!<br/> Megan: <b>I want to talk to Daddy.</b></p> | <p><b>-propositional content:</b><br/> Dylan gives the phone to Megan<br/> <b>-preparatory condition:</b><br/> Megan knew that Dylan will gives the phone to her<br/> <b>-sincerity condition:</b><br/> Megan desired to talk to her daddy, he asked Dylan to gives the phone<br/> <b>-essential of the utterances:</b><br/> Can be seen by Dylan's respond in giving her the phone</p>        | <p>In performing the request, Megan is using declarative moods. He stated '<b>I want to talk to Daddy</b>' in order to make Dylan gives the phone to her and let her speak to her daddy. Megan's request is belong to <b>Indirect speech act.</b></p>                                    |
| 11 | <p><b>Data</b><br/> <b>Context of situation:</b><br/> Dusty (the real father) called the kids and he suddenly wants to talk to Brad (the stepfather). Accidently Dusty want to come to the house because of Brad courtesy. They were planning to</p>   | <p><b>-propositional content:</b><br/> Brad didn't cancel the plan<br/> <b>-preparatory condition:</b><br/> Sara believes that Brad can still stop the plan<br/> <b>-sincerity condition:</b><br/> Sara wants Brad to cancel the plan</p>  | <p>In expressing her request, Sara used interrogative moods sentence. The interrogative form can be seen from Sara's utterance '<b>What?! He'd coming tomorrow??</b>' Sara used the expression with high</p>   |

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|    | <p>have a drink. Sara trying to stop Brad and request Brad to cancel the plan.</p> <p>Sara: What just happened? Did you just invite him to come here?<br/><b>What?! He'd coming tomorrow??</b></p> <p>Brad: Well, I didn't know he'd accept my offer so soon.</p>   | <p><b>-essential of the utterances:</b><br/>Can be seen from Sara's intonation and Brad answer</p>   | <p>intonation and believes that Brad can still cancel the plan. Sara's request is categorized in <b>indirect speech act</b>.</p>   |
| 12 | <p><b>Data</b><br/><b>Context of situation:</b><br/>Sara and Brad had a little fight. Sara disagrees to let Dusty come to their home. But Brad insists that everything will be alright and Brad will apply Loving Fence (the step dad guide book). Sara is trying to stop Brad for letting Dusty come to their house.</p> <p>Sara: A Loving Fence? Wow that sounds really great, honey. But <b>your self-help books have never met Dusty Mayron.</b></p> <p>Brad: He sounds like a rascal, but I don't think it's anything I can't handle</p> | <p><b>-propositional content:</b><br/>Brad let Dusty come<br/><b>-preparatory condition:</b><br/>Sara believes that if she told Brad about Dusty, it will make Brad stop his plan<br/><b>-sincerity condition:</b><br/>Sara wants Brad to stop his plan<br/><b>-essential of the utterances:</b><br/>It can be seen from Brad respond, he doesn't accept Sara's request</p>        | <p>In conveying the request, Sara used <b>indirect speech act</b>. The indirect speech act can be seen from the declarative sentence '<b>your self-help books have never met Dusty Mayron</b>' which functioned as request. In her request, she's implicitly wants Brad to stop the plan because Dusty is dangerous.</p> |
| 13 | <p><b>Data</b><br/><b>Context of situation:</b><br/>Dylan asked Brad to see Dusty's motorcycle. In that situation, Brad trying to look cool by saying that he also can ride a motorcycle and ever had Kawasaki nine back in college. Hearing Brad statements, Dusty request him to ride his bike.</p> <p>Dusty: Well, <b>you should get on her, man.</b> Come on! Take her out, see what she can do. She's got a lot of power.<br/>Brad: Oh, no. no. no</p>   | <p><b>-propositional content:</b><br/>Dusty gives the key to Brad<br/><b>-preparatory condition:</b><br/>Dusty believes Brad is able to ride his motorcycle<br/><b>-sincerity condition:</b><br/>Dusty wants Brad to get on his motorcycle<br/><b>-essential of the utterances:</b><br/>Can be seen from Brad respond. He is surprised and afraid. He refused Dusty's request.</p> | <p>Dusty's request '<b>you should get on her, man</b>' can be categorized in <b>direct speech act</b>. He used imperative forms in conveying his desires. He also adds imperatives expression such as '<b>come on</b>' '<b>take her out</b>' to emphasize his direct order.</p>  |

