

CHAPTER I

INTRODUCTION

1.1 Background of the study

Language is an inseparable part of our everyday life. It can be said that language places an important role as a means of communication. According to Chaer and Augustina (2004:17), “communication is a process by which information is exchanged between individuals through a common system of symbol, sign or behavior”. Therefore, language is an important tool in communication process which includes participant (at least two people or a group), topic (What is talking about), and means of communication (symbol, sign). All people around the world use language in the communication and interaction to each other. Without language people cannot interact to other people. Ramelan (1991:8) states that “language can help human to express human ideas and wishes to another such as when he needs some helps, so that close relationship among member of the group can be carried out”. Language uses content which is important to communicate between individuals. Moreover, context of situation is being studied in pragmatics. This means language and pragmatics are closely related. Language is one form of communication and pragmatics is studying about how to communicate between individuals.

Speakers must use sentences or words to communicate with hearers. So, pragmatics studies the way in which people comprehend and produce a speech act or a communicative act in a conversation. Pragmatic is the study of the relationships between linguistic form and the users. This is supported by Leech (1993:6), who says that “pragmatic is a study of meaning related to speech situation”. It means that pragmatics studies the meaning of human language that deals with the situation when the speech is performed. For Indonesian people, English is a foreign language. One of the ways to communicate is through books, magazines, novels, newspapers, and movies which are in English. Definitely, it is hard to understand if we do not know the meaning of that language. Therefore, it is necessary to transfer English into Indonesian. Its phenomenon is called by translation.

Translation is basically a change of form. When people speak of the form of language, they are referring to the actual words, phrases, clauses, sentences, paragraph, which are spoken or written. These forms are referred to as the surface of a language. It is the structural part of language which is actually seen in printed version or heard in speech. In translation, the form of the source language (SL) is replaced by the form of receptor target language (TL).

According to Nida and Taber (1974:12), “translating consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style”. In sharing our ideas, speakers need to deliver our ideas clearly so that hearers can catch the meaning or the content of the message speakers are

going to say. Hearers who want to understand the meaning of the sentence of the speakers should know the language and the context related to the sentence. The purpose of translation is to bridge ideas. It means to convey a message or idea of the speakers and hearers in communication. So, translation aims to make an idea of speakers that can be well understood by hearers.

Translating speech acts includes real-life interactions and requires not only knowledge of the language but also appropriate use of that language within a given culture. Searle (1969:16) states that “this action is generally made possible by and conducted in accordance with certain rules for the use of linguistics element.”

Speech act is an utterance that serves a function in communication. A speech act might contain just one word, as in "Sorry!" to perform an apology, or several words or sentences: "I'm sorry I forgot your birthday. I just let it slip my mind." Every speech act can be distinguished by three things (Austin, 1962:14): Firstly, the utterances can be called the locutionary act. Locutionary act is what is said' the form of uttered; the act of saying something, for example: If someone says 'Knock the door!' the locutionary act is the realization of the speaker's utterance. Secondly, speaker's intention toward hearer's is called the illocutionary act, for example: The utterance “ I swear to give it back next time ” is used to perform the illocutionary act of promising. Last, the message that the hearers gets, his interpretation of what the speaker says, is the perlocutionary act, for example: The utterance “ there is something

in your shoulder! ” may cause the listener to get panic and to look on his shoulder.

The reason why the researcher uses illocutionary act, because the illocutionary act carried out by a speaker meaning of an utterance is the act viewed in term of the utterance's significance within a conventional system of social interaction. An illocutionary act refers to type of function the speaker intends to fulfill, or the type of action the speaker intends to accomplish in the course of producing utterance.

In this research, the researcher only focuses on the Illocutionary point. It is the characteristic that emphasizes of each type of speech act. For instance, the characteristic that emphasizes an assertion is to describe how things are; the characteristic point of a promise is to commit one self to a future course of action. In this research, the researcher observes the use of directive illocutionary acts. Directive illocutionary act is attempted by the speakers to get the hearers to do something, for example: asking, commanding, requesting, ordering, forbidding, advising, suggesting. Asking is the call for an answer to or about (ask her about it, ask him his name, just asking). Commanding is to be direct with the authority, (give order to). Requesting is the act of asking for something (came at his request. It is not assertion). Ordering gives an authoritative direction or instruction to do something. Forbidding is to tell (someone) not to do something. Advising is to give (someone) a recommendation about what should be done. Suggesting is to offer for consideration or action, propose (suggest things for someone to do).

The researcher uses “Skipping Christmas” translated into “Absen Natal” novel. Novel is a branch of fiction that is developed late in history, but a relish for stories seems to be as old as recorded humanity. The human love stories mostly two reasons: the readiness to comfort and entertain oneself with fantasy, and the curiosity and desire for insight about reality. According to Koesnosobroto (1988:28), “novel is a piece of literary work that can be enjoyed and understood in its totality; not separated from the other”.

This novel is written by John Ghrisham. Skipping Christmas is "certain to become as timeless and beloved a classic as “A Christmas Carol” and “The Grinch”. John Grisham is an absolute masterpiece. Grisham certainly begs comparisons to Scrooge with Luther, the all-too-aptly named Luther Krank, a miserly modern-day tax accountant who decides to save the money he'd normally spend on decorations and gifts and take his wife, Nora, on a cruise instead.

The researcher analyzes Luther Krank because he is the main character in the novel “Skipping Christmas”. Based on the reasons above the researcher finds an urgency to analyze or research the directive illocutionary act found in Luther character utterance in the novel. Luther Krank character in the novel Skipping Christmas is the husband of Nora Krank and the father of Blair Krank. Luther is very stubborn, but loves his family dearly. As the story comes to the end his soft side comes out of him.

The researcher selects the novel “Skipping Christmas” translated into “Absen Natal” by John Grisham, as the data of this study because the novel

can give a message to purpose translator, researcher and reader. According to Haryati Sulistyorini (2007:2-5) in her thesis entitled, *Perbedaan Persepsi Antara Luther Krank dan Vic Frohmeyer Terhadap Tradisi Natal dalam Novel Skipping Christmas* is a kind of novel which contains a popular phenomenon that tells us a lot about the tradition, culture, and an American institution life. In her analysis, she finally finds a message that this novel gives positive things for the reader. She thinks that even Christmas brings people into in materialistic. Finally, people who celebrate this cannot avoid the celebration, like going to church, gathering with the family while having dinner together. They all need money. It is wasting time, money and everything. Even this such thing is expensive to do, we finally have to join with this situation. It is a must. Materialism in a tradition is not always giving us worse things. Sometimes what happens in materialism can also teach us many usefull things, for examples : carring, loving, giving attention to each other. Gathering with the family also teaches us that our family / relatives are part of society who always bring us happiness. Finally, when we try to skip Christmas, in other words, unconsciously, we will stay away from our family.

1.2 Statement of The Problem

From background of study above, the researcher can make a general research problem. The general research problem will be specified into the following research question:

1. How are the illocutionary act of Luther character translated into the target language (TL) form?
2. What type of Illocutionary act was found in Luther character ?

1.3 Scope of The Study

The analysis focuses on the directive illocutionary act in the novel “Skipping Christmas” written by John Grisham and translated by Budiyanto T. Pramono with PT. Gramedia Pustaka Utama (Jakarta in January 2003). The researcher chooses Luther character in the novel as the object of the research. In this case, the data are the direct speech in novel which can be analyzed only in the form of utterances. In analyzing the Directive Illocutionary Act, the researcher uses Vanderveken’s (1990:189) theory.

1.4 Objective of The Study

The objectives of these studies:

1. To describe the translation of illocutionary act of Luther character.
2. To find out the type of illocutionary act found in Luther character.

1.5 Significance of The Study

It is hoped that the result of the study would give valuable contribution to:

1. Translators : this thesis can be an input about how to translate directive illocutionary act correctly.

2. Researchers: this thesis can be an input to other researchers who research speech act translation. Especially, directive illocutionary act.
3. Readers : readers who reads this thesis will be interested to enlarge their knowledge about directive illocutionary act.

1.6 Thesis Organization

This thesis consists of five chapters:

Chapter I is Introduction. It comprises of Background of The Study, the Statement of the Problem, the Scope of the Study, the Objective of the Study, the Significance of the study, and the Thesis Organization.

Chapter II is Review of Related Literature. It provides some theories supporting this study such as Translation, Pragmatics, Speech Acts, Illocutionary Act, Clause Types, Directive Illocutionary Acts in translation, Novel.

Chapter III is Research Method. It consists of the Research Design, the Unit of Analysis, the Source of Data, the Technique of Data Collection, and the Technique of Data Analysis.

Chapter IV is Data Analysis, where the researcher presents the finding of this study.

Chapter V is Conclusion and Suggestion. In the first sub chapter, the researcher draws a conclusion of this study, while in the last sub chapter the researcher gives some beneficial suggestions for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Translation

Translation is the transmittal of written text from one language into another. Although the terms translation and interpretation are often used interchangeably, by strict definition, translation refers to the written language, and interpretation to the spoken word.

According to Catford (1965:20), “translation is the replacement of textual material in one language by equivalent textual material in another language”. Translation is the action of interpretation of the meaning of a text, and subsequent production of an equivalent text that communicates the same message in another language. The text which will be translated is called the source text, and the language which will be translated into is called the target language. Translation must take into account constraints that include context, the rules of grammar of two languages, their writing conventions, and their idioms. A common misconception is that there exists a simple word-for-word correspondence between any two languages, and that translation is a straightforward mechanical process. A word-for-word translation does not take into account context, grammar, conventions, and idioms.

