

**AN ANALYSIS OF IMPERATIVE SENTENCE IN
THE MOVIE ENTITLED “LUCA”**

A Thesis

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A Thesis

Submitted as a Partial Fulfillment of the Requirement

For S1-Degree



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ABSTRACT

Language as the bridge of communication very important in our daily life, the using of language mostly refers to imperative sentences. Certainly, people used imperative sentences as the way to interaction each other. In this research, the researcher describes and analyzes about the imperative sentences in a movie entitled “Luca”. The objectives of the research namely (1) to describe the imperative sentences used in a movie entitled “Luca” (2) to find dominant of the function imperative sentences in the movie entitled “Luca”

This research used qualitative research as a research design. Then, the researcher selected one of movie “Luca” as the primary of data source. Moreover, the data collection used document method and the technique of data analysis used content analysis. The findings for this research were the description of imperative sentences in a movie “Luca” has been occurred From the analysis of the findings, the researcher found that imperative sentences have been occurred of movie “Luca” Command imperative sentence is dominantly used either 6 function of imperative sentences in a movie “Luca”. It might see from the percentages; command imperative sentence were 21 (48,83%), requesting imperative sentence were 3 (6, 97%), Inviting imperative sentence were 6 (13.95%), Prohibition imperative sentence were 7 (16.27%), advising imperative sentence were 4 (9.30%), Instruction imperative sentence were 2 (4,65%) So, based on the percentages automatically command imperative sentence is the highest point based on conversation in the movie “Luca”. The highest point is 21 or 48.83% used the instruction by command ways.

Key words: Imperative Sentences, Movie, Movie “Luca”

DECLARATION

The researcher is a student of English Education Study Program with identify below:

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Title of The Research : An Analysis Of Imperative Sentence In The Movie Entitled "Luca"

The researcher hereby declares that this research is the researcher own work. All the theories in this research are quoted from other researchers that have been accepted for the award of any degree of the university or other institute of higher learning and the researcher has pharaphrased all the statements in accordance with proper ethics.

Bandar Lampung, 15th December 2023

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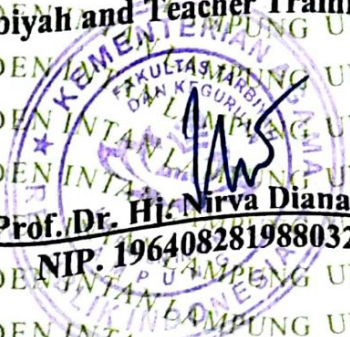
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MOTTO

إِصْلَاحَهَا بَعْدَ الْأَرْضِ فِي تُفْسِدُوا وَلَا
الْمُحْسِنِينَ مِّنْ قَرِيبُ اللَّهِ رَحْمَتَ إِنَّ وَطَمَعًا خَوْفًا وَادْعُوهُ

“Do not spread corruption in the land after it has been set in order. And call upon Him with hope and fear. Indeed, Allah’s mercy is always close to the good-doers.”

(QS. Al- A’raf, verse 56)¹

¹ https://www.alquranenglish.com/quran-surah-Al-A'raf_-56qs-3-139-in-arabic-and-english-translation. Accessed on December, 1 2023.

DEDICATION

Bismillahirrahmanirahim, all praises to Allah SWT who has blessed me. The researcher humbly dedicated this thesis to everyone whom the researcher loves, especially for:

1. My beloved father and mother (Mr and Mrs. Suharmanto) who love, care, support and also pray for me all the time. May Allah bless you with all the happiness.
2. My beloved lecturers of UIN Raden Intan Lampung especially English Education Study Program.
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4. My dear friends who I cannot mention one by one support me every step of the way I am.

CURRICULUM VITAE

Dilla Ayu Noviana was born in Talang Jawa, on November 17^h 1999. Dilla is the last child of Mr and Mrs. Suharmanto. Dilla was lived in Talang Jawa since she was graduated from junior high school until now.

Dilla's academic background started when she was 6, she studied at SDN 4 Panca Tunggal and graduated at 2011. She continued to junior high school at SMP 1 Merbau Mataram at 2011 in Talang Jawa. Then, she continued to study at SMA N 1 Merbau Mataram and graduated at 2017. She lived with her parents in talang jawa.

That was she finally continued her study at Islamic State University of Raden Intan Lampung, and took English Education in Tarbiyah and Teacher Training Faculty as her major. Dilla always lived in a good way and wanted to study at the university that has Islamic background. She believed that good surroundings would give a positive impact for her study and always be surrounded by good people. She believes that everything he experiences and learns will be useful for herself and others in the future.

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TABLE OF CONTENT

ABSTRACT	i
DECLARATION	ii
MOTTO	iii
DEDICATION	iv
CURRICULUM VITAE	v
ACKNOWLEDGMENT	vi
TABLE OF CONTENT	Error! Bookmark not defined.
LIST OF TABLE	ix
LIST OF APPENDIXES	x
CHAPTER I	1
INTRODUCTION	1
A. Title Affirmation	1
B. Background of The Problem	1
C. Identification of The Problem	3
D. Limitation of The Problem	3
E. Formulation of the Problem	4
F. Objective of The Research	4
G. Significance of The Research	4
H. Relevance Studies	4
I. Research Methodology	6
1. Research Design	6
2. Research Subject	6
3. Instrument of The Research	7
4. Data Collecting Technique	7
5. Data analysis	7
CHAPTER II	9
LITERATURE REVIEW	9
A. Linguistics	9
B. Imperative Sentence	9
a. The Definition of Imperative Sentence	9
b. The Forms of Imperatives	10
c. Types of imperative sentences	11
d. The Illocutionary Acts of Imperatives	11
C. Movie	13

a. Definition Of Movie	13
b. Genre of the Movie.....	14
c. Concept of Movie	15
d. Synopsis Luca the Movie.....	15
CHAPTER III.....	17
DESCRIPTION OF THE RESEARCH OBJECT	17
A. General Description of The Research Object	17
B. Presentation of the Research Fact and Data	17
CHAPTER IV	19
FINDING AND DISCUSSION.....	19
A. Finding	19
B. Discussion	27
CHAPTER V.....	30
CONCLUSIONS AND SUGGESTIONS	30
A. Conclusion	30
B. Suggestion	30
REFERENCE.....	31
APPENDIXES	33

LIST OF TABLE

Table 4.1: Data 1	20
Table 4.2: Data 2	22
Table 4.3: Data 3	24
Table 4.4: Data 4	25
Table 4.5: Data 5	27

LIST OF APPENDIXES

Appendix 1: Original Transcript of the Movie	34
Appendix 2 : Script Imperative Sentence	43
Appendix 3: Poster of the movie	45

CHAPTER I

INTRODUCTION

A. Title Affirmation

The title of this research is an analysis of imperative sentences in the movie entitled “Luca”. Aiming to find out about imperative sentences in this film, the keyword for this researcher is imperative sentence analysis. This research focuses on analyzing the types of imperative sentences and to analyze what is the most dominant imperative sentence use in Luca the movie contained in the film "Luca".