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| <p><b>14</b></p> | <p><b>Data</b><br/> <b>Context of situation:</b><br/> Dusty knew that actually Brad can't ride. But he dares Brad to try riding his motorcycle. While Dusty forces Brad to show his ability to the kids, Sara stopped it by requesting the kids to go to bed</p> <p>Sara: No. Hey, <b>come on, kids. It's time for bed. It's way past your bedtime. Let's brush your teeth.</b><br/> Kids: ohhh....</p>   | <p><b>-propositional content:</b><br/> The kids walked to their room</p> <p><b>-preparatory condition:</b><br/> Sara knew that her kids will go to bed because it is their bed time</p> <p><b>-sincerity condition:</b><br/> Sara wants the kids to sleep</p> <p><b>-essential of the utterances:</b><br/> The kids obey Sara's request</p>   | <p>In expressing her request, Sara used imperatives moods. In her request, <b>'Come on, kids. It's time for bed. It's way past your bedtime. Let's brush your teeth'</b> Sara is trying to show her power here. She's using <b>direct speech act</b> to order them to sleep.</p> |
| <p><b>15</b></p> | <p><b>Data</b><br/> <b>Context of situation:</b><br/> Sara asked the children to sleep. While the children are walking to their room, Dusty begs Sara and Brad to tuck away his children. He asked for Brad and Sara's permission.</p> <p>Dusty: I don't want to overstep, but <b>it would mean the world to me if I could tuck in our two little blessings.</b><br/> Brad: Yeah. Yeah, sure, of course. They're your kids. Tuck away.</p>  | <p><b>-propositional content:</b><br/> Dusty tuck away the children.</p> <p><b>-preparatory condition:</b><br/> Dusty knew that Brad will let him tuck away the children</p> <p><b>-sincerity condition:</b><br/> Dusty wants to tuck away the children</p> <p><b>-essential of the utterances:</b><br/> It can be seen from Brad respond, he accept Dusty's request</p>                  | <p>In uttering his request, Dusty used declarative moods. In his request <b>'it would mean the world to me if I could tuck in our two little blessings.'</b> Dusty applied <b>Indirect speech act</b> to soften his request.</p>   |
| <p><b>16</b></p> | <p><b>Data</b><br/> <b>Context of situation:</b><br/> Dusty is giving a fairytale before the children is sleeping. The children seem interested in Dusty's story. When Brad passed their room, he could see that Dusty tells something to their children. Brad is trying to know the story and ask the children if he could listen.</p> <p>Brad: Psst...Sounds like your dad's spinning quite a yarn. <b>Mind if I listen in?</b><br/> Dusty: Oh, actually, it's getting late. You two need to get some</p> | <p><b>-propositional content:</b><br/> Dusty stop telling the story</p> <p><b>-preparatory condition:</b><br/> Brad believes that Dusty and his children will allow him to listen in</p> <p><b>-sincerity condition:</b><br/> Brad wants to listen the story</p> <p><b>-essential of the utterances:</b><br/> It can be seen from Dusty respond, he doesn't let Brad knows the story.</p> | <p>In conveying his request, Brad used interrogative moods. Brad's utterance <b>'Mind if I listen in?'</b> is using interrogative sentence to request, therefore it is categorized as Indirect speech act.</p>   |

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|    | sack time.   |   |   |
| 17 | <p><b>Data</b></p> <p><b>Context of situation:</b><br/>Brad is coming to the children room to listen Dusty's story. But Dusty doesn't let Brad to listen his story so instead of continue his story, Dusty asked the children to sleep.</p> <p>Dusty: Hey, I'd love to be in here all night, but <b>let's be respectful of Brad's rules, no matter how arbitrary they seem.</b> All right?</p>             | <p><b>-propositional content:</b><br/>Children went sleep</p> <p><b>-preparatory condition:</b><br/>Dusty knew that the children will obey him</p> <p><b>-sincerity condition:</b><br/>Dusty wants the children to sleep so he can stop the story because he doesn't want Brad to listen to his story</p> <p><b>-essential of the utterances:</b><br/>The children obey Dusty request. They slept</p> | Dusty request is categorized as <b>direct speech act</b> . He used imperatives moods to convey his request.   |
| 18 | <p><b>Data</b></p> <p><b>Context of situation:</b><br/>After making sure that the children is sleeping, Brad is trying to drive out Dusty. He asked Dusty to come there tomorrow. He is trying to make Dusty went home.</p> <p>Brad: So, if you want to, <b>why don't you come by tomorrow after school? Might be a good time to...</b></p> <p>Dusty: What about the cold one?</p>                         | <p><b>-propositional content:</b><br/>Dusty keep staying at home</p> <p><b>-preparatory condition:</b><br/>Brad believes that it's time to Dusty to leave home</p> <p><b>-sincerity condition:</b><br/>Brad wants Dusty to leave</p> <p><b>-essential of the utterances:</b><br/>It can be seen from Dusty respond, he changes the subject to keep staying at home</p>                                | Brad request is using interrogative moods. He used interrogative form functioned as request in his utterance. Brad request is categorized as <b>Indirect speech act</b> .   |
| 19 | <p><b>Data</b></p> <p><b>Context of situation:</b><br/>Dusty knew that Brad wants him to leave, so he changed the subject when Brad indirectly asked him to leave. He asked Brad to drink with him</p> <p>Dusty: <b>What about a cold one? You promised me a cold one and a handshake.</b></p> <p>Brad: Cold one. One cold one, coming up.</p> <p>Dusty: Great. I'll grab my jacket, we'll go outside.</p> | <p><b>-propositional content:</b><br/>They will drink outside</p> <p><b>-preparatory condition:</b><br/>Dusty knew Brad will fulfill his request</p> <p><b>-sincerity condition:</b><br/>Dusty wants to have a drink with Brad</p> <p><b>-essential of the utterances:</b><br/>It can be seen from Brad respond. He agrees on Dusty request to have a cold one</p>                                    | Dusty request is categorized as <b>Indirect Speech act</b> . He used Interrogative moods to request Brad having a cold one. He also support his request by giving a reason why he want a cold one <b>'You promised me a cold one and a handshake'</b> |

