SPEECH ACT USED IN THE NOVEL *PERCY JACKSON AND THE OLYMPIANS : THE LIGHTNING THIEF*

SKRIPSI

Submitted in Partial Fulfillment of Requirement

for the Degree of Sarjana Pendidikan (S.Pd.)

English Education Program

By:

NURUL IHDA SHAHPUTRI

NPM : 1902050131

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

MEDAN

2023

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http:/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بسم الله الرحمن الرحيم

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Kamis, Tanggal 07 Desember 2023, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama	: Nurul Ihda Shahputri
NPM	: 1902050131
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Speech Act Used in the Novel Percy Jackson and the Olympians: The Lightning Thief

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan :
(A) Lulus Yudisium
( ) Lulus Bersyarat
( ) Memperbaiki Skripsi
( ) Tidak Lulus

PANITIA PELAKSANA

Ketua

Dra. Hj. Syamsuyurnita, M.Pd.

Sekretaris

Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum.

ANGGOTA PENGUJI:

1. Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum. 1.
2. Dr. Mandra Saragih, S.Pd., M.Hum. 2.
3. Prof. Amrin Saragih, Ph.D 3.

MAJELIS PENDIDIKAN TINGGI
UNIVERSITASMUHAMMADIYAHSUMATERAUTARA
FAKULTASKEGURUANDANILMUPENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.idE-mail:fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama	: Nurul Ihda Shahputri
NPM	: 1902050131
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Speech Act in the novel Percy Jackson and The Olympians : The Lightning Thief

Sudah layak disidangkan.

Medan, 16 November 2023

Disetujui oleh :
Pembimbing

Prof. Amrin Saragih, MA, Ph.D

Diketahui oleh :

Dekan

Dra, Syamsuyurnita, M.Pd

Ketua Program Studi

Pirman Ginting S. Pd., M.Hum

ABSTRACT

Nurul Ihda Shahputri. 1902050131. "Speech Act Used in The Novel Percy Jackson and The Olympians : The Lightning Thief" Skripsi. English Education Program of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. ,Medan. 2023.

This research discusses speech act in the novel *Percy Jackson and The Olympians : The Lightning Thief*. The objectives of the research are to categorize type of speech act used in the novel *Percy Jackson and The Olympians : The Lightning Thief*, analyze the realization of speech act in the novel *Percy Jackson and The Olympians:The Lighting Thief*, and explain the reasons for speech act in the novel *Percy Jackson and The Olympians:The Lightning Thief*. The research on this thesis was carried out using description qualitative. The data were taken from the novel *Percy Jackson and The Olympians : The Lightning Thief*. There are 242 data speech act that found in novel *Percy Jackson and The Olympians:The Lightning Thief*. The data were analyzed and classified into five types of speech acts,namely representative/assertive, directive, commisive, expressive and declarative. There are representative/assertive 102 (42.1%), directive 120 (49.6%) , comissive 5 (2.1%), expressive 14 (5.8%), and declarative 1 (0.4%). The realization of speech act using words, caluses, and sentences. Consists of words 10 (4.1%), pharses 28 (11.6%), clause 16 (6.6%), and sentences 188 (77.7%). The reason for the types of speech act was relized in three ways, namely direct, indirect, and metaphor. There are direct 234 (96.7%), indirect 8 (3.3%), and no data found for metaphor. The types of speech act has been relized in the novel *Percy Jackson and The Olympian: The Lighting thief* because this research will produce a deep understanding of the speech act with pragmatics studies in the data used in this study.

Keywords :*Pragmatics, realization and speech act*

ACKNOWLEDGEMENT

Assalamu'alaikumWarahmatullahiWabarakatuh

Alhamdulillah praise and salutation to Allah SWT who has to bring us mercy and healthy. Without the gift of Allah SWT, the researcher could not finish this research. Shalawat and Salam to our prophet Rasulullah SAW which has brought us from the darkness until the brightness era.

In writing this research entitled "*Speech Act in the novel Percy Jackson and The Olympians:The Lightning Thief*" to propose partial fulfillment of requirements for a bachelor's degree in the English Department. There are many obstacles faced by researchers in completing this research. without the help of others, it might be impossible to complete this research. Therefore, the researcher would like to thank her beloved parents for their prayers, advice, courage, moral and material support to complete this study. Then the researchers also want to thanks:

1. Prof. Dr. Agussani, M.AP, as Rector of Universitas Muhammadiyah Sumatera Utara.
2. Dra. Syamsuyurnita, M.Pd. as the Dean of Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.
3. Dr. Hj. Dewi Kesuma Nasution, M.Hum as Deputy Dean I of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera

Utara and as a Supervisor who has been provided constructive advice and guidance during completing this research.

4. Dr. Mandra Saragih, M.Hum. as Deputy Dean III of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara and also as a Supervisor lecturer Proposal Seminar who has provided all the constructive criticsm so that this research becomes better.

5. Pirman Ginting, S.Pd., M.Hum. as the Head of the English Education Department of FKIP UMSU. And Rita Harisma, S.Pd. M.Hum as secretary of the English Education Department FKIP UMSU.

6. Prof. Amrin Saragih, M.A, Ph.D. as a supervisor who has provided guidance and valuable suggestions for completing this research.

7. All lectures especially those from the English Education Program for guidance, advice, and encouragement during the study year.

8. All friends who cannot be mentioned in this study who provided full support and love for her in carrying out this research.