The purpose of translation is connecting individuals with two different languages. The purpose of pragmatics is to study the relationships between language and context that are grammatically encoded in the structure of language. So, translation and pragmatics share the same ideas as to connect people.

2.2 Pragmatics

Pragmatics studies the meaning of human language that deals with the situation when the speech is performed. “pragmatics is also meaning related to speech situation” (Leech, 1993:6).

Pragmatics studies the way in which people comprehend and produce a speech act or a communicative act in a conversation. It covers what speakers mean in using the expression in a given speech context. What a speaker means may differ from the literal meaning of his words. Pragmatics includes the study of speech acts, indexical, knowledge, beliefs, and intentions of the speakers and hearers.

Pragmatics explores how interlocutors can successfully converse with each other in a conversation. The ability to produce and comprehend a successful conversation is referred to as pragmatic competence. This includes one's knowledge about the social status between interlocutors, the cultural knowledge, and the linguistic knowledge; explicit and implicit.

Furthermore, Leech (1993: 13-14) also said that there are some aspects of situation which are necessary to consider when someone tries to understand an utterance uttered by an addresser or addressee. Those aspects are:

1. Addressers and addressees

Leech refers addressers and addressees as matter of convenience, as **s** (speaker) and **h** (hearer).

2. Context of an utterance

Context in pragmatics is any background knowledge that both speaker and hearer share. This aspect contributes to hearer interpretation of what speaker means by a given utterance.

3. The goal (s) of an utterance

Different from of utterance performed by speaker of hearer is meant to convey certain meaning and goal. This different form of utterance can be used to express the same purpose or vice versa.

4. The utterance as a form of act or activity: a speech act

Grammar deals with linguistic structure as abstract entities, for examples, sentences in syntax and proposition in semantics. While pragmatics deals with verbal act in certain context. It can be said that pragmatics studies language in more concrete level than grammar. The speaker and hearer, time and place are clear in pragmatics.

5. The utterance as the product of a verbal act

Utterance in pragmatics is the form of speech act. Because of that, utterance produced by speaker and hearer is included in verbal act.

2.3 Speech Act

Speech act is an action such as making a statement, giving orders, asking questions, making appointments. “this action is generally made possible by and conducted in accordance with certain rules for the use of linguistic elements” (Searle, 1969:16).

Speech act theories demonstrate that utterances have the power to do things, that is not only they represent ideas. But, we are also able to use them as tools to accomplish tasks that cannot be done as effectively (if it all) in any other way, by any other means. The someone command with utterances: the someone request with utterances. Grice (1975: 20) notes that the basic emphasis of speech acts theory is on what an utterer means by his utterance rather than what his utterance means in language. He notes: “meaning is a kind of intending, and hearer’s and reader’s recognition that the speaker or writer means something by his/her utterance is part of the meaning of his/her utterance”.

Speech act can be distinguished by three things, (Austin, 1962:14) : Firstly, the utterances can be called the locutionary act. Locutionary act is what is said’ the form of uttered; the act of saying something, for example locutionary act : If someone says ‘Knock the door!’ the locutionary acts is the

realization of the speaker's utterance. Secondly, what speaker's intention is to communicate with hearers is the illocutionary act, for example illocutionary act : The utterance " I swear to give it back next time " is used to perform the illocutionary act of promising. The last, the message that the hearers gets, his interpretation of what the speaker says, is the perlocutionary act, for example perlocutionary act : The utterance " there is something in your shoulder! " may cause the hearer to panic and to look on his shoulder.

Illocutionary act includes direct speech and indirect speech :

a. Direct Speech Act

It is a conventional speech act that means as what is being talked; that is, declarative sentence functions to tell something, interrogative sentence functions to ask something, and imperative sentence functions to order or command (Wijana, 1996:30).

Example:

(1) Mr. Been has six novels.

(2) What is your name?

(3) Let's go!

Speeches (1), (2), (3) are direct speech acts which successively are meant (1) to declare that Mr. been has six novels (2) to ask what the addresser's name is, and (3) to order speaker's partner to go.

b. Indirect Speech Act

It is speech act that indirectly contains other intention. A command for example, can be an utterance in declarative sentence or interrogative sentence so that who is governed does not feel himself governed.

Example:

There is some food in cupboard.

It is meant to govern the speaker's partner to take some food.

Extention context:

(1) Dina, I am very hungry. (Commanding)

(2) It is good, if we have fruit in the cupboard. (Declare)

(3) I'll be glad, if someone buy me some food now. (Ordering)

2.4 Illocutionary act

From this it also follows that 'the illocutionary speech act is communicatively successful only if the speaker's illocutionary intention is recognized by the hearer. These intentions are essentially communicative because the fulfillment of illocutionary intentions consists in hearer's understanding. Not only are such intentions reflexive. Their (speaker and hearer) fulfillment consists in their (speaker and hearer) recognition (Bach and Harnish, 1979: 15).

2.5 Clause types

There are three main clause types: *declaratives*, *interrogatives*, and *imperatives*. Each clause type can be used to perform a variety of illocutionary acts.

a. Declaratives

Typically, a declarative sentence is used to make an assertion (Condoravdi and Lauer, 2012) :

Example : in the present tense and the active voice.

- I hereby promise to do the dishes.
- I hereby request a leave of absence.
- I hereby bet you \$1000 that it will rain tomorrow.

b. Imperatives

It can perform a wide variety of different types of illocutionary acts (Condoravdi and Lauer, 2012).

Example Directives :

- Stand at attention! command
- Don't touch the hot plate! warning
- Hand me the salt, please! (Request)
- Take these pills for a week (advise)

c. Interrogatives

Interrogatives perform acts too. When you ask, "When is the make-up exam going to be?" you perform an illocutionary act of making a request for information. Not all interrogatives are requests for information. When

you ask, “Can you pass the salt?” you are not ultimately interested in whether or not the hearer is able to pass the salt; you are making a request for the salt. (Condoravdi and Lauer, 2012)

There are five basic kinds of action or illocution of utterance that one can perform in speaking which are promoted by Searle (in Levinson, 1995: 240), they are: declarations, representatives, expressives, commissives, directives.

1. Declarations

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

2. Representatives

This act explains the situation, which commits the speakers to the truth of the expressed proposition such as, reassert, negate, deny, correct, claim, asserting, concluding, announcing, and predicting, for example: “I’ve been listening to a song that really got me”. The sentence is meant to assert that the addresser ever listening the song that really got the speakers.

3. Expressives

This act expresses the speakers psychological state as thanking, apologizing, welcoming, praising, and congratulating. Like the commissives, they tend to be convivial and therefore intrinsically polite.

The reserve is true, however, of such expressive as 'blaming' and 'accusing', for example: "You look beautiful, Jane!" the addresser praises his friend, Jane, who looks beautiful. The act is praising.

4. Commissives

This act is aimed at urging the speakers to do something, such as promising, swearing, threatening, and offering, for example: "I'm not going anywhere unsafe!" The speaker who utters the sentence to his friend is promising that he / she will not go anywhere unsafely.

5. Directive

The objective of this act is to make the hearers do something. The examples are *asking, commanding, requesting, ordering, forbidding, advising, suggesting*; for example: "*I'm thirsty, Give me a cup of water, please!*" The sentence means that the speaker wants the hearer to do something that is getting the drink for the speakers. The sentence indicates a request from speakers to hearers to get the water.

From all categories, the researcher focuses on the Directives Illocutionary Act, because this act helps speakers to make hearers to do something in which is an accordance to his or her will. Directive Illocutionary Act is an Illocutionary Act that makes hearers to do something. Directives Illocutionary Act expresses what the speaker wants, they are *asking, commanding, requesting, ordering, forbidding, advising, suggesting* (Vanderveken, 1990:189).

- a. *Asking* calls for an answer to or about (ask her about it, ask him his name, just asking). “Ask” has two distinct directives uses. One can ask someone to do something or ask him / her question (e.g. “ask whether”, “ask why”, “ask whom”), for example: “Where are we going?” The word *where* shows the act of asking.
- b. *Commanding* requires authority or at least pretends institutionalized power. Thus, to give an order is to demand of the hearer that he does something while invoking a position of authority or of power over him (special mode of achievement), while a command is just to give an order from a position of authority, for example: “Fly the plane!” The phrase *fly the plane* shows the act of commanding.
- c. *Requesting* is often taken to be the paradigmatic directive, but on account of this special mode of achievement is not the primitive, for example: “Could you tell her Archer’s here? and I’ve got the story she wants.” The phrase *could you* shows the act requesting.
- d. *Ordering* gives an authoritative direction or instruction to do something, for example : “Can’t it wait ?”. The phrase *can’t it* shows the act ordering.
- e. *Forbidding* is the propositional negation of ordering. Thus to forbid a hearer to do something is just to order him not to do it, for example: “Do not try to talk if you’re not dead, it’s only because you’re hit in the lung not the heart.” The phrase *Do not try* shows the act of forbidding.

- f. *Advising* gives (someone) a recommendation about what should be done, for example : “Good, here’s the deal.” The words *good* shows the act advising.
- g. *Suggesting* in the directive sense, to suggest is just to make a weak attempt to get someone to do something, for example: “How if you put the quiz coupon in an empty space?”. The phrase *how if* shows the act of suggesting.