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| <p>20</p> | <p><b>Data</b></p> <p><b>Context of situation:</b><br/>Brad is ready to have a cold one with Dusty, suddenly Sara sneaks out and asking Brad what happened. Brad explains that he has to keep his promises to have a cold one with Dusty. Sara then agree and request Brad to remember their plan.</p> <p>Sara: What? are you guys buddies now?<br/>Brad: No. I mean, I offered him a cold one. I really should honor the cold one promise.<br/>Sara: Fine. <b>You give him a cold one, and then you get rid of him, okay? You put up your Loving Fence, remember?</b><br/>Brad: Okay.</p>   | <p><b>-propositional content:</b><br/>Brad obey Sara request</p> <p><b>-preparatory condition:</b><br/>Sara believes that Brad will get rid of Dusty after having a cold one</p> <p><b>-sincerity condition:</b><br/>Sara wants Brad to get rid of Dusty</p> <p><b>-essential of the utterances:</b><br/>It can be seen from Brad respond. He obey Sara request by saying Okay</p> | <p>Sara's request can be categorized as <b>direct speech act</b>. Sara used declarative sentence moods on her request by saying '<b>You give him a cold one, and then you get rid of him, okay? You put up your Loving Fence</b>'. Sara mentioned her request explicitly on her utterance.</p> |
| <p>21</p> | <p><b>Data</b></p> <p><b>Context of situation:</b><br/>Dusty and Brad is outside enjoying their drinks. Brad starts the courtesy by asking Dusty's occupation and business. Dusty feels uncomfortable and asked Brad to stop asking.</p> <p>Brad: So, Dusty, how long do you think you're going to be in town for?<br/>Dusty: Well, Brad, the truth is, I'm wheels-up a week from tomorrow. Time to get out there and kick some ass for America.<br/>Brad: Oh, I see. So you're a soldier?<br/>Dusty: Nope.<br/>Brad: Oh, so you're a, uh...<br/>Dusty: Yep.<br/>Brad: Yep, what?<br/>Dusty: <b>You don't want to know any more than that, Brad.</b><br/>Brad: Okay.</p> | <p><b>-propositional content:</b><br/>Brad stop asking Dusty background</p> <p><b>-preparatory condition:</b><br/>Dusty knew Brad will stop asking if he request him to stop</p> <p><b>-sincerity condition:</b><br/>Dusty wants Brad to stop asking his background</p> <p><b>-essential of the utterances:</b><br/>It can be seen from Brad respond, he obey Dusty request.</p>   | <p>Dusty utters his request by using <b>Indirect speech act</b>. He used declarative moods to convey his desires.</p>  |

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| 22 | <p><b>Data</b><br/> <b>Context of situation:</b><br/> While having the cold one, Brad changes the subject and try to jump to the important things, kids. He asked Dusty to make a schedule on visiting the kids.</p> <p>Brad: Um, listen, Dusty, <b>I think that we should set up a visitation schedule.</b> Right? That way, you feel like you have ample time with the children...</p> <p>Dusty: Why don't we cut the shit, Brad?</p> <p>Brad: No, we don't have to cut the shit.</p>  | <p><b>-propositional content:</b><br/> Dusty has a visitation schedule</p> <p><b>-preparatory condition:</b><br/> Brad believes Dusty will agree with his request</p> <p><b>-sincerity condition:</b><br/> Brad asked Dusty to set up a visitation schedule</p> <p><b>-essential of the utterances:</b> Dusty change the subject, he doesn't want to obey Brad request</p>   | <p>Brad expresses his request by using <b>indirect speech act</b>. He conveys his request in declarative moods. He used adjunct 'right?' to soften his request. Brad in fact wants his request to be obeyed by Dusty.</p> |
| 23 | <p><b>Data</b><br/> <b>Context of situation:</b><br/> Dusty is sick about Brad behavior. He hates that Brad keep on looking at his hand while explaining about visitation schedule and others. He wants Brad to honestly say what he truly wants to say.</p> <p>Dusty: Why don't we cut the shit, Brad?</p> <p>Brad: No, we don't have to cut the shit.</p> <p>Dusty: You want to know what I'm doing here, <b>why don't you quit looking at whatever you wrote on your hand?</b> Be a man and ask me, Brad.</p> <p>Brad: Okay. What are you doing here?</p> | <p><b>-propositional content:</b><br/> Brad asked Dusty the reason he is being here</p> <p><b>-preparatory condition:</b><br/> Dusty knew that Brad actually want to ask the reason he is being here so he asked Brad to cut off the shit</p> <p><b>-sincerity condition:</b><br/> Dusty wants Brad to ask him directly and stop being wordy</p> <p><b>-essential of the utterances:</b><br/> It can be seen from Brad respond, he finally says what he really want to say</p> | <p>In uttering his request, Dusty used <b>Indirect speech act</b>. He applied interrogative moods sentence to request Brad jump into the topic.</p>   |
| 24 | <p><b>Data</b><br/> <b>Context of situation:</b><br/> Brad comeback to his room. He happily tells everything to Sara about what happen when he had a cold one with Dusty. Brad believes that Dusty is a good man,</p>  | <p><b>-propositional content:</b><br/> Brad keep on carry out his plans</p> <p><b>-preparatory condition:</b><br/> Sara believes that Brad can still cancel the plan and get rid of Dusty</p>  | <p>In expressing his request Sara used Indirect speech act. He applied declarative moods sentence by saying '<b>you have no idea who you're dancing with. Dusty gets into your head</b>'</p>                              |

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|    | <p>he can stay in this house with them because Dusty said he wants to make the kids loves Brad. Sara extremely disagrees with Brad choice. She request brad to stop the plan because she knew that Dusty played him.</p> <p>Sara: he played you. You just got so played out there.</p> <p>Brad: know it looks that way, 'causeI promised I would ask him to leave, and then I invited him to stay for a week, but he didn't play me. He just blew by eight chapters in my stepdad book. I mean, this is gonna be so good for me and the kids.</p> <p>Sara: Oh, baby, <b>you have no idea who you're dancing with. Dusty gets into your head</b>, that's what he does.</p> <p>Brad: He has a very impressive, rugged bravado but I gotta say, I think in here, there's a soft, soft creamy center. You know? I think he feels a lot. He just... He needs someone with this, a big ear. And I got them.</p> | <p><b>-sincerity condition:</b><br/>Sara wants Brad to stop his plan with Dusty</p> <p><b>-essential of the utterances:</b><br/>It can be seen from Brad respond, he doesn't obey Sara request.</p>   |   |
| 25 | <p><b>Data</b></p> <p><b>Context of situation:</b><br/>The conversation is happened in the morning. Dusty makes a breakfast for the whole family. The kids were truly excited to eat the meals made by their real father.</p> <p>Dylan: Ooh, <b>it smells yummy!</b> Our real dad's a super, super-duper good cook!</p> <p>Dusty: Mmm-hmm. Here you go guys.</p>  | <p><b>-propositional content:</b><br/>Dusty serve the meals to the kids</p> <p><b>-preparatory condition:</b><br/>Dylan knew that whatever made by his real father is the best thing and he wanted to eat it soon</p> <p><b>-sincerity condition:</b><br/>Dylan wants to eat the meals</p> <p><b>-essential of the utterances:</b><br/>It can be seen from Dusty respond, he serves the cinnamon to Dylan and Megan</p> | <p>Dylan states his request by using <b>Indirect speech act</b>. He used declarative moods sentence to request Dusty gives the meals.</p> |

