

**ILLOCUTIONARY AND PERLOCUTIONARY ACTS
IN DISNEY ANIMATION MOVIE SCRIPT
“TINKERBELL AND THE PIRATE FAIRY”
DIRECTED BY PEGGY HOLMES
(A PRAGMATIC STUDY)**



SKRIPSI

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at the English Department

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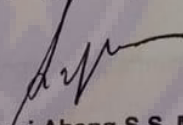
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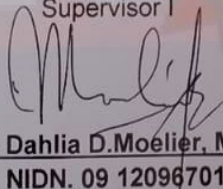
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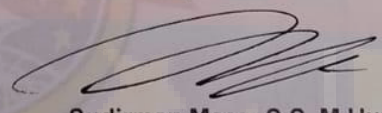
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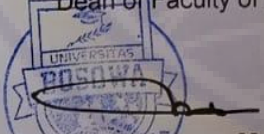

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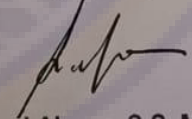

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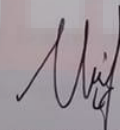

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi yang berjudul **ILLOCUTIONARY AND PERLOCUTIONARY ACTS IN DISNEY ANIMATION MOVIE SCRIPT "TINKERBELL AND THE PIRATE FAIRY" DIRECTED BY PEGGY HOLMES (A PRAGMATIC STUDY)** beserta seluruh isinya adalah benar benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung resiko/ sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

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ABSTRAK

Nurul Ulfah. 2018. *Illocutionary and Perlocutionary Acts in Disney Animation Movie Script "Tinkerbell and the Pirate Fairy" Directed by Peggy Holmes (A Pragmatic Study).* (dibimbing oleh Dahlia D. Moelier dan Sudirman Maca. Universitas Bosowa Makassar.

Penelitian ini bertujuan untuk mengidentifikasi tindak tutur direktif dan Indirektif ilokusi dan Perlokusi yang terdapat dalam naskah film "Tinkerbell and The Pirate Fairy". Demikian juga untuk mengidentifikasi seberapa sering tindak direktif dan Indirektif ilokusi yang dituturkan, bagaimana pula konteks yang mendukung Tindak tutur ilokusi direktif dan inderektif dan jenisnya yang paling sering digunakan dalam naskah film tersebut.

Penelitian ini menggunakan metode deskriptif kualitatif dimana pengumpulan data dilakukan dengan menonton dan mendengarkan film, menganalisis konteks dan dialog dari masing-masing karakter di setiap adegan, dan langkah terakhir membaca naskah untuk menyatukan dialog dan naskah film. Total tindak ilokusi direktif berhasil diidentifikasi adalah 123 Data dan tindak tutur ilokusi inderektif hanya 21 Data.

Dari Hasil analisis menunjukkan bahwa tindak tutur ilokusi direktif yang paling sering digunakan dalam naskah film tersebut adalah direktif meminta sebanyak 57 data dibanding tipe yang lain seperti Asertif 33 Data, Deklaratif 10 Data, Ekspresif 34 Data dan komisif hanya 3 Data. Hubungan antara tindakan ilokusi dan konteks yang telah diidentifikasi oleh penulis juga saling berkaitan satu sama lain.

Kata Kunci : *Pragmatik, Tindak Tutur, Naskah Film Tinkerbell and The Pirate Fairy*

ABSTRACT

Nurul Ulfah. 2018. *Illocutionary and Perlocutionary Acts in Disney Animation Movie Script “Tinkerbell and the Pirate Fairy” Directed by Peggy Holmes (A Pragmatic Study).* (dibimbing oleh Dahlia D. Moelier dan Sudirman Maca. Universitas Bosowa Makassar.

This study aims at identifying the directive and Indirective Illocutionary and Perlocutionary Acts that performed in “Tinkerbell and The Pirate Fairy” movie Script. Likewise, it will find out how often the directive and Indirective Illocutionary acts performed, how are the context that support the Directive and Indirective Illocutionary Acts and which type of them that are most frequently used in the movie script.

This study used qualitative descriptive method in which data collection is done by watching and listening the movie, analyzing context and the dialogues of each character in every scene, and the last step reading the script to united the dialogues and the script of the movie. A total of directive Illocutionary Acts were successfully identified 123 Data and Indirective Illocutionary Acts only 21 Data .

The result of analysis shows that the directive illocutionary acts is the most frequently used in the movie type of Directive amount 57 Data than other types such as Assertive 33 Data, Declarative 10 Data, Expressive 34 Data and Commissive only 3 Data. The relationship between all speech illocutionary acts and context that have been found by the writer are interconnected each other.

Keywords : *Pragmatics, Speech Acts, Tinkerbell and the Pirate Fairy Movie Script*

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CHAPTER I

INTRODUCTION

A. Background

The existence of language is basically interconnected with human life, especially in social life that requires humans to relate and working each other, so to fulfill his desire as a social creature that needs to interact with others, then humans need the language. Language has an important role in human life, through human language can convey ideas, thoughts, and feelings. In human life communication is necessary to interact each other. people will not know what we want to say without through the good communication.

Communication is the social media in connecting some ideas in order to convey the information and interact with others. People use many variations in communicating in order to share their feelings and ideas such as verbal and non verbal communication. According to Buck (2002:8), there are two types of communication. They are:verbal communication and nonverbal communication. Verbal communication is the way of communicating messages by using words as elements. Non verbal communication is the way of communicating messages by using gesture, body movements, eye contact, facial expression, or general appearances as the elements. These two types are the general media of people to interact each other in which the speech act occurs. The communicative act

or verbal communication is usually represented by the utterances of the speakers. In attempting to express themselves, people do not only produce utterance containing grammatical structure and words, they perform action via those utterance. From this explanation, it shows that every word, phrase or sentence that is human uttered perform different implicit action or meaning in it and if the hearer cannot get the intention of every utterance, it will lead a misunderstanding.

Speech act is a kind of verbal communication and it is a subdivision of pragmatics. According to Yule (1996:5), speech act is a study of how the speakers and hearers use language. Bach (1979: 153) states that an action in verbal communication has message in itself, so the communication is not only about language but also with action. Speech act is the utterance that occurs and act refers to an action. That is the reason why people have to interpret the meaning of communication or language through speech acts. We always perform speech act in our daily life. Sometimes we don't realize that the utterances we produce.

People prefer do more things with words to conveying the information only. People might be performing more acts at once when they are uttering something. In other words, there are more than one meanings or force in their utterance. So, the communication is not only about language but also with action. Speech act is the utterance that occurs and act refers to an action. That is the reason why people have to interpret the meaning of communication or language through speech acts. We always

perform speech act in our daily life. Sometimes we don't realize that the utterances we produce consist of speech act. We often use utterances with indirect meaning. Speech act occurs on the process of the meaning in how the communication occurs and how the listener perceives the aim. In many times, people not only saying but also forcing the hearer to do something. When the hearer is doing an act, it means that he or she is doing illocutionary act. Generally the acts performed in the utterance of a sentence are the function of the meaning of the sentence. However the intention is recognized partly on the basis of what is said, only partly. That is why speech acts used to express meaning, a phrase that express esintent. Speech act, then not only used to designate something, actually do something. If the speech act is successful, the receiver will understand what the speaker meant.

In Pragmatics study, there is an element of pragmatics called speech act. According to Searle (1999 :21), speech act is the basic unit of communication taken together with the principle of expressibility, suggests that there are a series of analytic connections between the notion of speech acts, what the speaker means, what the sentence uttered means, what the speaker intends, what the hearer understands, and what the rules governing the linguistic elements are. Because of that, the writer believes the function of the utterance spoken by the speaker can be shown from the analysis of speech act by observing the locutionary, illocutionary, perlocutionary, and direct-indirect speech act. Locutionary

act according to Yule (1996) is the basic act of utterance, which produces a meaningful linguistic expression. Illocutionary act is an act performed via communicative force of an utterance. Locutionary act is an act when the speaker produces an utterance with a function without intending it to have an effect. After observing the three locutionary acts, the relationship between the structure form and the function, or it is called as direct-indirect speech act can also show us whether the speaker directly or indirectly shows the function of the utterance. It can also be used to analyze people's daily communication even communication that occurs in a movie.

Movie is one media that reflects the social life of human. Movie (also known as film) is a motion picture with series of images which are constructed of multiple individual shots joined to another in an extended sequence. One of the important aspect mostly occurred in movie is the dialogue (conversation) among the characters. The characters speak each other and there will be illocutionary act.

Utterances can be found on dialogue in movie. In analyzing illocutionary act, the writer chose data from the main character's utterances in that movies. The utterances produced by the main character are the appropriate sources for the writer in analyzing illocutionary and perlocutionary acts in order to look for the implicit meaning of each utterance.

Someone in general is not good at choosing a good utterance or even not understanding the meaning and type of speech that they should

use, both within the institution and in the community in general. This can happen because of several factors, including one's knowledge factor, environmental factors, social factors, local state factors, and one's internal factors. As one example of a speech that using by a person who daily in the Terminal is so different from the words using by a lecturer who daily doing the scientific studies to his students in the campus, as well as not a few people who still have many mistakes in using words. Whereas in fact wherever we are or to whom we using the speech, it must be in accordance with the ethics and the type of correct telling.

This study specifically examines the use of language, especially Illocutionary and Perlocutionary Acts in Disney Animation Movie Script "Tinkerbell and The Pirates Fairy" Film can act as a language communication. Film is a form of communication between the author and the audience. Through the pictures presented, the film express its meaning "Conveying the message to the audience. The film has multi function, in addition as a form of entertainment, as well as a communication medium to convey the author's message to the audience either explicitly or implicitly. Kinneavy classifies film as a form of literary discourse in addition to short stories, lyrics, short narratives, limerick, folk, singing, drama, time performances and jokes. (Parera, 2004:223).

The selection of Fairy Tales Movies Animation "Tinkerbell and The Pirate Fairy" as an object of the research by considering the movie themes those are felt often experienced in daily life, educate and dialogues in the

film is full of beautiful words and poetic. Themes raised in this film about the struggle, beautiful life with experiencing so many adventures and conflicts. This film gives a positive message to our daily life. From the above description can be concluded that research on this film related to the use of language as a medium of interacting the characters from the stories contained in the dialogues. This study will use pragmatic approach as a reference. The pragmatic selection is based on the premise that pragmatic science is a branch of linguistics that studies the structure of language externally, namely how the language unit is used in communication (Wijana and Rohmadi, 2009: 4).

This movie also same with our daily live. It is also happen in the real world. Besides that, in this movie include the speech act in every their utterance and full of emotion and expression, Such as when the main characters make apologizing, greeting, and when the team that control and order her brain become sad, happy, angry, or etc. those act of course relate when the researcher use the speech act analysis for the tools to analyze this movie. So that, the researcher thinks that in every speech act, direct or indirect speech act in every speech that we utter, it relate with the daily live. So, this movie will analyze by speech act analysis.

B. Reason for Choosing the Title

The writer choice this title based on the knowledge that has been obtained during the process of learning in class, especially in pragmatic

that is speech acts. In this research the writer chose the film as the object of research because it is considered to facilitate the writer to find various kinds of speech acts in the film through pictures, conversations and actions between characters in his script. The film to be analyzed is the famous Disney movie "Tinker bell and the Pirate Fairy" directed by famous director Peggy Holmes.

C. Problem of the Research

Based on the background of the problem, it can be identified some problems as follows.

1. The type of speech acts directive and Indirective in the Disney Animation Movie Script "Tinkerbell and the Pirate Fairy"
2. The speech acts function in Disney Animation Movie Script "Tinkerbell and the Pirate Fairy"

D. Scope of the Research

This study will be analyzed of the Directive speech acts and focused on the indirective speech act analysis of utterances in Disney Animation Movie "Tinkerbell and the Pirate Fairy" The writer will be analyzed the types of speech act Illocutionary and perlocutionary acts that used in Disney Animation Movie "Tinkerbell and the Pirate Fairy" such as: Representatives, directives, commisives, expressive, and declaration (Paltridge, 2000:25). Then, the writer also will analyze the application of

the speech act in Disney Animation Movie Script of Tinkerbell and The Pirate Fairy.

E. Question of the Research

From the background of the problem, There are some research problem in this research to analyze the speech act of utterances in Disney Animation Movie to broaden up the idea of this writing, the writer would like to propose some questions :

1. What are the types of speech act that used in Disney Animation Movie "Tinkerbell and the Pirate Fairy" by Peggy Holmes ?
2. How are the context of situations that support the directive illocutionary and Perlocutionary acts in Disney Animation Movie "Tinkerbell and the Pirate Fairy" by Peggy Holmes ?
3. What is the most Directive and Indirective speech acts categories used in the dialogues spoken by the main characters in the movie?

F.Objective of the Research

The objective of the research to analyzed the speech act of utterances in Disney Animation Movie "Tinkerbell and The Pirate Fairy" by Peggy Holmes :

1. To find out the types of speech acts of utterances that used in Disney Animation Movie "Tinkerbell and the Pirate Fairy" by Peggy Holmes

2. To explain the context of the script that supports the Directive and Indirective illocutionary And Perlocutionary acts in Disney Animation Movie “Tinkerbell and the Pirate Fairy” by Peggy Holmes.
3. To find out the most used speech acts category in the movie.

G. Significant of the Research

This research is expected to have two benefits, they are : the practical and theoretical benefits.

1.Theoretical

This research is expected to be useful for developing the theory of pragmatic, especially about directive and indirective speech acts

2.Practical

This research is expected to be useful to recognize and know more deeply about the form of speech acts and functions of speech acts

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

Literature review is research-related matters or knowledge as reference materials that support the research, or explain the results of previous research related to the topic under study in order to be clearer of the research problem to be solved.

Latifah Nurhasana (2017) in her thesis entitled A Speech Analysis of Utterances in The Disney Animation Movie Script "Inside Out" by Pete Docter and Ronnie Del Carmen discussed the types of Speech Acts Illocution and perlocutionary acts in her research. The result of analysis shows that there are five types of speech acts that appear as long as the movie characters utter their speech there are directive, declarations, representatives, expressive and commissive . Representative has the most using part than other type with nearly a third of the portion in that movie. Another type of speech acts are directive type with more than half of all frequencies. Then type expressive has about a quarter of the frequency. Another is the declaration and commissive has small fraction of frequency.

Then, Muhartoyo and Kristiani Keilly (2013: 949-966) discussed about the directive speech act performed in "Sleeping Beauty" movie. Likewise, it find out how often the directive speech act performed and which type of directive speech act that are most frequently used in the

movie. This study used qualitative method in which data collection is done by watching the movie, analyzing the body movement and the dialogues of each character, reading the script and library research. A total of 139 directive speech acts were successfully identified. The result of analysis showed that the directive speech act of ordering is the most frequently used in the movie (21,6%). The least frequently used directive speech act is inviting directive speech act (0,7%). The study also revealed the importance of directive speech act in keeping the flow of storyline of the movie. This study is expected to give some useful insights in understanding what directive speech acts is.

Maharani (2007) in her thesis entitled *Speech Conversation on Asterix Comics*. She discusses the types of speech acts based on J.L.Austin's theory of locution, illocution and perlocution acts and paired side-by-side analysis contained in the 20th series Asterix comic conversation. In this thesis also using a qualitative descriptive method to analyzed the conversation in Asterix Comics.

Kristiani (2014) studied about Directive Speech Acts in Dialogue Film "Ketika Cinta Bertasbih" The results of this study are related to the Directive speech acts seen from aspects of form and function. In the film dialogue "Ketika Cinta Bertasbih" is found five forms of Directive Speech Acts, command, request, solicitation, advice, criticism, and prohibition. Judging from the function of the directive speech act, the film dialogue "Ketika Cinta Bertasbih" has a variety of functions. The form of Directive

Speech Acts are Command, have, function, ordered, govern, require, and invite. The form of directive speech act request has a request function, plead, hope, and offer. Form of directive speech invitation has the function of inviting, persuading, supportive, and urgent. Form of directive speech act advice has the function of advising, advocating, suggesting, and remind. The form of speech acts directive criticism has a rebuking function, insinuating, and threatening. And the form of speech acts directive ban has a function prohibit and prevent.

Altikriti (2011) studied about Speech Acts Analysis to Short Stories. The result of this research are: firstly, the linguistic resources required to assign syntactic and semantic structure to the utterance; secondly, an advanced met representational device handling the attribution of mental states; thirdly, a system of social concepts involving status, authority, etc.; finally, a set of higher-order representations specifying how linguistic forms are appropriately used in specific contexts. It has been concluded that short stories can be analyzed pragmatically similarly to other texts of drama and novel. That the distribution of speech acts is random, there is no significant pattern that embraces the three selected texts. It has also been concluded that the frequency of the illocutionary forces within each speech act is varied from one text to another. In sum, narrative discourse is amenable to speech act analysis regardless of the different style between novels and short stories.

B. Theory of Pragmatics

1. Pragmatics

People learn language and it would be closely with two branches of language science, semantics and pragmatics. Both of that sciences concern at language but in different side. Semantics refers to the construction of meaning language, while pragmatics refers to meaning construction in specific interactional context. In other explanation, semantic study of word means and sentence meaning without any relation to context whereas pragmatics also means as the study of meaning use or meaning interaction (Mullany and Peter, 2010: 11). Context is the thing that makes semantics and pragmatics different at their basic. Pragmatics has known as the area of investigation a number of aspects of language use that consider under the heading of discourse. Pragmatics is especially interested in the relationship between language and context (Paltridge, 2000: 5). Pragmatic also describe as meaning in context: the relationship between what we say, what we mean, and what we understand according to a particular context or situation (Paltridge, 2000: 7). Pragmatic is concerned with the use of these tools in meaningful communication and also it is about the interaction of semantic knowledge with our knowledge of the world, taking into account contexts of use. It means that pragmatics is the study of utterance meaning (Griffiths, 2006: 1-6). We can distinguish sentences, considered in abstraction from their use, and the acts that speakers (or writers) perform in using them. We can distinguish what

sentences mean from what speakers mean in using them Pragmatics also concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader), this type of study necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said. It explores how a great deal of what is unsaid which recognized as part of what is communicated (Yule, 1996: 3).