9. Everyone who cannot be mentioned in this study, thank you very much.

10. And last but not least, the research would like to thank herself who have been able to cooperate in working on this final assignment. Thank you for thinking positively and always trying to believe in self until finally the research was able to prove that she could rely on herself.

Hopefully, this research can be useful for those who read the research and are interested in the topic. Researchers hope that this is not the last study, but the

beginning of future research. Finally, the researcher realizes that this research is far from perfect even though the researcher has tried his best to complete this work. Therefore, constructive criticism, comments, and suggestions are highly expected for the further improvement of this research.

Wassalamualikum Warahmatullahi Wabarakatuh

Medan, 15 November 2023

The Researcher

NURUL IHDA SHAHPUTRI
NPM: 1902050131

TABLE OF CONTENT

ABSTRACT ..... **iii**

ACKNOWLEDGEMENT ..... **iv**

TABLE OF CONTENT ..... **vii**

LIST OF TABLE ..... **ix**

LIST OF FIGURE ..... **x**

LIST OF APPENDICES ..... **xi**

CHAPTER I INTRODUCTION **1**

A. Background of Study 1

B. Identification of Problem 4

C. The Formulation of The Problem 5

D. Objective of the Research 5

E. The Scope of the Study 6

F. The Significances of the Study 6

CHAPTER II REVIEW LITERATURE **7**

A. Theoritical Framework 7

1. Pragmatics 7

2. Speech act 9

B. Previous Relevant Studies 16

C. Conceptual Framework 19

CHAPTER III RESEARCH METHODOLOGY **20**

A. Research Design 20

B. Source of Data 20
C. Technique of Data Collection 20
D. Technique of Data Analysis 21
CHAPTER IV DATA ANALYSIS, FINDINGS AND DISCUSSION 23
A. Data 23
B. Data Analysis 23
1. Types of Speech Act 23
2. Realization of Speech Act 50
3. The Reason for The Realization of Speech Act 55
4. Research Findings 57
5. Discussion 58
CHAPTER V CONCLUSION AND SUGGESTION 60
A. Conclusion 60
B. Suggestion 61
REFERENCES 62

LIST OF TABLE

Table 4. 1. Types of Speech Act..... 23

Table 4. 2. Categories of Realization..... 51

Table 4. 3. Categories of context..... 56

LIST OF FIGURE

Figure 2. 1. Conceptual Framework 19

LIST OF APPENDICES

APPENDIX 1	Realization of Speech Act	64
APPENDIX 2	Form K – 1	105
APPENDIX 3	Form K – 2	106
APPENDIX 4	Form K – 3	107
APPENDIX 5	Lembar Pengesahan Proposal Mahasiswa	108
APPENDIX 6	Lembar Pengesahan Hasil Seminar Proposal	109
APPENDIX 7	Berita Acara Bimbingan Proposal	110
APPENDIX 8	Berita Acara Seminar Proposal	111
APPENDIX 9	Permohonan Izin Riset	112
APPENDIX 10	Surat Keterangan Bebas Penelitian	113
APPENDIX 11	Berita Acara Bimbingan Skripsi	114
APPENDIX 12	Surat Peryataan Plagiat	115
APPENDIX 13	Pernaytaan Keaslian Skripsi	116
APPENDIX 14	Surat Permohonn Ujian Skripsi	117
APPENDIX 15	Curriculum Vitae	118

CHAPTER I

INTRODUCTION

A. Background of Study

Humans as being social, are always connected with other individuals. Humans have a communal predicate, so they constantly interact with people and their surroundings in a social context. This interaction has commonly referred to as communication. It constitutes an essential to communicate effectively. To communicate individuals require a tool, namely language. Language serves as a medium for individuals to interact socially (Fuad &Helminsyah, 2018; Zein et al., 2020). The immediate environment shapes individuals' linguistic patterns in everyday social interactions. The utilization of language is essential for the daily communication practices within a community. Effective communication and mutual understanding are unattainable in the absence of language utilization. According to Kushartanti (2005), language in linguistics refers to a mutually agreed-upon system of vocal symbols utilized by certain groups of individuals for the purposes of cooperation, communication, and self-identification. Individuals can assert their thoughts by using language as a means of expression. Individuals employ language not only to express ideas but also to shape their social identity.

The study of science that discusses human language is linguistics. It is mostly concerned with the unique ability of humans to convey thoughts and emotions. Pragmatics is a field of linguistics that studies human language. Pragmatic is a study of how word are interperented differently in different

situations. Individuals frequently employ utterances that carry implicit meaning in their everyday social exchanges. However, in order to accurately infer this implied meaning, one must possess knowledge of the specific location or temporal context in which the utterance is made. This contextual information is crucial for achieving the intended communicative objectives of the utterances, and it is referred to as the addressee's interpretation of the speaker's underlying intentions. By considering the context, the addressee is better equipped to comprehend the intended meaning conveyed by the utterances. Similarly, Yule (1996) asserts Pragmatics is an academic discipline that posits that communication encompasses more than the literal meaning of the words uttered. Pragmatics is a field of study that focuses on the examination of meaning as conveyed by a speaker or writer and subsequently understood by a listener (or reader).