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| 26 | <p><b>Data</b><br/> <b>Context of situation:</b><br/> While everyone eating the breakfast, Dusty trying to announce something.</p> <p>Dusty: Hey, listen, guys. Brad and I had a talk last night about the importance of family. And now that everyone's here, <b>I wanted to say a few words, okay?</b></p>   | <p><b>-propositional content:</b><br/> Everyone listen to Dusty</p> <p><b>-preparatory condition:</b><br/> Dusty believes that everyone will listen to his announcement</p> <p><b>-sincerity condition:</b><br/> Dusty wants the whole family to listen to his speech</p> <p><b>-essential of the utterances:</b><br/> It can be seen from the family respond, they listen to Dusty</p>   | <p>In conveying his request, Dusty used <b>Indirect speech act</b>. He used declarative moods sentenced to express the request. He also adds adjunct 'okay' to make his request more polite.</p>                              |
| 27 | <p><b>Data</b><br/> <b>Context of situation:</b><br/> Dusty is starting to give his best speech to the whole family. Brad seems into it because he thought it was about him. But suddenly Dusty bring dirty sick dog to their house. Brad disappointed and request Brad to keep his promise to make the kids love him.</p> <p>Dusty: I mean, you seemed really into it while I was teeing it up.<br/> Brad: No, I thought you were talking about me.<br/> Dusty: Oh, but you're not a dog. Look, last night, when we talked...Well, listens, that's got to happen organically.<br/> Brad: <b>Why can't it happen now?</b><br/> Dusty: It just can't.</p> | <p><b>-propositional content:</b><br/> Dusty will replay the speech he said to Brad when they had a cold one</p> <p><b>-preparatory condition:</b><br/> Brad believes that Dusty can just replay the speech like what he used to yesterday</p> <p><b>-sincerity condition:</b><br/> Brad wants Dusty to tell the kids the way he told Brad yesterday</p> <p><b>-essential of the utterances:</b><br/> It can be seen from Dusty respond, he refuse to obey Brad request</p> | <p>Brad used <b>Indirect speech act</b> in their utterance. He applied interrogative moods sentence to request Dusty to keep on his promise, he wants Dusty to replay the speech the way he did when they had a cold one.</p> |
| 28 | <p><b>Data</b><br/> <b>Context of situation:</b><br/> Dusty bring the dirty old dog and he named it Tumor. Dusty knew how much the kids want to have a dog in the house. The kids look happy and excited when Tumor comes to the room. They asked their mom to keep Tumor in their house but Sara wants Brad to</p>  | <p><b>-propositional content:</b><br/> Brad let the dog in the house</p> <p><b>-preparatory condition:</b><br/> The kids believes that if they beg to keep the dog in the house their mom and step dad will allow it</p> <p><b>-sincerity condition:</b><br/> The kids wants to keep the</p>  | <p>The kids used <b>indirect speech act</b> to request their mom and their step dad to keep the dog in the house. They used interrogative moods sentence in their request utterance</p>                                       |

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|    | <p>make the decision.</p> <p>Dylan and Megan: <b>Mom can we keep Tumor please??</b></p> <p>Sara: I'm gonna leave this one up to Brad</p> <p>Dylan and Megan: <b>Please Brad.. Please...</b></p> <p>Brad: Okay Okay. Fine. He can live out his few remaining weeks with us.</p>  | <p>dog in the house</p> <p><b>-essential of the utterances:</b></p> <p>It can be seen from Brad respond, he accept the request.</p>  |  |
| 29 | <p><b>Data</b></p> <p><b>Context of situation:</b></p> <p>Sara is ready to work. When she wants to get on her car, Dusty bike is blocking her way. She request Dusty to move his bike.</p> <p>Sara: <b>Can you please move this thing?</b> I can't get my car out of the garage</p> <p>Dusty: Hey, Brad, do you mind? I want to grab a quick shower.</p> <p>Brad: Yeah, sure, no problem.</p> | <p><b>-propositional content:</b></p> <p>Dusty will move the bike</p> <p><b>-preparatory condition:</b></p> <p>Sara knew that Dusty can move the bike because it's blocking his car</p> <p><b>-sincerity condition:</b></p> <p>Sara wants Dusty to move the bike</p> <p><b>-essential of the utterances:</b></p> <p>It can be seen from Dusty respond. He wants brad to move his bike.</p> | <p>Sara used <b>Indirect speech act</b> in her request. She wants Dusty to move to move his bike by using interrogative moods on her utterance.</p>                                    |
| 30 | <p><b>Data</b></p> <p><b>Context of situation:</b></p> <p>Sara is ready to work. When she wants to get on her car, Dusty bike is blocking his way. She request Dusty to move his bike but Dusty is on his way to take a shower, he finally asked Brad to move the bike.</p> <p>Dusty: Hey, Brad, <b>do you mind?</b> I want to grab a quick shower.</p> <p>Brad: Yeah, sure, no problem.</p>  | <p><b>-propositional content:</b></p> <p>Brad moved the bike</p> <p><b>-preparatory condition:</b></p> <p>Dusty believes that Brad is able to move his bike</p> <p><b>-sincerity condition:</b></p> <p>Dusty wants Brad to replace him to move the bike for Sara</p> <p><b>-essential of the utterances:</b></p> <p>It can be seen from Brad respond, he agrees to move the bike</p>       | <p>Dusty used <b>indirect speech act</b> to express his desires act. Dusty utters his request by using interrogative moods. He wants Brad to move his bike so he can take a shower</p> |
| 31 | <p><b>Data</b></p> <p><b>Context of the situation:</b></p> <p>Sara is ready to work but when she wanted to get her car out of</p>   | <p><b>-propositional content:</b></p> <p>The kids stay away from dusty bike and Brad</p> <p><b>-preparatory condition:</b></p>   | <p>Sara used <b>direct speech act</b> to express her request to the kids. She delivers her request by using imperative</p>   |