Linguistics is “a scientific study of language” (Sinha, 2005). Pragmatics is one of the linguistics studies that describe the meaning of a word, phrase or sentence in their social context. According to Horn and Ward (2004): “Pragmatics is the study of those context-dependent aspects of meaning which are systematically abstracted away from in the construction of content logical form.” In brief, pragmatics can be defined as a study of language that examines contextual meaning of language including speaker’s intention and hearer’s response or reaction, example: “This cake looks so delicious.” In this context, the sentence implied that the speaker wants the hearer to do something for him. For example, the speaker wants the hearer to give him or her the cake. Pragmatics is concerning with the study of speaker’s meaning. This study involves the interpretation about a context in an utterance which requires the same thought between the speaker and the hearer.

According to Yule (1996), the definitions of pragmatics are:

- 1) The study of speaker’s meaning

- 2) Pragmatics focuses on the study of the meaning of utterances performed by a speaker and interpreted by a hearer.
- 3) The study of contextual meaning
- 4).Pragmatics focuses on the interpretation of a context in the utterances performed by a speaker.
- 5). The study of how more gets communicated than is said
- 6). Pragmatics focuses on the ability of a hearer to interpret the intended meaning of a speaker.
- 7). The study of the expression of relative distance
- 8). Pragmatics focuses on the determination of a speaker to decide how much needs to be said. In conclusion, pragmatics can be defined as a study about the relationship between language and its social context in the process of communication between a speaker and hearer. Pragmatics talks about how people understand the speaker's intention through verbal communication and gestures. In other words, pragmatics also studies how people comprehend and produce a communicative speech act in a conversation.

2. Speech Acts

The term 'speech act' is derived from the work of the Cambridge Philosopher J. L. Austin in the series of William James lectures he delivered at Harvard in 1955. Later on, his work was published in the book entitled *How to Do Things with Words* (1965). Speech act theory believes in identifying utterances and turns as actual actions. This theory not only considers language used by the speaker but studies change in the state of behavior of the speaker as well as the listener at the time of communication.

John Austin for the first time studied language from a different point of view and brought into notice that apart from statements true and false, and truth conditions there are other possibilities in language, which are non-assertive categories that include questions, commands, exclamations etc. He studied language from non-conventional point-of-view which is a kind of reaction to the traditional view of language. Besides Austin, John Searle contributed a lot to the speech act theory.

Although a speech act is concerned with the 'performative' aspect of utterances, a speech act has many other dimensions. According to speech act, language is used to make things happen. Human beings have a wide choice of linguistic expressions and they try to make it as effective as possible. The choice of language depends upon a number of factors, like social customs, traditions, culture, relationship between speakers and the kind of situation.

These factors lend 'presupposition' and 'implicature' to interactions. According to John and Searle (1975 : 16) speech act is:

“Speaking a language is performing speech acts, acts such as making statements, giving commands, asking questions or making promises. Searle states that all linguistic communication involves linguistic (speech) acts.”

Searle brings to notice the functional or performative aspect of speech; hence they are called speech 'acts'. According to Searle, all utterances in a speech situation perform some kind of 'act' like commanding, asking, requesting, stating or committing.”

The speech act theory states that many functions can be performed with words. Linguists like Austin (1965) and Searle (1969, 1975) have added new 'performative', 'functional' dimensions to communication. According to them, communication is not limited to linguistic expression, but it has to be treated like a performance. The systematic study of words as 'doing' things and utterances as 'performing' actions is called speech act theory.

C. Speech Act Theory and Austin Searle's Contribution

Language is an inseparable part of our everyday lives. It is the main tool used to transmit messages, to communicate ideas, thoughts and opinions. It situates us in the society we live in; it is a social affair which creates and further determines our position in all kinds of social networks and institutions. In certain circumstances we are literally dependent on its appropriate usage and there are moments when we need to be understood quite correctly. Language is involved in nearly all fields of human activity and, maybe, that is why language and linguistic communication have become a widely discussed topic among linguists, lawyers, psychologists and philosophers. Stephen Levinson (1983) notices:

"...Austin launched his theory of speech acts. There are strong parallels between the later Wittgenstein's emphasis on language usage and language games and Austin's insistence that "The total speech act in the total speech situation is the only actual phenomenon which in the last resort we are engaged in elucidating." (p.227).

Levinson takes into account Ludwig Wittgenstein's focus on language usage while explaining how Austin arrives at the importance of speech act performed in a speech situation.

Searle (in Rusminto, 2010: 22) suggests that :

“The act of speech is a theory that tries to study the meaning of language based on the relationship of speech with the actions performed by the speaker. The study is based on the view that (1) speech is a means to communicate and (2) new speech has meaning if realized in real communication act, for example making statement, question, command, and request. Thus, action is a characteristic of speech in communication. It is assumed that in realizing speech or discourse, someone does something, that is the performance of action. Speech in the form of performance of action is called the performative speech, the speech is intended to perform an action.”

There are two types of speech, according to Austin, those are constative and performative speech :

1. Constative Utterance, speech that does not take action and can be known wrong. According to Austin (1962), constative speech is a type of utterance that describes a factual state, whose content may refer to a historical fact or event that actually happened in the past. Constative has a consequences to be determined rightly or wrongly based on the factual relationship between the testers and the real facts. Thus, the dimension of constative utterance is true-false.

Example: You look so happy

2. Performative utterance, the utterance that implies the action of the speaker even though it is difficult to know the truth, can not be determined to be true or false by the facts because it is more related to

the behavior or deeds of the speaker. A word like "You're fired!", "Hereby my brother pleads guilty" is an example of performative speech. The dimension in performative speech is happy / felicitious-unhappy / infelicitious, determined by three types of conditions, namely: (1) the existence of a general convention that the expression of certain words by a particular person in a particular situation will produce a certain effect (2) If the convention is that the participant in the procedure has certain thoughts, feelings and intentions, then the participant means having thoughts and feelings (3) if the convention is that every participant must be certain, then the participant must be certain (as the convention) .If one of the above conditions is not met, then the performance is unhappy, itself doubts the above distinction by proposing the "I hereby" test to determine performative or constantiative speech Austin states that performance speech is characterized by "speech act verbs" or performative verbs. The above distinction is then abandoned. Austin then distinguishes explicit and implicit performative expressions, which are characterized by presence or absence of performative verbs.

Austin's biggest contribution in speech acts theory is the differentiation of locution, illocution and perlocution.

a. Locution Act: it is the act of saying the literal meaning of the utterances.

Locution is the description about what the speakers said. Peccei (1999:4) writes in his book that locution is the actual form of words used

by the speakers and the semantic meaning. On the other word in locution act, speaker produces a meaningful linguistic expression.

Same with my opinion that locution is the speaker's utterance. For examples someone said "you can't do that" it is a simply act that is performed in saying something in this case the saying of the speaker. The locution was the utterances itself, "you can't do that" (Levinson, 1983:237).

b. Illocution act: Illocution act is characterized what the speaker is doing by uttering those words: commanding, offering, promising, threatening, thanking, etc (Peccei, 1999:44). It defines as the underlying force of the utterance or in the interpretation by the hearer. Then Yule (1996:48) said that we form an utterance with some kind of function in mind. This means, in every utterance that we produced it is also another act that performed inside the utterance. In my assumption illocution act/ force are the speaker's intention toward the utterance he says. The example, "you can't do that" it said by someone in appropriate circumstances. It had illocution force protesting something that may hearer done (Levinson,1983:237).

c. Perlocution Act: Austin also distinguished the third part of speech act, the perlocution. It is the consequent effect of the utterance on the hearer through the uttering of linguistic expression, or the overall aim of the utterance (Peccei, 1999:44). It may or not may not be what the speaker wants but it is caused by the locution. For me, perlocution act

is the hearer's reaction toward the speaker's utterance. In the same example with utterance "you can't do that" the perlocutionary effect of the utterance may be checking the addressee's action, or bringing him to his senses, or simply annoying him (depends on the hearer's reaction) (Levinson, 1983:237).

Saerle (in Tarigan, 1990: 46) divides the act of speech of illocution into five types, namely assertive or representative speech, directive, commissive, and declaration. Here is an explanation of the five types of speech acts :

- a. Declarative, is a speech act intended by a speaker to create new things, status, or circumstances to his or her partners through what he or she says. In declarative speech only those who have authority, such as a pastor who by declaring a change of a thing in society. The utterances included in this type of declarative speech are the utterances of forgiveness, punishment, naming, canceling, forbidding, permitting, dismissing, excommunicating, memcating, prohibiting, permitting, isolating, pointing, companionship, deciding and endorsing.

Examples of declarative speech acts:

Pastor said "Now you have become lawful to be a husband and wife"

The utterance spoken by the pastor "now you have been legitimate ..." changes the status of a woman into a wife or a man becomes a

husband. This change of status and circumstances is characteristic of illocutionary speech acts in a declarative form.

- b. Assertive is a speech act to involve the speaker into a subject. All those involved in assertive speech acts can be judged on judgments that use right and wrong principles. Therefore, a simple way to recognize this assertive act of speech is to ask whether you can literally classify it as right or wrong. The core or intent of the definition of Searle is assertive speech is a speech that is believed correct by speakers, can be justified according to facts and reality. Speeches that fall into the type of assertive speech is a speech with the intention of stating, demanding, acknowledging, reporting, demonstrating, mentioning, speculating, summarizing, portraying, and giving a fact.

Examples of assertive speech acts:

Tania: Nadia is not join to the class today ma'am, she is unwell.

Teacher: if there is no permission, she still absent in my class.

Tania: Nadia's parents have sent me a letter of permission, and I have put it on your table ma'am.

It contains information that the speaker is bound to be responsible for the truth of her speech. Tania confirms to her teacher that her partner (Nadia) is sick, but her teacher keeps Nadia absent if there is no permission to her. Then Tania explained that the lovely old man had left the letter of permission and the letter was placed on the teacher's table. This makes the teacher can not dodge because she can prove the

utterance spoken to her teacher. The above circumstances are characteristic of the act of speech illocution in assertive form.

- c. Directive, is a speech act as the speaker's attempt to ask the partner to do something. It can be an attempt such as an invitation or suggestion to do something, even a tougher venture such as insisting that others do what you want. Speeches included in this type of speech act include inviting, ordering, advising, suggesting, prohibiting, urging, asking, begging, commanding, opposing, and so forth.

Example : Doctor : please wait outside the room, we will handle
Madam: but he is my son doc, I want to see him.

Doctor : entrust everything to us, we will do as much as possible probably to save your son

Doctor who are doing first aid to a child ask their mother to wait outside so they can work as much as possible. The doctor said the action would work if the mother of the child is willing to wait for her son outdoors. The above verse is an act of speech illocution which is included in the form of a directive because the speaker asks the opposite to do the action according to what is said by the speaker.

- d. Expressive / Evaluative expresses a particular psychological state into the truth about the state of a thing mentioned in the proposed idea. Speeches included in this type of expressive speech include speece criticize, complain, blame, upset, congratulate, express fear, anger, shock or surprise say thank you and flatter. . Examples of expressive speech acts: (1) "I'm sorry"

(2) "congratulations on your wedding"

Speech (1) indicates a speaker's remorse that can be caused by an error. When the speaker says "I am sorry" then he is also doing apology acts his partner said. Speech (2) is an expression of congratulating the speaker on a newly married partner. When the speaker says "congratulations", The speaker also performs the act of congratulating and sharing happily. Both of the above utterances are included in the act of expressing illocutionary in expressive form because they both state the psychological state being felt by the speaker.

- e. Commissive, is an illocutionary act to engage the speaker into an action to be taken, in the future. The idea is that the speaker will take action. Speeches included in this type of speech include promises, swearing, threatening, and expressing abilities. Examples of commissive speech acts:

Lecturer: okay, I'll meet you in campus on Monday at 09.00 to discuss your thesis.

Student: Alright Sir, thank you.

The lecturer promised that he would discuss his student's thesis on Monday at 09.00. this speech is spoken by speaker and will be done by him but actually the purpose of this speech is for the benefit of the said partner is not for the benefit of the speaker. The above verse is an act of illocutionary speech in a commissive form because it binds the speaker to his speech

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Type of the Research

The type of the research is qualitative descriptive method. In writing this research the writer using a qualitative descriptive where in this study more emphasis on meanings and processes rather than results of an activity. To conduct research people can use the research method. In accordance with the problem, purpose, usefulness and ability. According to Bagman and Taylor define qualitative method as a procedure research that produces description data in the form of written or oral words from people and behaviors observed. While Kirk and Miller define that qualitative research is certain traditions in social science are fundamentally dependent on observation in humans within their own territory and associated with such persons in their discussion and terminology. The writer using qualitative descriptive method to describe the meaning, So in this qualitative research not only presents the data as it is but also attempts to interpret correlations as an existing factor applies to either the point of view or the ongoing process.

B. Source of the Data

In this research source of the Data from Script in Disney Animation Movie "Tinkerbell and The Pirate Fairy" The writer using the movie

dialogues with about almost 2 hour duration in that film. The movie was directed by the best director is Peggy Holmes. This one include as an best story telling of each part.

C. Techniques of Collecting Data

- a. Watching and Listening. In the first step the writer watches the movie with English Subtitle and then listening the dialogue of characters. try to understand it thoroughly, finding any important details that support this research and then looking for all of utterances.
- b. Technique of transcription. This activity is a technique to move the English subtitle of the movie into the written form to be a script. The transcripts include all the speeches in the film dialogues "Tinkerbell and The Pirate Fairy
- c. Reading and observing dialog from movie script which part of all utterances those become the data finding by the writer as a main instrument in this study.
- d. write the data found into the same categories of speech act types.

D. Technique of Analysis

Data analysis technique is the process of simplifying the data into a form that is easier to read and implement. The type of Approach that the writer will be used in this research is Pragmatics Approach. Explain the data analysis with the aim that the information collected will be clear and

explicit. In accordance with the research, the data analysis technique used to analyze the data is an interactive qualitative analysis as proposed by Miles and Hubberman which consists of three main things (Miles and Hubberman, 1992: 15). three things are

a. Data reduction

Data Reduction is a process of selecting, centralizing, attention to the steps of simplification and transformation of coarse data arising from the script. The way to reduce is by doing a selection, making a summary or short description, categorizing into patterns by making research transcripts that emphasize, shorten the focus, remove the unimportant parts, and arrange to be drawn conclusions at the end appropriately in accordance with the problem of focus primarily.

b. Data Presentation

Presentation of data is limited as a set of arranged information and provides the possibility of conclusion and action taking. Data presentation tends to lead to simplification of complexes into simple, selective forms of form so that they are easily to understood.

c. Conclusion

Conclusion is the final step in making the report. The conclusion is an attempt to find and understand the meaning, regularity of explanatory patterns, plot, cause and effect and

preposition. The conclusions are immediately verified by looking and questioning a more precise understanding. The data obtained and interpretations made on the data have the validity so that the conclusions could be strong and significant.



CHAPTER IV

FINDING AND DISCUSSION

A. Finding

Based on the formulation of the problem, namely what the form of speech act directive and Indirective which are contained in the movie Script "Tinkerbell and The Pirate Fairy" and what are the function of the directive and Indirective speech act contained in the movie script.

In this section will discuss the results of the analysis several types of forms and functions of speech act directive and Indirective contained on movie script "Tinkerbell and The Pirate Fairy" Analysis of the form and function of speech acts directive and Indirective in the movie script "Tinkerbell and The Pirate Fairy" which are done by choosing utterances that contains the meaning of directive and Indirective based on context and indicators that have been made by researchers.

Data Finding that successfully identified by the writer will be explain in some tables below with the explanation of context that have 5 types of Illocutionary Acts based on John Austin Theory who definted speech acts into the main types such as : Assertive, Declarative, Directive, Commissive and Expressive.

Here the Tables below of the Result Illocutionary and Perlocutionary Acts Classification found :

Types Classification of Directive and Indirective Illocutionary Acts in Movie
Script "Tinkerbell and the Pirate Fairy"

I. ASSERTIVE

TYPE	NUMBER OF DATA	DIRECTIVE	INDIRECTIVE	DATA SCENE
Stating	6 Data	<i>A dust keeper fairy who's always out of pixie dust</i>	-	TATPF/S1,TATPF/S3,TATPF/S7,TATPF/S9,TATPF/S9,TATPF/S18
	2 Data	-	<i>"Let's just say, you are the tinkerbell of dust keepers"</i>	TATPF/S2,TATPF/S15
Reporting	7 Data	<i>"The blue dust has a strong glow. If we can just spot it"</i>	-	TATPF/S9, TATPF/S1,TATPF/S2.TATPF/S3, TATPF/S10,TATPF/S11,TATPF/S17 ,TATPF/S22,TATPF/S23
	2 Data	-	<i>"Someone's coming"</i>	TATPF/S14,TATPF/S2
Demanding	3 Data	<i>"why not 25? What would happen if we put in say, 27?"</i>	-	TATPF/S2,TATPF/S3,TATPF/S3
Acknowledging	1 Data	<i>"I didn't touch it this time"</i>	-	TATPF/S3
	1 Data	-	<i>"this dust belong to pixie hollow"</i>	TATPF/S10
Demonstrating	7 Data	<i>"You're bending light? But you're not light Fairy, you're a dust keeper"</i>	-	TATPF/S6,TATPF/S6,TATPF/S6,TATPF/S10,TATPF/S11,TATPF/S17

Mentioning	3 Data	<i>“Tinkerbell, here? Remember how you were the first one to use lost things and everyone thought you were kind of crazy”</i>	-	TATPF/S5,TATPF/S6,TATPF/S7
	1 Data	-	<i>“you’re thinking like a tinker”</i>	TATPF/S12
Portraying	1 Data	<i>“Tink,it’s look like the pixie dust tree back home”</i>	-	TATPF/S13

NOTE : TATPF/S
 T = TINKERBELL
 A = AND
 T = THE
 P = PIRATE
 F = FAIRY
 S = SCENE

Directive dialogues explanation of Table I :

1. Stating

Silvermist : A dust Keeper Fairy who’s always out of pixie dust. Ironic, isn’t it?

Fawn. : Right there. Nice. Okay. (Scene 1)

Context: In one bright morning all the fairies gathered in the pixie Hollow. at that time Silvermist's attention was fixed on Zarina who was walking and singing around the garden that overgrown with beautiful flowers. Silvermist is one of the Fairies.

The utterance that spoken by Silvermist as the (Speaker) is a type of Assertive stating by giving information about fairy who always coming

out of pixie dust is actually Zarina with the intention of asking back what the speaker's to the {hearer} to get the certainly answer of her statement, then Fawn as a (Hearer) gave a good response of her statement by answering the stating from the Speaker with a happy mood.

Tinkerbell : Right! They must have captured her, forced her to take the dust.