A sentence is a group of words consisting of at least a subject and a predicative that proposes an idea. Based on the explanation above, it can be concluded that the sentence has an idea and contains a subject and predicative. Imperative sentences are sentences that ask the person we are talking to do or not do something. Based on the intonation used, imperative sentences can be divided into commands, requests, invitations, and warnings. Imperative sentences are sentences that give orders, directions, or requests. Related to this research, the researcher chooses movie as a suitable media to know about the imperative sentence. Movies also known as films, movie is a visual communication which uses moving pictures and sound to tell stories or inform help people to learn. Additionally, by looking a series of conversation images that show on a screen in a movie it helps the watcher to encourage their knowledge depend on imperative sentences deeply. Moreover, in this research the researcher tries to analysis and describes about the imperative sentences in a movie entitled “Up” based on literal meaning of the context in conversation.

Firstly, movie “Luca” is interested to watch than the other movie instead, because the story in this movie has a well sense. The story also provides animated comedy-drama adventure; it will change our mood booster when watch this movie. The story brings the watcher to the deepest in over statement, based on the whole conversation found in subtitling of the movie. This movie also gives moral value which teaches us in education or real life. Secondly, movie “Luca” serves animation which conduct to unlimited age, it means that this movie is able to watch in every age distances. The scale of this story provides any implication such, attractiveness, sadness, and happiness. The movie persuades the watcher in every scene along watching. So the movie contains a story which can’t guess trough the scene presented.

The meaning of this research entitled " An Analysis Of Imperative Sentences In The Movie Entitled “Luca”. is to determine the types of imperative sentences and to analyze and explain clearly the types of imperative sentences contained in the film "Luca".

B. Background of The Problem

Language is a social phenomenon that surrounds us all. In our daily lives we need language and always use language to communicate with others, express ideas, obtain information from others, either from one person or from several people. Language can express an unlimited variety of concepts while having a finite amount of resources at its disposal, which includes lexical sources and grammar resources. Because individuals tend to understand social phenomena in the same manner, they significantly impact the actions carried out by humans in the world. Sociological phenomena, including such language, are examples of this—things thought to exist in the world and maybe researched further. Language is not only obtained from speaking, but also by listening, reading and writing. Humans use language to be able to interact with other people. Language can not only be in the form of speech or writing but can also be passed through signs as speech-impaired people do. With language, humans can express their intentions and desires; language is a habit. According to

Croft language is a fundamentally social interactional phenomenon. It means that people need language to share their thought with others to have a good relationship with them. As a social interactional phenomenon, it is always developed along with people's minds. Language changes and develops day by day based on the people who use it. One of the language development is created new words by using existed words.² It means that people need language to share their thought with others to have a good relationship with them. As a social interactional phenomenon, it is always developed along with people's minds. Language changes and develops day by day based on the people who use it. One of the language development is created new words by using existed words.

A sentence was a group of words at least consists of subject and predicate and has an idea. Frank say "sentence is full of predication containing a subject plus a predicate with a finite verb. Then, he added the types of sentences used in subtitling are declarative sentences, interrogative sentences, imperative sentences, and exclamatory sentences. In this study, the writer discussed the imperative sentence. Sentence is a set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses. A sentence is a group of words that have their own meaning, function, usage, and sense. Sentence is a set of words that is complete in itself conveying a statement, question, exclamation, or command, and consisting of a main clause or sometimes one more subordinate clauses. One type of sentences is Imperative sentence. Human in daily communication need the imperative sentence to give command to each other. The different perception of meaning may give misunderstanding by each other in conversation. The imperative sentence was a sentence that was used was suing orders or directives.³

An imperative sentence is in the form of commands instructing the intended listener or subject to do something. The main focus of this study is to find out what imperative sentences are and what types of imperative sentence divisions are, especially when the actors in the film utter commands. The writer chose imperative sentences as part of the thesis title because there are many types of imperative sentences based on their function People utter imperatives in everyday life, so it is in the movie that reflect real world, the characters frequently vocalize imperative sentences as well. In real life, it can be a mother says "Wake up son, you have a morning class." So it is in the movie, for instance, we often hear, a character yells to someone, "Go away! Leave me alone!". With all this association between the use of imperative sentences in real situation and movies, students can benefit by watching movie, or at least the movie clips that contain someone, who is native, utters imperative sentences. In other words, the students can learn English, especially imperative sentence, by the usage of movies. The function of English imperative is not only to command, yet it can be used to request, give suggestion, invite someone, etc. Moreover, illocutionary force has role in the comprehension and representation of the sentence⁴. Imperative sentences were sentences that request the person we are speaking to do or not to do something. Based on the intonation used, imperative sentences can be divided into commands, requests, invitations, and warnings. An imperative sentence was one that gives a command, direction, or request. According Swan the imperative is the base form of a verb used to give orders, to give prohibition, make a suggestion, etc. it means that imperative sentence uses the basic verb or verb one to give an order or to make a suggestion. Another assumption about the imperative sentence.⁵

² Croft, "Explaining Language Change: An Evolutionary Approach" (London: Longman, 2000), 87

³ Frank M, "Modern English: A Practical Reference Guide" (New Jersey: Prentice Hall, Inc, 1972), 220

⁴ Thomas Holtgraves and Aaron Ashley, "Comprehending Illocutionary Force," *Memory & Cognition*, 2001, Vol.29, No.1, p.84.