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|    | <p>the garage, dusty's bike was there. He asked dusty to move his bike. But the one who came to move the bike is Brad not dusty. Sara worried about that because she knew that brad is actually can't ride. When the kids are coming to see brad riding dusty bike, Sara request them to stay away from the bike.</p> <p>Sara: hey hey hey. <b>Stay away from that, please.</b></p>  | <p>Sara believes that it is dangerous to stay close to dusty bike because she knew Brad can't ride.</p> <p><b>-sincerity condition:</b><br/>Sara wants the kids to stay away from Brad and the bike because it might be dangerous</p> <p><b>-essential of the utterances:</b><br/>It can be seen from the kids respond, they are stay still on Sara place and not moving</p> | <p>moods. The imperatives moods can be seen from the phrase '<i>stay away</i>' which meant to request them to not getting close to Brad and dusty bike. Sara also adds the word '<i>please</i>' to soften her request.</p> |
| 32 | <p><b>Data</b><br/><b>Context of situation:</b><br/>Brad is trying to move Dusty's bike. He starts the engine. Sara and the kids are warning him to stop the plan but Brad wants to show off because he wants to look cool. Suddenly Brad came from the house and warns him that the bike is so powerful. Brad feels annoyed with Dusty's appearance, he request Dusty to stay away and put on his shirt because Brad believes he can handle the bike</p> <p>Dusty: Hey it's ok Brad. Look, she's a lot of bike, man.<br/>Brad: No, I'm good. <b>Why don't you go back in and take that shower, so you can get a shirt on?</b><br/>Dusty: Oh, you got it. You look good on that man.</p> | <p><b>-propositional content</b><br/>Dusty stay away from Brad and put his shirt on</p> <p><b>-preparatory condition:</b><br/>Brad believes that Dusty will put his shirt on</p> <p><b>-sincerity condition:</b><br/>Brad wants Dusty to put his shirt on</p> <p><b>-essential of the utterances:</b><br/>It can be seen from Dusty respond</p>                              | <p>Brad conveys his request by using interrogative sentence moods. He wants Dusty to stay away from him and put the shirt on. Brad request is categorized in <b>Indirect speech act.</b></p>                               |
| 33 | <p><b>Data</b><br/><b>Context of situation:</b><br/>Brad can't handle Dusty bike powers. He was dragged far and stuck in the wall. All the family;</p>   | <p><b>-propositional content:</b><br/>Dusty put his shirt on</p> <p><b>-preparatory condition:</b><br/>Brad believes that Dusty will fulfill his request</p>   | <p>Brad request is categorized in <b>Indirect speech act.</b> He used question moods sentence to request Dusty to put his shirt on.</p>  |

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|    | <p>Sara, Dusty and the kids were there to check Brad condition. In that situation, Dusty takes the opportunity to make Brad ashamed.</p> <p>Dusty: Jeez, Brad, I thought you said you could ride.<br/>Brad: I can ride, okay. <b>Would you get a shirt on?</b><br/>Dusty: I think if you could ride, you wouldn't be stuck in a wall right now, Brad.</p>   | <p><b>-sincerity condition:</b><br/>Brad wants Dusty to put his shirt on<br/><b>-essential of the utterances:</b><br/>It can be seen from Dusty respond</p>   |   |
| 34 | <p><b>Data</b><br/><b>Context of situation:</b><br/>Brad is lying to the whole family that he can ride. He got into accident and almost killed the kids. Brad is stuck on the wall. He asked for help</p> <p>Brad: <b>I think my arm is stuck in the wall.</b><br/>Dusty: I'll get you out.</p>   | <p><b>-propositional content:</b><br/><b>Dusty helps Brad out of the wall</b><br/><b>-preparatory condition:</b><br/>Brad knew that the family will help her out<br/><b>-sincerity condition:</b><br/>Brad wants the hearer to help her out of the wall<br/><b>-essential of the utterances:</b><br/>It can be seen from Dusty respond, he helps Brad out of the wall</p>       | Brad request is categorized in <b>Indirect speech act</b> . He used declarative sentence to request the family to help him out.   |
| 35 | <p><b>Data</b><br/><b>Context of situation:</b><br/>Dusty and Brad drop off the kids to the school. Dusty drive the car. While queuing to drop off the kids Dusty is impatient and cut the queue by leaving the cone. All the kids are panicked because it was against the rule. Megan asked Dusty to stay in the cone.</p> <p>Megan: No, Daddy! <b>You're supposed to stay in the cones!</b></p> | <p><b>-propositional content:</b><br/>Dusty drive the car in the cones<br/><b>-preparatory condition:</b><br/>Megan knew that Dusty will obey her request<br/><b>-sincerity condition:</b><br/>Megan wants Dusty to drive safely and stay in the cones<br/><b>-essential of the utterances:</b><br/>It can be seen from Dusty respond, he drives safely and inside the cone</p> | Megan request ' <b>You're supposed to stay in the cones!</b> ' is categorized in <b>indirect speech act</b> . Megan utters her request by using declarative moods sentence. |
| 36 | <p><b>Data</b><br/><b>Context of situation:</b><br/>Dusty seen a car box, he asked</p>  | <p><b>-propositional content:</b><br/>Dusty and Brad will do the repairing alone</p>  | In stating his request, Dusty applied <b>indirect speech act</b> . He used declarative moods  |