In the study of language, verbal actions performed by individuals via the use of words are referred to as speech acts. Every utterance that individuals engage in during their daily interactions can be considered an instance of a speech act. According to Austin (1955:52), a speech act encompasses all phrases that are present in a discourse. This speech act is comprised of both the proposition statement and the overall situation in which the utterances occur. The concept of speech acts encompasses a broad range of linguistic phenomena. According to Austin's (1962) theory of speech actions, there are three distinct types: illocutionary acts, illocutionary acts, and perlocutionary acts. The concept of elocutionary act refers to the literal meaning conveyed by an utterance. On the other hand, the notion of an illocutionary act pertains to the underlying action or

intention behind the statement. Lastly, the perlocutionary act denotes the impact or effect that the utterance has on the recipient or hearer. The illocutionary act is a complex sort of speech act that exhibits greater categorization than other types. An adequate understanding of the illocutionary act of an utterance necessitates sufficient knowledge about it. Searle (1976) posits, as cited in Cutting (2002: 16–17), that there exist five distinct categories of illocutionary acts, namely representatives, directions, commissives, expressive, and declarative.

Speech Act through pragmatic can be researched in other fields, including literary works. Because the language or a dialogue used in the novel is a conversation that correlates with the context of the situation, the language included in literary work, particularly novel, may be utilized to become a pragmatic study. That is consistent with Nurgiyantoro's belief that good, effective, more functional dialogue may illustrate the progression of the plot while also reflecting the characteristics of the main character (Nurgiyantoro, 2015). According to (Iriany, 2020), literary works are the work of the author's creative thoughts which are told using language as the medium. When compared to other literary works, such as poetry or theater, the novel's allure to readers is more extensive. Because the novel has an interesting storyline if read consistently. Novels are representations of actual life and behavior from the period in which they were documented.

Based on the statement above, the rationale for this research is to examine the speech actions in Rick Riordan's novel *Percy Jackson and The Olympians: The Lightning Thief*. The Lightning Thief is a fun tale about a 12-year-old kid

who discovers his true father is Poseidon, the Greek god of the sea. Percy sets out to become a hero by embarking on a journey across the United States in search of the portal to the Underworld and averting a war between the gods. The novel is an entertaining and amusing introduction to Greek mythology. It works effectively when taught with mythology, which is a basic component of the majority of English state curriculum frameworks. According to norm three of the National Council of Teachers of English's Standards for English Language Arts, the novel can also be taught at any point after the study of Greek mythology to capitalize on the past knowledge of the pupils. This study is expected to be useful to readers or students in the Department of English Education by enriching their knowledge of speech actions in the pragmatics science and providing them with a clearer understanding of the meaning of the utterance in the pragmatics study. Expectantly, it will raise people's awareness, particularly regarding speech acts.

B. Identification of Problem

Based on the background of the study, identification of the problem be formulated as follows:

1. The embodiment of the speech acts in the novel *Percy Jackson and The Olympians : The Lightning Thief.*
2. The kind of speech act to be used in the novel *Percy Jackson and The Olympians : The Lightning Thief.*
3. The dominance of the speech acts in the novel *percy Jackson and The*

Olympians : The Lightning Thief.

C. The Formulation of The Problem

Based on the background of the study , the problem are formulated as follows:

1. What kinds of Speech acts are used in the novel *Percy Jackson and The Olympians : The Lightning Thief*
2. How are the speech acts realized in the novel *Percy Jackson and The Olympians : The Lightning Thief?*
3. Why are the speech acts realized in the way they are?

D. Objective of the Research

With reference to the problems of the study, the objectives of the study are:

1. to analyze the kinds of speech acts which are produced in the novel *Percy Jackson and The Olympians : The Lighting Thief.*
2. to elucidate the realization of speech acts in the novel *Percy Jackson and The Olympians : The Lighting Thief.*
3. to explain the reason for the realization of speech acts in the novel*Percy Jackson and The Olympians : The Lightning Thief*

E. The Scope of the Study

The scope of this research is pragmatics and this research dealt with the kind of speech acts in the novel *Percy Jackson and The Olympians : The Lightning Thief*, particularly illocutionary acts as the force to convey the speaker's purpose to listeners using language. All data were categorized based on Searle's theory which is used to examine the illocutionary stability used by the main character in conveying purpose. The classifications of illocutionary acts are representative, directive, commissive, expressive, and declarative.

F. The Significances of the Study

Findings of the study are expected to give theoretical and practical significance:

1. Theoretically, findings of the study are expected to:
    1) enrich theories of language learning particularly is learning literature, and
    2) become a reference for particular studies.
2. Practically, it is expected that finding of the study:
    1) would be useful for the readers to give them new knowledge about speech acts and
    2) can give the information about speech acts for the student.
    3) Can get information about speech acts word from the teacher.

CHAPTER II

REVIEW LITERATURE

A. TheoriticalFramework

The theoretical framework aims to provide concepts and a plan that contains an explanation of all the things that are used as research material based on the results of the research. In this section, the research describes the theory of study in analyzing the speech act in the novel*Percy Jackson and The Olympians : The Lighting Thief*. It is necessary to study the theory related to the problem of the study.

1. Pragmatics

Pragmatics is a subfield of linguistics that investigates how language used concerning its context. The meaning of the language may be understood if the context is known. Pragmatics bounds are language use rules governing forms and meanings that are related to the speaker's aim, context, and circumstances.