⁵ Micahel Swan, "Practical English language", (Oxford: Oxford University Press, 1982), 77

Imperative sentence uses a real-verb to start a sentence. And it always uses the basic form of the verb (never use 'ing/to/ed/or s with it).⁶ There are two kind forms of imperative sentences, they are positive form Please + Verb (Do) + ... ! for examples : Please help that lady!, Please give these books to your father!, Please take me a pen! and negative form Do not (Don't) = Verb +, Please !. For examples : Don't smoke in this room, please!, Don't make noisy, please!, Don't play football in the room, please!.

Movie is considered as one of media that represent the use of language as in the real world. Moreover, a good video can attract the imagination and interest of the audience⁷. Movies have been found to be main motivational force in studying English since the video can reflect a relatively natural and living context for the language it contains, the communication behavior can be easier to grasp and can be understood in all directions⁸. A study conducted by Kabooha found the indication that both students as well as teachers had positive attitudes towards the use of movies in their classes to improve students' language skills. She also found that well-selected movie materials could enhance students' language learning process and increase their motivation to learn the target language. Pixar's "Luca," an animated fairy tale set in Italy about two young sea monsters exploring an unknown human world, offers the studio's signature visual splendor. Pixar's "Luca," an Italian-set animated fairy tale concerning two young sea monsters exploring an unknown human world, offers the studio's hallmark visual splendor, yet fails to venture outside of safe waters. "Luca" certainly isn't without its charms.

A visual splendor of blue and orange lighting blankets over the seaside setting, giving the sense that if I were to merely hug the screen it would warm me for days. Minute bits also land, like the fish that make sheep sounds, and the hilarious ways Luca's mother and father careen through the town trying to find their son, throwing random children in the water. And Dan Rohmer's propulsive, waltzy score recalls the fairytale vibes he breathed in⁹. The writer interested in investigating what the actors in the Cruella film say and what types of imperative sentences are used most often by the actors in the Luca film. Behind the research that the writer currently doing, there was previously a mini preliminary research and other previous research that the writer have completed related to the title of my current research. Considering all the statements above, this research attempted to analyze imperative sentences and the types of imperative sentence in this movie.

C. Identification of The Problem

Based on the problem that the researcher had explained before, the researcher found some problems in this case. They were:

1. There were many people still did not realize imperative sentence often appears in Luca the movie, and there are many types of imperative sentences that appear.
2. Many people know that imperative sentences only consist of command sentences even though there are many other types of imperatives sentences.

D. Limitation of The Problem

The researcher limited the research in analyzing the type of imperatives sentence on movie "Luca ". This research used a qualitative approach: a content analysis. The researcher chooses

⁶ Ayyub Muhammad, Gandhi grammar notes and exercise for elementary school, (Lampung: Gandhi, 2012), p. 10

⁷ David John Wood, "Aspects of Video Movie English Teaching," Journal of Chikushi Jogakuen University, 1999, No. 11, p.95.

⁸ David Kirk, "Comparison of Student Responses to Sources of Motivation," The Language Teacher, 1992, Vol.16, No. 2, p.23–25 quoted in Wood, "Aspects of Video Movie English Teaching." p.95.

⁹ Robert Daniels, "Luca movie review & film summary (2021)", Robert ebert (blog), June 18, 2021, <https://www.rogerebert.com/reviews/luca-movie-review-2021>, accessed on November 15, 2023, at 10.11

qualitative approach for the study. Creswell states that qualitative approach is the most appropriate approach to be used in research with unidentified variables.¹⁰

E. Formulation of the Problem

Grounded on the background and the focus of the study above, the researcher had formulated the identification of the problem. The research questions were:

1. What types of Imperative sentence are found in the Luca the Movie
2. What is the most dominant imperative sentence use in Luca the movie

F. Objective of The Research

This research focused in analyzing and finding the imperative sentence term, the types of imperatives sentence in the movie entitled “Luca “. Focusing in imperative sentences that appear in the movie

G. Significance of The Research

Theoretically, this research would be very advantageously for further research in the similar case, especially in the study of linguistics as additional reference. The researcher also hoped this research would give understanding related to imperative sentence in society. The research also could be used for further reading in order to increase knowledge. Practically, this research was expected to give valuable knowledge related to Imperative setence to many people. And for the researcher, the proceeds of the research expected to give knowledge in conducting other research in the same case.

H. Relevance Studies

This research was not the first research that conducting code Imperative sentence as the topic of analysis. Some previous research had done by many researcher observed about imperative sentence. In this part the researcher had summarized some previous research regarding imperative sentence that relevance to this research that would be references in this research.

The first research was “An Analysis of Imperative Sentences Uttered by The Education Office in Indonesia”, conducted by Ratih Rosmalia Saputri, Yusnita Febrianti, Harits Masduqi, Evynurul Laily Zen. In this reserach the resercher discusses the use of command utterances by high rank officials and staff at the Education Office of Malang Regency in giving orders to internship students. To perform this analysis ,the resercher employd a descriptive- Qualitative approach with the Speech Act Theory suggested by Yule and Searle as an analytical tool. The result shows that there are three types of directive speech acts namely implicit ordering, commanding, and ordering. The high rank officials and staff at the Education Office of Malang Regency had great respect for someone who had no position, for example an internship student. This could be seen by always using the word “please” when ordering. The expression of respect is also shown by saying “thank you” after the completion of certain task. The result of this current research provides an overview of how communication in the workplace embodies power relations, especially in formal settings such as government offices. The resercher fond that giving an order which can be categorized as an illuctionary acts,so that internship students could quickly undersrtood the command well.¹¹

The second was “An Analysis of Imperative Sentences in Cruella Movie”,conducted by Blandina Siregar, Nenni Triana Sinaga. The researcher uses a descriptive qualitative method that describes and analyzes each data set. In the research and analysis that has been carried out using descriptive qualitative methods, it has been found that as many as 96 data points are included in

¹⁰ Creswell,” Educational Research: Planning, Cinducting and Evaluating Quantitative and Qualitative Research”, University of Nebraska–Lincoln Boston,1992, (Vol. 4).