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|    | <p>Brad what is that for and Sara answered it by saying that she hire a man to repair the messed made by Brad in the morning. Dusty is trying to convince Brad that he is no need to hire a man. They can repair it themselves.</p> <p><b>Dusty:</b> Your wife had to hire a man? For what? Some framing, a little sheetrock repair, some masonry and basic window glazing? <b>Come on, Brad. We can bang that out tonight.</b><br/>Brad: Yeah.</p> | <p><b>-preparatory condition:</b><br/>Dusty believes that he and Brad can repair it without any help of other man<br/><b>-sincerity condition:</b><br/>Dusty wants Brad to fired the man and fix the house alone<br/><b>-essential of the utterances:</b><br/>It can be seen from Brad answer, he obeys Dusty's request</p>   | <p>sentence in uttering his request '<b>Come on, Brad. We can bang that out tonight</b>'.</p>                                |
| 37 | <p><b>Data</b><br/><b>Context of situation:</b><br/>Dusty needs gear and toolbox to repair their house. He asked for Brad's tools. Dylan came and gives Dusty Brad's tools. Dusty look upset because it wasn't a real tool box. He request Brad to give him a real tool box the moment he received Brad box.</p> <p><b>Dusty:</b> <b>This is a tackle box, Brad. Are we going fishing?</b><br/>Brad: No. Unless you want to go fishing.</p>         | <p><b>-propositional content:</b><br/>Brad gives the real toolbox<br/><b>-preparatory condition:</b><br/>Dusty believes that Brad will give him a real toolbox because they about to repair a house<br/><b>-sincerity condition:</b><br/>Dusty wants Brad to bring him a real toolbox<br/><b>-essential of the utterances:</b><br/>It can be seen from Brad's respond</p> | <p>Dusty request is categorized in <b>indirect speech act</b>. He used question moods sentence to convey his request.</p>    |
| 38 | <p><b>Data</b><br/><b>Context of situation:</b><br/>Brad is about to show off his skater's talent to all the kids and their friends in front of Dusty and Sara. He will do the skaters from the tile to make it extreme. Knowing that, Sara request Brad to stop the action. She doesn't want Brad to hurt.</p> <p><b>Sara:</b> <b>Honey, no, please come down.</b><br/>Brad: Oh, I intend to, sister.</p>  | <p><b>-propositional content:</b><br/>Brad come down<br/><b>-preparatory condition:</b><br/>Sara believes if she asked Brad to stop his action he will come down to her<br/><b>-sincerity condition:</b><br/>Sara wants Brad to stop the action and come down<br/><b>-essential of the utterances:</b><br/>It can be said from Brad respond, he refuse Sara request</p>   | <p>Sara request is categorized in <b>direct speech act</b>. She asked Brad to come down using imperatives moods sentence</p> |

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| <p>39</p> | <p><b>Data</b><br/> <b>Context of situation:</b><br/> Brad got electric shock and is now unconscious. Sara is panicked and wants to help him but Dusty prohibit her. Instead of helping Brad immediately, Dusty try to ask the kids and their friend's about saving other's life in emergency situation.</p> <p><b>Sara: Are you kidding me right now? Help him!</b><br/> Dusty: Hey, that doesn't sound calm, Sara.</p> | <p><b>-propositional content:</b><br/> Dusty helps Brad<br/> <b>-preparatory condition:</b><br/> Sara knew that Dusty can help Brad immediately in that emergency situation<br/> <b>-sincerity condition:</b><br/> Sara wants Dusty to immediately help Brad<br/> <b>-essential of the utterances:</b><br/> It can be seen from Dusty respond. He takes an action.</p>          | <p>Sara request is <b>Direct speech act</b>. She utters the request by using imperative moods sentence.</p>                     |
| <p>40</p> | <p><b>Data</b><br/> <b>Context of situation:</b><br/> Brad is intending to make dusty off of this house. He makes the request when Dusty is watching Frozen with Megan and Griff in the living room.</p> <p><b>Brad: Listen, Dusty, I need to talk to you now.</b><br/> Dusty: I can't talk now, Brad</p>  | <p><b>-propositional content:</b><br/> Dusty talks to Brad<br/> <b>-preparatory condition:</b><br/> Brad knew Dusty can pause the film and talked to her privately<br/> <b>-sincerity condition:</b><br/> Brad wants Dusty to come to him and talked privately<br/> <b>-essential of the utterances:</b><br/> It can be seen from Dusty respond</p>                             | <p>The request is categorized in <b>indirect speech act</b>. Brad used declarative moods sentence to express the request.</p>   |
| <p>41</p> | <p><b>Data</b><br/> <b>Context of situation:</b><br/> Dylan is crying because of the fourth graders bullying him. Dusty is teaching him fighting to self-defense but when it's time to Dylan to practice, he refuses and request Dusty to stop that.</p> <p><b>Dylan: Can I just go inside already, please?</b><br/> Dusty: Hey, buddy come on, this is easy. You can do this.</p>                                       | <p><b>-propositional content:</b><br/> Dusty let him go<br/> <b>-preparatory condition:</b><br/> Dylan believes that Dusty will let him go because he doesn't like the stuff<br/> <b>-sincerity condition:</b><br/> Dylan wants Dusty to let her go to his room<br/> <b>-essential of the utterances:</b><br/> It can be seen from Dusty respond. He convince Dylan to stay</p> | <p>The request is categorized in <b>indirect speech act</b>. Dylan used interrogative moods sentence to convey the request.</p> |
| <p>42</p> | <p><b>Data</b><br/> <b>Context of situation:</b><br/> Brad, Dusty and the whole family</p>   | <p><b>-propositional content:</b><br/> Brad go down sit with the kids and not acting up</p>   | <p>The request is categorized in imperatives moods sentence. Sara utters his</p>  |