2.6 Directive Illocutionary Act in Translation

Directive illocutionary in translation is attempted by the speakers to get the hearers to do something, but both speakers and hearers use different languages. It comprises orders, warning, as well as certain kinds of advice and pleas. The implications of speaker desire and of intended hearer inducement are both present.

According to Vanderveken (1990:189), “the illocutionary point of directive illocutionary acts, consists of making efforts to get the hearer to do the speaker’s intention”. There are functions of directive speech acts such as ordering, requesting, suggesting, asking, forbidding, commanding, and advising.

Meaning in Language suggests that there are several functions of Directives, i.e. ordering, commanding, requesting, begging, beseeching, advising, warning, recommending, asking, and so forth. There are several

other functions of directive speech acts, i.e. inviting, forbidding, allowing, permitting, encouraging, soliciting, insisting (Cruse, 2000:342).

2.7 Novel

Novel is long narrative text information that includes some figures and fiction event. The intrinsic elements of novel are plot, setting characterization, point of view, and theme. According to Kenney (1966:27), “Novels are generally thought of as containing about forty-five thousand words or more”. It means that it is to be read at a long time.

A novel with all of its characteristics can be very enjoyable means of studying speech acts. This mainly because mostly we can find conversations between the characters in the novel. The researcher also has to see the meaning of the utterances.

There are many types of novel (Peck,1993) : romance, realism, science, fiction, education, and comics novel. The novel can be categorized into realism novel. Realistic novels are like looking glasses through which the reader sees an ordinary world operate (Peck, 1993). *Skipping Christmas* novel can be categorized realism novel because the only interest is in the characters as they work through the plot. The stories are ones removed from sociological observations, but with the freedom given to the writer to make it up, but the writer is constrained by the ordinary four dimensional universes (except with the ability to truncate time and move across space in the narration: the characters themselves have to obey normal physical laws).

Also the good order of a realistic novel clashes with the disorder of society; the novelist should face the same dilemmas as the social anthropologist who also faces the problem of the device that turns complexity into a readable account.

CHAPTER III

RESEARCH METHOD

Method is a kind of systematic work plan in order to make the research work become easier to achieve its main purpose. The method in this research was chosen by considering its appropriateness with the research object. This research method was arranged based on the problem analyzed and the main purpose of the research. In this chapter, the researcher discusses research design, unit of analysis, source of data, technique of data collection, and technique of data analysis.

3.1 Research Design

The design of this research was a descriptive qualitative. The data were described systematically to get an accurate and factual result. In this research, the researcher identified and described the kinds of directive illocutionary acts which occurred in the utterances in novel "Skipping Christmas" translated into "Absen Natal" by John Grisham. The purpose of descriptive research was "to describe systematically the facts and characteristics of a given population or area of interest, factually, and accurately" (Isaac and Michael, 1981:46). One of the characteristics of descriptive research was that it was used in the literal sense of describing situations or events. The data analysis in this research used qualitative data analysis. Qualitative data analysis means that "all data

that are analyzed in the form of utterances and words, not in the form of number” (Wilkinson, 2000:7).

3.2 Unit of Analysis

Luther’s utterances were considered as the focus of this research. The unit of analysis of this research was in the form of utterances found in the novel “Skipping Christmas” Translated into “Absen Natal” by John Grisham. Moreover, the researcher classified the directive illocutionary act of Luther character in the novel “Skipping Christmas”.

3.4 Source of Data

The data were very important. The source of data was the subject where the data found in the research. The source of data in this research was taken from novel *Skipping Christmas* written by John Grisham with A Division of Random House, Inc (New York in November 2001) and translated by Budiyanto T. Pramono with PT. Gramedia Pustaka Utama (Jakarta in January 2003).

3.5 Technique of Data Collection

The method used in preparing the data related to the subject of this research was documentation method because the researcher used the novel to collect the data. Nawawi (1991: 95) states that the documentation method was

“a method of collecting data conducted by classifying the written materials related to the problem of the study used for obtaining the data by some variables such as magazine and books as the data”. These data were collected by following these steps:

1. Selecting

The researcher chose the novel entitled “Skipping Christmas” translated into “Absen Natal” by John Grisham.

2. Collecting

The researcher collected the data from all utterances which were found in the novel “Skipping Christmas” translated into “Absen Natal” .

3. Classifying

The researcher classified all the data into those belonging to the utterances that contained direct speech and those that to did not contain direct speech.

3.6 Technique of Data Analysis

The techniques of data analysis were following these steps:

1. Categorizing the novel into speech act classification

The researcher categorized the data in the novel “Skipping Christmas” translated into “Absen Natal”.

2. Tabulating the data

The researcher tabulated the data in the novel “Skipping Christmas” translated into “Absen Natal”.

Tabulating data has two types : coding and grouping data.

- a. Coding data is defined as marking the segments of data with symbols, descriptive words, or category names.
- b. Grouping data is a calculated percentage by using the formula.

$$\frac{\text{Occurence}}{\text{Total Occurences}} \times 100 \%$$

The researcher analyzed directive illocutionary act of Luther character in the novel “Skipping Christmas” translated into “Absen Natal”. The researcher used purposive sampling by Kerlinger (in Key, 1997). It was a kind of selection method where the samples are taken from the data containing criteria of showing variety of variables which is needed in this study. The reason why the researcher used purposive sampling because purposive sampling used criteria to pick samples. There were 20 chapters in this novel, the criteria for sampling were: (1) the chapter contained utterances of Luther character. (2) the chapter contained directive illocutionary act. The utterances Luther character are found mostly in “Skipping Christmas” novel chapter 11 until 20.

3. Looking for the translation pattern

The researcher looked for the translation pattern. Translation pattern were similar structure and similar context of situation.

4. Drawing the conclusion

The researcher concluded the analysis of directive illocutionary act of Luther character in the novel “Skipping Christmas” translated into “Absen Natal”.

CHAPTER IV

DATA ANALYSIS

This chapter covers the data analysis and result of the study. The analysis of Directive Illocutionary Act uttered by Luther Character in the novel *Skipping Christmas* was done by using the seven components of Vanderveken's theory.

4.1 Findings of the Study of Directive Illocutionary Act

There are 49 utterances containing directive illocutionary acts. Those are : asking (22), commanding (4), ordering (8), suggesting (6), requesting (6), forbidding (2).

The occurrences and types of directive illocutionary act found in John Ghrisham "*Skipping Christmas*" novel can be seen on table 4.1 below:

Table 4.1
Directive Illocutionary Act of Luther Character in the Novel “Skipping Christmas”.

| No. | SL | | | TL | | |
|--------------|-------------------------------------|------------|----------------|-------------------------------------|------------|----------------|
| | Kind of Directive Illocutionary Act | Occurrence | Percentage (%) | Kind of Directive Illocutionary Act | Occurrence | Percentage (%) |
| 1. | Asking | 11 | 45,8 | Asking | 11 | 45,8 |
| 2. | Commanding | 2 | 8,3 | Commanding | 2 | 8,3 |
| 3. | Ordering | 4 | 16,7 | Ordering | 4 | 16,7 |
| 4. | Suggesting | 3 | 12,5 | Suggesting | 3 | 12,5 |
| 5. | Requesting | 3 | 12,5 | Requesting | 3 | 12,5 |
| 6. | Forbidding | 1 | 4,2 | Forbidding | 1 | 4,2 |
| Total | | 24 | 100 | Total | 24 | 100 |

Table 4.1 reveals that the source language contains 11 (45,8%) directive illocutionary acts which are included into asking. It can be said that asking has a high occurrence of usage in this novel. The next is commanding; there are 2 (8,3%) commandings which are found in this novel. Furthermore, the researcher finds 4 (16,7%) directive illocutionary acts which are included in ordering. Suggesting has got 3 (12,5%) occurrences. Requesting gets 3 (12,5%) occurrences. The last, Forbidding has only 1 (4,2%).

The directive illocutionary acts in the target language have got the same occurrences as in the source language.

In the analysis, researcher finds some types of directive illocutionary act in the novel “Skipping Christmas” by John Ghrisham, and how the directive illocutionary act are translated into Indonesian.

Table 4.2

Translation Pattern of Directive Illocutionary Act

| SL | TL | Appendix No. |
|------------|------------|----------------------------|
| Suggesting | Suggesting | 1,14,23 |
| Asking | Asking | 2,4,5,6,7,8,10,11,12,20,21 |
| Forbidding | Forbidding | 3 |
| Commanding | Commanding | 9,18 |
| Ordering | Ordering | 13,16,17,19 |
| Requesting | Requesting | 15,22,24 |

From the table above, it can be seen that “asking” is the dominant directive illocutionary act used by Luther character in the novel “Skipping Christmas”.

4.2 Analysis of the Study Directive Illocutionary Act

4.2.1 Suggesting into suggesting

Suggesting in the directive sense, to suggest is just to make a weak attempt to get someone to do something, for example: “How if you put the quiz coupon in an empty space?”. The phrase how if shows the act of suggesting

(Vanderveken, 1990:189). Suggesting is characterized by the use of directive sentence.