¹¹ Ratih Rosmalia Saputri, Yusnita Febrianti dkk, *An Analysis of Imperative Sentences Uttered by The Education Office in Indonesia*,(Malang: Univrsitas Negeri Malang,2023).

imperative sentences in the Cruella Movie. Researchers separate data that belongs to each type of imperative sentence. Based on the findings in the research that has been presented and described, the researcher concludes that there are 4 types of imperative sentences based on Swan's theory. After the researcher completed the analysis on the Cruella movie transcript, the four types of imperatives were found in the Cruella transcript. There are 96 data items included in the imperative sentence data and the data is entered into several types, namely: imperative sentence as command as much as 27 data (28.12%), imperative sentence as requested as much as 17 data (17.70%), imperative sentence as direction 23 data (23.95%), and imperative sentence as prohibition 29 data (30.20%). In the research that has been done, it was found that the dominant type of imperative is imperative sentence as prohibition, with 29 data (30.20%), and the lowest is imperative sentence as request, with 17 data (17.70%).¹²

The third was “An Analysis Of Imperative Sentences In Harry Potter And The Sorcerer’s Stone Movie As Authentic Material For Teaching English”, conducted by Siti Hariroh Arwi, English Education Study Program Faculty Of Tarbiya And Teacher Training State Institute Of Islamic Studies Purwokerto 2021. This research used This research applied qualitative approach which concentrated on analyzing words and information conveyed through the language in the movie. This research used content analysis method which focused on the communication characteristics of language with attention to the content or contextual meaning of the text. Based on the analysis of the imperative sentences in HP1 movie.¹³

And the last is, “An Analysis of Imperative Sentence on the Crown Movie and Its Subtitling”, conducted by Erni Hastuti, Ajeng Rizka Fatonah, Teddy Oswari . This research aimed to find out the subtitle strategies of imperative sentence in The Crown (2020) movie that had been translated from English subtitle into Indonesian subtitle. This research focused on subtitling strategies using Gottlieb’s theory which consists of 10 strategies, such as Expansion, Paraphrase, Transfer, Imitation, Dislocation, Condensation, transcription, decimation, deletion, and resignation. Research data is collected from transcripts English and Indonesian subtitles from the dialogue of Subscene which is analyzed using descriptive qualitative method. The results showed that there were only six strategies out of ten strategies in translating imperative sentence subtitles in The Crown (2020) Movie.¹⁴

From the previous research above, there were comparisons that made a different with this research. In the previous research above, there were some kinds of imperatives sentences, and difference topic that be analyzed. Also most of those researches focused on types and students in school. Meanwhile this research discussed the types of imperative sentence. In this research, the researcher focused on types imperatives sentences and imperative sentence that often used in this movie. And in this research, the researcher analyzed the Movie entitled “Luca”. The reason why this research took a data from Movie was because movie has become so famous in our society which many people could access and seen the movie it from their phone.

¹² Blandina Siregar, Nenni Triana Sinaga, *An Analysis of Imperative Sentences in Cruella Movie*, (Sumatera Utara : Media Jurnal Ilmiah Pendidikan, 2022)

¹³ Siti Hariroh Arwi, skripsi: *An Analysis Of Imperative Sentences In Harry Potter And The Sorcerer’s Stone Movie As Authentic Material For Teaching English*, (Purwokerto: IAIN, 2021), hal 4-5

¹⁴ Erni Hastuti, Ajeng Rizka Fatonah, Teddy Oswari , *An Analysis of Imperative Sentence on the Crown Movie and Its Subtitling*, (DKI Jakarta: International Journal of Scientific and Research Publications, Volume 12, 2022)

I. Research Methodology

1. Research Design

Research design refers to the schema or plan that constituted the entire research study. In conducting this research, the researcher used descriptive qualitative research. Descriptive research includes surveys and fact-finding enquiries of different kinds.¹⁵ Qualitative research is a form of inquiry that explores phenomena in their natural settings and uses multi methods to interpret, understand, explain, and bring meaning to them.¹⁶ According to Bogdan and Biklen in Sugiyono said that qualitative research is descriptive. The data collected is in the form words of words of pictures rather than number.¹⁷ This design was used because the data of study were in the form of words in written language rather than numbers, taken in natural setting, and explained descriptively.

Qualitative research is carried out through intense and/ or prolonged contact with participants to determine naturalistic to talk about daily life and/ or extraordinary personal life, groups, community and organizations. These practices change the world. They turned the world into a series of representations, including field notes, interviews, conversations, photos, recordings and memos for themselves. At this level, qualitative research involves an interpretive, naturalistic approach to the subject problem. accordingly, this study was designed to explore imperative sentences used by “Luca” the movie.

Qualitative research has been done by analyzed the data in form of non-numeric data. Qualitative research is a research technique that is used to gain insight into the underlying issues surrounding a research problem by gathering non-statistical feedback and opinions rooted in people’s feeling, attitudes, motivations, values, and perceptions often from samples also called soft data. Qualitative research, on the other hand, is concerned with qualitative phenomenon, phenomena relating to or involving quality or kind.¹⁸ Bogdan and Biklen describe five such features: 1) The natural setting is the direct source of data, and the researcher is the key instrument in qualitative research. 2) Qualitative data are collected in the form of words or pictures rather than numbers. 3) Qualitative researchers are concerned with process as well as product. 4) Qualitative researchers tend to analyze their data inductively. 5) How people make sense out of their lives is a major concern to qualitative researchers.¹⁹ Therefore the researcher analyzed the types of imperatives setence in “Luca” the movie.

2. Research Subject

The object of this study was “Luca” Movie. The subjects of this study are the characters in “Luca” Movie. Then, the object of the study was “Luca” Movie and the imperative sentences used by the characters in the movie. The reason why the researcher use “Luca” Movie as the object is this movie was originally made by disney film used English language for the whole film. Considering the focus of the study that takes imperative sentences as the examined object, this movie provided adequate data for investigation. Moreover, this movie also had been very popular because fantasy story. This Movie had been uploaded at 18 June 2021 and the duration of the video is about 1Hours 35 minutes and this video also has lots of viewers. And the researcher took

¹⁵ Kothari, C.R. 1990. *Research Methodology Methods & Techniques*, (New Age International (P) Ltd, 1990), 2.

¹⁶ Gray Anderson and Nancy Arsenault, *Fundamental of Educational Research* (Philadelphia: The Falmer Press, 1998), p.126

¹⁷ Sugiyono, *Penelitian Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2015), p.13

¹⁸ Kothari, C.R, *Research Methodology Methods and Techniques*, Second Revised Edition, (New Age International (P) Ltd, 1990), 3.