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|                  | <p>are watching NBA game. At the middle of the game Brad is getting emotional because he gets jealous that Megan asked Dusty to go to the Daddy Daughter dance too. Brad is making a scene by yelling and shouting at the seat. At that moment, Sara request Brad to calm down and go down to the seat that have been prepared by Dusty friend.</p> <p>Sara: You know what? I'm going to pretend you're not acting like a crazy person, because I know you're very upset but you need to get over yourself. Okay? <b>Now go down there and be happy with your kids!</b></p> <p>Brad: No! A scalper gouged me 18 grand for these seats. I'm not leaving them!</p> | <p><b>-preparatory condition:</b><br/>Sara knew Brad can fulfill his request because she knew Brad loves the kids so much</p> <p><b>-sincerity condition:</b><br/>Sara wants Brad to calm sit down with the kids and not acting up</p> <p><b>-essential of the utterances:</b><br/>Brad refuses to leave the sit he already paid for.</p> | <p>request in <b>direct speech act.</b></p>  |
| <p><b>43</b></p> | <p><b>Data</b><br/><b>Context of situation:</b></p> <p>Brad and Dusty are now a team. They were together run into Megan's school event Daddy Daughter Dance. Dusty is trying to fix Brad fashion but Brad felt uncomfortable so he request Dusty to get off of his hand.</p> <p><b>Brad: Get your hands out of my pants!</b></p>   | <p><b>-propositional content:</b><br/>Dusty get off of Brad's pants</p> <p><b>-preparatory condition:</b><br/>Brad knew that Dusty will stop fixing his look</p> <p><b>-sincerity condition:</b><br/>Brad wants Dusty to get his hands out of his pants</p> <p><b>-essential of the utterances:</b><br/>Dusty keep fixing Brad looks</p>  | <p>The request is categorized as <b>Direct speech act.</b> Brad used imperative moods sentence to state his request.</p> |
| <p><b>44</b></p> | <p><b>Data</b><br/><b>Context of situation:</b></p> <p>Brad and Dusty meet Sara in the Daddy Daughter Dance. They all seem awkward after having the fights. Nor Brad and Dusty feels deserved to dance with Megan.</p>   | <p><b>-propositional content:</b><br/>One of the Dad will accompany Megan dancing</p> <p><b>-preparatory condition:</b><br/>Sara knew Brad or Dusty will be able to accompany Megan dancing immediately</p>   | <p>Sara request is categorized as <b>indirect request.</b> She utters her request by using question moods sentence.</p>  |

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|           | <p>Sara then request one of them to dance with Megan no matter the situation is.</p> <p><b>Sara: Oh, just, please. Will one of you idiots just ask your daughter to dance?</b></p>   | <p><b>-sincerity condition:</b><br/>Sara wants Brad or Dusty to ask Megan to dance immediately</p> <p><b>-essential of the utterances:</b><br/>It can be seen from Brad and Dusty respond, they are eager to dance but they feels sorry</p>   |  |
| <p>45</p> | <p><b>Data</b></p> <p><b>Context of situation:</b><br/>While Brad and Dusty are discussing about who will accompany Megan to dance, Megan is coming to them. Megan requests them to stop the bullies.</p> <p><b>Megan: Daddy! Brad! The fourth graders are here. They're picking on Dylan again.</b></p> | <p><b>-propositional content:</b><br/>Both Brad and Dusty will stop the bullies</p> <p><b>-preparatory condition:</b><br/>Megan knew that Brad and Dusty will stop the bullies because they are here</p> <p><b>-sincerity condition:</b><br/>Megan wants Brad and Dusty to stop the bullies</p> <p><b>-essential of the utterances:</b><br/>Both Dusty and Brad come to the bullies</p> | <p>The request is categorized as <b>indirect speech act</b>. Megan states her request by using declarative moods sentence. She wants Brad and Dusty to stop the bullies.</p> |

## LIST OF ABBREVIATIONS

|     |                         |
|-----|-------------------------|
| D   | Direct                  |
| H   | Hint                    |
| HBC | Hearer Based Condition  |
| I   | Indirect                |
| IM  | Imperatives             |
| MH  | Mild Hint               |
| O   | Obligation              |
| QA  | Questioning Ability     |
| QW  | Questioning Willingness |
| SBC | Speaker Based Condition |
| SD  | Speaker Desires         |
| SF  | Suggestory Formulae     |
| SH  | Strong Hint             |
| SW  | Speaker Wishes          |