App 1 / SL P.4 / L.5 / TL P. 8 / L.7

| | | | |
|---|----------------------|-----------------------------------|----------------------|
| Context : Luther is suggesting Blair to go now because the announcements for the passengers to come aboard has been made. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Suggesting | | Types : Suggesting | |
| Source Language (SL) | Page : 4 Line : 5 | Target Language (TL) | Page : 8 Line : 7 |
| “I guess we’d better go” | | “Sebaiknya kita pergi” | |

The context of this sentence is that Luther, Blair and Nora are still in the airport waiting for boarding time. Luther is in the bad mood. He is sad that Blair has to go and he doesn’t like many people swarming in the airport hall. After sometime, the announcement for boarding has been made and Luther knows that it’s time for Blair to go. So, Luther suggests Blair to say good bye and leave.

The utterance in the source and target languages indicates suggesting. The point of direct speech of the utterance is that in the source language, the speaker (Luther Krank) gives suggestion to the hearer (Blair – his daughter) to go now because the announcement has been made. The phrase “better” indicates that the sentence is an act of suggesting that Blair should leave now. In the target language, the meaning of the suggestion is not on the right spot. It is because the meaning of “kita” in the target language is not very clear,

because it means Luther is also included. The phrase “sebaiknya” also indicates that the sentence is an act of suggesting that Blair should leave now.

The sentence is a directive illocutionary act because the meaning of the sentence indicates that the speaker (Luther) wants the hearer (Blair) to enter the plane. The translation of this sentence is correct, because it can explain that Luther wants Blair to go.

App 14 / SL P.144 / L.5 / TL P.154 / L.1

| | | | |
|--|------------------------|-----------------------------------|------------------------|
| Context : Luther tries to find a way about the cruise. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Suggesting | | Types : Suggesting | |
| Source Language (SL) | Page : 144 Line : 5 | Target Language (TL) | Page : 154 Line : 1 |
| “Maybe we can still go” | | “Mungkin kita masih bisa pergi” | |

The context of this sentence is that Blair is going to come back to town. It will ruin the cruise that Luther has planned before. He knows that it is impossible to stop Blair to come home, but he still wants to go to the cruise with Nora. So, Luther suggests Nora to think that they can still go to the cruise.

The utterance in the source and target languages indicates suggesting. The point of direct speech of the utterance is that in the source language, the speaker (Luther Krank) gives suggestion to the hearer (Nora) to think to make them possible to go to cruise. The phrase “maybe” in the sentence indicates the speaker believes something still can be done. In the target language, the phrase

“mungkin” also indicates that the sentence is an act of suggesting some possibility.

The sentence is a directive illocutionary act because the meaning of the sentence indicates that the speaker (Luther) wants the hearer (Nora) to think that they can still manage to go and the intentions of the speaker (Luther) are well received by the hearer (Nora). The translation of this sentence is correct, because the message of this sentence can explain about Luther’s feeling.

App 23 / SL P.213 / L.19 / TL P.224 / L.1

| | | | |
|--|-------------------------|-----------------------------------|------------------------|
| Context : Luther asked Blair to go to the party. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Suggesting | | Types : Suggesting | |
| Source Language (SL) | Page : 213 Line : 19 | Target Language (TL) | Page : 224 Line : 1 |
| “Can’t keep folks waiting” | | “Jangan sampai mereka menunggu” | |

The context of this sentence is that Blair is getting home and introducing her boyfriend Enrique. They are having some conversations until Luther asks Blair and Enrique to go back to the party.

The utterance in the source and target languages indicates suggesting. The point of direct speech of the utterance is that in the source language, the speaker (Luther Krank) gives suggestion to the hearer (Nora) to go back to the party. The phrase “can’t keep” in the sentence indicates that the speaker believes that the guests can’t be waiting. In the target language, the phrase

“jangan sampai” also indicates that the sentence is an act of suggesting to avoid guests waiting.

The sentence is a directive illocutionary act because the meaning of the sentence indicates that the speaker (Luther) wants the hearer (Blair) to go back to the party to avoid guests waiting. The translation to target language is understandable and correctly grasps the meaning of the source language.

4.2.2 Asking into asking

Asking calls for an answer to or about (ask her about it, ask him his name, just asking). “Ask” has two distinct directives uses. One can ask someone to do something or ask him / her question (e.g. “ask whether”, “ask why”, “ask whom”), for example: “Where are we going?” The word *where* shows the act of asking (Vanderveken, 1990:189). Asking is characterized by the use of interrogative sentence.

App 2 / SL P.33 / L.4 / TL P. 38 / L.13

| | | | |
|--|-----------------------|-----------------------------------|------------------------|
| Context : Randy Bogan sells Christmas trees and offers to Luther. Luther asks how much the christmas tree costs. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Asking | | Types : Asking | |
| Source Language (SL) | Page : 33 Line : 4 | Target Language (TL) | Page : 38 Line : 13 |
| “How much?” | | “Berapa harganya?” | |

The context of this sentence is that two kids are selling the christmas tree. Last year, Luther bought one from them, but this year Luther has no intentions to buy at all. He just asks out of curiosity about the price.

The utterance in the source and target languages belongs to asking. The point of direct speech of the utterance is that in the source language, the speaker (Luther Krank) is asking about the christmas tree price to the hearer (Randy). The phrase “how much” and the sign “?” indicates that the sentence is an act of asking something. In the target language, the phrase “berapa” also indicates that the sentence is an act of asking about the price of the christmas tree.

The response of the question is an answer by Randy, he answers ninety dollars to explain how much the christmas tree costs.

The sentence is a directive illocutionary act because the meaning of the sentence indicates that the speaker (Luther) wants the hearer (Randy) to answer his question. The translation is easy to understand and it explains the situation.

App 4 / SL P.59 / L.21 TL P.67 / L.4

| | | | |
|--|------------------------|-----------------------------------|-----------------------|
| Context : Luther asks Spike how many frosty have Rudolph family had. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Asking | | Types : Asking | |
| Source Language (SL) | Page : 59 Line : 21 | Target Language (TL) | Page : 67 Line : 4 |
| “How many?” | | “Berapa?” | |

The context of this sentence is that Luther asked Spike on how many frosty are up in the Stanton street.

The utterance in the source and target languages belongs to asking. The point of direct speech of the utterance is that in the source language, the speaker (Luther Krank) is asking about the situation to the hearer (Spike). The phrase “how many” and the sign “?” indicates that the sentence is an act of asking something. In the target language, the phrase “berapa” also indicates that the sentence is an act of asking how many frosty are up to Spike.

The response of the question is answered by Spike, which is none of the frosty are up in the Stanton street.

The sentence is a directive illocutionary act because the meaning of the sentence indicates that the speaker (Luther) wants the hearer (Spike) to answer his question. The translation of this sentence is correct, because it explains the sentence literally.

App 5 / SL P.80 / L.10 / TL P.87 / L.24

| | | | |
|---|------------------------|---|------------------------|
| Context : Salino and Treen, the policemen ask for Christmas donations. Instead, Luther asks about the police sponsoring orphans softball team and promises to donate this spring. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Asking | | Types : Asking | |
| Source Language (SL) | Page : 80 Line : 10 | Target Language (TL) | Page : 87 Line : 24 |
| “Do the police still sponsor that softball team for orphans ?” | | “Apakah kepolisian masih mensponsori tim <i>softball</i> untuk anak – anak yatim piatu ?” | |

The context of this sentence is that Salino and Treen, the policemen ask for Luther's donation for Christmas. But, Luther who is not interested in having a Christmas celebration, doesn't want to donate at all. So, Luther tries to make up by donating for orphans softball team this spring.

The utterance in the source and target languages belongs to asking. The point of direct speech of the utterance is that in the source language, the speaker (Luther Krank) is asking about the police sponsoring orphans softball team. The sign “?” indicates that the sentence is an act of asking something. In the target language, the phrase “apakah” also indicates that the sentence is an act of asking about the orphans softball team sponsorships.

The response of the question is answered by Treen, another policeman, by stating that they are still sponsoring orphan softball team.

The sentence is a directive illocutionary act because the meaning of the sentence indicates that the speaker (Luther) wants the hearers (Salino and Treen) to answer his question. This sentence translation is correct and it exactly explains the meaning of the sentence in source language.

App 6 / SL P.99 / L.3 / TL P.106 / L.24

| | | | |
|--|-----------------------|---|-------------------------|
| Context : Kistler and Kendall ask Luther to buy their cakes this Christmas. But, Luther asks them to come back in the summer for Fourth of July event. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Asking | | Types : Asking | |
| Source Language (SL) | Page : 99 Line : 3 | Target Language (TL) | Page : 106 Line : 24 |
| “You guys still put on that Fourth of July fishing rodeo for handicapped kids?” | | “Apakah kalian masih mengadakan lomba mancing Hari Kemerdekaan untuk anak-anak penyandang cacat?” | |

The context of this sentence is that Kistler and Kendall are selling fruitcakes for christmas. Last year Luther bought five fruitcakes from them, but this year Luther has no intentions to buy at all. So, he tries to find some excuses for not buying the fruitcakes.

The utterance in the source and target languages belongs to asking. The point of direct speech of the utterance is that in the source language, the speaker (Luther Krank) is asking about the competition in summer to the hearers (Kistler and Kendall). The sign “?” indicates that the sentence is an act of asking something. In the target language, the phrase “apakah” also indicates that the sentence is an act of asking about the fishing rodeo for handicapped kids.