¹⁹ Fraenkel, Jack R & Wallen, Norman E, *How to Design and Evaluate Research in Education*. (McGraw-Hill, 2009), 422.

the data from this movie excluded the closing section. The researcher conducted and analyzed the data using several procedures, namely: 1) data obtained from Luca Movie ; 2) the researcher analyzed the imperatives setence in entire movie 3) the data and analyzed the type of imperative sentence.

3. Instrument of The Research

In the process of information gathering, an instrument is a useful tool. To gather information, researcher used many types of instruments, as defined by Gay. Because of this, the writer collected and organized the data in a more methodical and uncomplicated manner with the data-collecting tool. The following items use in the data collection process for this research: a laptop, a mobile phone (the Oppo version), a video, and a manuscript.

4. Data Collecting Technique

In collecting the data, the researcher used the original transcript of the Movie. By using the original transcript the researcher was easier to collect the data from the research subject. To get the original transcript of the movie the researcher did some steps: first, the researcher checked the movie entitled “Luca”. Second, the researcher watched and listened carefully to every word in the video. Third, the researcher took a note to write down all the words. And then, after finishing with the transcription the researcher collected the data by identifying the Imperative setence involve in the video done by Luca the movie. Finally, after collecting the data of Imperative setence from the Movie, the researcher determined the type of imperative sentence and the most often used type of imperative sentence.

5. Data analysis

After the data are collected, the researcher analyzed the data. Data analysis in qualitative research wass the process where the researcher faced field notes, transcript, video data, and information from other documents which all of the data ought to be examined and interpreted.

a) The technique for Collecting Data

Data collection is important to determine the result of the study. In this study, the procedure used in the data collection is: (1) watching the movie and read the script; (2) identifying the imperative sentence used in the script in the movie (3) making conclusions based on the data analysis.

b) The technique for Analyzing the Data

Related to this research the researcher uses content analysis as the technique of data analysis. Content analysis is research technique for making replicable and valid inferences from data or their context.²⁰Some important things must be done for analyzing data follows:

- a) Watch the movie “Luca” and read the subtitling.
- b) Identifying and categorizing the imperative sentence in movie “Luca”
- c) Analysis the imperative sentences used in movie “Luca” by formulate the function of imperative sentence.
- d) Taking a conclusion from all the result.
- e) Writing result of research completely.

²⁰ Krippendorff K, “Content analysis International encyclopedia of communication”, The Journal of Oxford University Press, Vol.1, 1989, p. 403

J. Structure of The Research

In order to create a systematic research, it is necessary to classify the structure of this research. This research is categorized into five chapters, which will be explained as follows:

Chapter I. Introduction

This chapter contained title affirmation, background of the problem, identification of the problem, limitation of the problem, objective of the research, significance of the research, relevance studies, research methodology and systematic discussion.

Chapter II. Literature Review

This chapter contained the description of several theories that were used as the basis of the research. The aim of the literature review was to give understanding related to specific topic or research field, and to present this knowledge in the written form. These theories helped the researcher in conducting this research.

Chapter III. Description of the Research Object

This chapter contained of general description of the research and presentation of the research fact and data. The general description of the research described the definition and specific information related to the research object. And the presentation of the research fact and data described the data finding presentation and also the procedures of data analysis.

Chapter IV. Research Analysis

This chapter contained the data analysis and research finding. In the data analysis described the analysis of research data by presenting the fact and data found. And the research finding described the proceeds of the analysis that answered the research formulation and concluded the phenomena that occurred grounded on the researcher reflection.

Chapter V. Closing

This chapter contained the conclusion and suggestion. The conclusion explained related to all the findings of the research that had a connection to the research problem. And the suggestion explained some suggestions from the researcher related to the similar research in the future. After this chapter, continued by the references and appendices.

CHAPTER II

LITERATURE REVIEW

A. Linguistics

The Oxford English Dictionary defines linguistics as "relating to, or the science of, language." Phonology, morphology, syntax, and semantics make up the four categories of language components in linguistics. When studying language, linguists use the same methodology as astronomers when studying the cosmos or anthropologists when studying human cultural systems. Without regard to the speakers' socioeconomic status or level of education, linguists are interested in learning about all the languages they come across. Linguists see that certain forms of language are considered "correct" while others are considered "incorrect" as a social phenomenon, a feature of language used to be studied scientifically. Since there is no intrinsic superiority or inferiority to "right" or "incorrect" variants of the language, linguists are keen to investigate the roots of the perception that some kind of linguistic variation is superior to others and the effects of this view.

To ignore the misinterpretation of the meaning of linguistic, it is important to know the difference between linguistics (with s) and linguistic (without s). Linguistics means the study of language as a system of human communication.²¹ The word linguistic means adjective related to language.²² Moreover, according to Gillard linguistic is the adjective connected with language or the study of language.²³ And language itself is a form of communication, both spoken and written that is based on a system of symbols. Think about how important language is in our everyday life. We need language to speak to others, listen to others, read and write. Our language enables us to describe past events in details and plan for the future. Language

B. Imperative Sentence

a. The Definition of Imperative Sentence

According to Frank "sentence is full of predication containing a subject plus a predicate with a finite verb". The kinds were declarative sentences, interrogative sentences, imperative sentence, and exclamatory sentences. From the four kinds of the sentence above, in this studied the writer will analyze the imperative sentence.²⁴

Imperative is a sentence type which the classification based on the purpose, and has meaning as command or request. Imperative is a type of sentence in which the verb takes the basic form and usually does not contain the subject, although the "you" is implicitly the subject, for example "look there."²⁵ Imperative does not always refer to command. "Go away!" is a command, and it is imperative in form. But one can command without using an imperative. A question "Why don't you go away?", or just one word "Away!" have the same purpose. Imperatives have functions and they do not have to 'command'.²⁶ Imperative sentence has the resemblance purpose with directive acts, which presents an action for realization. Imperative sentence and semantics of directives have the conformity which makes it a great medium for their expression.²⁷

The imperative may encode a set of features, rather than simply encoding the directive force, and the combination of these features makes the form suitable for directive use.²⁸ In some cases, imperative use cannot be regarded as directive because they are related to the state of affairs and do not involve any actions by the hearer. The best example is good wishes. Imperative sentences

²¹ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Third Edition, (London: Pearson Education, 2002), p. 312

²² Dr. Muhammad Farkhan, M.Pd, *An introduction to Linguistics*, (Jakarta: UIN Jakarta Press, 2006), p. 1

²³ Patrick Gillard, *Cambridge Advanced Learner's Dictionary*, (UK: Cambridge University Press, 2003), p. 727

²⁴ Frank M., *Op.Cit.*, h.220.