|   | Occurrences   | Utterances   |
|---|---|--|
| <b>I. Indirect Request Strategy</b>                         |   |  |
| Mild Hint   | <ol style="list-style-type: none"> <li>1. 07/I/H/MH/S-B</li> <li>2. 11/I/H/MH/S-B</li> <li>3. 12/I/H/MH/S-B</li> <li>4. 21/I/H/MH/D-B</li> <li>5. 24/I/H/MH/S-B</li> <li>6. 25/I/H/MH/DY-D</li> <li>7. 34/I/H/MH/B-D</li> <li>8. 36/I/H/MH/D-B</li> <li>9. 37/I/H/MH/D-B</li> <li>10. 45/I/H/MH/M-DB</li> </ol> | <p>-What are we gonna do about those little snot-nosed fourth graders?</p> <p>- What?! He'd coming tomorrow??</p> <p>- your self-help books have never met Dusty Mayron</p> <p>- You don't want to know any more than that, Brad.</p> <p>- You have no idea who you're dancing with. Dusty gets into your head</p> <p>-it smells yummy!</p> <p>- I think my arm is stuck in the wall.</p> <p>- Come on, Brad. We can bang that out tonight.</p> <p>- This is a tackle box, Brad. Are we going fishing?</p> <p>- The fourth graders are here. They're picking on Dylan again.</p> |
| Strong Hint   | <ol style="list-style-type: none"> <li>1. 03/I/H/SH/S-B</li> <li>2. 19/I/H/SH/D-B</li> </ol>  | <p>- He won't talk to me. He said he only wants to talk to you.</p> <p>- What about a cold one? You promised me a cold one and a handshake.</p>  |
| <b>II. Hearer Based Condition (Conventionally Indirect)</b> |   |  |
| Ability   | <ol style="list-style-type: none"> <li>1. 01/I/HBC/QA/M-B</li> <li>2. 29/I/HBC/QA/S-D</li> </ol>  | <p>- Can you please put this on the fridge?</p> <p>- Can you please move this thing?</p>   |
| Willingness   | <ol style="list-style-type: none"> <li>1. 08/I/HBC/QW/M-B</li> <li>2. 09/I/HBC/QW/M-B</li> <li>3. 15/I/HBC/QW/D-B</li> <li>4. 16/I/HBC/QW/B-K</li> <li>5. 28/I/HBC/QW/K-S</li> <li>6. 30/I/HBC/QW/D-B</li> <li>7. 33/I/HBC/QW/B-D</li> <li>8. 41/I/HBC/QW/DY-D</li> <li>9. 44/I/HBC/QW/S-</li> </ol>            | <p>- If I ask you something, you promise you won't cry again?</p> <p>- do you want to go with me?</p> <p>- I don't want to overstep, but it would mean the world to me if I could tuck in our two little blessings.</p> <p>- Mind if I listen in?</p> <p>- Mom can we keep Tumor please??</p> <p>- Hey, Brad, do you mind?</p> <p>- Would you get a shirt on?</p>  |

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|-------------------------------------|--|---|
|                                     | BD   | <p>- <i>Can I just go inside already, please?</i></p> <p>- <i>'Will one of you idiots just ask your daughter to dance?</i></p>  |
| Suggestory Formulae                 | <ol style="list-style-type: none"> <li>1. 18/I/HBC/SF/B-D</li> <li>2. 22/I/HBC/SF/B-D</li> <li>3. 23/I/HBC/SF/D-B</li> <li>4. 27/I/HBC/SF/B-D</li> <li>5. 32/I/HBC/SF/B-D</li> </ol> | <p>- <i>Why don't you come by tomorrow after school? Might be a good time..</i></p> <p>- <i>I think that we should set up a visitation schedule</i></p> <p>- <i>Why don't you quit looking at whatever you wrote on your hand?</i></p> <p>- <i>Why can't it happen now?</i></p> <p>- <i>Why don't you go back in and take that shower, so you can get a shirt on?</i></p> |
| <b>III. Speaker Based Condition</b> |  |   |
| Wishes or Desires                   | <ol style="list-style-type: none"> <li>1. 05/I/SBC/SW/B-DY</li> <li>2. 10/I/SBC/SD/DY-M</li> </ol>   | <p>- <i>I just want you to know that I'm just here to listen</i></p> <p>- <i>I want to talk to Daddy</i></p>  |
| Needs or Demands                    | <ol style="list-style-type: none"> <li>1. 26/I/SBC/SD/D-K</li> <li>2. 40/I/SBC/SN/B-D</li> <li>3. 20/D/IM/S-B</li> </ol>   | <p>- <i>I wanted to say a few words, okay?</i></p> <p>- <i>Listen, Dusty, I need to talk to you now.</i></p> <p>- <i>Fine. You give him a cold one, and then you get rid of him, okay? You put up your Loving Fence, remember?</i></p>  |
| <b>IV. Direct Request Strategy</b>  |  |   |
| Obligation                          | <ol style="list-style-type: none"> <li>1. 13/D/O/D-B</li> <li>2. 35/D/O/M-D</li> </ol>   | <p>- <i>You should get on her, man. Come on!</i></p> <p>- <i>No, Daddy! You're supposed to stay in the cones!</i></p>   |

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| Imperatives | <ol style="list-style-type: none"> <li>1. 02/D/IM/B-S</li> <li>2. 04/D/IM/B-DY</li> <li>3. 06/D/IM/B-DY</li> <li>4. 14/D/IM/S-K</li> <li>5. 38/D/IM/S-B</li> <li>6. 39/D/IM/S-D</li> <li>7. 42/D/IM/S-B</li> <li>8. 43/D/IM/B-D</li> <li>9. 31/D/IM/S-K</li> <li>10. 17/D/IMS/D-K</li> </ol> | <ul style="list-style-type: none"> <li>- <i>look at this.. Another family drawing.</i></li> <li>- <i>Let's go to the den</i></li> <li>- <i>go ahead, continue telling your story</i></li> <li>- <i>Come on, kids. It's time for bed. It's way past your bedtime. Let's brush your teeth</i></li> <li>- <i>Please come down.</i></li> <li>- <i>Help him!</i></li> <li>- <i>Now go down there and be happy with your kids!</i></li> <li>- <i>Get your hands out of my pants!</i></li> <li>- <i>let's be respectful of Brad's rules.</i></li> </ul> |
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