Fawn. : Well, we have to rescue her. (Scene 9)

Context: After knowing that Zarina has taken a blue pixie dust from Pixie Hollow Tinkerbell and other fairies chases Zarina into an ocean where Zarina stops on a pirate ship. They see Zarina from a distance by observing her movements. The atmosphere at that time happens in a midnight with a bit of anxiety from Tinkerbell and other fairies who see Zarina bring the blue pixie into a pirate ship.

The utterance spoken by Tinkerbell as a (Speaker) still also include as Assertive Stating type because Tinkerbell thinks Zarina has been exploited by all crew pirates to steal blue pixie dust just for their personal interests. Tinkerbell (Speaker) tells other fairies that Zarina is only tricked by them and forces her to take the blue pixie dust based on the situation they saw at the time. Then Fawn as (Hearer) supports Tinkerbell's statement that they must save Zarina. A good communication occurs in dialogue above with Fawn (Hearer) responding to the stating of Tinkerbell (Speaker)

Tinkerbell : You don't belong here! (scene 18)

Context: Tinkerbell and other fairies finally caught by Zarina and other crew pirates caused by Iridessa who is not familiar with her new talent became a plant fairy she unable to control it well, she accidentally touch the root of the tree near by her and make the root growing long toward to Zarina, Tinkerbell and the other fairies are on top of the root so that finally known by Zarina. She told to Oppenheimer is one of the pirate crews to confine them because they infiltrated come in to the pirate ship again silently.

The utterance spoken by Tinkerbell (Speaker) is an assertive stating type with the function of reminding that Zarina's place is not overthere. She just a Dust Keeper from Pixie Hollow same like them. Tinkerbell tries to tell Zarina (Hearer) to comeback home with them and return the blue pixie dust. But the response that given by Zarina (Hearer) strongly makes Tinkerbell and other fairies disappointed that Zarina prefers to keep stay on the pirate ship.

2. Reporting

Iridessa : The blue dust has a strong glow, if we can just spot it. (scene 9)

Context: In the dark midnight Tinkerbell and other fairies are flying to chase Zarina after she has stolen the blue pixie dust from Pixie Hollow. They lose track of Zarina because they are blocked by an owl. The atmosphere that night was also a bit dark so it was hard for them to find out where Zarina went with the blue pixie dust.

The utterance spoken by Iridessa (Speaker) is an Assertive type Reporting because The speaker is reporting to other fairies that the blue dust has a strong light so that it can be a clue for them to discover where Zarina is. The purpose of the speaker with the dialogue above just would like to confirm that they can still find Zarina through the light of the pixie blue. The dialogue is reporting type because the speakers already know the thing before and give a information to other fairies as (hearer)

Silver : The lost thing I remember was Zarina throwing that dust at us.

(scene 11)

Context : The next morning coming in a somewhere of high up place near by the waterfall. One of the fairies named Silvermist waking up Tinkerbell who was in a fast asleep. Tinkerbell finally woke up with feeling a little dizzy while holding her head. She was wondering what had actually happened to them last night and why they were in that place.

The utterance spoken by Silvermist (Speaker) attempted to recall the last night they experienced but only a bit the speaker could remember that Zarina had sprinkled dust powder at them and after that she did not remember anything else. The purpose of the speaker's said just want to preach about the thing of last night happened by providing information to other fairies (Hearer) that could be able the speaker remember. The statement of the speaker above is an Assertive Reporting with the function of giving a information related to the fact.

Vidia : See anything?

Tinker : Nope, all clear up here. (Scene 22)

Context: The situation is very tense. They still infiltrated coming to the pirate ship. Trying to get a blue pixie dust from Zarina. They watch the situation around.

The utterance spoken by Vidia (Speaker) above is also included in type of assertive reporting because when Vidia as (Speaker) asks the situation around then Tinkerbell as (hearer) can clearly understand the intent of (Speaker) and perform the action by giving information the situation around it that all is well, well here there is nothing to worry about. The Hearer make it clear from what Tinkerbell says is included function as reporting situation.

3. Demanding

Zarina : why not 25? What would happen if we put in say, 27?

Fairy Gary : We put in 26

Zarina : but why?

Fairy Gary: Zarina You're the most inquisitive Fairy I've ever known.

(Scene 2)

Context: In an entire pixie dust storage room. There is a blue pixie that makes Zarina curious with the advantages of the blue dust. She tried to find out about it by asking Fairy Gary. While Holding a blue dust bead using the tong and then putting it into a bottle.

The utterance spoken by Zarina (Speaker) is an Assertive Demanding Interrogative type where The speaker gives some asks to Fairy Gary (The hearer) by demanding the first question why he did not put in 25 but the (Hearer) has answered firmly that we put in 26. But that

answer has not made (Speaker) satisfied. She asked back the reason why it should be 26. Then the (Hearer) responds back that the (Speaker) is the most aligned fairy who ever the (hearer) knows. The dialogues above is included demanding type because clearly the (Speaker) demanded to do new something to the (hearer)

Zarina : okay, but if there's blue dust why can't there be other colors?

Fairy Gary : because they aren't!

Zarina : and maybe those other colors do other things. (Scene 3)

Context: In front of a big tree of pixie dust Zarina and Fairy Gary put blue pixie grains that they had taken from the storage room and put them in one of the bags hanging on the tree. The power of blue dust is visible and glowing on the tree. There Zarina's sense of recapture reappears.

The utterance spoken by Zarina (Speaker) is type Assertive Interrogative because in the first dialog she asked to Fairy Gary (Hearer) if there is a blue dust why we are not trying to make another color. The statement from the (Speaker) clearly demands to make a change. But the (Hearer) answer it firmly because they can not do anything of blue dust. The statement from the (Hearer) tells the (Speaker) it should not happen. But the curiosity of the (speaker) is very strong to do it by demanding statement again to make other colors.

Zarina : but if we don't we'll never fully understand what it's capable of..
(Scene 3)

Context: Fairy Gary is warning Zarina not to do anything about the blue dust. In front of a large pixie dust tree she demanded her desire to conduct a new experiment of the blue dust but her wish was not supported by Fairy Gary at that time.

The utterance spoken by Zarina (Speaker) above is an Assertive Demanding type aimed to convincing Fairy Gary (Hearer) to do new something from the power of the blue dust. The statement above is very clear she demands that what she really wants can be supported by the (hearer) because she said we will never know and understand the true function of the blue dust if we do not try at all. But the response given by the (hearer) rejects the (speaker)'s desire on the grounds that if we make a change to the blue dust and it does not work it will be pose a dangerous to everything including Pixie Hollow

4. Acknowledging

Zarina : I didn't touch it this time. (Scene 3)

Context: In front of a tree of pixie dust Fairy Gary stay focus set those blue dust placed it to the tree. In other side Zarina silently with a great curiosity she took a blue dust and tried to mix it with another pixie dust. Suddenly the situation at that time made Zarina shocked because she has not mixed yet the blue dust but suddenly pixie dust pulled out the strength and the cap bounced to Fairy Gary till he falled.

The utterance spoken by Zarina the (speaker) includes as an Assertive Acknowledging type with the function of notifying the (hearer)

that she is not touching anything overthere. The statement from the (speaker) tries to convince the (hearer) that this is not the (speaker)'s fault. Response given by the (hearer) with a furious face and ask to the (hearer) gives back the cap.

5. Demonstrating

Tinkerbell : You're bending light. You're bending light? But you're not a light Fairy, you're a dust keeper. (Scene 6)

Context: Zarina has successfully conducted her experiment silently then she goes to tell Tinkerbell and takes her to the place where she has done her experiment. A dark room only bright by sunlight that enters through the surrounding windows. Zarina showed to inkerbell what she had just discovered. She reached out her hands under the sunlight. Suddenly made Tinkerbell unbelieve even surprised at that time.

The utterance that spoken by Tinkerbell (Speaker) is included in type of Assertive Demonstrating because the (Speaker) does not believe that the (hearer) can do that. The (speaker) also proves it by giving a statement according to the fact that the (hearer) is not a light fairy, she is just a dust keeper. The dialog above is categorized as demonstating type because the (speaker) is able to prove that the (hearer) is really not a light fairy before based on what the speaker's memory.

Zarina : now I can finally figure out everything pixie dust is capable of (Scene 6)

Context: still In a dark room that only bright by sunlight through the windows. Zarina wants to do the re-experiments try to make a pink dust. There is also a Tinkerbell who sees her action with an anxious feeling, fear and wondering if Zarina's experiment will pose a danger. But Zarina with a happy feeling and ludded as if forget the rules that exist in Pixie Hollow.

The utterance that spoken by Zarina (speaker) is an Assertive Demonstrating type because the statement expressed by the (speaker) has been supported by previous evidence that she succeed to create the first experiment that made the (speaker) became a Light Fairy. With feeling of confidence the (speaker) said that finally she's able to do any experiment about pixie dust. That's what the (speaker) thought at the time so she wanted to keep try and try. While the (hearer) is only able to observe what the (speaker) did.

Zarina : do you know what this means, Tink? I've finally found my lost things. Dust keeping will change forever. (Scene 6)

Context: Zarina conducts her second experiment. With a sense of happiness and a little still unbelieve with what she had found before who made her more confident.

The utterance that spoken by Zarina (speaker) still included as an Assertive Demonstrating. The (speaker) finally found the another power of herself eventhough she's just a dust keeper but the (speaker) is the first one dust keeper who is able to perform such experiments. Based on the statement of the (speaker) it can be supported by the previous fact that the

(speaker) did so that the statement that expressed by the (speaker) is not a wrong statement because it can be proved based on the definition of Assertive Demonstrating.

Vidia : Zarina switched our heads!

Tinker : No, no, no she switched our talents. (Scene 11)

Context: The early morning has come. Tinkerbell and other fairies are in a high place near the waterfall. They're wondering why they could be in that place when they had successfully taken back the blue dust from Zarina last night. They're also wondering what's the actually happened last night so they didn't realize anything until tomorrow morning. Tinkerbell felt the strangeness when she woke up and asked Silvermist as the water fairy to take them away from there to hold the waterfall in front of them. However, Silvermist suddenly lost her power as water fairy at the time. Tinkerbell who approached to the waterfall was also felt the strange aberration of the waterfall that leads to her with a tug of the hand until the waterfall was wetting all fairies in that place. Vidia who saw the weirdness thinks that Zarina did the weird magic to them last night.

The utterance that spoken by Vidia as the (Speaker) is included in a type of Assertive Demonstrating that Zarina has swapping their heads at that moment so that the power of water fairy is owned by Tinkerbell. But Tinkerbell as the (hearer) thinks that the head can not be exchanged for granted. The statement conveyed by the (speaker) in a resolute response by the (hearer) by rejecting the (speaker)'s statement, Zarina only

switched their talents last night that was why their clothes and their powers moved to other fairies. The statement of the (hearer) can be proved through the events that have just been experienced with the waterfall.

6. Mentioning

Zarina : Tinkerbell, here? Remember how you were the first one to use lost things and everyone thought you were kind of crazy? (Scene 5)

Context: Zarina approaches Tinkerbell enter her room and tells her what she has just done with her new experiment. Tinkerbell was a little surprised what Zarina was going through so it made her face looks so happy at the time.

The utterance that spoken by Zarina as the (speaker) is included in type of Assertive Mentioning by coming into Tinkerbell's room and calling her. The intention of the dialogue above is that Tinkerbell was the first one to create a new experiment and it failed and made everyone thought that Tinkerbell was crazy. The (speaker) means that to make Tinkerbell remember the thing with the intention to slightly offend the (hearer) But different with what she has done, (the speaker) succeed to managed find out the lost things by did a new experiment. The dialogue above is included in assertive mentioning with the aim of offending Tinkerbell in its past failures.

Girl Fairy : Tinkerbell, don't you Tinker ever stop tinkering?

Tinker : Can't seem to get this latch to open!

Girl Fairy : it had better not stick like that for our grand finale. (Scene 7)

Context: In the night, there is a Festival event that usually held in every year at pixie Hollow. All the fairies gathering to show their talents. While in a room one of the fairies saw Tinkerbell tinkering with an item as was her habits all this time. The Girl Fairy suddenly stopped and called Tinkerbell.

The utterance that spoken by Girl Fairy as the (speaker) is included in type of Assertive Mentioning because the (speaker) alludes back and reprimands Tinkerbell as the (hearer) with her habit always being silly and asked her to eliminate her bad behavior. It is not fitting that such a character becomes a grand final in the event.

7. Portraying

Rosetta : Tink, it's looks like.. The pixie dust tree back home. (Scene 13)

Context: Zarina and all crew pirates are being complete to finish a pixie dust tree. In another place Tinkerbell and other fairies watched them from a distance.

The utterance that spoken by Rosetta as the (speaker) is included in type of Assertive Portraying with the aim of describing the situation at the time about the big tree in front of them. The (speaker) tries to tell Tinkerbell as the (hearer) that the tree is like a pixie dust tree in Pixie Hollow. The statement of "its looks like" has included the type of portraying by giving a describtion.

Indirective Dialogues Explanation of Table I :

1. Stating

Fairy Gary : Let's just say, you are the Tinkerbelle of Dust Keepers! (scene 2)

Context: In a dark room where the place to save all the pixie dust Fairy Gary shows blue pixie to Zarina. Zarina at the time was very curious about the power of the blue pixie and she was trying to tell Fairy Gary about her ambition that why we do not do a new experiment of the blue pixie. Fairy Gary with a slightly bitchy face warns Zarina that she's just a dust Keeper of pixie dust.

The utterance that spoken by Fairy Gary as (Speaker) is an Assertive Stating type with a warning function. The statement by Fairy Gary (Speaker) to Zarina (Hearer) does not want Zarina to do anything about the blue pixie because she is just a dust keeper fairy of pixie dust. The speaker's statement is supported by the fact about her. Zarina as a hearer heard the stating of Fairy Gary as a Speaker responded with a slightly disappointed face.

Silver : This never happened when I was a Water Fairy. You know I remember when I couldn't understand a single jingle. (scene 15)

Context: In a Zarina workplace, Tinkerbelle, Silvermist and Vidia succeed to come inside to take back the blue pixie dust. But they have to do some ways to take it because the blue pixie dust is near to Zarina and she doesn't know that they come inside in her workplace silently.

Silvermist is a water fairy actually before Zarina switched her talent became a Fast flying Fairy so that's why she looks so tired.

The utterance spoken by Silvermist as a (Speaker) is an Assertive Stating type by providing information to Vidia (Hearer I) and Tinkerbell (Hearer II) that she wants to tell them what her feeling at that time she looks so tired. Her statements are supported by the facts with her pale face. The response given by Hearer I and Hearer II through sympathetic expression to the Speaker.

2. Reporting

Fairy Gary : Because we don't work with twigs and acorn caps, we work with pixie dust it's our lifeblood. There's no room for error. (Scene 2)

Context: in a room where the blue pixie dust is set up. Zarina is invited by Fairy Gary and see the power of blue dust then curiosity from Zarina suddenly appears to the advantages of the blue pixie's strength. She really wants to do a new experiment of the blue pixie dust, while Fairy Gary does not want it to happen and tries to warn Zarina with her ambition to know more about the blue pixie dust.

The utterance spoken by Fairy Gary (Speaker) still includes as an Assertive type reporting. He's as Speaker re-tells the fact to Zarina that they only work for Pixie dust not for anything else. the dialogue above is make it clear by Fairy Gary (Speaker) that he does not want to happen any mistake at all. The dialogue above also serves as a warning for Zarina

(Hearer) on the fact that they should not do anything about pixie dust and that's something they must follow as a dust keeper. The purpose of the dialogue's speaker above just want to reporting back that supported of the fact before to the hearer.

Iridessa : Someone's coming! (Scene 14)

Context: Tinkerbell and other fairies are infiltrated came in to the pirate ship that turns Zarina became a captain of the ship. Tinkerbell saw Zarina enter the room while carrying a blue pixie dust, the room is actually Zarina's office to store the blue dust. But it turns out the room was locked and Tinkerbell with other fairies can not enter through the door. The situation at that moment was a bit tense and worried because they feared that Zarina and all the crew pirates saw them there.

The utterance spoken by Iridessa (Speaker) above include as an Assertive Reporting in function to warn all Fairies (Hearer) that there is someone approaching them. The phrase spoken by The Speaker proclaimed the circumstances at the time that they had to leave as soon as possible from the room because someone would enter Zarina's office. The function of the speaker's statement clearly warned the hearer in the context of reporting the situation that occurred.

3. Acknowledging

Tinkerbell : This dust belong to Pixie Hollow. (Scene 10)

Context: Tinkerbell and other fairies have succeeded in taking the blue dust from the pirate ship. But after that all crew pirates saw them

carrying blue dust and fly stay away from there.. Suddenly it makes Zarina and Captain James growled and tried to get back the blue dust. Zarina finally chases and block them in half way before they get back to Pixie Hollow.

The utterance that spoken by Tinkerbell the (speaker) included as an Assertive Acknowledging type with the function of providing evidence that the blue dust is not the right of all crew pirates. Blue dust belongs to Pixie Hollow where all pixie dust comes from there. The statement thrown by the (speakers) can already known for the truth that the blue dust must be returned to the place of origin that is Pixie Hollow not in the pirate ship.

4. Mentioning

Fawn : you're thinking like a Tinker..

Vidia : okey, fine! (Scene 12)

Context: After knowing that Zarina has switched their talents they must accept it with a graceful chest. They must learn to control their new talent until Zarina returns it all before. Vidia who was previously a fast flying fairy must feel like Tinkerbell.

The utterance that spoken by Fawn as the (speaker) still classified as an Assertive Mentioning type by offending Vidia as the (hearer) that she thought like Tinkerbell. The statement of the (speaker) maybe a little mocking the (hearer) to get used to behaving like Tinkerbell because now her talent as Tinkerbell. Then the response given by the (hearer) with a little furious and annoyed forced to accept the taunts.