²⁵ George O Curme, (Eds.), *English Grammar*, New York: Barnes & Noble Books, 1971, p.2.

²⁶ Sidney Greenbaum, *The Oxford English Grammar*, London: Oxford University Press, 1996, p.625.

²⁷ Nuria Del Campo Martínez, *Illocutionary Constructions in English: Cognitive Motivation and Linguistic Realization*, Bern: Peter Lang, 2014, p.101.

²⁸ Mark Jary and Mikhail Kissine, *Imperatives*, p.72

were sentences that request the person we are speaking to do or not to do something. Based on the intonation used, imperative sentences can be divided into commands, requests, invitations, and warnings. An imperative sentence was one that gives a command, direction, or request.

b. The Forms of Imperatives

a) Imperative without subject

Generally, an imperative sentence does not need an overt subject, since it is understood as the second person. According to Kauffman, the second person reference is an obligatory when it comes to the absence of overt subject.²⁹ For example:

- 1) *Turn the radio on!*
- 2) *You turn the radio on!*

Both sentences have the same meaning, and addressed to the same subject. The difference is in the appearance of the subject. Sentence 1) does not put the subject, but it clearly refers to the second person. Sentence 2) puts 'you' as the subject. Therefore, it is considered that imperative has a subject as supplementary.³⁰

b) Imperative with subject

Imperative commonly has second person (you) and indefinite pronouns (somebody, everyone, anybody, etc.) as the subjects.

- 1) *You wash the dishes!*
- 2) *Everyone come in.*

The English imperative is often described as 'virtually in the second person, even if seemingly addressed to a "third person", as in 'Oh, please, someone come out and tell him'. Imperatives can appear with subjects that behave as if they were third person.³¹ By adding someone, one, and somebody, it means 'one of you present'. Negative pronouns and full noun phrases also may be included as the subjects of imperative, as in:

- 1) *Parents with children come upstairs.*
- 2) *The man with the list sit in the front row.*

Another alternative of the second person subject of imperative is vocative. A vocative is used to address someone directly, as in "Charlie, go away!". A vocative and an imperative subject can come up together, as in "Charlie, you listen to me!".

c) Imperative using Let

The subjects used in this type of imperative are the first and third person.

- 1) *Let me think for a moment.*
- 2) *Let's go!*
- 3) *Let somebody take the money.*

In everyday English, let's is sometimes also used for first person singular imperative: Let's give you a hand. There are no second person imperatives with let: Let you have a look.³²

²⁹ Magdalena Kaufmann, *Interpreting Imperatives*, 1st ed, New York: Springer, 2012, p.105.

³⁰ Alexandra Y. Aikhenvald, *Imperatives and Commands*, p.66.

³¹ S. Mauck, R. Zanuttini, *The subjects of English Imperatives*, Georgetown University Working Papers in theoretical linguistics, Department of Linguistics, Georgetown University, Washington, DC, 2005, p.53–85 cited by Magdalena Kaufmann, *Interpreting Imperatives*, p.106.

³² Randolph Quirk et al., *A Comprehensive Grammar of the English Language*, London ; New York: Longman, 1985, p.830.

c. Types of imperative sentences

According to Hall, there are two types of imperative sentences they are³³:

a) Positive imperative sentence

A positive imperative sentence gets the hearer to do something. According to Hornby positive imperative sentence can be conveyed in various ways; command, prohibition, request, suggestion, invitation, and giving advice. The subject of an imperative sentence can be understood although the speaker does not mention it. For examples:

- a) *Keep silent!*
- b) *Sit down, please!*
- c) *Be positive!*

b) Negative imperative sentence

A negative imperative sentence provides a request or suggestion to the addressee not to do something. It can be a prohibition or warning.³⁴ It is always signaled by the markers that don't or don't be before an imperative sentences. For examples:

- a) *Don't throw the ball!*
- b) *Don't be a lazy boy!*

Frank writes a negative imperative sentence can be indicated by let's not for the plural person.³⁵ For examples:

- a) *Let's not open the door.*
- b) *Let's not blame each other!*

d. The Illocutionary Acts of Imperatives

Illocutionary act is the speaker's intention (aim) to be achieved by carrying out the act.³⁶ It refers to what the speaker means with her/his utterance. The most essential feature of illocutionary acts is the use of words that results in their performance leads to the justifiable perception that the speaker intended the performance.³⁷ Aikhenvald combines illocutionary acts of English imperatives based on the theory of Huddleston and Pullum, Davies, and Quirk et al.³⁸

a. Orders, commands, demands

- Get out now!*
- Keep moving!*
- Don't talk!*

Orders are persuasive instructions to people, designed to make them behave in the way the speakers want. The speaker who utters the order wants the addressee to do something, and

³³ Hall, E. J, Grammar for use: a realistic approach to grammar study for immediate and practical application,(USA: Voluntas Publisher, Inc,1992),p 224.

³⁴ Drummond G, English Sentences Practice(Longman,1972)

³⁵ Frank M,*Op.Cit*,h.57.

³⁶ Patricia A. Lee, "Form and Function in Illocutionary Acts," Journal of English Linguistics, 1989, Vol.22, No.2, p.217.

³⁷ W. Stephen Croddy, "Performing Illocutionary Speech Acts," Journal of Pragmatics, 2002, Vol.34, No. 8, p.1114.

³⁸ Alexandra Y. Aikhenvald, Imperatives and Commands, p.198

then expects him to undertake it. The addressee knows that he must perform the action the speaker asks him to perform to trigger the desired response.³⁹

b. Requests, pleas, entreaties

Buy me hot chocolate, please.

Please, help me!

Lend me some money.

