

**AN ANALYSIS OF DIRECTIVE ILLOCUTIONARY ACTS FOUND IN
ARIEL'S CHARACTER IN “THE LITTLE MERMAID” MOVIE 2023**

A THESIS

*To fulfil Partial Requirements for the Award of Sarjana Degree
at the Faculty of Humanities
Universitas Lancang Kuning*



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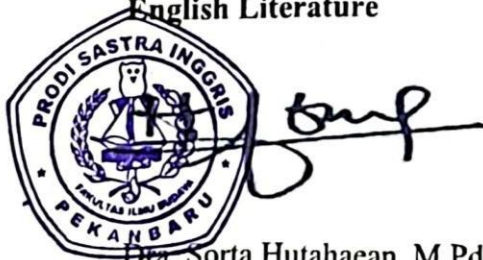
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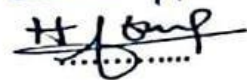


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ABSTRACT

This research is entitled An Analysis of Directive Illocutionary Acts Found in Ariel's Character in the “Little Mermaid” Movie 2023. The objectives of this study are: (1) to describe the types of directive illocutionary acts and utterances that appear in Ariel's character in The Little Mermaid movie. and (2) to analyze the directive illocutionary acts used in Ariel's character and find out the dominant type in The Little Mermaid movie. This research uses Pragmatics Theory and the Directive Illocutionary Act by Searle. This is using the Descriptive qualitative method. The data source of this research is The Little Mermaid animated film, and the data obtained is in the form of dialog. The results show seven types of directive illocutionary acts in the animated movie The Little Mermaid based on the results of the analysis: Commanding, Asking, Requesting, Warning, Suggesting, Inviting, and Advising. Ariel performed 25 speech acts as the main character in the movie The Little Mermaid. Commanding is the dominant type of directive speech act found in The Little Mermaid Movie because most speech acts often contain many commands, especially from Ariel, the main character, who is obsessed with human nature. Furthermore, commanding speech acts become phenomenal because it is representing the character's characteristic that controls the power. Nowadays, the Directive Illocutionary Act is an interesting thing to analyze, especially in new movies like The Little Mermaid 2023.

Keywords: *Pragmatic, Directive Illocutionary Act, Movie.*

INTISARI

Penelitian ini berjudul Analisis Tindak Tutur Ilokusi Direktif yang Ditemukan pada Karakter Ariel dalam Film “Little Mermaid” 2023. Tujuan dari penelitian ini adalah: (1) untuk mendeskripsikan jenis-jenis tindak ilokusi direktif dan ujaran yang muncul pada karakter Ariel dalam film The Little Mermaid, dan (2) untuk menganalisis tindak ilokusi direktif yang digunakan pada karakter Ariel dan mengetahui jenis yang dominan dalam film The Little Mermaid. Penelitian ini menggunakan Teori Pragmatik dan Tindak Ilokusi Direktif oleh Searle. Penelitian ini menggunakan metode kualitatif deskriptif. Sumber data dari penelitian ini adalah film animasi The Little Mermaid, dan data yang diperoleh berupa dialog. Hasil penelitian menunjukkan tujuh jenis tindak ilokusi direktif dalam film animasi The Little Mermaid berdasarkan hasil analisis: Memerintah, Meminta, Meminta, Memperingatkan, Menyarankan, Mengajak, dan Menasihati. Ariel melakukan 25 tindak tutur sebagai tokoh utama dalam film The Little Mermaid. Memerintah merupakan jenis tindak tutur direktif yang dominan ditemukan dalam film The Little Mermaid karena sebagian besar tindak tutur sering kali mengandung banyak perintah, terutama dari Ariel sebagai tokoh utama yang terobsesi dengan sifat manusia. Selain itu, tindak tutur memerintah menjadi fenomenal karena merepresentasikan karakter tokoh yang memiliki kekuasaan. Saat ini, tindak ilokusi direktif menjadi hal yang menarik untuk dianalisis, terutama pada film baru seperti The Little Mermaid 2023.

Kata Kunci: *Pragmatis, Tindak Ilokusi Direktif, Film.*

PREFACE

In the name of Allah, the most praise, graciousness, and gratitude be to Allah for giving the researcher health and the ability to finish this study, entitled "*An Analysis of Directive Illocutionary Acts Found in Ariel's Character in the "Little Mermaid" Movie 2023*". This thesis is presented to get one degree in the English Literature Study Program Faculty of Humanity of Universitas Lancang Kuning.