II. DECLARATIVE

TYPE	NUMBER OF DATA	DIRECTIVE	INDIRECTIVE	DATA SCENE
Pointing	3 Data	<i>“well, that brings us to...Zarina, you’re up!”</i>	-	TATPF/S1,TATPF/S9,TATPF/S14
Permitting	1 Data	<i>“Permission to enter captain”</i>	-	TATPF/S14
Companionship	1 Data	<i>“you saved me, why?”</i> <i>“Let’s just say we’re offering you quarter”</i>	-	TATPF/S23
Endorsing	2 Data	<i>“We appreciate what she can do, we treasure it actually”</i>	-	TATPF/S18,TATPF/S23
Deciding	1 Data	<i>“Let’s just got the dust and get out of here”</i>	-	TATPF/S10
	1 Data	-	<i>“you were told not to tamper with pixie dust. I think it’s best if you don’t come in at all”</i>	TATPF/S6
Punishment	1 Data	-	<i>“You’re no longer a dust keeper. It’s simply too dangerous”</i>	TATPF/S6

NOTE : TATPF/S

T = TINKERBELL
A = AND
T = THE
P = PIRATE
F = FAIRY
S = SCENE

Directive Dialogues Explanation of Table II :

1. Pointing

Fairy Gary : well, that brings us to... Huhh (deep breath) Zarina, you're up!

(Scene 1)

Context: in a bright morning all fairies were gathering in a place to package the pixie dust into the bag. Then Fairy Gary came to greeting them and controlling it. At that time Fairy Gary came with Terence with a blue pixie dust in his hands.

The utterance that spoken by Fairy Gary as the (speaker) above is a Declarative Pointing type with the aim of choosing Zarina to accompany him to save the blue pixie dust. The function of the (speaker)'s statement points to Zarina as the (hearer) that was time its her turn. The response given by the (hearer) was very excited.

Tinkerbell : Clank, stay here and watch over everyone.

Clank : I'm on it! (Scene 9)

Context: One night at the Pixie Hollow that festival feels so chaotic because of Zarina's actions that infiltrated the party and made all the fairies in a deep sleep so soundly that she could steal the blue pixie dust from the place. But Tinkerbell and other fairies can still avoid the magic of Zarina. Clank also includes people who are so lucky because he's not exposed the magic of sleep. Tinkerbell finds out that Zarina has infiltrated Pixie Hollow and stole the blue pixie from the place so she decided to chase her with another fairy.

The utterance that spoken by Tinkerbell as the (speaker) is classified as Declarative Pointing type because the (speaker) clearly point Clank as the (hearer) to oversee the situation around there and the response given by the (hearer) is very well and ready to do it. Based on the definition of Declarative Pointing in dialogue above, it includes a pointing function which means given a trust to the (hearer)

Fawn : Animal Fairy, you're up! (Scene 14)

Context: Tinkerbell and other fairies infiltrated to the pirate ship where Zarina is carrying a blue pixie dust in her room. In front of the door Tinkerbell could not open the door because it was locked. At that moment there was someone approaching them. Quickly they finally searched for a hiding place, but there was a rat in that place.

The utterance that spoken by Fawn as the (speaker) is also included in the Declarative Pointing type with the intention of pointing the (hearer) to do something to get the rat out of their hiding place because only animal fairy can do that. The (hearer) with an urgent situation finally asked the rat left that place.

2. Permitting

James : Permission to enter, Captain! (Scene 14)

Context: In outside Zarina's workplace, James brings a cup of drink in his hand and asks for permission to enter Zarina's office room.

The utterance that uttered by The (speaker) is clearly included in the type of Declarative Permitting in order to make it look more

authoritative by asking permission to enter. The response of the (hearer) allows the (speakers) to enter.

3. Companionship

Zarina : you saved me, why?

Tinkerbell : Let's just say, we're offering you quarter. (Scene 23)

Context: The situation was very tense because Zarina had just been thrown overboard by Captain James who only deceived Zarina. Tinkerbell and other fairies saw the bad thing quickly rescue Zarina before falling into the ocean. After rescuing Zarina with full of struggle they finally took her to the edge.

The utterance that spoken by Zarina as the (speaker) and Tinkerbell as the (hearer) is included as type of Declarative Companionship. We can see that although Zarina has committed a crime by stealing blue pixie dust from Pixie Hollow, they still consider Zarina as part of them. The statement spoken by the (hearer) "Let's just say, we're offering you quarter" means that they gave Zarina second chance to fix things up. The definition of Declarative Companionship is a good relationship between people that's ther reason why the dialogue above is included in the Companionship of a belief.

4. Endorsing

James : we appreciate what she can do, we treasure it actually **(Scene 18)**

Context: At that time Tinkerbell and other fairies were caught by Zarina for having infiltrated their ship. Tinkerbell feels that Zarina is still part of them told her to come back home to Pixie Hollow. Zarina's place actually is not there but with them as a fairy dust keeper. But Tinkerbell's effort to convince Zarina to return home with us is failed.

The utterance that spoken by James as the (speaker) is a type of Declarative Endorsing with the function of supporting what Zarina does according to the definition of Endorsing type in dialogue above. "They appreciate what she can do" the statement included as Endorsing type with function of supporting Zarina 'action.

5. Deciding

Tinkerbell : Let's just got the dust and get out of here. (Scene 10)

Context: Tinkerbell and other fairies still infiltrated the pirate ship quietly.

The utterance that spoken by Tinkerbell as the (speaker) is also included in Declarative Deciding type in decision making. The (speaker) tells other fairies that they came to the pirate ship only to get back the blue dust that has been stolen by Zarina. The decision taken by the (speaker) can easily be understood by other fairies as the (hearer) should quickly find the blue dust.

Indirective Dialogues Explanation of Table II :

1. Deciding

Fairy Gary : you were told not to tamper with pixie dust. I think it's best if you don't come in at all. (Scene 6)

Context: Zarina has made a mistake by failing on her second experiment causing chaos and even damage to some parts of Pixie Hollow. Zarina's second experiment to make the Pink dust must fail and cause the roots growing up outside and spread to all parts of Pixie Hollow due to the influence of pink dust that she could not control at that time.

Fairy Gary and all fairies there are very surprised and wondering what the power is.

The utterance that spoken by Fairy Gary as the (speaker) is an Declarative Deciding type with the function of forbidding Zarina again to do anything with blue dust. The (speaker) with a heavy heart must take a decision of what the (hearer) has done on Pixie Hollow by forbidding her again to come to that place.

2. Punishment

Fairy Gary : you are no longer a dust keeper. It's simply to dangerous. (Scene 6)

Context: after the damage that occurred in Pixie Hollow due to the act of Zarina. Fairy Gary approached Zarina with a furious and angry face.

The utterance that spoken by Fairy Gary as the (speaker) is included in the Declarative Punishment type with the function of

				S25, TATPF/S25, TATPF/S27
	3 Data	-	<i>"Oh you can't stop"</i>	TATPF/S6, TATPF/S11, TATPF/S24
Advising	2 Data	<i>"Listen careful Zarina, we don't tamper with pixie dust its simple too dangerous"</i>	-	TATPF/S3, TATPF/16
	3 Data	-	<i>"Zarina this seems kind of dangerous"</i>	TATPF/S2, TATPF/S6, TATPF/S6
Prohibiting	1 Data	<i>"Let me be absolutely clear Zarina, dust keeper are forbidden to tamper with pixie dust"</i>	-	TATPF/S3
Suggesting	1 Data	<i>"whar if tie her wings together"</i>	-	TATPF/S20
Opposing	2 Data	<i>"I'm not, look at my outfit! Orange is not my color"</i>	-	TATPF/S10, TATPF/11, TATPF/S13, TATPF/S18, TATPF/S18.
	1 Data	-	<i>"until I get the dust"</i>	TATPF/24

NOTE : TATPF/S
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Directive Dialogues Explanation of Table III :

1. Asking

Tinkerbell : Zarina I really think you should stop! (Scene 6)

Context: In a blue dust experimental room Zarina conducts her second experiment by calling Tinkerbell to watch her action. But the success of the first experiment from Zarina made her lulled and did over to tamper blue dust.

The utterance that spoken Tinkerbell as the (speaker) to Zarina as the (hearer) included as an type of Directive Asking with the phrase "You should stop" means telling Zarina to stop passing her second experiment that is considered too dangerous. But Zarina does not seem to care about what the speaker's said

Zarina : give me back that dust! (Scene 10)

Context: Tinkerbell and other fairies managed to retrieve the blue dust that has been stolen by Zarina from Pixie Hollow, they went with the blue dust, but at that time Zarina knew that they infiltrated and took the blue dust from her ship and she finally pursued Tinkerbell and other fairies. In the middle of the road she confronts Tinkerbell before arriving at Pixie Hollow.

The utterance that spoken by Zarina as the (speaker) clearly includes in the type of Directive Asking with the aim of asking the blue dust back from Tinkerbell as the (hearer)

Tinkerbell : Listen, we have to get out of here and go after Zarina. (Scene 11)

Context: after knowing that Zarina had stolen the blue dust from Pixie Hollow, Tinkerbell and other fairies decided to pursue Zarina by infiltrating the pirate ship.

The utterance that spoken by Tinkerbell as the (speaker) belongs to the Directive Asking type with the function of telling other fairies as the (hearer) to immediately find the blue dust and bring it out of there. Obviously the type is included in Directive Asking with the word of "we have to"

*Tinkerbell : Zarina, don't do this, comeback with us, comeback home.
Zarina : I'll never go back to Pixie Hollow. (Scene 18)*

Context: Tinkerbell and other fairies must finally accept the fate of the moment that caught by Zarina and all crew pirates by inserting them into an old lantern. They were caught by Iridessa's carelessness by touching the roots tree so that growing long towards Zarina.

The utterance that uttered by Tinkerbell as the (speaker) after being caught. The (speaker) asks to Zarina as the (hearer) to comeback home to their hometown of Pixie Hollow. The phrase of "Zarina do not do this, comeback with us, comeback home" is absolutely a statement that implies begging. So, the sentence above includes as type of Directive Asking.

Zarina : you guys, turn the ship around, I'm getting back that dust. (Scene 24)

Context: After the betrayal given by Captain James to Zarina. She finally realized that what she had did a big mistake. She helped Tinkerbell and other fairies to retake the blue pixie dust controlled by Captain James and all crew pirates to correct her mistakes.

The utterance that spoken by Zarina as the (speaker) is still classified in the Directive Asking type with the function of commanding the other fairies as the (hearer) to oversee the situation around the ship while the (speaker) will go inside to retrieve the blue pixie dust. The sentence is supported by "you guys, turn the ship around" which includes as type of Asking.

2. Advising

Fairy Gary : Listen carefully Zarina. We do not tamper with pixie dust it is far too powerful. (Scene 3)

Context: in front of a big tree from pixie dust Zarina made a mistake by tinkering with blue dust, causing a little strength from the blue dust that made Fairy Gary fall at that moment.

The utterance that spoken by Fairy Gary as the (speaker) belongs to a type of Directive Advising with the function of warning Zarina as the (hearer) that they should not engage in blue dust because it is too strong. The sentence above of "not to tamper with pixie dust it is far too powerful" means that to give advice to the speaker not to do anything about pixie dust because it is too dangerous.

Iridessa : you souldn't take light so lightly. (Scene 16)

Context: on a pirate ship Tinkerbell and other fairies infiltrate there to take back the blue dust that has been stolen by Zarina. In front of Zarina's workroom they are looking for ways how they can get there. On the other hand Fawn who just got her new talent as a fairy light makes a bit of joking by doing her power out a blinding light.

The utterance that uttered by Iridessa as the (speaker) is absolutely included as an Advising Directive with the function of admonishing and advising Fawn not to exert her power at random. Especially when they were infiltrated into a ship. The dialog above of "you shouldn't take the light so lightly" advises the (hearer) to stop because it will make them known to all crew pirates in that place.

3. Prohibiting

Fairy Gary : Let me be absolutely clear Zarina. Dust keepers are forbidden to tamper with pixie dust. (Scene 3)

Context: Zarina is still curious about the real blue pixie power. Fairy Gary has been warning Zarina repeatedly but Zarina seems to think it's just an ordinary rebuke.

The utterance that spoken by Fairy Gary as the (speaker) belongs to a type of Directive Prohibiting in order to warn Zarina as the (hearer) again that Dust Keepers are completely forbidden to tamper with pixie dust. By clarifying from his statement "Let me be absolutely clear Zarina" the sentence is the affirmation of the (speaker) that what he said really

should not be broken. "Dust keepers are forbidden to tamper with pixie dust" the word of Forbidden clearly included in the Prohibiting type.

4. Suggesting

Bonito : What if tie her wings together. (Scene 20)

Context: Initially Tinkerbell and other fairies thought that all crew pirates ship had taken Zarina hostage and told her to steal the blue pixie from Pixie Hollow. Heard their conversation from a distance behind the bush from the ship where they were hiding to hear everything that all crew pirates that actually they do not kidnap Zarina but she became a Captain on the pirate ship at the time. Suddenly make Tinkerbell and other fairies surprised and disappointed with Zarina's action.

The utterance that spoken by the (speaker) Includes the category of Directive Suggesting type with the purpose of advising the other fairies as the (hearer) to avenge Zarina's deeds by tying her both wings.

5. Opposing

Rosetta : I'm not, look at my outfit! Orange is not my color. (Scene 11)

Context: on a high cliff near the waterfall Tinkerbell and other fairies were alienated by Zarina last night when they wanted to take back the blue pixie dust. Zarina also turns switched their talents that make them wondering what actually happened last night. Rosetta is one of the fairies feeling that her outfit suddenly turns into an orange color that she originally was a plant fairy and orange is not her clothes.

The utterance that spoken by Rosetta as the (speaker) belongs to the type of Directive Opposing with the function of opposing outfit that it is not her outfit as a plant fairy. The sentence of "Orange is not my color" makes it even more obvious that the statement includes Opposing type by the (Speaker)'s said.

Rosetta : Did you really think by switching our talent you could beat us? (Scene 18)

Context: The consequences of carelessness did by Iridessa with touching the roots of the tree nearby so as to make the roots grow long right in the direction of Zarina make them all have to surrender at that time they failed to infiltrate there to take back the blue dust.

The utterance that spoken by Rosetta as the (speaker) is still classified in the type of Directive Opposing by opposing Zarina as the (hearer). the sentence above absolutely a contradiction given by the (speaker) ghat what the hearer has done to them with switched their talents do not make them give up to reclaim the pixie dust. The sentence above is Opposing type with function against the (hearer).

Indirective Dialogues Explanation of Table III :

1. Asking

Zarina : you can't stop

Context: in a room where Zarina conducts her experiment by inviting Tinkerbell to see her action. Zarina commissioned Tinkerbell to stir the pixie dust while Zarina did something else.

The utterance spoken by Zarina as the (speaker) is a type of Directive Asking but in an indirective sense. The word of "you can not stop" its meaning that the (speaker) told the hearer to continue stirring the potion. Although the speaker does not say "you have to keep stirring it without stopping" the hearer already understands the meaning of the phrase "oh you can not stop" means that the hearer has to keep stirring it up.

Vidia : Don't say it, Tinkerbell take these things back right now.

Context: after Zarina switched all fairies's talents. Fawn mocks Vidia with her new talent.

The utterance spoken by Vidia as the (speaker) is the Directive Asking but in the Indirective sense. The speaker said "do not say it, Tinkerbell take these back right now" means that Fawn does not need to say that the speaker has understood the ridicule of Fawn then the (speaker) told to the (hearer) to take those things back at that time.

James : stop them, you imbeciles. They are six inch fairies!

Context: A war is going on pirate ship between all fairies and all crew pirates for blue pixie dust.

The utterance spoken by James as the (speaker) is a type of Directive Asking but its context means indirective sense to the (hearer) the word of "They are six inch fairies" its mean that all fairies are just a little elf that they can easily Beat with their larger body than all fairies. Even though The (speaker) did not say "they are so small than us" but the

(hearer) can understand what the (speaker) 's mean of "They are six inch fairies.

2. Advising

Fairy Gary : Careful, now! After last time, I'm sure I don't have to remind you just how potent and powerful. (Scene 2)

Context: the situation is in a blue pixie dust storage room. At that time Zarina's turn was appointed by Fairy Gary to help her to package the blue dust. Zarina's curiosity makes her very excited so want to immediately take the blue dust. But Fairy Gary has told her that the blue dust should not be in touch.

The utterance that spoken by Fairy Gary is a type of Directive Advising with the aim of reminding Zarina as the (hearer) that the power of blue dust is so strong that it can not be touched carelessly. The dialog of the (speaker) advises the (hearer) to be careful.

Tinkerbell : Maybe you should, you know slow down a bit. (Scene 6)

Context: In a blue dust storage room Zarina invites Tinkerbell to watch her action of experimenting with blue dust. Zarina looks very confident to do both experiments. She was lulled and less focused with what she did. Tearing blue dust by mixing it into another pixie dust. Tinkerbell saw Zarina's action at the time felt that Zarina was overdoing in her experiments.

The utterance that spoken by Tinkerbell as the (speaker) is still classified in type Directive Advising by admonishing Zarina as the (hearer)

and advising her to do so slowly. The sentence of "You know slow down a bit" the word of (speaker) include as an Advising type.

Tinkerbell : Zarina, this seems kind of dangerous. (Scene 6)

Context: still inside in a blue dust room where Zarina did her second experiment. Seeing Zarina is excessive in tinkering blue dust Tinkerbell looks worried and afraid about Zarina will make a mistake at that time.

The utterance that spoken by Tinkerbell as the (speaker) also included in type of Advising Directive with the function of warning Zarina that what she did already dangerous. The sentence of "apparently kind of dangerous" above clearly advises Zarina to stop continuing her second experiment and it is included in the Advising type.

3. Opposing

James : you dare to fight the captain, do you?

Zarina : only until I get that dust.

James : well, this should be fun. (Scene 24)

Context: This time Zarina has sided with her friends and apologize of her actions because Tinkerbell and other fairies have saved her life from the betrayal given by Captain James and all crew pirates. Zarina, Tinkerbell and other fairies unite to reclaim the blue pixie that has been controlled by all crew pirates. They finally chased their ship and there was a war happened between them.

The utterance that spoken by James as the (speaker) and Zarina as the (hearer) is a type of Directive Opposing with the aim of the (hearer) against the (speaker) that she wouldn't give up until she manages to take back the blue pixie dust. The statement of the (hearer) can be supported with the words of "only until I get the dust" meaning that a resistance has been given by the (hearer).