When someone requests meaning he is asking other person's help to get something done. The addressee is considered capable to undertake an action asked by the speaker.⁴⁰ Request involves asking someone to do something, and the addressee can choose not to comply (although it is usually assumed that they are willing to do so). The difference between request and order can be seen in the use of please and also the speaker's tone of voice⁴¹. 'Please' can be added at the beginning or at the end of the sentence to make the request more polite. Asking is usually expressed in other ways: please, kindly, an interrogative tag, or a performative parenthetical such as 'I beg you'.

c. Advice, recommendations, warnings

Take paracetamol for your migraine!

Take one with the brighter color.

Stop eating or you'll regret it

Advice and recommendation are presented to the addressee as being in their interest. This also includes suggestions, which involve proposing possible courses of action for the recipient to consider. When suggesting advice, the speaker unneccessitates to be interested whether the addressee will act on it or not.⁴² Warnings indicate that non-compliance with this directive has potentially dangerous consequences; that is, warnings may be considered inherently negative information⁴³. When the speaker gives a warning, meaning that he considers the situation is dangerous or at least it is not good for the addressee and the addressee has no obligatory to act on it and avoid the warning.⁴⁴

d. Instruction and expository directives

Write your name on the right side of the paper.

Move these sentences into negative form.

The compliance of instructions and expository directives is in the interests of the addressee and should be determined by them. Expository directives are usually used in written

³⁹ Nuria Del Campo Martínez, *Illocutionary Constructions in English*,... p.95.

⁴⁰ Nuria Del Campo Martínez, *Illocutionary Constructions in English*,..., p.115.

⁴¹ Betty Schramper Azar, *Fundamentals of English Grammar*, Englewood Cliffs, New Jersey: Prentice Hall, 1985, p.70.

⁴² Alexandra Y. Aikhenvald, *Imperatives and Commands*, p.141.

⁴³ Alexandra Y. Aikhenvald, *Imperatives and Commands*, p.200.

⁴⁴ H. Zeevat, *The syntax semantics interface of speech act markers*. In: *Proceedings Diabruck, 7th workshop on the semantics and the pragmatics of dialogue*, Wallerfangen, 2003 cited by Magdalena Kaufmann, *Interpreting Imperatives*, p.25.

language (as a stylistic tool). Compliance with the command is expressed as something useful that can meet the current purpose.⁴⁵

- e. Invitations
Come over and sit down.
Feel free to call if you like.

Imperative as invitation means the speaker invites the addressee to do things, and he wants the audience to listen to his opinions and plans⁴⁶. Invitations are similar to advice: the addressee can decide whether or not to comply, and compliance is to their benefit⁶⁰. It can be in the form of the continuative imperative, which means as an invitation to a person to continue with what they were doing, as in “Carry on shooting!”⁴⁷

- f. Permission
Go ahead.
Eat everything you like.

The speaker can perform permission without having the impulse that the propositional content of the speech act become real⁶². Permission includes what the addressee wants to do, and the speaker has the right to allow or prohibit it. When someone gives a permission, meaning that one undertakes compliance.⁴⁸

- g. Prohibition
Don't be lazy!
Don't be crazy!
Don't be careless!

According to Herman prohibition is an expression to warn other people not to do something or to forbid. In the same way in command expression, prohibition also has two patterns; they are verbal prohibition and nominal prohibition. Prohibition sentence is the sentence that describes how to forbid someone else to do something. He also said that there are any two patterns in prohibition sentences, included verbal prohibition and nominal prohibition sentences.

C. Movie

a. Definition Of Movie

Movies sometimes referred to as films, are visual communication that uses moving images and sound to tell tales, enlighten, and educate people. Movies are also referred to as motion pictures. A genre is a term for a certain sort or style of the film. Movies could be made up of fiction, based on real events, or combine the two. Movies are sorted into these five categories, each of which may be distinguished from the others in various ways: action, adventure, comedy, crime, horror films, and war films. Movies become so familiar in this era. Movie can make people enjoy when people watching it. Movie is a story or event recorded by a camera as set of moving images and shown in a theater or on television a motion picture.⁴⁹ By watching movies, people can get inspiration, ideas, knowledge, learn some new from the movies. That will be interested when somebody to seriously to understanding the movies by watching the setting, plot, dialogue, and characters of the movie.

⁴⁵ Alexandra Y. Aikhenvald, *Imperatives and Commands*, p.200.

⁴⁶ Nurmisliah, Dodi Oktariza, and Asridayani, “Syntactic Analysis of Imperative Sentence in Jambi Malay Language Jangkat Isolect,” *Krinok: Jurnal Linguistik Budaya*, 2017, Vol.2, No. 2, p.5

⁴⁷ Alexandra Y. Aikhenvald, *Imperatives and Commands*, p.200

⁴⁸ Alexandra Y. Aikhenvald, *Imperatives and Commands*, p.200.

⁴⁹ Evison Alan, *Oxford Learner's Pocket Dictionary New York*, (Oxford University Press,1983), p.148

Movie is the most famous entertainment media around the world. Movie has many interesting side we can see. Start from action, audio, visual, location, situation, technology and many more. Motion picture is combination between movement, words, music and color.⁵⁰ There are many kinds of movie. That are action movie, adventure movie, comedy, horror, musical and etc. Action movie are a movie genre where action sequences, such as fighting, stunts, car chases or explosions, take precedence over elements like characterization or complex plotting. Second is adventure movie. This movie usually exciting stories, with new experiences or exotic locales. It is very similar to or often paired with the action movie genre. Comedy movie is a movie that inside of movie deliberately designed to amuse and provoke laughter, jokes, by exaggerating the situation, the language, action, relationships and characters. There are some forms of comedy through cinematic history, including slapstick, screwball, spoofs and parodies, romantic comedies, etc. Horror Horror films are intended to terrify viewer. It often in a terrifying, shocking finale, while charming and enjoyable us at the same time in a experience. The fantasy and supernatural film genres are not usually identical with the horror genre. And the last is about musical movie. Musical movie is a movie with cinematic forms that bring out complete scores or song and dance routines in a significant way usually with a musical or dance performance integrated as part of the film narrative. Based on the explanation above movies are a type of visual communication which uses moving pictures and sound to tell stories or inform help people to learn. People in every part of the world watch movies as a type of entertainment, a way to have fun. For some people, fun movies can mean movies that make them laugh, while for others it can mean movies that make them cry, or feel afraid.

b. Genre of the Movie

There are several genres in the movie. A genre is a word for a type of movie or a style of movie. Movies can be fictional (made up) movie, or true, or a mix of the two. Some movies mix together two or more genres.⁵¹

a) Action Movies

Have a lot of exciting effects like car chases and gun fight, involving stuntmen. They usually involve “goodies” and “baddies”. So, war and crime is common subject. Action movies usually need very little effort to watch, since the plot is normally simple.

b) Adventure Movies

Usually involve a hero who sets out on a quest to save the world or loved ones.

c) Animated Movies

Animated movies use artificial images like talking pigs to tell a story. These movies used to be drawn by hand, one frame at a time, but are now made on computer.

d) Comedies

Comedies are funny movies about people being silly or doing unusual things that make the audience laugh. e) Buddy Movie Buddy movies involve 2 heroes, one must save the other, and both must overcome obstacles.

e) Documentaries

Documentaries are movies that are (or claim to be) about real people and real event.