(Wijana, 2009)states pragmatics is a branch of science that studies the structure of language externally, namely how the language unit is used in communication. It means pragmatics is not only study about grammatical but also the context depends on the language use d in communication. Simillіary, (Mayer, 2009)notes that pragmatics is the study of how context (both social and linguistic) affects language use. Pragmatics is concerned with how the social and language context impacts the listener's perception of the speaker's utterance, as well as how the

social and linguistic context influences what the speaker says to the listeners

According to Leech (1983), pragmatics is a field of research that examines the interpretation of meaning within the context of speech situations. These situations encompass various elements such as the speaker, the hearer, the context, the purpose, the speech act, as well as the temporal and spatial aspects of the speech event. According to Leech (983:6), pragmatics pertains to the examination of meaning concerning speech contexts. According to the statement made by Leech (as cited in Yule, 1996), it is argued that pragmatics should incorporate contextual elements, including the interlocutors, timing, location, and circumstances, as these factors influence how individuals communicate and express their intended messages. To conduct a pragmatic analysis of meaning, it is imperative to establish a speech situation that serves as the contextual framework for the discourse. According to Yule (1996), Pragmatics pertains to the examination of meaning as conveyed by a speaker or writer and understood by a listener or reader. Consequently, the focus lies on ascertaining the intended meaning behind persons' verbal expressions, rather than the literal meaning of the words or phrases used in those expressions. Pragmatics is the field of study that pertains to the analysis of speaker meaning. According to Griffiths (2006: 21), Pragmatics pertains to the process by which the listener comprehends utterances and the speaker formulates intelligible statements. Pragmatics is closely intertwined with the contextual or situational factors that surround speech acts, hence emphasizing the significance of speakers directing their attention toward the context.

Burton et al. (2012), pragmatics is a linguistic discipline concerned with the analysis of speech acts. It investigates the relationship between the content of utterances and the communicative context in which they occur, as well as the potential impact of utterances on the context itself. The preliminary objective of pragmatics is to identify and understand the underlying rules and principles that govern speakers' use of language in interpersonal communication. Pragmatics is a field of study that examines how the interpretation of a speech is contingent upon the contextual factors present during the act of communication.

Based on the definition above, pragmatics is the branch of linguistics. Pragmatics is the study of the meaning of utterances concerning their linguistic, physical, and social contexts. In simple terms, pragmatics is the study of what the speaker intends. Pragmatics investigation of the same words and grammatical uses, only in context. The numerous listeners in the discourse establish the final meaning of the words in each context based on the additional indications that provide subtext to the meaning. It means that pragmatics concerned with how the speaker's social and linguistic background influences what speakers say to the listener. Pragmatics focuses on meaning that cannot be anticipated just by language information but also by physical and social knowledge. It aids the listener's comprehension and interaction.

2. Speech act

Speech acts refer to the linguistic expressions that carry out specific actions. Speech acts are commonly understood to be primarily concerned with the significance of the actions performed through speech. According to Waljinah

(2019), the concept of speech act refers to a communicative phenomenon when a speaker conveys or expresses their goal to their speech partner during the process of communication. Moreover, according to Yule (1996: 82), the term "speech act" refers to activities performed by speech. These actions can be further categorized into specific types such as apologies, complaints, compliments, invites, appointments, or requests. This statement implies that the speaker is engaged in the act of verbal expression. The act of understanding the speaker's intended meaning can be facilitated by this communication technique. Examples of communicative acts that individuals engage in include expressing complaints, offering compliments, extending invitations, scheduling appointments, and making requests.

As well as L. Austin (1962-93), it can be argued that the statements made by individuals are nearly synonymous with their corresponding acts. According to J. Searle (1969-21), the fundamental element of communication is the speech act. Speech act theory is a branch of linguistics that focuses on the pragmatic aspects of language, specifically examining the actions performed through the use of words. It places significant emphasis on understanding the functional role of language in communication. Adrniani et al (2017) defined speech act is the partof communication. The concept under consideration pertains to the verbal or behavioral expression that encompasses significance, utility, and implementation.. In other words, action by saying and also doing something related to purpose, use and action. According to the definition above, a speech act includes not only performing an action but also expressing information. It helps the listener

understand what the speaker means in communication.

Finally, speech act theory is the theory of utterances that may be used to transform, assert, express, and even make someone commit and act on the utterances spoken by the speaker.

2.1. Elements of Speech Acts

The act of making the utterance encompasses three interconnected actions. It is deemed appropriate to reference Austin's referenced Yule book, which delineates three fundamental perspectives on the notion that uttering a statement entails doing an action. Within this particular context, there exist three fundamental categories of actions that are executed in verbal communication: the locutionary act, the illocutionary act, and the perlocutionary act.

2.1.1 Locutionary act

Locutionary acts refer to the act of making statements with the purpose of expressing or stating something. The locutionary acts refer to the literal meanings conveyed by the utterances. The primary objective of their communication is to provide factual information or to make declarative statements. The locutionary acts refer to the acts of producing an expressive meaning, which are alternatively referred to as locutions or utterance acts. Austin (1962:108) states that the concept of a locutionary act involves uttering a specific sentence with a particular sense and reference. Austin (1962:108) states that this notion is essentially analogous to the traditional understanding of meaning. Yule (year) further elucidated the concept of the

locutionary act, which pertains to the fundamental action of speech or the production of a linguistically meaningful expression. Furthermore, according to Levinson (1983), a locutionary act refers to the act of uttering a sentence with a certain connotation and reference, as described in his book. The lack of a link between the meaning of an utterance and its contextual factors, such as the location or time of its expression, is indicative of a situation where the context does not align with the intended meaning.