This thesis would not have been possible without the assistance of numerous people. Additionally, I want to appreciate and convey my sincere gratitude to:

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steadfast, a silent warrior. Thank you for daring to dream and for nurturing that dream with diligence, resilience, and unyielding hope. For every stumble that turned into a lesson, for every tear that watered the seeds of perseverance, and for every moment of doubt that blossomed into faith—you have been both the author and the muse of this journey. To the self that believed when no one else did, and to the heart that refused to surrender—this work is a testament to your unwavering strength. With deepest gratitude, I honor the spirit within me, Anggita Kirana Putri.

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Pekanbaru, January, 22th, 2025

The Researcher,

Anggita Kirana Putri

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TABLE OF CONTENT

THESIS APPROVAL PAGE	ii
EXAMINER’S APPROVAL	iii
INTELECTUAL PROPERTY STATEMENT FORM.....	iv
ABSTRACT	v
INTISARI.....	vi
PREFACE.....	vii
TABLE OF CONTENT	x
LIST OF FIGURES	xii
LIST OF TABLES	xiii
LIST OF CHARTS	xiv
CHAPTER I INTRODUCTION	15
1.1. Background of the Research	15
1.2. Formulation of the Problem.....	22
1.3. Objective of the Study	22
1.4. Significance of the Study	23
CHAPTER II REVIEW OF LITERATURE.....	25
2.1. Previous Research.....	25
2.2. Theories of the Study.....	27
2.2.1. Pragmatics	27
2.2.2. Context	28
2.2.3. Speech Act	29
2.3. Directive Illocutionary Act.....	32
2.4. Synopsis The Little Mermaid Movie 2023	34

2.5. The Feature of the Film	36
CHAPTER III RESEARCH METHODOLOGY.....	38
3.1. Kind of Research	38
3.2. Data and Source of Data	39
3.3. Method and Data Collecting Technique	39
3.4. Data Analysis Method	40
3.5. Research Design	43
3.6. Organization of The Writing.....	45
CHAPTER IV FINDINGS AND DISCUSSION	46
4.1. FINDINGS.....	46
4.1.1. Types of Directive Illocutionary Acts Used by Ariel's Character in The Little Mermaid Movie.....	46
4.1.2. The Dominant Types of Directive Illocutionary Acts Used by Ariel's Character in The Little Mermaid Movie	47
4.2. DISCUSSION.....	48
4.2.1. Types of Directive Illocutionary Acts	48
4.2.2. The Dominant Types of Directive Illocutionary Acts Used by Ariel's Character	86
CHAPTER V CONCLUSIONS AND SUGGESTION	87
5.1. Conclusion	87
5.2. Suggestion.....	88
BIBLIOGRAPHY	89
APPENDIX	91

LIST OF FIGURES

Figure 1 Interactive Method by Miles et al (2014).....	41
Figure 2 Research Design.....	44

LIST OF TABLES

Table 1 Dominant Types of Directive Illocutionary Acts Used by Ariel's Character	47
Table 2 Commanding	49
Table 3 Questioning	57
Table 4 Requesting	66
Table 5 Suggesting	72
Table 6 Warning	76
Table 7 Inviting	80
Table 8 Advising	83

LIST OF CHARTS

Chart 1 Types of Directives Illocutionary Acts in Ariel's Character	46
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CHAPTER I

INTRODUCTION

1.1. Background of the Research

Every human needs communication to interact with one another and fulfill life needs, such as expressing opinions and suggestions and doing things together. According to Adriansyah et al. (2022), interaction is a human relationship that involves carrying out an action or actions that affect each other. Giddens (2020) considers interaction a reciprocal process between individuals and social structures, where social structures influence individuals and shape these structures through their actions. Therefore, interaction involves the process of communication, both verbal and signaling, which occurs between individuals or between individuals and groups.

Communication has a vital role in human interaction. Haro (2021) defines communication as a message-delivery process involving communicators and communicants. The purpose of a communication activity is for both parties to understand each other. Meanwhile, Herlina et al. (2023) define communication as a process carried out by an individual using certain symbols or cues, both through words and nonverbal expressions, to convey knowledge and understanding to others as long as both parties understand what is being discussed. Communication is only successful or communicative if the speaker and listener understand what is being discussed.