IV. EXPRESSIVE

TYPE	NUMBER OF DATA	DIRECTIVE	INDIRECTIVE	DATA SCENE
Flatter	17 Data	<p><i>"Let me just say that your plan worked perfectly, Captain!"</i></p> <p><i>"what a cute little mouse"</i></p>	-	TATPF/S10, TATPF/S14, TATPF/S19, TATPF/S25, TATPF/S2, TATPF/S7, TATPF/S15, TATPF/S17, TATPF/S19, TATPF/S20, TATPF/S20, TATPF/S21, TATPF/S22, TATPF/S22, TATPF/S25
Blame	1 Data	<i>"it's hard to believe the other fairies didn't appreciate your talent"</i>	-	TATPF/S15
	3 Data	-	"Well, we wouldn't even be in it if our new garden fairy didn't grow branches	TATPF/S21, TATPF/S21, TATPF/S21

			willy-nilly”	
Surprise	4 Data	<i>“is that blue dust? You’re doing this with blue dust?”</i>	-	TATPF/S6,TATPF/S9,TATPF/S12,TATPF/S12,TATPF/S18
	1 Data	-	<i>“two? This time you adding two?”</i>	TATPF/S6
Shock	3 Data	<i>“Oh no, no, look out!”</i>	-	TATPF/S6,TATPF/S6,TATPF/S9
Apologize	1 Data	<i>“I’m so sorry,I’ll help rebuild the depot”</i>	-	TATPF/S6
	1 Data	-	<i>“guys,sorry to interrupt whatever that is but the pirate ship is gone”</i>	TATPF/S12
Fear	1 Data	<i>“No,no,no! Take you little..oh my!”</i>	-	TATPF/S25
	1 Data	-	<i>“no get it away, get it away, get it away,get it away!”</i>	TATPF/S25
Thanks	1 Data	<i>“Thank you so much”</i>	-	TATPF/S9

NOTE : TATPF/S

T = TINKERBELL

A = AND

T = THE

P = PIRATE

F = FAIRY

S = SCENE

Directive Dialogues Explanation of Table IV Above :

1. Flatter

James : Let me just say that your plan worked perfectly, Captain! (Scene 10)

Context: on a pirate ship, Zarina has managed to steal the blue pixie dust from the pixie Hollow and bring it into the ship. Zarina works with all crew pirates to take a blue dust and make an flying ship. James is one of the pirates ship crew very excited towards the success of Zarina.

The utterance that spoken by James as the (speaker) is a type Expressive Flatter with the aim of praising the success of Zarina by taking the blue dust from Pixie Hollow. The plan they have set can succeed and not be in vain. The sentence from the speaker above include as Flatter type by word "Worked Perfectly"

Rosetta : what a cute little mouse. (Scene 14)

Context: Tinkerbell and other fairies are worried because they infiltrate the pirate ship quietly. The footsteps sound finally they quickly found a hiding place. But the place that would became their hiding there is a mouse. Rosetta is an Animal Fairy trying to get rid of the mouse so they can hide there.

The utterance that spoken by the (speaker) is an Expressive Flatter type with the intention of seducing the mouse to get away from their hideout. With a bit of seduction from animal fairy as the (speaker) the mouse finally went off then the (speaker) responded by saying "what a

cute little mouse" that intends to give praise to the mouse as willing to go from there.

James : it worked. Yes, she did it. It worked! (Scene 19)

Context: After Zarina managed to steal the blue pixie dust from pixie hollow, she made an experiment by making a big tree to be a pixie dust tree like the one in Pixie Hollow. Zarina's efforts to make it all was not in vain, she was successful. Suddenly all the all crew pirates look very excited.

The utterance that spoken by James as the (speaker) is still included in the Expressive Flatter type with the function of responding in the form of praise to Zarina for having made a pixie dust tree. The sentence of "she did it" is a compliment to Zarina

James : you're stronger than you look. (Scene 25)

Context: still inside the pirate ship there was an argument between Captain James and Zarina in the fight for the blue pixie dust. Zarina has learned that Captain James only deceived her finally she againsts Captain James to take back the blue dust in collaboration with Tinkerbell and other fairies.

The utterance that spoken by james as the (speaker) belongs to the Expressive Flatter type with the function of giving praise to Zarina as the (hearer) that she is a powerful fighter that makes the (hearer) a bit difficult to defeat. The sentence above "You're stronger than you look" is really included as Flatter type in their battle.

James : you faught well, little Fairy! (Scene 25)

Context: the situation is still in contention for blue pixie dust. Zarina with all her might not give up against Captain James who is physically James is a man with a big body while Zarina is only a Fairy whose body is very small. But that does not make Zarina lose, she's a bit smart than Captain James.

The utterance that spoken by James as the (speaker) is still in the Expressive Flatter type with the aim of praising his opponent that she turned out to be great in the battle. Although the praise is a bit of a mockery but it is included in the flatter type where the (speaker) has praised the (hearer)

2. Blame

James : it's hard to believe the other fairies didn't appreciate your talent! (Scene 15)

Context: In Zarina's workplace of a pirate ship Zarina and James were talking each other. Zarina who has managed to steal the blue pixie dust started doing her experiment with James. James who can hardly believe that Zarina can do an experiment using a blue dust.

The utterance that spoken by James as the (speaker) is an Expressive blame type with the aim of blaming other fairies who can not support Zarina talents who can create a new experiment with blue dust. The sentence above "the other fairies did not appreciate your talent" was clearly included as blame type.

3. Surprise

Tinkerbell : is that blue dust? You're doing this with blue dust?

Zarina: yes, and it just takes the tiniest bit, can you believe it? (Scene 6)

Context: In a pixie dust storage room Zarina invites Tinkerbell to watch her action to tamper the blue dust. Tinkerbell at the time saw Zarina using blue pixie dust for her experiment suddenly surprised and asked Zarina about the truth.

The utterance pronounced by Tinkerbell as the (speaker) belongs to the Expressive Surprise type with an unbelieving response and surprised that Zarina was very brave to do an experiment using a blue dust. Zarina as the (hearer) responds to the statement from the (speaker) confidently says "yes"

Iridessa : Oh No! It's.....

Tinkerbell : Pirates. (Scene 9)

Context: In the evenings Zarina infiltrated Pixie Hollow to steal the blue dust and make all the fairies fall asleep. But it turns out Tinkerbell and friends are not exposed of magic from Zarina. They know that Zarina has infiltrated and stole the blue dust decided to pursue her until Zarina stops in a pirate ship. Iridessa who saw Zarina enter the ship was suddenly shocked and wavered.

The utterance that spoken by Iridessa as the (speaker) is a type of Expressive Surprise with a big surprise saw Zarina entering the pirate ship. Anxious face features are emanating from the (speaker) faces and wondering what Zarina is doing there. The statement of the (speaker) at

the time were continued by Tinkerbell as the (hearer) that it was a pirate ship.

Rosetta : I think I broke something. Nice, little, harmless, sharp, toothed, hungry croco... dile.... Fawn! (Scene 12)

Context: The next day after Zarina switched their talent, Tinkerbell who must be a water fairy must get them out of the waterfall facing them. They flew to land and one of the fairy named Rosetta who must become animal Fairy suddenly felt that she had broken something.

The utterance that spoken by Rosetta as the (speaker) is a type of Expressive Surprise with a feared response that she has destroyed something. Apparently at that time the (speaker) accidentally broke an egg that turned out to be a crocodile egg .. Suddenly made the (speaker), surprised because the crocodile egg was suddenly hatched in front of her.

Iridessa : Oh No, no! No, no, no, no! Stop growing... stop growing branch, no! (Scene 18)

Context: On a pirate ship Tinkerbell and friends still infiltrate secretly and oversee the situation around the ship to retrieve the blue dust from Zarina. Iridessa who was in charge of watching the situation was disturbed by the presence of bee flying around her.

The utterance that spoken by Iridessa as the (speaker) included as Expressive Surprise type with a surprised response from touching the roots around it so as to make the roots grow elongated.

4. Shock

Tinker and Zarina : Oh No! No, no, no, no, no, look out! (Scene 6)

Context: the situation inside the pixie dust storage Zarina conducts her second experiment. There also Tinkerbell saw Zarina action with anxiety. However, Zarina's second experiment failed and caused danger.

The utterance that spoken by Tinker and Zarina as the (speakers) is an Expressive Shock type by responding to a sudden occurrence in front of them. The second experiment of Zarina must fail and endanger herself, pixie Hollow even other fairies. The statement that suddenly uttered by them are a response they were facing with a sense of shock. At that time there were so many great roots growing and spreading out of the room that made part of Pixie Hollow severely damaged by the failure of Zarina's experiment.

Fairy Gary : Oh No... Oh no, pink! (Scene 6)

Context: still in the same situation, Fairy Gary who saw the incident was shocked and wondered what was going on.

The utterance that spoken by Fairy Gary as the (speaker) belongs to the Expressive Shock type by responding with the word "Oh No" which means he does not believe what he saw. The statement can also be a response to the shock feeling of (speaker) that sees a pink powder on the roots.

Iridessa : can't f.... Can't fly...?

Vidia : deep breaths

Iridessa : can't fly...

Vidia :That's it. Deep breaths. (Scene 9)

Context: Zarina has infiltrated the Pixie Hollow and stole the blue dust. Tinkerbell and friends find out what Zarina did at Pixie Hollow made Tinkerbell suspicious and immediately went to the blue pixie dust storage. In that storage room Tinkerbell and other fairies see the blue dust disappear from the place. Tinkerbell's suspicions were true that Zarina came to Pixie Hollow to steal the blue dust.

The utterance that spoken by Iridessa as the (speaker) is the Expressive Shock type after learning that Zarina takes the blue dust from Pixie Hollow and without the blue pixie dust they can not do anything even they can not fly again without the blue dust. Hearing it all makes the (speaker) shock and do not believe if they can not get back the blue dust they can not fly forever. But the concerns of the (speaker) were soothed by Vidia as the (hearer) who told the (speaker) to calmly deal with all this happened.

5. Apologize

Zarina : I'm so sorry, I'll help rebuild the depot. (Scene 6)

Context: Zarina failed in her second experiment to tamper with blue pixie dust so that causing a danger and damaged part of the pixie Hollow due to her ambition.

The utterance that spoken by Zarina as the (speaker) is an Expressive Apologize type with the purpose of realizing her mistake to

Fairy Gary as the (hearer) with a word that supports "I'm so sorry" absolutely included in Apologize type.

6. Fear

Oppenheimer : No, no, no! Take that you little... Oh, my! (Scene 25)

Context: The situation at the time was in the battle between fairies and all crew pirates. Oppenheimer is one of the pirate crews fighting with Rosetta is an animal Fairy. Rosetta has an animal that is very obedient to her words, a crocodile. The crocodile also helped Rosetta defeat the pirate crew by scaring him.

The utterance that spoken by Oppenheimer as the (speaker) is categorized in the Expressive Fear type by responding to what he feels. When The crocodile starts approaching him with a ferocious face, the (speaker) ends up with a reflex and saying "No, no, no! "It means the (speaker) is in his fear at that moment so backing away from the crocodile.

7. Thanks

Tinker and all fairies : Thank you so much (to Clank)

Context : In a dangerous Situation.

The utterance that spoken included as an Expressive Thanks from the speakers (all fairies) to the hearer (Clank) because the hearer can found the speakers and saved Tinkerbell and other fairies as (the speaker) from the box was closed at that time.

Indirective Dialogues Explanation of Table IV Above :

1. Blame

Rosetta : well, we wouldn't even be in it. If our new garden fairy didn't grew branches willy-nilly! (Scene 21)

Context: the situation at that time Tinkerbell and other fairies were caught by Zarina and all crew pirates and put them into a stable. There was a conversation between Rosetta and Iridessa, They blamed each other.

The utterance that spoken by Rosetta as the (speaker) belongs to the Expressive Blame type with the purpose of offensive speech Iridessa as the (hearer) that this is her fault. If the (hearer) didn't touch the root of the tree and make it grew they will not be caught by Zarina.

Iridessa : none of it would happened if u would have come over to help me with the bee! (Scene 21)

Context: Still in the same place, Iridessa also responds to Rosetta's words that offend her that this is her fault. Iridessa also defended herself by mentioning this was also Rosetta's fault.

The utterance that spoken by Iridessa as the (speaker) is still in Expressive Blame type by responding to the Rosetta as the (hearer) statement which calls this the the (speaker) error. The (speaker) eventually turns the blame on the animal Fairy if she helps the (speaker) from the bee at that moment they will not get caught.

Vidia : Lets not point fingers. It's Zarina's fault. (Scene 21)

Context: The situation in the debate between Iridessa and Rosetta makes Vidia growled and giving also a statement.

The utterance that spoken by Vidia as the (speaker) is also included in the Blame type by responding to a conversation between Iridessa and Rosetta as the (hearers) that it is not their fault and stop blaming each other. All of this is Zarina's fault. The statement that supports her speech "It's Zarina Fault" clearly that's a blame type.

2. Surprise

Tinkerbell : Two? This time you're adding two? (Scene 6)

Context: Still in the same situation, Zarina still performs her second experiment by adding two pixie dust that instantly makes Tinkerbell surprised again by a bulging face.

The utterance that spoken by Tinkerbell as the (speaker) still belongs to the Expressive Surprise type by responding to Zarina as the (hearer) action which adds two pixie dust in her experiment. The (speaker) feels that it would be dangerous start feeling a bit worried with anxious face but still watched the (hearer) action.

3. Apologize

Tinkerbell : Guys, sorry to interrupt whatever that is but the pirate ship is gone. (Scene 12)

Context: The situation at the time Tinkerbell was in lack of focus and lost track of the pirate ship.

The utterance that spoken by Tinkerbelle as the (speaker) is an Expressive Apologize type with a statement that support "Sorry" means the (speaker) apologizes to the (hearer) of her mistake so the pirate ship disappears. The word of "sorry" is absolutely included in the type of Apologize.

4. Fear

Oppenheimer : No, get it away, get it away, get it away, get it away! (Scene 25)

Context: still in the same situation, Oppenheimer still fights with Rosetta and is aided by the crocodile who is getting closer to the pirate crew. The utterance that spoken by the (speaker) is still classified in Expressive Fear type with the word "No, get it away! "Repeatedly spoken by the (speaker) means that he was very afraid to the crocodile.

V. COMMISSIVE

TYPE	NUMBER OF DATA	DIRECTIVE	INDIRECTIVE	DATA SCENE
Promises	2 Data	<i>Not touching, I promise</i>	-	TATPF/S2,TATPF/S6
Treatening	1 Data	<i>"Return that the blue dust! Or your friend is done far"</i>	-	TATPF/S22

NOTE :

T = TINKERBELL P= PIRATE
A = AND F= FAIRY
T = THE S = SCENE

Directive Dialogues Explanation of Table V :

1. Promises

Zarina : Not touching, I promise. (Scene 2)

Context : in a blue pixie dust storage room Fairy Gary invites Zarina to help him arrange the blue dust. Zarina with a very curious feeling so excited to see a blue dust with the blue light shining. When Fairy Gary opened it Zarina with a nimble want to touch that dust but Fairy Gary forbids her.

The utterance that spoken by Zarina as the (speaker) is a type of Commissive Promises because from the statement above the (speaker) uttered the words "I promise" the word belongs to the Commissive category in accordance with the definition of Commissive Promises aimed in a promising not to touch that dust.

Zarina : I'll come early, I'll stay late. (Scene 6)

Context: Zarina's second experiment to make a pink dust had failed and caused chaos by destroying parts of Pixie Hollow due to growing roots outside. Most of the buildings collapsed and the flowers were destroyed. Fairy Gary who had warned Zarina earlier not to do anything to the blue dust. He feels so disappointed and angry.

The utterance that spoken by Zarina as the (speakers) is still included as Commissive Promises by realizing her mistake and promising to fix it all. The (speaker) will be coming early and stay late tomorrow to repair the building that collapsed due to her mistake. The statement of "I'll

come early, I'll stay late" although not to say word of "promise" sentence above but the meaning of the word's (speaker) intends to give a promise even indirectly.

3. Threatening

James : Return that blue dust! Or your friend is done for. (Scene 22)

Context: In a tense situation and attempts finally Tinkerbell and other fairies managed to retrieve the blue pixie dust from the pirate ship and fly off the ship. Yet not far away from there, Captain James yelled at them by threatening to give back the blue dust or Zarina their friend will fall overboard.

The situation here has changed where Zarina has been deceived by Captain James by deceiving her for mastering the blue dust. Tinkerbell and the other fairies feel that Zarina is in ydanger at that time finally decided to return to the pirate ship.

The utterance that spoken by James as the (speaker) belongs to the type of Commissive Threatening in order to give threat to Tinkerbell and other fairies as the (hearer) to comply with his words to return the blue dust to them. The word that is included in the threat of Commissive Threatening is "or your friend is done far" the sentence is clearly a choice of the (speaker) in the form of a threat to the (hearer)

B. Discussion

From all of the data finding above the writer found some acts of Illocutionary and perlocutionary which became the main point in this research. Every single table above shows each of the data contained in the movie script successfully identified by the types of the illocution.

The author deliberately classifies the tables above to categorize the types of illocution to facilitate the reader in obtaining the data information which successfully identified without need to search one by one from each explanation of the dialogue that also made by the writer.

In finding the data the the writer must carefully in the selection of each sentence. From each table shows the data based on the results of the research and every sentence that is considered the same has been united into the types of illocution. As for the five types of Illocution put forward by Searle, the writer can conclude as follows:

1. Assertive is one of the most meaningful types of illocution, every word spoken by a person must be based on facts. Inside that type there are some parts like stating which means that what the speaker's saying is only to give information to the hearer to get the attention of his or her statement.
 - a. Reporting, is one part of assertive type where the speaker's utterance aims to inform the hearer of an event or situation that is occurring at that time.

- b. Demanding, is an assertive type that demands something to the speaker through an expression with the intention that what the speaker wants can be fulfilled by the hearer.
 - c. Acknowledging also still belongs to the assertive type with the meaning of the sentence of proof of a phrase spoken by the speaker to the hearer and the speaker's words can be proved based on the situation at that time.
 - d. Demonstrating, this type includes a sentence that contains the meaning of proof.
 - e. Mentioning, in this section means when the speaker mentions a person's name with the intention that the person knows that he/she is what we want to be a talking partner by calling his/her name to make it easier for them to understand that we are calling him.
 - f. Portraying, is a type that performs a description there are certain conditions based on the context that occurs then the speaker trying to describe what he/she sees or feels to the hearer to be more easily understood
2. Declarative is the second type of five types of illocution which means speech acts that can bring in something or change a condition.
- a. Pointing, is an assertive type that is almost identical to mentioning. But in this type of function it refers in terms of

assigning the task to the hearer to make the sentence more clear that he/she is being appointed to do something.