The concept of illocutionary deed refers to the inherent function or purpose of an utterance. As stated by Austin (1962), an illocutionary act refers to a type of speech act wherein an utterance has a certain (conventional) power. According to Yule, the formation of an utterance is driven by a certain function. In essence, an illocutionary act encompasses more than mere verbal expression; it entails the deliberate verbalization of a certain intention or aim.

2.1.2 Perlocutionary act

The perlocutionary act constitutes the third component of speech acts. The observed outcome of the expression is as follows. Perlocutionary acts refer to utterances that serve to express the consequences or repercussions of illocutionary acts. Perlocutionary acts are the outcomes that arise from the speaker's intention to elicit a particular response from the hearer by attentively listening to their words and subsequently aligning their speech accordingly. According to Austin's seminal work in 1962, the concept of a perlocutionary act refers to a type of speech act wherein the speaker's

utterance is focused on making a statement regarding the outcome or effect that is created or accomplished via the act of speaking. In his book, Levinson discusses the concept of perlocutionary acts, which refer to the impact that saying a sentence has on the audience. This phenomenon refers to the emotional response experienced by the audience following the expression of a sentence. The perlocutionary effect refers to the impact on the recipient or hearer that occurs as a result of saying certain words or phrases (Cutting, 2022). The term "perlocutionary" refers to the impact or response experienced by the recipient of a speech act.

To elucidate the significance of an utterance, Searle put forth the proposition that speech acts can be classified into broad categories according to the correlation between language and reality. There exist five fundamental categories of acts that individuals can undertake concerning speech or utterance. These categories include representatives, directions, commissives, expressive, and declarative.

2.1.2.1 Types of Speech Acts

a. Representatives/Assertives

A representative is a linguistic device employed by a speaker to depict the environment with the intention of persuading the listener to accept the veracity of the speaker's statement. This implies that the speaker is firmly dedicated to the veracity of their statement. This category encompasses various types of actions, including expressing,

describing, affirming, boasting, concluding, claiming, and others.

b. Directives

The second sort of speech pertains to instances where speakers instruct the listener to do a forthcoming action that aligns with the speaker's expressed words to bring about a desired state of affairs. In essence, the speaker aims to persuade the hearer to engage in a particular action or express their underlying goal. Directives perform commanding, ordering, requesting, warning, suggesting, inviting, asking, advising, requesting, forbidding, etc.

Example :

"Could you please lend me a pen?" . It's the example of requesting. The meaning of the sentence is speaker requests to the hearer lend a pen.

c. Commissives

A commissive is a spoken act in which the speaker commits themselves to a future action that aligns with their words. Put differently, the individual delivering the message demonstrates a strong adherence to undertaking future actions. Commissioners engage in various activities such as making promises, vows, plans, threats, and offers.

Example :

*"I'll bring some fruits to him."*It's the example of Planning.

d. Expressives

The speaker uses expressive language to appropriately convey the realm of emotions. The individuals articulate a psychological condition. Expressions such as expressing gratitude, offering apologies, extending greetings, expressing condolences, expressing pleasure, expressing preferences, experiencing joy, and so on. In essence, the term "expressive" refers to a type of speech act that involves the communication of one's emotions or feelings.

Example :

"Oh my God, Thank you Very Much!". It's the example of Expressives.

e. Declaratives

A declarative is a linguistic act in which the successful execution by one of its participants results in the alignment between the propositional content expressed and the actual state of affairs in reality. The achievement of a successful performance ensures that the propositional content accurately aligns with the state of affairs in the world. In other words, the speaker articulates words or statements that possess the capacity to effect transformative change within the world through the medium of language.

Example :

"I declare the war to be started". It's the example of declarating.

B. Previous Relevant Studies

Before working on this research, some previous researches are searched in order to help for conducting the study. There are several relevant studies that the researcher found :

The first research was written by Elvina A.Saibi (2022) : *Analysis of Directive Speech in the Novel The Village Boy by Damien Dimatra.* This research article provides an analysis of the many forms of directive speech found within the literary work entitled "The Village Boy." The study employed descriptive methodologies. Data collection in this study concerned the utilization of the listening and note-taking methods. The collected data were subsequently subjected to analysis employing the matching method and the determining element sorting technique (DEST). The novel "The Village Boy" presents a comprehensive analysis of directive speech actions, revealing the existence of seven distinct types: directive, pleasant, demanding, suggestive, interrogative, prohibitive, and permissive.

The second research was written by Putri I.A.P.A.D.P in 2019 entiled "*An Analysis of Speech Act Used in Harry Potter and The Goblet of Fire Movie".* The purpose of this study was to examine the speech performance utilized in the film *Harry Potter and the Goblet of Fire*. This study employed a qualitative descriptive research design. The principal data sources consisted of dialogue from

the film Harry Potter and the Goblet of Fire. The findings of the study indicated that the utterances utilized locutionary acts in the following forms: declarative, interrogative, imperative, and exclamatory. These forms were employed to convey direct or indirect illocutionary acts, including directive, commissive, representative, and interrogative ones.

The third research study was undertaken by Tatu Siti Robiah in 2022, titled "Speech Acts in the Newspaper of the Cable News Network." This study examines the analysis of speech acts in newspapers published by the Cable News Network (CNN). The objective of this study is to discern the locutionary, illocutionary, and perlocutionary acts present in the newspapers published by the Cable News Network (CNN). The data collection strategy employed in this study is qualitative descriptive. The analysis revealed a total of 117 instances of speech actions inside the publications published by the Cable News Network (CNN). There are a total of 54 locutionary acts, 55 illocutionary acts, and 8 perlocutionary acts. The data suggests that the predominant speech act in this dataset was an illocutionary act, followed by a locutionary act, and finally a perlocutionary act.