The response of the question is answered by Kistler, who says that every year they put on a fishing rodeo.

The sentence is a directive illocutionary act because the meaning of the sentence indicates that the speaker (Luther) wants the hearers (Kistler and Kendall) to answer his question. The translation is correct and explains the sentence from the source language.

App 7 / SL P.114 / L.24 / TL P.122 / L.29

| | | | |
|--|-------------------------|-----------------------------------|-------------------------|
| Context : Nora and Luther are still eating when Nora suddenly realized something. Then, Luther asked her about it. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Asking | | Types : Asking | |
| Source Language (SL) | Page : 114 Line : 24 | Target Language (TL) | Page : 122 Line : 29 |
| “What is it, Nora ?” | | “Ada apa, Nora ?” | |

The context of this sentence is that Nora suddenly realized something. Then, Luther asks Nora about it.

The utterance in the source and target languages belongs to asking. The point of direct speech of the utterance is that in the source language, the speaker (Luther Krank) is asking about what the hearer (Nora) is thinking about. The phrase “what” and the sign “?” indicates that the sentence is an act of asking something. In the target language, the phrase “ada apa” also indicates that the sentence is an act of asking about what is in Nora’s mind.

The response of the question is answered by Nora. She is worried about judges who come around after the parade.

The sentence is a directive illocutionary act because the meaning of the sentence indicates that the speaker (Luther) wants the hearer (Nora) to answer his question. The meaning of translation in target language is exactly the same as in the source language.

App 8 / SL P.115 / L.1 / TL P.123 / L.1

| | | | |
|---|------------------------|---|------------------------|
| Context : Nora is answering Luther question in hope that Luther will remember the answer. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Asking | | Types : Asking | |
| Source Language (SL) | Page : 115 Line : 1 | Target Language (TL) | Page : 123 Line : 1 |
| “Don’t those judges come around after the parade ?” | | “Bukankah juri – juri itu selalu datang setelah pawai usai ?” | |

The context of this sentence is that Luther and Nora are still eating in the restaurant talking about this year’s christmas. Suddenly, Nora remembers something and when Luther asks, Nora answers it by giving him another question in hope that Luther will remember about the judges. Luther eventually remembers what is bothering Nora.

The utterance in the source and target languages belongs to asking. Nora is giving Luther a question in hope she (Nora) can make his (Luther) memory fresh, also she (Nora) just wants to confirm that her (Nora) memory is right. The sign “?” indicates that the sentence is an act of asking about the judges. In

the target language, the sign “?” also indicates that the sentence is an act of asking about the judges for parade.

The sentence is a directive illocutionary act because the meaning of the sentence indicates that the speaker (Nora) wants the hearer (Luther) to remember what’s going to happen. The translation in target language is correct, because it can explain the meaning of the sentence in source language.

App 10 / SL P.126 / L.19 / TL P.135 / L.28

| | | | |
|--|-------------------------|-----------------------------------|-------------------------|
| Context : Luther asks about Bev Scheels’ cancer disease. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Asking | | Types : Asking | |
| Source Language (SL) | Page : 126 Line : 19 | Target Language (TL) | Page : 135 Line : 28 |
| “Did her doctor say that ?” | | “Apa dokternya bilang begitu ?” | |

The context of this sentence is that Luther and Nora are talking about Bev Scheel, Bev is diagnosed by cancer and Nora says that it’s spread to Bev’s lungs and this can be Bev’s last christmas. Luther asks if Bev’s doctor really said that.

The utterance in source and target languages belongs to asking. The point of direct speech of the utterance is that in the source language, the speaker (Luther Krank) is asking about the circumstance of Bev’s cancer to the hearer (Nora). The sign “?” indicates that the sentence is an act of asking about Bev’s

cancer. In the target language, the phrase “apa” also indicates that the sentence is an act of asking about Bev’s cancer.

The response of the question is answered by Nora, who says that it’s just her (Nora) opinion that this could be Bev’s last christmas.

The sentence is a directive illocutionary act because the meaning of the sentence indicates that the speaker (Luther) wants to know if the hearer (Nora) knows Bev’s cancer from her doctor. The translation of this sentence is correct, because it conveys the message from the source language to the target language.

App 11 / SL P. 141 / L.8 / TL P.151 / L. 2

| | | | |
|--|------------------------|-----------------------------------|------------------------|
| Context : Luther asks Nora about the time because Blair will be home soon. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Asking | | Types : Asking | |
| Source Language (SL) | Page : 141 Line : 8 | Target Language (TL) | Page : 151 Line : 2 |
| “What time is it?” | | “Sekarang jam berapa?” | |

The context of this sentence is that Blair will be coming home soon, while Kranks is not preparing any party. So Luther, still is shocked by the news, asks about what time is it.

The utterance in the source and target languages belongs to asking. The point of direct speech of the utterance is that in the source language, the speaker (Luther Krank) is asking about the time to the hearer (Nora). The

phrase “what time” and the sign “?” indicates that the sentence is an act of asking something. In the target language, the phrase “berapa” also indicates that the sentence is an act of asking about the time. The response of the question is answered by Nora, who says 11.15.

The sentence is a directive illocutionary act because the meaning of the sentence indicates that the speaker (Luther) wants the hearer (Nora) to tell him what time is it. The translation of this sentence is correct, because it explains the situation in clear way.

App 12 / SL P.141 / L.11 / TL P.151 / L.6

| | | | |
|---|-------------------------|---|------------------------|
| Context : Nora tells Blair that they will have a party at home while it won't. Luther asks why Nora tells Blair that. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Asking | | Types : Asking | |
| Source Language (SL) | Page : 141 Line : 11 | Target Language (TL) | Page : 151 Line : 6 |
| “Why did you tell her we were having party?” | | “Mengapa kau bilang kita akan ada pesta?” | |

The context of this sentence is that Blair will be coming home and Nora tells Blair that they will have a party while actually they have another plan. This makes Luther upsets and asks Nora why does she do that.

The utterance in the source and target languages belongs to asking. The point of direct speech of the utterance is that in the source language, the speaker (Luther Krank) is asking the hearer (Nora), why she is telling Blair that

they will have a party. The phrase “why” and the sign “?” indicates that the sentence is an act of asking the reason of Nora’s action. In the target language, the phrase “mengapa” also indicates that the sentence is an act of asking the reason of Nora’s action. In the target language, the phrase “mengapa” also indicates that the sentence.

The response of the question is answered by Nora, who answers it immediately.

The sentence is a directive illocutionary act because the meaning of the sentence indicates that the speaker (Luther) wants the hearer (Nora) to tell him the reason she tells Blair that they’re having a party. The target language tells exactly the same as the source language wants to say.

App 20 / SL P.195 / L.6 / TL P.206 / L.17

| | | | |
|--|------------------------|-----------------------------------|-------------------------|
| Context : Luther is on the roof, hanging by the cable, unable to come down by his own. And his neighbors led by Vic Frohmeyer come up to help. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Asking | | Types : Asking | |
| Source Language (SL) | Page : 195 Line : 6 | Target Language (TL) | Page : 206 Line : 17 |
| “What’s the plan here, Vic ?” | | “Rencananya bagaimana nih ?” | |

The context of this sentence is that Luther is on the roof, hanging by the cable, unable to come down by his own and his neighbors led by Vic Frohmeyer comes up to help. But, Luther is uncertain that they are able to help so he asks Vic about his plan.

The utterance in the source and target languages belongs to asking. The point of direct speech of the utterance is that in the source language, the speaker (Luther Krank) is asking about the plan to rescue him (Luther) to the hearer (Vic Frohmeyer). The phrase “what” and the sign “?” indicates that the sentence is an act of asking about the plan. In the target language, the word “bagaimana” also indicates that the sentence is an act of asking about the plan.

The response of the question is not answered by Vic, who is still hesitated because they have no plan at all.

The sentence is a directive illocutionary act because the meaning of the sentence indicates that the speaker (Luther) wants the hearer (Vic) to tell him if Vic has a plan. The translation of this sentence is correct, because the sentence in source language can explain what the sentence wants to tell..

App 21 / SL P.197 / L.12 / TL P. 207 / L.16

| | | | |
|--|-------------------------|-----------------------------------|-------------------------|
| Context : Nora is coming home, but his husband is on the roof. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Asking | | Types : Asking | |
| Source Language (SL) | Page : 197 Line : 12 | Target Language (TL) | Page : 207 Line : 16 |
| “Are you okay?” | | “Kau baik-baik saja?” | |

The context of this sentence is that Luther is still on the verge of falling from the roof and Nora is coming home. So she (Nora) asks Luther whether he (Luther) is okay or not.

The utterance in the source and target languages belongs to asking. The point of direct speech of the utterance is that in the source language, the speaker (Nora) is asking about the condition of the hearer (Luther). The sign “?” indicates that the sentence is an act of asking if Luther is alright. In the target language, the sign “?” also indicates that the sentence is an act of asking if Luther is alright.

The response of the question is answered by Luther, who is still angry and yells back at Nora. The answer is “wonderful”.

The sentence is a directive illocutionary act because the meaning of the sentence indicates that the speaker (Nora) wants to know if the hearer (Luther) is alright. The translation of this sentence is understandable because it translates the sentence word by word.