- b. Permitting, is part of the Declarative type with the meaning of applying of the hearer's permission for an action the speaker will perform.
- c. Companionship, can be interpreted as an intimate relationship with both parties between the speaker and the hearer, as an example of a longstanding relationship of friendship and in the context of their speech implies a friendship that can be categorized in this section of companionship.
- d. Endorsing, this is the last part of the declarative type which means a given support. When the hearer shows a good response to what the previous speaker had said and the hearer agreed and supported the speaker's utterance, the sentence can be classified in this section

3. Directive is a utterance spoken by the speaker by commanding the hearer to do something.

- a. Asking, this section is the main part of the directive type which means a sentence command that the speaker's utterance to the listener with the aim of providing direction for performing a previously ordered action.

- b. Advising, is the second part of the directive type whose intent sentence gives advice to the hearer's action or wants to do something.
 - c. Prohibiting, in this section all the sentences that the speaker exposes to the hearer are included in this type.
 - d. Suggesting, when the listener does not agree with what the speaker's saying in this section the hearer may give a suggestion to the speaker to review the statement he or she is saying. Or when the hearer is doing something harmful the speaker is entitled to reprimand and give advice.
 - e. Opposing, the phrase that may be categorized in this section is a sentence containing conflict between the speaker and the hearer. When the hearer is doing something then the speaker suddenly opposes what they expressed can fall into this type.
4. Expressive is a speech acts that indicate the psychological state or attitude of the speaker.
- a. Flatter, the first part of expressive type is Flatter, where this section identifies sentences containing praise to the hearer. When the speaker sees the hearer and said "Today you are so beautiful" statement from the speaker gives a praise to the hearer with the word of "Beautiful"

- b. Blame, this type contains a blame utterance. The speaker blames the hearer with what has happened at the time, certainly in this section supported by the previous context.
 - c. Surprise, this section is also included in the expressive type. In this sentence the hearer gives the impression of surprise over what the speakers do.
 - d. Shock, actually this part is almost same with surprise but the difference is only in context alone. If the hearer is surprised for a short period of time it can be included in the surprise type, but if the hearer can not accept the statement from the speaker and cause the old shock it is part of the shock type.
 - e. Thanks, It may be easy to understand from this part, every time a response is given to the speaker from the hearer and very satisfied with all that then they reply by grateful can be included in this section.
 - f. Apologize, this section emphasizes in the context of a sentence containing apologies from the speaker to the hearer.
 - g. Fear, this section is inserted when there is a context in which the hearer or speaker is being frightened of something he/she is dealing with.
5. Commissive is an Speech that binds the speaker to do something.
- a. Promise, is part of a commissive type which in the speaker's speech contains an agreement element. For example When the

speaker gets an invitation then the other person invites to go to the party together, then the speaker responds with great confidence that he/she will come. Indirectly the context of sense of promise in the statement occurs.

- b. Threatening, the sentences in this section are the threat sentences given from the speaker to the hearer.

The explanation about the types of illocution above has shown that the data obtained based on the theory of Austin and Searle then the writer seeks to understand the theory and then interpret it into a more understanding. The data in each table above the writer puts only one example, so the readers can easily understand by looking at one of the examples of successful data in identification. The writer also summarizes and limits the explanation of the data found because it is considered almost the same meaning. So the writer just put 5 sentence data only to explain.

The author also uses Data Scene from the tables above to complete the analysis data that has been found. TATPF stands for "Tinkerbell and The Pirate Fairy" while / S3 and so on stands for Scene. To summarize the words those too long the writer uses the term to place it into the tables above.

Another Aspects that support the writer successfully identified Data Found of Illocutionary and Perlocutionary Acts in that movie script through :

1. Situation of Speech

Leech (in Wijana 1996) argued that the speech situation includes five components, namely:

- a. Speakers and adversaries are age, socioeconomic background, gender, level of relationship, etc.
- b. The context of speech includes the context in all aspects of the physical or social setting of the speech.
- c. The purpose of speech which is the forms of speech expressed by the speakers backed by a particular purpose
- d. Speech as a form of action or activity that is acts of speech is an action also played by the rule of speech.
- e. Speech as a verbal communication in the form of expressing words or language.

The five components that compose a speech situation in the event speech or speech event. Other components that can also be elements of speech situations include time and place in that movie script at the time the speech was produced. The same tutorial can have different meanings due to time and place differences as the background of the speech.

As one branch of language science that is directly related to communication events, the pragmatics can not be separated from the concept of speech situations. By using pragmatic analysis, the purpose of a speech event can be identified by observing the accompanying speech situation in that script. the situation is a speech situation that gave birth to

the utterance. It is related to the opinion that speech is a result, while the situation is the cause of the speech.

A speech event can occur because of a situation that encourages the occurrence of speech events. Speech situations are very important in pragmatic studies, because with the situation speech, the intent of a speech can be identified and understood by the partner said like in the all characters in that movie. A speech can be used for the purpose of conveying some intent or otherwise. It is influenced by the situation surrounding the speech. Diversity of intentions that may be spoken by the speaker in a speech event.

Speech situations are situations that created a speech. In communication, there is no speech without speech situation. This statement is in line with the view that speech is a result, while the speech situation is the reason. In a speech is not always a direct representation of elements of the meaning. In fact, various intents can be expressed by a speech, or various speeches can reveal a purpose. In connection with the various purposes that may be communicated by the narrative speech.

The situation of sentence selection which is considered to included in one type of illocution is always in line with the context that supports the speaker conveying the purpose to the hearer. Each sentence of the data found contains context in it, in categorizing a sentence the writer must pay attention to the context before speaker say something, because the context is a very important point to do this research. Everything related to

speech, whether it is related to its meaning, purpose, or information, depends on the context behind the speech of the movie script.

2. Utterance Goal

The purpose of speech is what the speaker wants to accomplish by doing speech acts. The purpose of speech is the background of the speech and all normal person's speech has a purpose. Speech forms spoken by speakers are grounded by a particular purpose. In this connection various forms of speech can be used to express the same intent or otherwise, various kinds of intentions can be expressed with the same speech.

The speaker is the person who speaks, while the spoken partner is the person who is the target or the companion of the speaker. The role of speaker and speech partners is done alternately, speaker in the next speech stage can be a spoken partner. The sentence that has been successfully identified above has successfully accomplished goals by getting a response from the hearer.

In the process of selecting the word the writer has a few obstacles because it is so difficult to distinguish which includes as directive and indirective sense. But all that successfully overcome by reviewing the theory of speech act directive and indirective so that in this research there are two type illocution that is directive and indirective those identified.

Identification of the data below based on Austin and Searle Theory that classified Illocutionary Acts into five type, the writer found some Data illocutionary Acts in every type of them.

In the data analysis, the other objective is to obtain the results of the perlocutionary action and from all the data successfully identified the writer can found the perlocutionary acts of any illocutionary acts, so it can be concluded that there is a response acceptable to the speaker even though it may only respond from an implied message or a direct response, both events have already occurred within the movie script. The author only takes a sentence that contains two elements of it based on the focus of analysis and limitations of the study, the writer can not identify all the data that is not included asa point of this research.

From the discovery of data above each scene there are some acts illocutionary in it. But not all of the five types of illocution are found in one scene. One scene may contain only two until three sentences containing illocutionary and perlocutionary acts. There are some that are also found but the results of the illocutionary act can not be identified by the writer so the data of the sentences is not taken as discovery data.

There are also some illocutionary acts that the speaker fails to say to the hearer because the context does not make the hearer understand the intent of the speaker may be by example, when the speaker is inviting the hearer to talk each other but the situation at that time does not support a conversation because the hearer is less focused or getting a problem so

burdening his/her mind that could be the main factor is not happened the result of the illocutionary acts that is Perlocutionary.

C. Point of the Data Found

The writer found some data of Directive Assertive :as follows Stating 6 Data, Reporting 7 Data , demanding 3 Data, acknowledging 1 data, demonstrating 7 data , mentioning 3 data, and portraying 1 data. Directive is a speech act as the speaker's attempt to ask the hearer to do something, and the Data found of the type as follows : Asking 50 data, Advising 2 data, Prohibiting 1 data, Suggesting 1 data, and Opposing 2 data. Directive Declarative is a speech act intended by the speaker to create new things and the data found as follows: Pointing 3 data, Permitting 1 data, Companionship 1 data, Deciding 1 data, endorsing 2 data and Punishment 1 Data. Expressive in the Directive sense is a how the feeling of the speaker express to the hearer and data found of them there are : Flatter 17 data, Blame 1 data, Surprise 4 data, Shock 3 data, Apologize 1 data, Thanks 1 data, and Fear 1 data. And the last Directive Commisive is a type of the idea by the speaker will take action and the data found support by Promises 2 data and Treatening 1 data.

Not only the Directive Illocutionary acts that the writer found in that movie script but there are also some Data of Illocutionary Acts in the Indirective sense such as the Data found as follows : Indirective Assertive : Stating 2 Data, Reporting 2 Data, Acknowledging 1 Data, Mentioning 1

Data. Indirective Declarative : Deciding 1 Data, Punishment 1 Data. Then Indirective sense of type Directive : Asking 3 Data, Advising 3 Data, Opposing 1 Data. Indirective Expressive : Blame 3 Data, Surprise 1 Data, Apologize 1 data and Fear 1 Data.

After the writer found those Data above one of the important things in this research is to find out the relationship between the context and the utterance and all of that are interconnected in this research then the most spoken illocutionary acts in that movie script is type of Directive Asking as much as 50 Data found. Based on the research and discussion that has been done, and the most less spoken is Commissive type only 3 Data.

The results found to have implications of information as the form and function of speech acts in the movie script "Tinkerbell and The Pirate Fairy" The work of Peggy Holmes quite varied, can provide additional knowledge to students and writer about the form and speech act function even the types.

The writer have got a lot of knowledge after studying and analysis deeply about Illocutionary and Perlocutionary Acts based on the first one who found the theory of speech acts is John Austin by his first book "How to do things with words", actually there are so many type of speech acts that the writer didn't understand yet, only the main types and aspects that support the statement that can categorized as the speech acts, in other way the writer could be understand the situation of speech that support by the culture between the speaker or the hearer.

CHAPTER V

CONCLUSION AND SUGGESTION

Conclusion of Analysis Illocutionary and Perlocutionary Acts in Disney Animation Movie Script "Tinkerbell and The Pirate Fairy and the second is a suggestion related to the act of speech directive and Indirective in the movie script.

A. Conclusion

Based on the analysis and discussion of illocutionary and perlocutionary act in the movie script "Tinkerbell and The Pirate Fairy", it can be concluded that some illocutionary acts data Directive even Indirective of the movie script such as Assertive, Declarative, Directive, Commissive and Expressive every type has some data categorized that included in five types classification.

The relationship between speech illocutionary acts and context that have been found by the writer are interconnected each other. Because context is the main thing that the writer notices when analyzing the script dialogue of the film. Context is inseparable from a speech because the underlying context of the speaker is to say something according to the situation and feeling that the speaker is experiencing so that the speaker wants to convey it to the hearer in order for the speaker can understand what the speaker is going through and might help or respond to the speaker at that time. All those are impossible can happen if there is no context

underlying their previous conversation. So it can be concluded that every spoken utterance must have a context that supports it.

The data successfully identified about illocutionary and perlocutionary act in the disney animation movie script "Tinkerbell and The Pirate Fairy" shows that the type of Directive speech acts which the most spoken by the characters in that movie is Asking type amounted 50 data and the most less Data is Commissive type only about 3 Data.

Although thousands of sentences about various topics from various sources are heard by humans every day, they always try to understand it. They have no trouble understanding what they hear, and they tend to think that understanding is a simple matter. understanding is a mental process experienced by the hearer in capturing the sounds spoken by the speaker and using the sounds to create a translation of what is thought about what the speaker means.

However, understanding speech is not an easy thing. While understanding the utterance of someone often make mistakes so it is evident that understanding of speech is a difficult problem. Apparently so important context in understanding and interpreting discourse. The context of something that can not be ignored when people are trying to get the real meaning of the information heard or read and the utterance can not be identified if there is no context that support the situation of speech at that time so it can be caused a misunderstanding.

B. Suggestion

The results of this research by analysing illocutionary and Perlocutionary Act in the movie script "Tinkerbell and The Pirate Fairy" can be a reference for readers, especially those who want to do more in-depth research on Illocutionary and Perlocutionary Act in another movie that has not so deep in this research time. The research of analysis Illocutionary Acts in the movie script "Tinkerbell and the Pirate Fairy" is still very simple and still unperfect. Therefore, further research is needed in the act of speech directive and indirective with the different object.

Based on the conclusions above, the writer would like to give some suggestions. The First, there are many people can learn speaking skills through this research of directive and indirective acts from the movie script "Tinkerbell and The Pirate Fairy". the writer hopes that many people will get the benefit from watching or reading the script of this movie not only for entertainment but also for learning. For example, many schools and universities right now use film as a means for them to learn not only to teach speech acts but also to help students improve their speaking skills. The second, this research focuses only on Illocutionary Acts directive and Indirective. So, to more comprehensive study of the psychological aspects of speech acts illocution and perlocution in this film will be very interesting to do. Through this research we will have a better understanding of why and how people react or respond to speech acts based on the psychoanalysis that occurs.

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APPENDICES

Scene 1

In the early morning, all fairies are singing together in the garden of Pixie Hollow.

Dessa : A dust Keeper
Fairy who's always out of pixie dust.
Ironic, isn't it?

Fawn : Right there, nice okay! Rinse time!
Time to dry.
Hey Z, wings okay?

Zarina : Just enjoying a stroll, but thanks fawn. Nice wind, Vidia.

Vidia : Thanks, what a "stroll"?

Zarina : oh no! (she suddenly flying)

Sound of shell rings, the male Fairy pulled out a pixie dust to split it into sections and other fairies joined in to organize it.

Zarina : we put the dust in the bags and they stay there, right? And yet we sprinkle dust on top of something, and they float (*she tries to make a magic put the pixie dust on her head*)

Well, that just how pixie dust works.

Zarina : well, yes, I know, but "why"? is the question. Know what I mean? Not even a little? Never once had the thought?

Fairy Gary : Good morning, dust keepers!

All fairies : Good morning,
Fairy Gary!

Fairy Gary : all right, let's see on blue dust duty today we have. What were we on? "y" __ yes, Yvette.

Other fairy : Yvette is out for the day, fairy gary! Dust-keeper elbow flored up again.

Zarina : That's fantastic! Hmm.. I mean, poor, poor, poor Yvette (*she felt awkward*)

Fairy Gary : well, that brings us to...uggghh (*take a breath*) Zarina you're up!

Scene 2

In a storage room of blue pixie dust.

Zarina : can you believe it? I mean one day early its so exacting six dicks to the right.

Fairy Gary : yes, thank you.

Zarina : wooww...

Fairy Gary : Careful, now! After last time, I'm sure I don't have to remind you just how potent and powerful.

Zarina : not touching, I promise.

Fairy Gary : Attagirl. All right, then, exactly 26 specks.

Zarina : but why 26?

Fairy Gary : Here we go.

Zarina : why not 25? What would happen if we put in, say, 27?

Fairy Gary : we put in 26.

Zarina : but why?

Fairy Gary : Zarina you're the most inquisitive fairy I've ever known.

Correction, it's a tie. Let's just say, you've the Tinkerbell of dust keepers.

Zarina : but why do you say it like it's a bad thing? (*respond with a bit upset*)

Fairy Gary : because we don't work with twigs and acorn caps. We work with pixie dust. It's our lifeblood. There's no room for error.

Scene 3

Fairy Gary and Zarina put the pixie dust into their own place.

Fairy Gary : blue dust one of nature's mightlest multipliers. It takes the golden dust from a trickle to a roar.

Zarina : No matter how many times. I see it, just...wooww...

Blue Pixie shows the magic.

Fairy Gary : Indeed.

Zarina ; okay, but if there's blue dust, why can't there be other colors. Do other things. What if there was, I don't know, purple? Hah what if there's pink?

Fairy Gary : (*Laugh*) the day someone finds

pink pixie dust is
the day I trade in
my kilt for trousers.

Zarina : well, what if we
don't find it? What
if we make it?

Fairy Gary : Listen
carefully, Zarina.
We do not tamper
with pixie dust. It is
far too powerful.

Zarina : but if we don't
we'll never fully
understand what
it's capable of.

Fairy Gary : That is not our
job. We're dust
keepers, we
nurture the dust,
maintain it,
measure it,
package it, and
distribute it. A
beautiful tradition,
day in, day out
passed from one
generation to the
next, to the next,
to the next.

*Suddenly Zarina tries to
make a magic of blue
pixie's power and make
fairy gary startled and
thrown.*

Zarina : oh no, Fairy Gary
are you okay?
Technically I didn't
touch it this time.

Fairy Gary : The cap?
(*Zarina give the cap to
him*) Let me be absolutely
clear Zarina. Dust keepers
are forbidden to tamper
with pixie dust. (*stickly*)

A night has arrived, Zarina
comes into the dark room
and see a book of blue
pixie experiments.

Zarina : No result, no
result, no result.

She pondered for a
moment and get an idea
to read again the book.

Zarina : two parts
sunflower seed, a
dash of
moonflower (*try to
do her experiment*)
(*Laughing..*) it worked!

Scene 5

Zarina approached
Tinkerbell in her bedroom
to tell her what she had
just discovered.

Tinkerbell : Hey, Zarina!
What brings you...

Zarina : Tinkerbell..here?
remember how
you were the first
one to use lost
things and
everyone thought
you were kind of
crazy?

Tinkerbell : I believe Fairy
Mary called them
"junk"

Zarina : Exactly! But now,
even she uses them
and tinkering is
better than ever.

Tinker : well, that's nice
of...

Zarina : and remember
how you crossed
the winter border
when you know it
wasn't allowed but
you just had to
anyway?

Tinker : I like to think it
was move of a gray
area.

Zarina : Good, now, keep
that in mind.

Scene 6

Zarina invites Tinkerbell to
show her experiment that
has been found by herself
before.

Tinker : You're bending
light. You're
bending light? But
you're not a light
fairy, you're a dust
keeper.

Zarina : Amazing, right?

Tinker : but, how?

Zarina shows her light-
emitting hands.

Tinker : you found orange
pixie dust?

Zarina ; No, I made orange
pixie dust

Tinker : That's never been
done before.

Zarina : Exactly! I know
you'd understand.
Now I can finally
figure out
everything pixie
dust is capable of.

Tinker : What does Fairy
Gary think about all
this?

Zarina : hmm, he doesn't
exactly know.