To interact, humans need a communication tool called language. Language is a systematized set of sounds in the form of symbols and is arbitrary, meaningful,

confessional, unique, universal, productive, varied, dynamic, humane, and serves as a tool of social interaction that replaces the role of individuals in expressing themselves to others in a social group as a means of communication and the identity of its speakers, according to Noermanzah (2019). Language functions as a communication tool used by society and plays a role in everyday life. In addition, language constitutes the largest and most important context in communication. According to Barus and Rudiansyah (2021), language is an indefinite system of sound symbols that people in a social group use to interact, communicate, and form their identities.

Therefore, when people communicate, they use words to send messages and explain their intentions. This is called conversation. In addition to the words used to convey meaning, conversations are intrinsically linked to related actions and behaviors. Communication affects attitude change based on the speaker's intent. It is during this communication that speech acts occur. However, in some cases, speakers fail to convey their message effectively.

To help overcome such mistakes, studying language, which deals with meaning and functions, is essential. This study focusing on meaning is called pragmatics. Pragmatics defines the meaning of the speaker or language user. Yule (2010) says that pragmatics studies focus on "invisible" meaning, or how humans discern meaning even when it is not expressed verbally or in writing. Pragmatics also addresses the contextual analysis of language. Pragmatics requires speakers to plan their utterances in a way that makes sense to the audience, situation, place, and time. Pragmatics focuses on the methods speakers use to communicate meaning.

Cummings (2021) states that the study of pragmatics examines how utterance and circumstance interact to form language meaning. Cummings highlights the importance of pragmatics in comprehending language's social and cognitive facets, including a theory of mind, implicit communication, and the practical applications of language. Pragmatics has eight language study components: deixis, speech act theory, conventional implicature, conventional principles, relevance, presumption, applied pragmatics, and general pragmatics. In short, pragmatics examines how language is used to interpret actual utterances.

Speech acts are one of the components of pragmatics, which is the study of the meaning and function of utterances, clarifying what speakers do. Cummings (2021) defines a speech act as an action performed through an utterance to convey a specific intention, such as stating, asking, commanding, or promising. Cummings emphasizes that the meaning and effect of speech acts are highly dependent on the social and cultural context. However, according to Yule (2010), a speech act is an action the speaker performs when saying something. This action includes three aspects, namely locution, illocution, and perlocution. Locution is the production of sounds, words, and sentences; illocution is the purpose or intention of the utterance, and perlocution is the effect produced on the listener.

The illocutionary act is one aspect of speech that deals with language use in context. Illocutionary speech acts are significant in linguistics because they help us understand how language works in actual communication. They reveal the relationship between language and social behavior, show how language influences behavior, convey social roles, and build relationships. We can understand how

meaning is constructed and interpreted differently by analyzing illocutionary speech acts.

According to Searle (2012), an illocutionary act is an action the speaker performs through certain utterances or statements. When people speak, they do not just say something (locutionary act), but there are intentions and purposes called illocutionary acts behind their speech. Searle also expresses that an illocutionary act is an action related to the speaker's intention when saying something. For example, by telling a sentence, the speaker provides information, issues an order, makes a promise, or expresses an emotion. Lexically, illocutionary acts refer to the intention or function the speaker wants to achieve through language. For example, when someone says, 'I promise to come tomorrow,' the illocution is making a promise. If someone says, 'Open that door!', the illocution gives an order or request. However, Cummings (2021) states that illocutionary acts refer to actions performed through utterances, including social functions and speakers' communicative intentions. Cummings emphasizes that illocutionary acts are contextual and highly depend on the conversational situation and the social relationship between the speaker and the listener.

There are several main elements in illocutionary acts, namely, the existence of propositional meaning, which is the information contained in the utterance. Context is the environment or situation in which the utterance is spoken, affecting the interpretation of the illocutionary act. The speaker's intention is what the speaker wants to achieve or does with the utterance. Finally, the impact on the listener is the response or reaction that the listener gives as a result of the illocutionary act.

Searle (2012) also classifies illocutionary acts into five main categories. Assertives are acts that state or elaborate on an expressed proposition to make the speaker convinced of the truth of the expressed assumption. For example, 'The sky is clear today,' and 'The earth is round.' Directives aim to ask or force the listener to do something, for example, 'Please open the door!'. Commissives occur when the speaker commits to doing something in the future, for example, 'I promise I will be on time.' Expressives convey the speaker's feelings or attitude towards a situation, such as 'I am very pleased with your work.' Declarations are speech acts that directly change the status or state of something in the world just by saying it, for example, 'I hereby make you both husband and wife.'