4.2.3 Forbidding into forbidding

Forbidding is the propositional negation of ordering. Thus, to forbid a hearer to do something is just to order him not to do it, for example: “Do not try to talk if you’re not dead, it’s only because you’re hit in the lung not the heart.” The phrase *Do not try* shows the act of forbidding (Vanderveken, 1990:189).

App 3 / SL P.35 / L.22 / TL P. 41 / L.6

| | | | |
|--|------------------------|-----------------------------------|-----------------------|
| Context : There is a conversation between Luther and Nora about the Scouts and their leaders. Luther and Nora peek around the curtains from their own house. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Forbidding | | Types : Forbidding | |
| Source Language (SL) | Page : 35 Line : 22 | Target Language (TL) | Page : 41 Line : 6 |
| “Stop it, Nora. | | “Hentikan, Nora. | |

The context of this sentence is that after rejecting to buy the christmas tree, Luther and Nora are getting back in the house while the boy scout groups together with other group and starts gossiping Luther. Luther and Nora peek from their house, and Nora starts whispering to Luther. Luther feels that they are in the house so they don't need to whisper to each other.

The utterance in the source and target languages indicates forbidding. The point of directive speech act is that, in the source language, the speaker (Luther Krank) is forbidding the hearer (Nora) to whisper because they are in their house and there is no way the boy scout will hear what they say. The phrase “stop it” indicates that the sentence is an act of forbidding Nora to whisper. In the target language, the phrase “hentikan” also indicates that the sentence is an act of forbidding Nora to whisper.

The sentence is a directive illocutionary act because the meaning of the sentence indicates that the speaker (Luther) wants the hearer (Nora) to do

exactly what he says. The translation of this sentence is correct, because the sentence structure and the meaning behind it still the same.

4.2.4 Commanding into commanding

Commanding requires authority or at least pretends institutionalized power. Thus, to give an order is to demand of the hearer that he does something while invoking a position of authority or of power over him (special mode of achievement), while a command is just to give an order from a position of authority, for example: “Fly the plane!” The phrase *fly the plane* shows the act of commanding (Vanderveken, 1990:189). Commanding is characterized by the use of imperative sentence.

App 9 / SL P.118 / L.18 / TL P.127 / L.1

| | | | |
|--|-------------------------|-----------------------------------|------------------------|
| Context : Luther tells Nora to look at the picture in the newspaper. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Commanding | | Types : Commanding | |
| Source Language (SL) | Page : 118 Line : 18 | Target Language (TL) | Page : 127 Line : 1 |
| “Look at the picture”. | | “Coba liat gambarnya.” | |

The context of this sentence is that Luther reads an article about Krank’s family Skipping Christmas in the newspaper. Luther is very upset and tells Nora who is still in bed to take a look at the picture in the newspaper.

The utterance in the source and target languages indicates commanding. The point of direct speech of the utterance is that, in the source language, the speaker (Luther Krank) is commanding the hearer (Nora) to look at the picture in the newspaper immediately. The context of this sentence indicates that the sentence is an act of commanding Nora to look at the picture. It's because Luther is demanding Nora to get up from the bed and read the article immediately. In the target language, the context also indicates that the sentence is an act of commanding Nora to look at the picture. It's because Luther demands Nora to get up and do it fast.

The sentence is a directive illocutionary act because the meaning of the sentence indicates that the speaker (Luther) wants the hearer (Nora) to do exactly what the speaker (Luther) says immediately. The translation of this sentence is easy to understand, because it has the same message from the source language to the target language.

App 18 / SL P.167 / L.9 / TL P.178 / L.12

| | | | |
|---|------------------------|---|-------------------------|
| Context : Luther and Spike are in the house, but Nora is coming home. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Commanding | | Types : Commanding | |
| Source Language (SL) | Page : 167 Line : 9 | Target Language (TL) | Page : 178 Line : 12 |
| “Spike, you need to leave and now” | | “Spike, kau harus pergi, sekarang juga” | |

The context of this sentence is that Spike is helping Luther to prepare the christmas tree when Nora comes home. Luther doesn't want Nora to know that Spike is helping him. So, Luther tells Spike to leave immediately.

The utterance in the source and target languages indicates commanding. The point of direct speech of the utterance is that, in the source language, the speaker (Luther Krank) is commanding the hearer (Spike) to leave fast because Nora is coming home and Luther doesn't want her to know that Spike is helping him with the christmas tree. The phrase "you need to leave" indicates that the sentence is an act of commanding and the phrase "now" brings an emphasis that it can't be negotiated and must be done immediately. In the target language, the phrase "sekarang juga" also indicates that the sentence is an act of commanding, which has to be done immediately.

The sentence is a directive illocutionary act because the meaning of the sentence indicates that the speaker (Luther) wants the hearer (Spike) to leave fast before Nora sees him. The translation of this sentence is correct, because the meaning of the sentence in target language is the same as in the source language.

4.2.5 Ordering into ordering

Ordering gives an authoritative direction or instruction to do something, for example : "Can't it wait ?". The phrase *can't it* shows the act ordering (Vanderveken, 1990:189).

The characteristics of ordering are imperative sentence and interrogative sentence. The speaker still gives hearer an offer to do something. It is not a compulsory to the hearer. Ordering is characterized by the use of authoritative direction sentence.

App 13 / SL P.143 / L.3 / TL P.153 / L.4

| | | | |
|---|------------------------|-----------------------------------|------------------------|
| Context : Luther tries to force Nora to tell Blair that they will not have a party. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Ordering | | Types : Ordering | |
| Source Language (SL) | Page : 143 Line : 3 | Target Language (TL) | Page : 153 Line : 4 |
| “Can we talk about this ?” | | “Bisa kita bicarakan ini ?” | |

The context of this sentence is that Nora has told Blair that Kranks will have a party. But Luther who still wants to go for a cruise orders Nora to talk about the truth.

The utterance in the source and target languages indicates ordering. The point of direct speech of the utterance is that, in the source language, the speaker (Luther Krank) is ordering the hearer (Nora) to talk about how they should tell Blair the truth. The phrase “Can we” indicates that the sentence is an act of ordering. In the target language, the phrase “bisa kita” also indicates that the sentence is an act of ordering.

The sentence is a directive illocutionary act because the meaning of the sentence indicates that the speaker (Luther) orders the hearer (Nora) to talk

with him about the event. The translation of this sentence is understandably correct, because the sentence in the target language can explain the content of sentence in source language.

App 16 / SL P.158 / L.26 / TL P.169 / L.7

| | | | |
|--|-------------------------|-----------------------------------|------------------------|
| Context : Luther tells Spike to be careful in the Trogdon's house. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Ordering | | Types : Ordering | |
| Source Language (SL) | Page : 158 Line : 26 | Target Language (TL) | Page : 169 Line : 7 |
| "Don't break anything" | | "Jangan sampai ada yang pecah" | |

The context of this sentence is that Luther and Spike unload the christmas tree from Trogdon's house. But, Luther is afraid that Spike will break something, so he is ordering Spike to be careful.

The utterance in the source and target languages indicates ordering. The point of direct speech of the utterance is that, in the source language, the speaker (Luther Krank) is ordering the hearer (Spike) to be careful so Spike doesn't break anything in the Trogdon's house. The phrase "Don't" indicates that the sentence is an act of ordering. In the target language, the phrase "jangan sampai" also indicates that the sentence is an act of ordering Spike not to break anything in Trogdon's house.

The sentence is a directive illocutionary act because the meaning of the sentence indicates that the speaker (Luther) orders the hearer (Spike) to be

careful so Spike doesn't break anything in Trogdon's house. The translation of this sentence is correct, the sentence in target language clearly states the same meaning as the source language.

App 17 / SL P.166 / L.5 / TL P.177 / L.5

| | | | |
|---|------------------------|-----------------------------------|------------------------|
| Context : Luther and Spike will try to put the decorations of the tree. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Ordering | | Types : Ordering | |
| Source Language (SL) | Page : 166 Line : 5 | Target Language (TL) | Page : 177 Line : 5 |
| "Let's check the lights" | | "Ayo kita cek lampu – lampunya" | |

The context of this sentence is that Luther and Spike try to put decorations to the tree. But, they are not sure whether the lights will be okay, so Luther decides that they need to check the lights first.

The utterance in the source and target languages indicates ordering. The point of direct speech of the utterance is that, in the source language, the speaker (Luther Krank) is ordering the hearer (Spike) to check the lights, to make sure that it's okay. The phrase "Let's" indicates that the sentence is an act of ordering Spike to check the christmas tree lights. In the target language, the phrase "ayo kita" also indicates that the sentence is an act of ordering Spike to check the christmas tree lights.

The sentence is a directive illocutionary act because the meaning of the sentence indicates that the speaker (Luther) orders the hearer (Spike) to check

the lights. The translation in target language has the same meaning as source language so the translation is correct.

App 19 / SL P.168 / L.14 / TL P.179 / L.15

| | | | |
|---|-------------------------|-----------------------------------|-------------------------|
| Context : Nora complains about the tree. Luther feels that's the only tree they can find. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Ordering | | Types : Ordering | |
| Source Language (SL) | Page : 168 Line : 14 | Target Language (TL) | Page : 179 Line : 15 |
| "Take it or leave it!" | | "Terserah, mau atau tidak!" | |

The context of this sentence is that Nora is coming home from shopping. Luther is helping Nora to take the luggage inside when Nora suddenly looks at the christmas tree. She doesn't like it.