⁵⁰ Hamid Aoudah, A Study of Social Values In The Legend Of Korra, 2016, p. 4 (On-Line), available on: <http://fkipunram.rf.gd/uploads/E1D110031.pdf> (November 21th 2023)

⁵¹ Chen, S., Cai, M., & Bao, Y. (2020). The two- to three-second time window of shot durations in movies. *PsyCh Journal*, 9(4), 516–518.

f) Dramas

Drama is serious and often about people falling in love or needing to make a big decision in their life. They tell stories about friendship or relationship between people. h) Tragedies Tragedies are always drama, and are about people in trouble.

c. Concept of Movie

Movies become so familiar in this era. Movie can make people enjoy when people watching it. Movie is a story or event recorded by a camera as set of moving images and shown in a theater or on television a motion picture.⁵² By watching movies, people can get inspiration, ideas, knowledge, learn some new from the movies. That will be interested when somebody to seriously to understanding the movies by watching the setting, plot, dialogue, and characters of the movie.

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d. Synopsis Luca the Movie

Luca is a 2021 American animated coming-of-age fantasy film produced by Walt Disney Pictures and Pixar Animation Studios and distributed by Walt Disney Studios Motion Pictures. The film was directed by Enrico Casarosa in his feature directorial debut, produced by Andrea Warren and written by Jesse Andrews and Mike Jones from a story by Casarosa, Andrews, and Simon Stephenson. Set on the Italian Riviera, the film centers on Luca Paguro (Tremblay), a

⁵² Evison Alan, Oxford Learner's Pocket Dictionary New York, (Oxford University Press, 1983), p.148

⁵³ Hamid Aoudah, A Study of Social Values In The Legend Of Korra, 2016, p. 4 (On-Line), available on: <http://fkipunram.rf.gd/uploads/E1D110031.pdf> (December 7th 2023)

young sea monster boy with the ability to assume human form while on land, who explores the town of Portorosso with his new best friends, Alberto Scorfano (Grazer) and Giulia Marcovaldo (Berman), experiencing a life-changing summer adventure.

Luca draws inspiration from Casarosa's childhood in Genoa, Italy. Several Pixar artists were sent to the Italian Riviera gathering research from Italian culture and environment to create Portorosso, the primary setting. The sea monsters, a "metaphor for feeling different", were loosely based on old Italian regional myths and folklore.

In the summer circa 1959, timid sea monster child Luca Paguro herds goatfish off the coast of the Italian town of Portorosso. His parents forbid him to approach the surface, fearing that he might be hunted by humans. One day, Luca meets Alberto Scorfano, a fellow sea monster child who lives alone in an abandoned tower on land. Alberto teaches Luca that sea monsters can turn into humans, as long as they stay dry. Luca begins sneaking out to meet Alberto, and they become friends, wishing to own a Vespa and travel around the world. Upon discovering their son's actions, Luca's parents decide to send him to live in the deep with his uncle Ugo. In retaliation, Luca runs away from home with Alberto to hide out in Portorosso. The boys run afoul of Ercole Visconti, the local bully and five-time champion of the Portorosso Cup, a triathlon of swimming, pasta-eating, and biking. When Ercole tries to soak Luca in a fountain, Giulia Marcovaldo, a young girl, stops him. In hopes of winning the money needed for a Vespa, the boys team up with Giulia for the triathlon.

Giulia invites them to stay at her house and introduces her fisherman father, Massimo, who is prejudiced against sea monsters. Meanwhile, Luca's parents infiltrate the town to find their son. Giulia and Luca bond over their love of learning, making Alberto jealous. When Luca shows interest in attending school, Alberto intentionally reveals his sea monster form to Giulia to prevent it. Unwilling to give himself up, Luca feigns shock at the transformation, and a betrayed Alberto flees as Ercole's gang arrives to hunt him. Heartbroken, Alberto trashes everything in his hiding place. Shortly after, Giulia finds out that Luca is a sea monster as well, and sends him away for his safety.

Luca heads to Alberto's hiding place in an effort to reconcile with him, and learns that Alberto was abandoned by his father long ago. Though Alberto declines to participate in the triathlon, Luca promises to win the Vespa to rebuild their friendship. The triathlon begins with Luca and Giulia competing separately. Luca successfully completes the swimming race (in a diving suit) and the pasta-eating contest without revealing himself, but rain begins during the bike race. Alberto shows up to give Luca an umbrella, but Ercole knocks it away, exposing Alberto's sea monster form and shocking the audience. Luca rescues Alberto, revealing his own true form, and the two bicycle towards the finish.

Giulia deliberately collides with Ercole's bike to stop him from harpooning Luca and Alberto, who unintentionally cross the finish line before turning back to help Giulia. When Ercole and the other townsfolk confront the boys, Massimo stands up for them and insists that they have won. A few of the townsfolk reveal that they are sea monsters as well, and Luca is finally reunited with his family. Most of the humans welcome the sea monster, except Ercole whose prejudice is turned into an outcast. He is thrown into a fountain by his much-abused henchmen.

Luca and Alberto buy an old Vespa, but Alberto sells it to get a train ticket for Luca, allowing him to go to school in Genoa with Giulia. Luca's family, Massimo, and Alberto see Luca and Giulia off at the train station, where they all promise to stay in touch. During the credits, Luca meets Giulia's mother and attends school with Giulia, while Massimo adopts Alberto as his son.

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