The type of speech act that is most often heard in daily communication is the Directive Speech Act, which is a type of speech act that is commonly used. According to Jaszczolt (2019), the Directive illocutionary act is a communicative act in which the speaker expects the listener to do something based on the intent of the utterance. The speaker tells others to do something by directly expressing what he wants. This means that the listener does what the speaker wants. Yule (2008) defines the directive speech act as a type of speech act that speakers use to make listeners do something. This action includes requests, orders, suggestions, and pleas. The primary purpose of directive speech acts is to influence the listener's actions or behavior.

Directive illocutionary acts apply to actual situations and also appear in films. Film is a form of entertainment because it displays visually appealing images and videos and is enjoyed by many audiences. According to Apriliany (2021), film is

one of the literary works created by someone with imagination and creativity. Most people in the world rely heavily on films in their daily lives. Therefore, Hermiati (2021) defines film as a collection of moving images that tell a story; film is also referred to as a movie or video.

Film analysis of directive illocutionary speech acts is crucial. Researchers learn more about the characters' fundamental meanings, how they impact the plot, and how the public interprets them by examining directive illocutionary speech acts in movies. For example, in the film *The Little Mermaid*, the way Ariel, as the main character, expresses wishes, makes promises, and gives orders affects the audience's understanding of the character and the film's theme. In this study, the researcher analyzes *The Little Mermaid* (2023). This film is worth analyzing because it contains many moral values, so the researcher selects it as the research object. The messages in this film include the courage to pursue dreams, the bravery to take risks, the power of love and friendship, and equality and respect for all beings. *The Little Mermaid* is nominated for the Best Fantasy Film category at the Saturn Awards, an award presented by the Academy of Science Fiction, Fantasy, and Horror Films.

This film is also a new film, and very few people study it, especially those who study directive speech acts; no one has studied it in this film. This film is also one of the best Live-Action adaptations from Disney, receiving wide attention from both fans and critics. With a total of sixteen million viewers in the first five days of screening, it became one of the most popular film events.

The study of directive illocutionary acts in Ariel's character in *The Little Mermaid* (2023) is important because it explores the richness of Ariel's communication scenarios and the modern discourse on representation brought by Halle Bailey's casting. Ariel's interactions reflect her intelligence, curiosity about the human world, and complex relationships, such as her dynamic with Prince Eric. This study remains pertinent and unique in analyzing directive illocutionary acts because the film also explores interspecies communication, familial conflicts, and the transactional nature of control through language, as demonstrated by Ursula's manipulative exchanges.

In conducting this research, researchers find several previous studies. The first study is *Illocutionary Speech Acts Analysis in Tom Cruise's Interview* by Haucsa et al. (2020). The second study is *The Directives Speech Act Found in The Adventures of Huckleberry Finn Novel* by Puspitasari et al. (2022). The third study is *The Analysis of Illocutionary Acts Used in The Speech Video by Nouman Ali Khan 'Ramadan: The Month of Hope'* by Chairunissa (2023). The fourth study is *Illocutionary Act Analysis of Melati and Isabel Wijsen's Speech at the United Nations* by Damayanti (2024).

Of all the studies conducted by previous researchers, research on directive speech acts remains limited, especially in *The Little Mermaid* (2023), which is classified as a new film. In addition, studying directive speech acts is important because they are closely related to daily life, where people frequently use them in communication to express specific intentions. This means that directive speech acts appear in various types of sentences.

The difference between this research and previous studies lies in the data being analyzed. Previous studies collect data through interviews, novels, and speeches. In this research, data is collected through movies. Based on the data mentioned above, the researcher feels interested in studying directives in one of the literary works, *The Little Mermaid* (2023). Therefore, the researcher attempts to identify the existence of directive speech acts in the film. As a result, the researcher selects *An Analysis of Directive Illocutionary Acts Found in Ariel's Character in The Little Mermaid (2023)* as the research title.

1.2. Formulation of the Problem

From the background above, the author wants to formulate the problem of the directive illocutionary acts used by Ariel as the main character in *The Little Mermaid 2023*.