The utterance in the source and target languages indicates ordering. The point of direct speech of the utterance is that in the source language, the speaker (Luther Krank) is ordering the hearer (Nora) to accept the christmas tree or not. The phrase "Take it or leave it" indicates that the sentence is an act of ordering Nora to choose whether nora can accept the christmas tree or not. In the phrase, the speaker (Luther) offers Nora to choose. In the target language, the phrase "mau atau tidak" also indicates that the sentence is an act of ordering Nora to choose whether Nora can accept the christmas tree or not.

The sentence is a directive illocutionary act because the meaning of the sentence indicates that the speaker (Luther) wants the hearer (Nora) to choose whether they will use the tree or not at all. The translation of this sentence is correct, because it conveys the message from the source language to the target language.

4.2.6 Requesting into requesting

Requesting is often taken to be the paradigmatic directive, but on account of this special mode of achievement is not the primitive, for example: “Could you tell her Archer’s here? and I’ve got the story she wants.” The phrase *could you* shows the act requesting (Vanderveken, 1990:189). Requesting is characterized by the use of paradigmatic directive sentence.

App 15 / SL P.155 / L.9 / TL P.165 / L.12

| | | | |
|---|------------------------|-----------------------------------|-------------------------|
| Context : Luther is beg for help from Riley Abritton. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Requesting | | Types : Requesting | |
| Source Language (SL) | Page : 155 Line : 9 | Target Language (TL) | Page : 165 Line : 12 |
| “Help me out there, Riley” | | “Tolong bantu aku Riley” | |

The context of this sentence is that after realizing that they must have a christmas party, Luther invites his friend Riley to come to his christmas party. He begs Riley to come to the party.

The utterance in the source and target languages indicates requesting. The point of direct speech of the utterance is that in the source language, the speaker (Luther Krank) requests the hearer (Riley) to come to his christmas party. The phrase “help me” indicates that the sentence is an act of requesting Riley to help Luther by coming to Luther’s house for christmas party. In the target language, the phrase “tolong bantu” also indicates that the sentence is an act of requesting for help Riley to help Luther by coming to Luther’s house for christmas party.

The sentence is a directive illocutionary act because the meaning of the sentence indicates that the speaker (Luther) wants the hearer (Riley) to come to his christmas party. The translation of this sentence is correct, because it conveys the message from the source language to the target language.

App 22 / SL P.209 / L.18 / TL P. 219 / L.21

| | | | |
|---|-------------------------|-----------------------------------|-------------------------|
| Context : Luther wants Nora to tell Blair about the cruise. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Requesting | | Types : Requesting | |
| Source Language (SL) | Page : 209 Line : 18 | Target Language (TL) | Page : 219 Line : 21 |
| “Just give up” | | “Sudahlah, menyerahlah” | |

The context of this sentence is that Luther realizes that the color of his skin is darker because of tanning and Blair is going to realize something is wrong.

Nora asks Luther to wear dark cardigan and makeups to make his skin paler. Luther doesn't like it, so Luther requests Nora to tell Blair the truth.

The utterance in the source and target languages indicates forbidding. The point of direct speech of the utterance is that in the source language, speaker (Luther Krank) requests the hearer (Nora) to tell Blair the truth so he doesn't need to wear the makeups. The phrase "just give up" indicates that the sentence is an act of request to give up and tell Blair about the cruise. In the target language, the phrase "menyerahlah" also indicates that the sentence is an act of request to give up and tell Blair about the cruise.

The sentence is a directive illocutionary act because the meaning of the sentence indicates that the speaker (Luther) requests the hearer (Nora) to tell Blair about the cruise. The translation of this sentence can explain about the situation in the source language.

App 24 / SL P. 223 / L.11 / TL P.232 / L.13

| | | | |
|--|-------------------------|-----------------------------------|-------------------------|
| Context : Luther asks Walt and Bev to go for the cruise. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Requesting | | Types : Requesting | |
| Source Language (SL) | Page : 223 Line : 11 | Target Language (TL) | Page : 232 Line : 13 |
| "Just go for it, okay ?" | | "Kalian mau, kan ?" | |

The context of this sentence is that Luther asks Walt and Bev Scheel to go for a cruise in order to fill for his (Luther) spot. Walt and Bev are hesitated but, Luther asks them to just go for it.

The utterance in the source and target languages belongs to requesting. The point of direct speech of the utterance is that in the source language, the speaker (Luther Krank) is asking the hearers (Bev and Walt Scheel) to go for a cruise. The phrase “okay” indicates that the sentence is an act of offering the cruise to Walt and Bev Scheel. In the target language, the phrase “mau,kan?” also indicates that the sentence is an act of offering the cruise to Walt and Bev Scheel.

The response of the question is answered by Bev’s implicates that she is willing to go to the cruise.

The sentence is a directive illocutionary act because the meaning of the sentence indicates that the speaker (Luther) wants the hearers (Walt and Bev) to accept the speaker’s (Luther’s) idea to go to the cruise. The translation literally explains the sentence in the source language.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Directive illocutionary act is a kind of speech act that is used by the speaker to get someone else to do something. It helps the speaker try to change the situation.

The Directive illocutionary acts of “Skipping Christmas” novel source language utterances are asking (11 utterances), commanding (2 utterances), ordering (4 utterances), suggesting (3 utterances), requesting (3 utterances) and forbidding (1). The Directive illocutionary acts of Skipping Christmas novel target language utterances are asking (11 utterances), commanding (2 utterances), ordering (4 utterances), suggesting (3 utterances), requesting (3 utterances) and forbidding (1 utterance). After being analyzed, almost all utterances are translated literally.

From the analysis, the researcher found that the meanings of the utterances are: The illocutionary points of the utterances are that, Luther suggests Blair, Luther asks Nora, Luther forbids Nora, Luther commands Spike, Luther orders Nora, Luther requests Riley.

The modes of achievement of the utterances are that: Blair is boarding to the plane following Luther suggestion, Nora can answer Luther’s question,

Nora is following Luther's words, Spike is following Luther's command, Nora doesn't want to follow Luther's order, Riley can't fulfill Luther's request.

The propositional content conditions of the utterances are that: Luther suggests Blair to go boarding now, Luther asks Nora about their daughter assignment in Peru, Luther forbids Nora to whisper in the house, Luther commands Spike to leave the house now, Luther orders Nora to talk about Blair's coming, Luther requests Riley to help Luther by coming to the party.

The preparatory conditions of the utterances are that: Luther believes that Blair should be going now, Luther wants to confirm that Blair will be okay, Luther believes that the people outside can't hear their conversation, Luther doesn't want Nora to know that Spike is helping him, Luther believes that he can talk Nora out of it, Luther believes that Riley will willingly help him.

The sincerity conditions of the utterances are that: Luther is sad to see Blair leave, Luther really wants to believe that Blair will be fine, Luther really wants that Nora shouldn't whisper in the house, Luther is really afraid that Nora will know of Spike's help, Luther really wants to go to the cruise, Luther really wants Riley to come to the party.

The degree of strength of the utterances show Luther's seriousness to give suggestion, get an answer from Nora, make Nora stop whispering, to get Spike out of the house, to talk to Nora about the cruise, to get help from Riley.

5.2 Suggestion

In this research the writer chooses to analyze a novel. Other researcher should develop and find another material to be analyzed such as movie or other material. The researcher also found some indirect utterances that should be analyzed further.

The research only focuses on illocutionary act of the directive illocutionary act. The researcher suggests students who are interested in conducting the similar research to analyze the other types of illocutionary act.

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APPENDIX

App 1 / SL P.4 / L.5 / TL P. 8 / L.7

| | | | |
|---|----------------------|-----------------------------------|----------------------|
| Context : Luther is suggesting Blair to go now because the announcements for the passengers to come aboard has been made. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Suggesting | | Types : Suggesting | |
| Source Language (SL) | Page : 4 Line : 5 | Target Language (TL) | Page : 8 Line : 7 |
| “I guess we’d better go” | | “Sebaiknya kita pergi” | |

App 2 / SL P.33 / L.4 / TL P. 38 / L.13

| | | | |
|--|-----------------------|-----------------------------------|------------------------|
| Context : Randy Bogan sells Christmas trees and offers to Luther. Luther asks how much the christmas tree costs. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Asking | | Types : Asking | |
| Source Language (SL) | Page : 33 Line : 4 | Target Language (TL) | Page : 38 Line : 13 |
| “How much?” | | “Berapa harganya?” | |

App 3 / SL P.35 / L.22 / TL P. 41 / L.6

| | | | |
|--|------------------------|-----------------------------------|-----------------------|
| Context : There is a conversation between Luther and Nora about the Scouts and their leaders. Luther and Nora peek around the curtains from their own house. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Forbidding | | Types : Forbidding | |
| Source Language (SL) | Page : 35 Line : 22 | Target Language (TL) | Page : 41 Line : 6 |
| “Stop it, Nora. | | “Hentikan, Nora. | |

App 4 / SL P.59 / L.21 TL P.67 / L.4

| | | | |
|--|------------------------|-----------------------------------|-----------------------|
| Context : Luther asks Spike how many frosty have Rudolph family had. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Asking | | Types : Asking | |
| Source Language (SL) | Page : 59 Line : 21 | Target Language (TL) | Page : 67 Line : 4 |
| “How many?” | | “Berapa?” | |