Tinker : what? (*startled*)

Zarina : He doesn't really
think we should
tamper with pixie
dust. Do you mind
stirring?

Tinker : okay.(*Wondering*)

Zarina : I guess he thinks
it's just too
powerful. Ouh you
can't stop.

Tinker : is that blue dust?
(*while stirring the
pixie*) you're doing
this with blue dust?
(*shocked*)

Zarina : yes, and it just
takes the tiniest
bit, can you believe
it? Back up a little.

Zarina mixed the blue dust
into the other pixie dust.

Zarina : wow, purple pixie
dust. Wind! (*make*

*a magic of purple
dust in her hands
and make a wind)*
Purple equals fast-
flying talent!
Garden talent next!

Tinker : Zarina? (*a bit
worried*)

Zarina : Pink pixie dust.

Tinker : maybe you
should, you know,
slow down a bit.

Zarina : Five pieces of
petal for every
three drops of
extract.

Tinker : Should it be
bubbling like that?

Zarina : ahha.. (*keep
stirring the mixed
pixie*).

Tinker : Two? This time
you adding two? (*she
looks so
anxious of Zarina's
action*)

Zarina bounced off
suddenly.

Tinker : Zarina, are you
okay?

Zarina : Tinker, Fairy Gary
some trousers,
because I just
made pink pixie
dust.

Tinker : Zarina , this seems
kind of dangerous.

Zarina : Do you know what
this means, Tink?
I've finally found
my "lost things"
dust-keeping will
change forever.

Tinker : Zarina, I really
think you should
stop?

Zarina : what? (*she
stumbled and fell
down*)

Tinker and Zarina : Oh, no!
no,no,no,no,no...lo
ok out!

The pink pixie made by
Zarina suddenly pulls out
the mighty power by
growing a big roots and
making damage in some
areas of Pixie Hollow.

Fairy Gary : Oh No! (*hold
the roots down*) *he
sees the pink dust
on the roots*. Oh
No, Pink!

Zarina and Tinkerbell ran
out the room to watch the
pixie hollow situation that
has been damaged by the
big roots

Rosetta : How did this
happen?

Zarina : Oh No!

Tinker : what happened?

Silver : Tink, are you okay?

Tinker : yeah.

Rosetta : who grew these?

Fairy Gary comes and
approached to Zarina with
the pink pixie dust in his
hands.

Zarina : I'm so sorry, I'll
help rebuild the
depot. I'll come
early, I'll stay late.

Fairy Gary : you were told
not to tamper with
pixie dust. I think
it's best if you
don't come in at
all.

Zarina : what are you
saying?

Fairy Gary : You are no
longer a dust
keeper, it's simply
too dangerous!
We'll start
rebuilding in the
morning, Queen
Clarion.

Zarina looks miserable
looking at Tinker and
other fairies with a

disappointed feeling she
left Pixie Hollow.

Scene 7

One year later..

There is a Four Season
festival held in Pixie
Hollow.

Host : Welcome one,
welcome all to the
Four Seasons
Festival! Tonight
every talent from
every season will
gather together to
celebrate all the
realms of Pixie
Hollow.

Dessa : Wow, can you
believe it?
Everyone in Pixie
Hollow is here.

Silver : It's so great to
have the winter
Fairies join us.

Rosetta : I'll say it is.
Fawn : It's enough to give
you the vapors.

Vidia : Tinker, don't you
Tinkers ever stop
tinkering?

Tinker : Can't seem to get
this latch to open!

Vidia : it had better not
stick like that for
our grand finale.

A trumpet Sounded.

Tinker : it is starting?

Fawn : No, That's just
Clank.

Clank : The thing is pretty
loud, bobble?

Bobble : Indeed, my
bugling buddy

Clank : Sure makes me
thirsty, though
All fairies cheering up
welcomed the festival.

Clank : wow, it's starting. Bobble, oh no! Already? Hold these. (*Nervous*)

Bobble : But the show just started!

Clank : Ask them to wait!

All Fairies are flying and show their talents

Tinker : Hey, Guys. I can't see! It's periwinkle

Girl fairy : beautiful, oh, look at that.

Tinker : hei, peri.. that's my sister.

All Fairies looks so talented at the show.

Man Fairy : All right! (*applause*)

Fairies : yeah, Go Fairies!

Silver : Ro, did you do those? That wasn't in rehearsal.

Rosetta : Wasn't me. I never work with poppies. The pollen makes me sleepy.

Tinker : what is that... Zarina?

Rosetta : Zarina? She's back? What's with that wild hair? Excitement keep continues

Girl fairy : look at those flowers?

Bobble : Spring must be next! That's my favorite. I hope clanky doesn't miss it.

Zarina suddenly sprinkled pink powder throughout the show.

Rosetta : Guys, guys! We gotta gide! Now, now, now!

G.Fairy II : They've really out done themselves this year.

Periwinkle : what a show.

All fairies at the show fall into a deep sleep that given by Zarina.

Clank : Excuse me, Sorry.

Yes, me again, coming through

No, no, don't get up. Sorry I should have flown. Thank you, bobble, what did I miss? (*he sat in wondering feel and looking around what did happen*)

Scene 8

Clank : Wake up! Wake up! Please, anyone?

Tinker : Clank, help us! Down here! Clank in here! In the box!

Clank : oh, Ms.bell?

Tinker : Help, we're stuck.

Clank : Right. How does it open?

Tinker : push the button!

All fairies : Thank you so much.

Clank : you've got to see this.

Rosetta : oh No!

Clank : aren't they...

Rosetta : No, goodness, no.

Tinker : They're in a deep sleep.

Dessa : For how long?

Tinker : at least a couple of days.

Vidia : why would Zarina do this?

Tinker : Clank, did you see her?

Clank : No, no...yes, yes, I saw her flying toward the dust depot.

Tinker is surprised heat that.

Scene 9

They go to the blue pixie storage room.

Tinker : The blue pixie dust.

Dessa : This is bad

Vidia : hmm, yeah.without it, the tree can't make pixie dust

Dessa :and if the tree can't make pixie dust...

Tinker : we can't fly

Dessa : can't fly.. can't fly? (*worried*)

Vidia : Deep breaths

Dessa : can't fly...

Vidia:that'sit.Deep breaths

Dessa : okay, okay.

Silver :what could she want it for? (*asking tinker*)

Tinker : I don't know, but we have to find her.

They rush to fly out.

Tinker : Clank, stay here and watch over everyone.

Clank : I'm on it.

Tinker : Especially the winter fairies make sure they get a steady stream of snow.

Clank : Right!

They go to find Zarina who has stolen blue pixie dust from Pixie Hollow.

Dessa : The blue dust has a strong glow. If we can't just spot it. There!

Vidia : she's moving fast!

Rosetta : where is all this fog coming from?

Silver : it's mist. We must be getting near the coast.

Rosetta : We're losing her!

Vidia : over there.
 All fairies are shocked
 watch Zarina comes into
 the pirate ship.

Dessa : oh, no! it's....
 Tinker : Pirates.
 Silver : Great, now there's
 pirate, maybe
 they're nice pirate.
 Tinker : Right! They must
 have captured her,
 forced her to take
 the dust.
 Fawn : well, we have to
 rescue her.
 Dessa : but they're .. (*banning other
 fairies getting
 closer to the pirate
 ship*)
 Vidia : deep breaths. Deep
 breaths.
 Dessa : okay.

Scene 11

Tomorrow comes..
 Silver : wake up! Tink,
 wake up!
 Tinker : what happened?
 Silver : The last thing I
 remember was
 Zarina throwing
 that dust at us.
 Tinker : your dress.
(wonder) I know
 They look confused for
 the changes they are
 experiencing
 Tinker : is everyone all
 right?
 Fawn : I guess so.
 Rosetta : I'm not. Look at
 my outfit! Orange
 is not my color.
 Tinker : she's right. Listen,
 we have to get
 out of here and
 go after Zarina.
 Silvermist, can
 you part the..
*(she approached
 the waterfall and*

*suddenly the
 water was
 sprayed toward
 another fairies)*

Rosetta : shut if off! Shut
 it off!
 Tinker : I didn't do
 anything
 All fairies : *(sprayed again)*
 Tink!
 Vidia : Tink, could you
 stop not doing
 anything?
 Silver : it's ok. I got this.
*(when she tried
 to touch the
 water but she
 bounced upward
 then fell down)*
 Tinker : Silvermist, are you
 okay?

Fawn : that's weird. Here,
 let me help you.
*(when she
 approached to
 silver, her hand
 there's light
 produce.*

All fairies : it's so bright.
 Tinker : bright! Fawn I
 can't see.
 Vidia : what did you do?
 Dessa : I don't know.
 Rosetta : Get them off!
 Get them off. (*some animals
 approach her*)

Fawn : wait a minute
 Tinker : Do you realize
 what this means?
 Silver : oh my gosh!
 Vidia : Zarina switched our
 heads!
 Tinker : No, no,no,no. she
 switched our
 talents.
 Rosetta : Excuse me?
 All fairies : what?
 Tinker : I must be a water
 fairy now
 Silver : so, that's why your
 dress is blue

Tinker : and I guess you're
 a fast flying fairy.
 Fawn : I'm a,.. I'm a light
 fairy.
 Dessa : Garden fairy!
 Rosetta : looks like I'm on
 Animal Fairy now.
 Hmm, lucky me.
 Vidia : No, no, no, it can't
 be
 Fawn : *(Laughing)* you are
 a...
 Vidia : Don't say it.
 Tinkerbelle, take
 these things back
 right now!
 Tinker : okay
 Fawn : Tinker *(mocking
 vidia)*
 Tinker : Guys, come on,
 we gotta get out
 of here.
 Vidia : well, you're the
 water fairy. Part
 the waters.
 Tinker : we both hands
 this time
 Silver : well, you don't see
 that everyday
 Tinker : You guys better
 hurry! I can't hold
 it!
 They fell into the watered
 leaves

Scene 12

Silver : Guys, are
 you...upps. (*crashing Dessa*)
 okay? (*help dessa
 gets up*)
 Dessa : yeah.
 Rosetta : I think I broke
 something (*a
 crocodile egg*) Nice,
 little, harmless,
 sharp-toothed,
 hungry croco...dile..
 Fawn! (*so
 frightened*)
 Fawn : it's okay, when
 babies are born,

they imprint on the first thing they see.

Tinker : guys, sorry to interrupt whatever that but the pirate ship is gone.

Fawn : what? Oh no. Sil, fast flyer, check it out.

Sliver : oh, yeah. (*Flying high*)

Tinker : where is she? (*look at the sky*)

Silver : (*fall down suddenly*) you guys, I saw it, up the coast! Let's go. Right. You can't fly.

Tinker : wet wings.

Vidia : still. There's got to be a way to...
Excuse me, Ro. Structurally sound enough. Strength to weight ratio seems good. If I had some rope..uhm.

Fawn : You're thinking like a Tinker. (*mocking Vidia*)

Vidia : okay, Fine. (*growled*) get me some vines.

Dessa : Not a Problem (*touching the plants underneath*) will these do?
They prepared to chase the pirate ship with an eggshell made into a boat and driven by Silvermist.

Silver : okay, ready?

Rosetta : wait for me! (*she shouted who blocked her legs by crocodile*) Sorry, gotta.. can I please have that?

Vidia : Go!

Fawn : There's the pirate ship!

Rosetta : you can slow down now.

Tinker : easy for you to say.

Silver : Hold on!
They bounce into the gunhole at the pirate ship

Silver : well, at least, our wings are dry.

Vidia : yeah.
In other part

Oppen : Twenty one gun salute to the captain!

Port : Right. 21. Nice boom!

Oppen : oh, yes! Nice! Music to my ear!

Port & other: that's right!
Encore. Beautiful!
Yes..yes..yes!

Mr.yang : Cease Fire!

Oppen : what? Cease Fire? What for? That was only seven

Mr.yang ; I say 21

Oppen : Right! Twenty one, obviously, on the matric system, which is fine.

Tinker : Come on. We've got to find that dust. (*Infiltrate the ship looking for pixie dust*)

Scene 13

James : if I may, good sirs, I believe. The proper acknowledgment would be a toast.

Bonito : A toast it is!

Oppen : Now, there is a good cabin boy.

Bonito : A beautiful suggestion. Quite thirsty, myself.

James : if it pleases the captain (*giving Zarina a cup of tea*)

Zarina: You tell those scurvy scallywags that...

Oppen : what did she say?

James : she said, it does!

James and other crew pirates are cheering up

Bonito : what is better that a good mug of grog?

Mr.yang: Two mugs!

James : your tea, captain, earl grey. Hot

Port : please, sir, may I have some more?

James : to our cunning captain.

Rosetta : okay, you gotta love the baots. (*all fairies watch them from a distance*)

James : just one year, we'd lost everything ourship turned adrift, and then we found her. Exactly, we need a captain and when we humbly asked if she could make us fly..

Port : she didn't stop there

Starboard : No! she did one better, she did

Oppen : Better indeed! Soon, she's going to make the whole ship fly!

All : to flying! (*cheering up*)

Tinker : Fly? (*Shocked*)

James and other crew pirates are singing together to celebrate it.

Rosetta : Tink.. it's looks like.. the pixie dust tree back home

Tinker : Zarina must have grown it. So, that's how they're going to fly. She's going to make pixie dust.

Scene 14

Still in the pirate ship

Zarina : Ahay, you biscuit-eating bilge rats!

James : Prepare to dock starboard!

Port : Docking Starboard!

James : Captain says, raise the sails and step lively.

Bonito : Raise the sails.

James : Bring her around, Mr.Yang!

Mr.Yang: Bringing her around!

Zarina : Let go anchor!

All crew : Let go anchor.

Zarina : Get out all lines.

All crew : Get out all lines

Starboard : Casting lines!

Port : come on, get moving.

Are you talking to me? Captain says, restock the ship

James : we set sail at dawn.

Mr.yang: yes, captain. Load ship, right away. Hey, watch where you're swinging that thing! Works faster now. That's it.

Tinker : Come on. They're following Zarina who brings the blue dust

come into a room but the door is locked by Zarina.

Tinker : come on, you lubber, get on with it.

Dessa : Someone's coming! Pirate! Hide!

They are looking for a hiding place but there is a rat in the same place.

Fawn : Animal Fairy, You're up!

Rosetta : Excuse me, mouse.

Mr.mouse. would you mind terribly

moving on? We need this space

to do a little hiding. Much

obliged.(*The rat is finally go away*)

bye-bye..uhh what a cute little mouse.

Fawn : it was a rat.

In a different place

James : Hy.. shaoo..rat.

Knock the door

Permission to enter captain.

Tinker :this is our chance, Now! Oh no! (*Tinker and vidia are succeed to enter the room before the door is closed again*)

Scene 15

James comes into the Zarina's office room

James : I had oppenheimer make you your favorite.

Tinker : The dust.

James : I know how much you like a little something sweet while you work.

Well, you're quite

welcome. Yes, of course, sorry. Ohh..right, second drawer. Look at that, it sparkles like a thousand sapphires. (*seeing the blue dust filtered*) you're quite a little genius. It's hard to believe the other fairies didn't appreciate your talent.

In the same place

Tinkerbell, vidia and silvermist try to take blue pixie dust silently.

Tinker : Sil?

Vidia : she looks seasick.

Silver : This never happened when I

was a water Fairy. (*she looks like tired*) you know I

remember when I couldn't

understand a single jingle.

Tinker : oh no! (*they touched the tray in front of them*)

Silver : I'm fine.

Scene 16

Half Fairies in out the room try to hear their conversation

Dessa : Fawn! (*shouted*)

Fawn : Sorry!

Rosetta : what are you doing? What dess does.

Dessa : that's not what I do

Rosetta : well, stop it.

Dessa : You shouldn't take light so lightly. (*Dessa shocked look at the Rosetta's hair style*)

Rosetta : what?

Dessa : what? No,
nothing, nothing!

Scene 17

James : it's still so hard to
believe that this
blue dust can make
flying dust

Zarina : yes, but only if
you..

James : ahh..so, the secret
is the infusion of
the blue dust
directly into the
tree

Vidia : S", you okay?
Start throwing out the
line. All right, Tink,
open the drawer as
much as you can.
So, once the golden
dust has been
produced.

James : The sluice will coat
the ship. With the
perfect amount,
and at that point,
we take to the
skies! Very
impressive,
captain.

Vidia, Tinker and
Silvermist try to
take back blue dust
silently.

James : No pirate! I know
could have imagine
such a scheme.
You've turned out
to be quite the
pint-sized prodigy.
If I may say, its
been an adventure
and an honor, your
sword, captain.

Zarina brings out the blue
dust. They failed to take it
back.

Rosetta : y'all okay?

Tinker : yeah, They're
headed for the tree, come
on!

Vidia : what is up with
your..

Dessa : hy, hey, we should
catch up with Tink.

(Husshh) *try to change a
topic.*

Scene : 18

In front of the big tree
back home

Port : all right, just give
me the strap. That's it,
hold it in place.

Oppen : Right, watch the
angle of the flume.
Too much pitch
and she'll overflow.
Ave, ave, captain.

James : Make sure the
seems are sealed
Captain doesn't
want to lose a
single grain of that
precious dust. That
golden dust.

Silver : Dess! Quiet!

Dessa : sorry, I barely
touched it.

Tinker : well, don't touch
it at all

Rosetta : Just hever.

Tinker : yeah

Dessa : all right, all right.

Vidia : as soon as she's
gone, we'll grab
the dust and get
out of here.

Tinker : Maybe we should
try and talk to her.

Vidia : Yeah, because that
worked out so well
back at the
waterfall.

Dessa : Hey, shao. (*drove
the bee nearby*)
hey. Shao..shao!
hey,hey,hey..go..go
..go.. (*she
accidentally
touched the branch
of the tree*)

Dessa : oh, no, no!
no,no,no,no! stop
growing, stop
growing, please
branch, no!

The branch is growing
toward Zarina and they
get caught.

Fawn : (*Laughing*) we go'll
you!

Rosetta : Did you really
think by
switching our
talent you could
beat us?

Zarina : (*Laughing*) looks
that way. Got
them!

All fairies : Zarina!

Oppen : well done, got
them all in one
swell foop, I did.

Tinker : Zarina, don't do
this. Comeback
with us,
comeback home.

Zarina : I'll never go back
to Pixie Hollow.

Tinker : You don't belong
here

Zarina : This is exactly
where I belong,
Tink.

James : we appreciate
what she can do.
We treasure it,
actually.