Then, Widyastuti wrote a paper in 2023 called *Directive Speech Acts in Mark Twain's The Adventure of Huckleberry Finn.* The goal of this study is to look into Directive Speech Acts in Mark Twain's book The Adventure of Huckleberry Finn. A detailed qualitative method was used in this study, and literary pragmatics analysis was used. Based on Searle's theory, the data were looked at and examined to find out what kinds of directive speech acts were happening. Based on the facts, the most common type of asking was 160 times or

48.94%. A slave thief named Jim always asks Huck Finn about everything, which shows it. With 112 words or 34.25%, the second is commanding. With 28 words or 8.56%, this type is the next most common. There are 18 sayings that are prohibiting, which is 5.50%, and 9 sayings that are giving advice, which is 2.75%.

And the last, the research was written by YellaDezasPerdani entitled *The Investigation of Illocutionary Acts Uttered by The Characters in Brave Movie.* The objective of the study was to ascertain the types and predominant illocutionary acts employed by the characters in the animated film Brave. The study employed a qualitative approach to gather data, specifically focusing on the dialogue spoken by all characters in the film Brave who engaged in illocutionary acts. The Brave movie contained a total of 85 illocutionary acts, which were categorized into five distinct classifications: representational, directive, expressive, declarative, and commissive. The findings indicate that there are 10 representational acts, accounting for 11.76% of the total. Directive acts make up 42 acts, representing 49.41% of the total. There were no instances of commissive acts. Expressive acts account for 19 acts, making up 22.35% of the total. . Lastly, there are 10 declarative acts, representing 11.76% of the total. Consequently, in the film Brave, it can be observed that commands serve as the primary form of illocutionary deeds.

C. Conceptual Framework

The conceptual framework of this study aims to determine the categories of speech acts in the novel Percy Jackson and The Olympians: The Lightning Thief. This study focuses on type of the illocutionary acts. At the end of the study, it will be found which type of illocutionary act is the most dominant in the novel. This conceptual framework is summarized in the visual illustration below.