App 5 / SL P.80 / L.10 / TL P.87 / L.24

| | | | |
|---|------------------------|---|------------------------|
| Context : Salino and Treen, the policemen ask for Christmas donations. Instead, Luther asks about the police sponsoring orphans football team and promised to donate this spring. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Asking | | Types : Asking | |
| Source Language (SL) | Page : 80 Line : 10 | Target Language (TL) | Page : 87 Line : 24 |
| “Do the police still sponsor that softball team for orphans ?” | | “Apakah kepolisian masih mensponsori tim <i>softball</i> untuk anak – anak yatim piatu ?” | |

App 6 / SL P.99 / L.3 / TL P.106 / L.24

| | | | |
|--|-----------------------|---|-------------------------|
| Context : Kistler and kendall ask Luther to buy their cakes this Christmas. But, Luther asks them to come back in the summer for Fourth of July event. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Asking | | Types : Asking | |
| Source Language (SL) | Page : 99 Line : 3 | Target Language (TL) | Page : 106 Line : 24 |
| “You guys still put on that Fourth of July fishing rodeo for handicapped kids?” | | “Apakah kalian masih mengadakan lomba mancing Hari Kemerdekaan untuk anak-anak penyandang cacat?” | |

App 7 / SL P.114 / L.24 / TL P.122 / L.29

| | | | |
|---|-------------------------|-----------------------------------|-------------------------|
| Context : Nora and Luther are still eating when Nora suddenly realized something. Then, Luther asks her about it. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Asking | | Types : Asking | |
| Source Language (SL) | Page : 114 Line : 24 | Target Language (TL) | Page : 122 Line : 29 |
| “What is it, Nora ?” | | “Ada apa, Nora ?” | |

App 8 / SL P.115 / L.1 / TL P.123 / L.1

| | | | |
|--|------------------------|---|------------------------|
| Context : Nora is answering Luther question with a rhetorical question in hope that Luther will remember the answer. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Asking | | Types : Asking | |
| Source Language (SL) | Page : 115 Line : 1 | Target Language (TL) | Page : 123 Line : 1 |
| “Don’t those judges come around after the parade ?” | | “Bukankah juri – juri itu selalu datang setelah pawai usai ?” | |

App 9 / SL P.118 / L18. / TL P.127 / L.1

| | | | |
|--|-------------------------|-----------------------------------|------------------------|
| Context : Luther tells Nora to look at the picture in the newspaper. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Commanding | | Types : Commanding | |
| Source Language (SL) | Page : 118 Line : 18 | Target Language (TL) | Page : 127 Line : 1 |
| “Look at the picture”. | | “Coba liat gambarnya.” | |

App 10 / SL P.126 / L.19 / TL P.135 / L.28

| | | | |
|--|-------------------------|-----------------------------------|-------------------------|
| Context : Luther asks about Bev Scheels' cancer disease. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Asking | | Types : Asking | |
| Source Language (SL) | Page : 126 Line : 19 | Target Language (TL) | Page : 135 Line : 28 |
| “Did her doctor say that ?” | | “Apa dokternya bilang begitu ?” | |

App 11 / SL P. 141 / L.8 / TL P.151 / L. 2

| | | | |
|--|------------------------|-----------------------------------|------------------------|
| Context : Luther asks Nora about the time because Blair will be home soon. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Asking | | Types : Asking | |
| Source Language (SL) | Page : 141 Line : 8 | Target Language (TL) | Page : 151 Line : 2 |
| “What time is it?” | | “Sekarang jam berapa?” | |

App 12 / SL P.141 / L.11 / TL P.151 / L.6

| | | | |
|---|-------------------------|---|------------------------|
| Context : Nora tells Blair that they will have a party at home while it won't. Luther asks why Nora tells Blair that. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Asking | | Types : Asking | |
| Source Language (SL) | Page : 141 Line : 11 | Target Language (TL) | Page : 151 Line : 6 |
| “Why did you tell her we were having party?” | | “Mengapa kau bilang kita akan ada pesta?” | |

App 13 / SL P.143 / L.3 / TL P.153 / L.4

| | | | |
|---|------------------------|-----------------------------------|------------------------|
| Context : Luther tries to force Nora to tell Blair that they will not have a party. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Ordering | | Types : Ordering | |
| Source Language (SL) | Page : 143 Line : 3 | Target Language (TL) | Page : 153 Line : 4 |
| “Can we talk about this ?” | | “Bisa kita bicarakan ini ?” | |

App 14 / SL P.144 / L.5 / TL P.154 / L.1

| | | | |
|--|------------------------|-----------------------------------|------------------------|
| Context : Luther tries to find a way about the cruise. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Suggesting | | Types : Suggesting | |
| Source Language (SL) | Page : 144 Line : 5 | Target Language (TL) | Page : 154 Line : 1 |
| “Maybe we can still go” | | “Mungkin kita masih bisa pergi” | |

App 15 / SL P.155 / L.9 / TL P.165 / L.12

| | | | |
|---|------------------------|-----------------------------------|-------------------------|
| Context : Luther is beg for help from Riley Abritton. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Requesting | | Types : Requesting | |
| Source Language (SL) | Page : 155 Line : 9 | Target Language (TL) | Page : 165 Line : 12 |
| “Help me out there, Riley” | | “Tolong bantu aku Riley” | |

App 16 / SL P.158 / L.26 / TL P.169 / L.7

| | | | |
|--|-------------------------|-----------------------------------|------------------------|
| Context : Luther tells Spike to be careful in the Trogdon’s house. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Ordering | | Types : Ordering | |
| Source Language (SL) | Page : 158 Line : 26 | Target Language (TL) | Page : 169 Line : 7 |
| “Don’t break anything” | | “Jangan sampai ada yang pecah” | |

App 17 / SL P.166 / L.5 / TL P.177 / L.5

| | | | |
|---|------------------------|-----------------------------------|------------------------|
| Context : Luther and Spike will try to put the decorations of the tree. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Ordering | | Types : Ordering | |
| Source Language (SL) | Page : 166 Line : 5 | Target Language (TL) | Page : 177 Line : 5 |
| “Let’s check the lights” | | “Ayo kita cek lampu – lampunya” | |

App 18 / SL P.167 / L.9 / TL P.178 / L.12

| | | | |
|---|------------------------|---|-------------------------|
| Context : Luther and Spike are in the house, but Nora is coming home. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Commanding | | Types : Commanding | |
| Source Language (SL) | Page : 167 Line : 9 | Target Language (TL) | Page : 178 Line : 12 |
| “Spike, you need to leave and now” | | “Spike, kau harus pergi, sekarang juga” | |

App 19 / SL P.168 / L.14 / TL P.179 / L.15

| | | | |
|---|-------------------------|-----------------------------------|-------------------------|
| Context : Nora complains about the tree. Luther feels that's the only tree they can find. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Ordering | | Types : Ordering | |
| Source Language (SL) | Page : 168 Line : 14 | Target Language (TL) | Page : 179 Line : 15 |
| "Take it or leave it!" | | "Terserah, mau atau tidak!" | |

App 20 / SL P.195 / L.6 / TL P.206 / L.17

| | | | |
|--|------------------------|-----------------------------------|-------------------------|
| Context : Luther is on the roof, hanging by the cable, unable to come down by his own. His neighbors led by Vic Frohmeyer came up to help. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Asking | | Types : Asking | |
| Source Language (SL) | Page : 195 Line : 6 | Target Language (TL) | Page : 206 Line : 17 |
| "What's the plan here, Vic ?" | | "Rencananya bagaimana nih ?" | |

App 21 / SL P.197 / L.12 / TL P. 207 / L.16

| | | | |
|--|-------------------------|-----------------------------------|-------------------------|
| Context : Nora is coming home, but his husband is on the roof. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Asking | | Types : Asking | |
| Source Language (SL) | Page : 197 Line : 12 | Target Language (TL) | Page : 207 Line : 16 |
| "Are you okay?" | | "Kau baik-baik saja?" | |

App 22 / SL P.209 / L.18 / TL P. 219 / L.21

| | | | |
|---|-------------------------|-----------------------------------|-------------------------|
| Context : Luther wants Nora to tell Blair about the cruise. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Requesting | | Types : Requesting | |
| Source Language (SL) | Page : 209 Line : 18 | Target Language (TL) | Page : 219 Line : 21 |
| "Just give up" | | "Sudahlah, menyerahlah" | |

App 23 / SL P.213 / L.19 / TL P.224 / L.1

| | | | |
|--|-------------------------|-----------------------------------|------------------------|
| Context : Luther asks Blair to go to the party | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Suggesting | | Types : Suggesting | |
| Source Language (SL) | Page : 213 Line : 19 | Target Language (TL) | Page : 224 Line : 1 |
| "Can't keep folks waiting" | | "Jangan sampai mereka menunggu" | |

App 24 / SL P. 223 / L.11 / TL P.232 / L.13

| | | | |
|--|-------------------------|-----------------------------------|-------------------------|
| Context : Luther asks Walt and Bev to go for the cruise. | | | |
| Illocutionary Act : Direct Speech | | Illocutionary Act : Direct Speech | |
| Types : Asking | | Types : Asking | |
| Source Language (SL) | Page : 223 Line : 11 | Target Language (TL) | Page : 232 Line : 13 |
| “Just go for it, okay ?” | | “Kalian mau, kan ?” | |