- a. What types of directive illocutionary acts are used by Ariel's character in *The Little Mermaid Movie*?
- b. What are the dominant types of directive illocutionary acts used by Ariel's character in *The Little Mermaid Movie*?

1.3. Objective of the Study

- a. To describe the types of directive illocutionary acts and utterances that appear in Ariel's character in *The Little Mermaid movie*.
- b. To analyse the directive illocutionary acts used in Ariel's character and to find out the dominant types in *The Little Mermaid Movie*.

1.4. Significance of the Study

Theoretically, this research aims to contribute to the field of linguistics, especially as a reference, addition, and input in the discussion of Directive Speech Acts in the main character of a film. It serves as an appropriate reference for further research on topics related to speech act theory. This research provides readers with further information regarding the types and functions of directive speech acts in films. Additionally, this research enhances knowledge, experience, insight, and the application of linguistic research, especially in relation to the topic under study. Lastly, this research serves as a basis for comparison with other studies.

This research benefits the following parties:

First, it enriches the knowledge of English Language and Literature students in the field of pragmatics, especially in directive acts, their types, and their functions.

Second, this research helps other researchers describe the phenomenon of directive acts in directive communication reflected in films.

Third, this research provides a reference for readers who want to understand the types and functions of directive speech acts in the film.

Fourth, in education, especially in Language Teaching and Character Education, understanding how Ariel uses directive illocutionary acts (e.g., requests, commands, or suggestions) benefits language education, particularly in teaching pragmatic competence. Educators use the film as a resource to help students recognize different types of speech acts and how they influence interactions. By analyzing Ariel's directives, students learn about persuasive language, politeness

strategies, and how different social contexts shape communication. Ariel's transformation from passive to assertive communication through directives serves as a case study in character development, which is useful in classroom discussions on leadership, assertiveness, and self-advocacy.

Fifth, in Media and Communication, especially in Media Analysis and Content Creation, researching directive illocutionary acts in film allows media analysts to explore how different characters assert authority or express desires. In Ariel's case, the progression of her directive speech acts reflects her changing role from a passive to a more active character, offering insights into how modern films portray female empowerment through language. For filmmakers and scriptwriters, understanding how speech acts function in dialogue helps craft more authentic and relatable characters. Ariel's use of directive speech acts, such as persuading or negotiating, serves as a model for developing characters who evolve in terms of communication style throughout a story.

The researcher expects this study to contribute to the field's understanding both theoretically and practically. It offers more scholarly sources that broaden the English vocabulary. It serves as a guide for further speech act theory studies, particularly those related to directive speech acts.

CHAPTER V

CONCLUSIONS AND SUGGESTION

After analyzing and answering the research questions formulated in the previous chapter, the researcher is then proposing some conclusions and suggestions.

5.1. Conclusion

Based on the findings, the researcher identified seven types of directive illocutionary acts in *The Little Mermaid Movie*: Commanding, Questioning, Requesting, Suggesting, Warning, Inviting, and Advising. The researcher found 25 utterances done by Ariel as the main character in *The Little Mermaid Movie*. It consists of 7 data (28%) of Commanding type. The second position Questioning with 6 data (24%). The third position Requesting, with 3 data (12%). The fourth position is Suggesting, with 3 data (12%). The fifth position is Warning with 2 data (8%). The sixth position is Inviting with 2 data (8%). The seventh position is Advising with 2 data (8%).

Meanwhile, Commanding is the dominant type of directive illocutionary speech act found in Ariel's character in *The Little Mermaid Movie* because most speech acts often contain many commands, especially from Ariel, the main character, who is obsessed with human nature. Furthermore, commanding speech acts becomes phenomenal because it is representing the character's characteristic that controls the power.

5.2. Suggestion

After analyzing and discussing the results of research on directive illocutionary speech acts by Ariel's character in the film *The Little Mermaid*, the researcher will provide some suggestions by considering the above conclusions for students and other researchers as follows:

1. For the Students

The researcher hopes that students will comprehend the topic when they study directive speech acts. Additionally, the researcher will recommend that students expand their understanding of directive speech acts by consulting additional sources. Students will be able to use directive speech acts in everyday conversations, which will help improve interpersonal relationships and communication.

2. For the Future Researcher

The researcher aims to serve as a reference for future researchers studying directive speech acts. This study is expected to provide information regarding the different kinds of directive speech acts, which will offer supportive materials for future researchers studying directed speech acts.

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