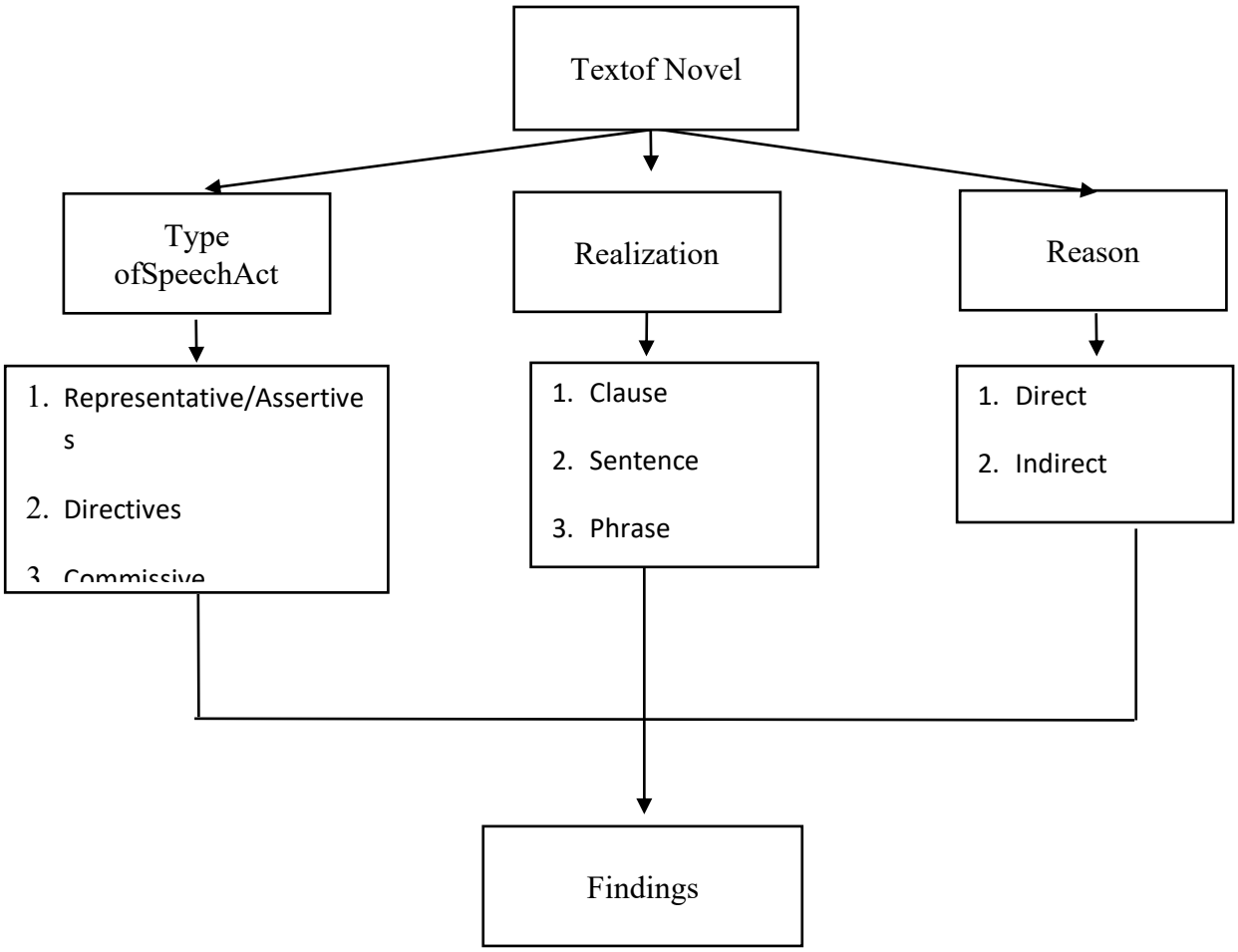


Figure 2. 1. Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research uses a descriptive qualitative method. According to Moeloeng (2002:112), qualitative methodology is characterized as a research approach that generates descriptive data in the form of written and spoken words, as well as policy actions. By using qualitative methods, this study will analyze the speech acts in the novel *Percy Jackson and The Olympians: The Lightning Thief* and classify the kinds of illocutionary acts from the expression of the main character in the novel *Percy Jackson and The Olympians: The Lightning Thief*.

B. Source of Data

The subject of this study employs primary data. The data presented in this analysis originates from the novel *"Percy Jackson and The Olympians: The Lightning Thief."* This data analysis focuses on the primary character's facial expressions and dialogues inside the literary work entitled *"Percy Jackson and The Olympians: The Lightning Thief."*

C. Technique of Data Collection

In this study, the method of data collection uses Primary data. Primary data is directed to the first-hand data collected by the researcher. The data is collected through novel reading techniques and chosen sentences or utterances that contain the Speech act and classify the data found in the novel.

D. Technique of Data Analysis

There are some steps to research qualitative research consistent with Miles and Huberman (2012):

1. Data Reduction

Data reduction is a method employed by researchers in conducting analyses to stress, shorten, focus, discard things that are not important, and organize data in such how that they can draw conclusions or obtain main findings. the method continues until the ultimate report is complete.

The first stage in data collecting procedures is to establish a study topic by reading and then selecting just the illocutionary acts stated by the primary character in *Percy Jackson and The Olympians: The Lightning Thief.* In other words, this is the stage where a basic sketch of data is created.

2. Data Display

In directive to get an obvious picture of the general data, which in the end are going to be ready to conclude, the researcher tries to compile it into a good and clear presentation of the info in the directive that it is often understood.

Second, the results of the data reduction on the speech data expressed by the primary character in the novel *Percy Jackson and The Olympians : The Lightning Thief* will be presented, summarized, classified into tables containing types of illucationary acts to make it easier to read the data that has been collected.

3. Drawing and verifying conclusion

In this study, data sampling conclusions have been initiated from the initial process of obtaining data. Because the researcher is a component of the research mechanism, order that each data has been checked for accurateness and validity.

The last step of this data-gathering methodology involves deriving conclusions and inferences from the observed outcomes and collected data, utilizing the primary character's expressions from the literary work titled *Percy Jackson and The Olympians: The Lightning Thief.* This analysis aims to ascertain the prevailing illocutionary act type in the novel *The Lightning Thief* by Percy *Jackson : The Lightning Thief.*

CHAPTER IV

DATA ANALYSIS, FINDINGS AND DISCUSSION

A. Data

The findings for this study came from the main characters in the novel *Percy Jackson and The Olympians: The Lightning Thief*. The following text was written in order to explain all kinds of Speech act. The data was then analyzed using Searle's theory.

B. Data Analysis

1. Types of Speech Act

After collecting and identifying the types of speech acts found in the novel Percy Jackson and the Olympians: The Lighting Thief, the data was recognized based on Searle's theory, which divides types of speech act into Assertive/Representative, Directive, Commissive, Expressive, and Declarative. This research was based on 16 chapters of 309 pages.

Table 4. 1. TypesofSpeechAct

No.	Types of Speech Act	Number	Percentages (%)
1.	Representative/Assertive	102	42.1%
2.	Directive	120	49.6%
3.	Commissive	5	2.1%
4.	Expressive	14	5.8%
5.	Declarative	1	0.4%
	Total	242	100

Table 4.1 shows that there are 242 Speech Acts in the novel *Percy Jackson*

and The Olympians : The Lightning Thief In terms of speech act categories, representative/assertiveis 102 (42.1%), comissive is 5 (2.1%), expressive is 14 (5.8%), and Declarative is 1 (0.4%).

This data demonstrates that in the novels *Percy Jackson and The Olympians: The Lightning Thief* Shows that the Directive is the most common type of speech act in the novels *Percy Jackson and The Olympians: The Lightning Thief*.

1.1. Representative/Asertive

Representatives is a speech act that conveys the statement's consistency. Hence, it represents external reality according to their utterances or words to their perception of the universe, such as expressing, affirming, describing, and claiming. The speaker's responses show the truth, and people will agree with them.