Port : put them below,
and keep your
eye on them.

Oppen : Right. Maybe I'll
use this one?

Port : While you still have
it.

James : Captain, are you
all right?

Zarina rings the bell

James : Captain says, back
to work,
gentlemen.

Port : all right, mates, you
heard him.

In other part
 Oppenheimer puts the
 fairies into a wood cage.
 Oppen : and, right. Perfect
 fit. Welcome to
 your new cabin.
 Me stock is ready
*(listen to the
 alarm ringing)*
 well, now, look at
 that, lovely. That
 is good eating
 right there isn't
 it, mum? Yes, it
 is, darling. Let me
 see, what shall I
 make tonight?
 Well, I've still got
 some lard and
 some old
 cabbage.

Rosetta : okey, we need a
 plan.

Scene 19

Zarina still do her
 experiment of blue pixie
 to make a dust tree back
 home.

Zarina : Here we go.

James : it worked. Yes, she
 did it. It worked!

It's working! Pixie
 dust!

Mr.yang: Look at it!

Amazing.

James : we're going to fly!

Zarina : Froma trickle to a
 roar. Fly like a
 happy bird!

Oppen : Cold gruel, with a
 little bit of
 sawdust. A dash of
 rodent, santeed of
 course some
 carrots? No, Hey,
 where you think
 you're going, little
 fella?

Rosetta : Now is our
 chance.

Go,go,go,go! Come
 on, all together.

Vidia : I'm going as fast as
 I can!

Oppen : Not today, my
 darlings. Would
 you be kind enough
 to hold this for me?
*(catching back the
 fairies)*

Vidia : Anybody else got
 an idea?

Scene 20

A tree dust back home
 made by blue dust have
 stood firm.

James : Absolutely
 astonishing.

Just imagine, flying like a
 bird. Of course, you
 do that all the
 time. What's it
 like? How do you
 even steer?

Zarina : it's pretty simple,
 actually, lean left,
 lean right, fly right.

James : This is...

Zarina : Are you afraid?

James : Afraid? Lean on,
 captain.

Zarina sprinkled pixie dust
 powder to James and he
 finally can fly like a bird.

James : I'm doing it. I'm
 ...I'm flying? *(feel
 so surprised)* look
 out, mates!

Port : look at him go.

James : what's so funny?
*(try to balance his
 hands)*

Zarina : you can't fly like
 that. Put your legs
 together.

James : just try to keep
 up. Ave, Ave
 Captain! It works!
 It really works and
 pretty soon, we'll
 have enough dust

to make the whole
 ship fly. Right,
 Zarina? And as long
 as we have the
 blue dust, we'll
 never run out of
 flying dust. Right
 again?

Zarina : Right again,
 James.

James suddenly catches
 Zarina.

James : well, then, we
 won't need you
 anymore *(throwing
 Zarina into an old
 lantern box)* our plan
 worked perfectly.
 Fairies are such
 gullible creatures.
 Aren't they, lads?
 No match for an
 eton education
 such as mine.

Port : He's a smart one,
 isn't he?

James : The power of the
 pixie dust is finally
 ours.

Mr.yang: we've had
 enough kissing up
 to that pink-sized
 prima donna.

Port : No quarter for her.

Oppen : Let's make her
 walk a tiny little
 plank.

Port : yes, tiny! A tiny
 plank!

James : she can fly, you
 cretins.

Port : you know, he's
 right.

Mr.yang: That is
 why he is the
 captain

Oppen : she'd just fly
 away. I got it.

Bonito : what if we tie her
 wings together?

James : There's no
 stopping us. We'll

plunder every port
in all the seven
seas. Prepare to
get under way, you
scurvy scally wags.
We've got a ship to
fly. And as for you,
you'll make a fine
little nightlight. (*Zarina looks scary*)

Scene 21

James brings Zarina to the
bedroom and put her on
the table

James : Swoggle me eyes.
Now, there's a
sight (*Wearing
captain's uniform*)
don't feel foolish, I
was just too clever
for you. That's all.
(*take a map*) now,
you see, my little
fairy, navigating
the never seas is
one thing. But to
chart a course for
the sky, not only do
you need longitude
and latitude, but
you also need
altitude Now, let's
not be a sore loser.
Once we've past
the second star,
the world will be
my oyster, and I
don't even like
oysters. We'll be in
and cut of every
port so fast, they
wan't even know
what hit them

Zarina tries to drop the
lantern to free herself.

James : No,no,no. nice try,
but it's fairy-proof.
Brilliant, right?
Oppenheimer!
(*shouted call
oppenheimer*) that

ticking is driving
me mad!

Oppen : Right. It's just a
clock, you know.
Well, not to worry.
Pretty soon, we'll
be flying so high
it'll make these
high seas look
downright low!

Other fairies still confined
and trapped caught by
them.

Vidia : crazy. Like we have
a choice.

Silver : come on, guys.
We're gonna get
out of this.

Rosetta : well, we
wouldn't even be
in it. If our new
Garden Fairy didn't
grew branches
willy-nilly!

Dessa : you're not saying
this is my fault.

Rosetta : if the flower fits.

Oppen : How can I cook
with all that
infernal jingle-
jangling? There's
only one thing to
do. (*while broke
the clock*) much
better. Don't you
think, mum?

Dessa : None of it
would've
happened. If you
would have come
over to help me
with the bee!

Rosetta : Are you saying
this is my fault?

Dessa : well. If the rose
fits.

Vidia : let's not point
fingers. It's zarina's
fault. Guys, guys?

Rosetta : Right. What
about her?

Dessa : let's talk about
that.

Silver : guys, look!

Rosetta : ahh. Great. Just
what I need. Bad
crocodile. Bad
cro..I am not your
mother!

Tinker : wait Rosetta, he
can get out us out
of here.

Rosetta : you're right.
Good. Good
crocodile, come
here. Come here,
stocky..come to
Mama.

Silver : Quiet.

Rosetta : Okay, Now. Pull
us off the table.
Come here, come
to mama. That's
right sugar. (*The
crocodile succeed
to free them*)

Oppen : what is going on
here? A stowaway,
is it?

Silver : oh no!

Oppen : No, you don't

All fairies : Hello, hurry!
Hurry!

Oppen : Gotcha!

Vidia : Rosetta!

Oppen : A little extra
flaver. (*The
crocodile biting his
butt and rosetta
free of his hands*)

Rosetta : ohh..good job,
crocky. You're such
a good little boy.
Yes, you are. What
a good little widdle
snuggle wuggums.

Silver : that's his mama.

Vidia : Okay, enough. Let's
get out of here.

Tinker : wait, vidia. We
can't just race out
there. They'll see
us.

Scene 22

In other situation all crew pirates ship prepare to do their plan

James : Make ready to sail!

Port : Ave, ave Captain!

Bonito : I love the life of a pirate. But I hate rats. Move it. Port.

Port : I'll move it in me own good time.

Vidia : see anything?

Tinker: Nope. All clear up here.

Rosetta : well, it's not clear down here. It stinks!

Fawn : I know. Isn't it great? Smell just like skunk.

Rosetta : spoken like a true Animal Fairy.

Fawn : I wish

Vidia : all right. You guys, remember, right arm, left foot. Got it?

Dessa : Sil, I'm right, you're left

Silver : Right. No Left. I mean Left.

Dessa : what?

Silver : and you're right.

Vidia : let's go.

They got an idea to out of there with wearing a long jacket moving by them.

Silver : big pole.

Mr.yang: Forward, forward, forward. Hey, you swabs, work faster! Hey.. (calling all fairies) Oppenheimer! Don't forget the kippers. And you.back to wrok.(to bonito)

Starboard: were gonna fly, mate! We're gonna fly! (*holding all fairies in the black jacket to dance with him*)

Fawn : I can't dance!

Vidia : Look out! (*Port hits them*) Fly! Would you watch where I'm going? Go,go! Come on! Hurry up!

Tinker : okay, we got it! (*take the blue pixie dust from the tree*)

James : Return that blue dust! (he shouted) of your friend is done far. (*hold the old lantern where Zarina locked up inside*) That's right Captain Zarina has been relieved of duty.

All fairies suddenly stop heard to what James's said and Tinker returns the blue dust to him because she really cares about Zarina's life

James : you truly are a talented Fairy (*James sprinkled blue pixie powder throughout the pirate ship to make a fly ship*) Prepare to cast off! Weigh anchor and get ready to fly, me hearties! Casting off!

Oppen : it's working!

Mr.yang: weigh anchor.

All crew : we're flying! It's perfect.

Mr.yang: we can fly!

James : oh my, up,up and away!

Port : Shiver me timbers, we're flying!

James : Bon Voyage, little Captain. (*Dropping Zarina into the sea*)

Scene 23

James dropped Zarina into the sea. Tinker and other fairies who saw the thing helped Zarina.

Tinker : No!

Silver : Come on, hurry!

Tinker holds the water around while other fairies pulling an old lantern that had nearly drowned.

All fairies : Hurry!

Zarina : help! Please!

Help!.. (*half the water had entered the old lantern*)

Help me!

With full of their power, they succeed to open the old lantern and took Zarina out of there

Tinker : Here. I'll dry you off.

James : We're flying! (*Laughing*)

Zarina : You saved me.why?

Tinker : Let's just say, we're offering you quarter.

Zarina looks sorrowful that Tinker and other fairies still care about her life even though she did a big mistake stolen silently the blue pixie dust from Pixie Hollow.

Zarina : I'm so sorry, (*she's crying*) They're headed for the second star. If they make it past we'll never find them. The blue dust will be gone forever.

Vidia : then, let's stop them before they get there.
Tinker : Captain!
They are reunited to take back the blue dust.

Scene 24

In the pirate ship
James : Port, starboard, get up the mizzen and raise the royal.
Starboard:
Aye,aye.Captain!
Raising the royal.
James : More pixie dust! *(Laughing)* who's in the mood to plunder?
Zarina and other fairies succeed to chase the ship
Zarina : You guys, turn the ship around.I'm getting back that blue dust.
Tinker : Right!
Zarina broke the ship's window with her leg and come into silently to find the blue dust.
James : look a live, men!
The second star, dead ahead.
Nothing but smooth sailing.
All fairies ready to war with swords in their hands.
Port : Fairies! Fairies! It's the Fairies!
James : She's back? Well, get them off my ship.
Mr.yang: Gedly! *(take out a sword)*
the battle finally happened.
James : it's actually quite amusing stand your ground, men! Yang, the helm!

Mr.yang: Ave,ave,captain!
Ladies, until we meet again.

Tinker : Great *(saw her crooked sword)*
James : you dare to fight the captain?, do you?

Zarina : only until I get that dust.
James : well, this should be fun. Zarina and James also fight.

Bonito : Come here, you little cuties. *(try to catch fairies)*

Dessa : okay, this isn't working

Fawn, the spyglass!

Fawn : Brilliant!

Bonito : you tiny thing.

Fawn uses the spyglass to bright around there

Bonito : No! *(He fell into the sea)*

Mr.yang: Man overboard!

Fawn : I did it!

James : stop them, you imbeciles. They're six-inch fairies!

Vidia : Fawn, the wheel!
Sil, whirlwind.

All fairies succeed to disrupt the pirate ship

James : Blast it. The second star! They turned the ship around!

Zarina : yup, we sure did.

James : get this ship back on course!

Mr.yang: aye,aye, captain!

Vidia : Now!

Mr.yang: why you..

Vidia : Bull's eye!

Mr.yang: No fair! Come back here! Fairies, fairies, nothing but fairies! *(throwing a sword at them)*
stop moving so fast.

Vidia : just one more pirate.

Mr.yang: Jingle-jingle.

Vidia : Nice work, just thinking like a tinker. *(Mr.yang finally lose and faint)*

Scene 25

In other part of fight
Oppen : No,no,no! take that, you little..oh my!

Rosetta : Avast,crocky!
Charge!

Oppen : No, get it away, get it away, get it away!
(Scary)

Rosetta : yeah, that's it

Oppen : Don't make me use my teaspoon oh, no, oh no, you don't, you little.. *(throwing the crocodile with a clock)* you ate my mummy's clock? What was wrong with spatula?

Rosetta : Sick him!
(the crocodile bite oppen's leg till he fall down into the sea) *(Laughing)* that's my crocky.

James : There's nothing I reval a quite as much as a worthy opponent. *(still fight with Zarina)* you are stronger than you look.

Vidia : Hey. Need some help? Anchor's away! Grow some seaweed, sunflower.

All fairies try to stop the pirate ship to reach the second star

Rosetta : Now, that's
some seaweed!
James : I've had just about
enough of this.
You,too! (*Zarina's
shirt stuck in the
knife*)

You're not going
anywhere
Starboard : These ought to
fetch a hefty
price,eh? (*Catch all
fairies*)

James : Back on course
(*Controlling the
ship to get the
second star*)

In other side all fairies try
to make some thing to
free and stop him. Zarina
hits James and take the
blue dust.

James : Give me that dust!
Zarina : No!
Zarina keeps the ship
away from the second star
and makes the ship tilt so
all crew pirates fall down
out into the sea.

Scene 26

Zarina : I got the dust. Oh,
you are okay.

Tinker : Thank goodness.
Zarina : Let's get out of
there.

James : Lean right! (*He
suddenly back and fly*) fly
right! I'll take that! Now,
where was I? yes, the
second star.

Zarina keeps forbidden
him to reach the second
star

James : you simply don't
give up. Well, I
guess I'm stronger
than I look.

Zarina : The second
star.(*surprised*)

Tinker : Zarina!

James : you faught well,
little Fairy. But it's
over. The dust is
mine. The ship is
mine. Your
adventure has
come to and end.

Zarina keeps on her
persistence. She still
makes an idea to lose
James.

James : Go ahead, take it.
What's one speck
between friends?

Zarina takes the rest of
blue dust beside her.

Zarina : No, really, I think
you should have it
all! (*throwing it
towards James*)
from a trickle to a
roar. (*James flies
uncontrolabe and
fall down into the
sea*)

Scene 27

In other part of Pirate ship
All fairies: we're free!

Rosetta : Look at him go!

Silver : He's very fast.

Vidia : yeah, you think?

Zarina : it is time to get
that blue dust
back?

Tinker : watch this. (*take
out her power to
the water*)

Zarina says to James while
holding the blue dust in
her hands.

Zarina : Can't fly without
dust? (*mocking
James*)

James : Blast!

Zarina : goodbye, James.

James : Curse you, Fairies!
Curse you! (*angry*)

Oppen : Tiny she-devils
they are, really.

Tinker : all right. (*while
holding the blue dust with
Zarina*)

In other situation they are
flying together.

Dessa : you got the dust!

Fawn : we did it! (*happy*)

Silver : we can go home!

Rosetta : I'm gonna soak
in a nice, hot
milkweed bath. Get
the smell of pirates
off me.

Vidia : That was what I
was Thinking you
said it, Ro.

Zarina : Here, please take
this back to Pixie
Hollow. (*give the
blue dust to
Tinkerbell*)

Tinker : Zarina, we didn't
just come for the
dust.

Zarina looked at them
happily and they hug each
other.

Fawn :Ro? There's
something you
should know. (*look
at the Rosetta's
weird hair style*)

Rosetta shouted

Rosetta : First, I lose my
talent, then I
become a mother, I
do-si-doeed in a
stinky shoe, and
now my hair?

Scene 29

They finally return to Pixie
Hollow to give back blue
pixie dust with the flying
ship

Silver : Hey! There it is..

Tinker : Home.

They sprinkle pixie dust
powder all over the parts
of Pixie Hollow that all
fairies before are still in a

deep sleep to make them
all wake up.

Clank : Bobble, you're
awake! (*Hug him*)

Peri : This is the best show
yet!

Queen Clarion : Girls?

Tinker : Queen Clarion, we
got the blue dust
back.

Queen Clarion: which I
didn't know was
missing.

Tinker : we also got Zarina

Fairy Gary: Zarina! You're
home!

Zarina : yeah, and from
now on, I promise.

Tinker : You know Zarina's
pretty much
mastered that pixie
dust thing of hers.

Rosetta : yeah, she even
grew a pixie dust
tree.

Silver : Now, we've got an
extra.

Fairy Gary : Does this
talent of yours
have a name?

Zarina : Alchemy. Pixie
dust alchemy.

Tinker : you should really
see her in action

Rosetta : you definitely
should.

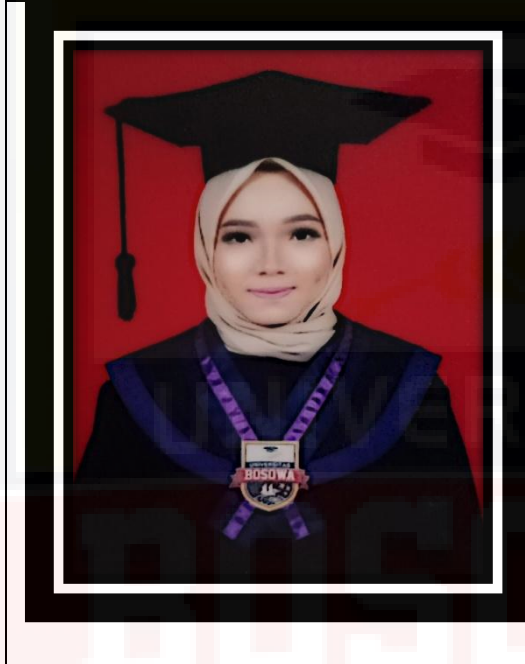
Tinker : very impressive

Queen Clarion : well, we
do have an
audience.

Queen clarion gives a
chance to Zarina shows
her talent in that show,
change and switched back
all fairies talent. In this
year the best show ever
happened in Four season
Festival at Pixie Hollow.

End

BIOGRAPHY



Nurul Ulfah, People usually called her Ulfah as daily name, she was born in South Sulawesi, Indonesia on April 6th 1996. Her mother named St. Asma and her father's named Muh.Takbir. Since childhood she has a simple life goals just want to make her family happy. She had learned in SDN.Melayu Muhammadiyah and continued in

SMP.Negeri 9 Makassar after that entered to SMK.Negeri 4 Makassar for the next high school till graduated in 2014. She decided to continue her education in Universitas Bosowa Makassar as a student of English Literature and she feels so proud to be one of the students in that place and have some caring and friendly friends even humble lecturers till almost 4 years during her learning activities. The final moment of last semester has arrived and she has completed her research with the results that contained in this thesis, she wishes that may this thesis can be useful for the readers who most want to know deeply about type of speech acts for adding their knowlegde.