The Speech acts that are performed by Percy Jackson as the main character in the novel Percy Jackson and The Olympians: The Lightning Thief is Stating, explaining, describing, informing, arguing, agreeing, insisting, complaining, boasting, predicting, and swearing. The following are examples of several types of speech acts used by representatives:

a. Stating

Stating is the act of thoroughly, completely, and concisely expressing something in either spoken or written terms and conditions. It can be utilized to plan, solve, or announce something over time. The people create a statement

that expresses something in words to explain what they are thinking. These are a few instances of based-on-data statements;

Data 1

Percy : *Patroliperbatasan, entahapaartinya*

'Border patrol, whatever that mean'

Annabeth : *Itugampang. Berdirilah di dekat kali, jaga agarregu merahtidakmasuk. Serahkansisanyapadaku. Athena selalu punya rencana.*

'That is easy. Stand near the river, keep the red squad from entering. Leave the rest to me. Athena always has a plan'

Percy : '***Baik, akusenang kau menginginkankuikutregumu***

Okay, I'm glad you want me on your team'

SA(125)/141

The dialogue above happens in Paviliun when Percy, the main character, joins the blue squad with Annabeth, Athena, and Luke. Because he was the only child who didn't know many other people, he felt grateful and happy that Annabeth, Athena, and Luke chose him to join their team. That was the reason why he expressed his happy feelings after joining the blue team with a state like the example above.

Data 2

Percy : *Akutidakterampildalamkerjinanlogamseperti Hephaestus atauamit-amitKepiawaian Dionysus dengantanamananggur.*

'I am not as skilled in metalworking as Hephaestus or Godforbid Dionysus's skill with vines.'

SA(108)/127

Data 3

Percy : *Kau ayah Clarise, Ares. Dewa Perang*

'You're Clarise's Father,Ares. God of War'

b. Explaining

Explaining means telling someone how to explain something to someone in a clear and easy-to-understand approach. The following is an example of a statement made by Percy Jackson as main character in the novel.

Data 1

Percy : *Kau menjebakku, kau menempatkanakudisinikarena kau tahuClarrisseakanmengejarku, sementara kau mengirim Luke memutar.*

'You trapped me, you put me here because you knew Clarrisse would come after me, while you sent Luke around.'

SA(119)/145

The story of the primary character, Percy Jackson, occurred when he was attacking his opponent in a game of grab the flag. Percy was attacked indirectly. Unknown to Percy, he was facing his opponent and Percy's words above were Percy's explanation of why he was angry with his teammates for calling him to fight their enemy.

Data 2

Chiron : *Apapersisnya yang dikatakan sang Oracle*

‘What does the Oracle keep saying?’

Percy : *Dia..diabilangsayaakanpergike Barat dan menghadapidewa yang berkhianat. Saya akanmengambilapa yang dicuri dan mengembalikanyadenganselamat.*

‘He said that he was afraid to send me here, eventhough my father wanted that. He said, once I'm here, maybe I won't be able to get out again. And I want to stay close to him.

SA(155)/168

This conversation took place when they gathered at the dormitory table while playing cards. Chiron and Grover insisted on asking Percy what the Oracle always said to Percy. So Percy explained to them exactly what the Oracle had told him.

c. Describing

Describing is to give an oral illustration of (someone or something) that includes all pertinent attributes, features, or occurrences. That is, description represents how something or someone may appear. Following is an example of exemplifying a representative act performed by the main character.

Data 1

Percy : *Pak Brunner adalahpriasetengahbaya yang memakaikusri roda.Rambutnyasudahjarang, jenggotnyakusut, dan jas wolnyasudahberumbai-umbaiselaluberbauseperti kopi.*

‘Mr. Brunner is a middle-aged man who uses a wheelchair. Hishair was sparse, his beard was matted, and his tufted wool jacketalways smelled like coffee’

SA(002)/002

The main character Percy's words above are a description of the figure of Mr. Brunner, who is the Latin teacher at Percy's school who guides the field trip that is being held at his school. The main character tries to explain Mr. Brunner's description to the reader about Mr. Brunner's physical form and character.

d. Informing

Informing someone means giving or telling them information or facts about a certain thing. These are a few instances of the main character's informative speech act.

Data 1

Percy : *Persimpangan East 104th dan First*

'The intersection of East 104th and First'

SA(019)/035

The main character mentioned this as he was leaving Grover. His buddy had told him to wait for him while he went to the bathroom, but Percy chose to get a taxi to his house instead of waiting and informed the driver that his address was at the location of East 104th and First. To get to the address Percy requests, the driver has to know some information, which is conveyed by Percy about the location of his residence.

Data 2

Percy : *Ibuku Sally Jackson, diabekerja di took permen*

Grand Central Station. Setidaknyadulu.

'My mother Sally Jackson, she worked at a Grand CentralStation candy store. At least it used to be.'

SA(086)/104

The information conveyed by Percy Jackson, the main character in this novel, is directed at his friend Annabeth, who says that the cottage where they

live is adjusted to who their parents are. .So Percy also provided information regarding his parents, namely his mother.

Data 3

Percy : *Sejauhinilancar, Lima belasKilometer ,nggakada monster satupun.*

'So far it's been smooth, Fifteen Kilometers, not a single Monster.'

This remark occurred when Percy and his friends had arrived in the rural area of West Long Island. They were on a highway they had never seen before. So the main character's words above are Percy's information to his friend about the situation around the highway in front of him.

e. Agreeing

Agreeing to something means to say "yes"; to say that one is willing to do something or for something to happen. Below is the example of agreeing expressed by the main character, Percy.

Data 1

Percy : *Ikuti aba-abaku*

'Follow my command'

Anabeth : *Tidak Aba-abaku!*

'No way!'

Percy : *Apa?*

'What'

Anabeth : *Fisikasederhana! Gaya kali suduttrayek*

'Simple physics! Force times trajectory angle'

Percy : *Baik!ikuti aba-abamu!*

All right! Follow what you have instructed

SA(253)/280

The conversation occurred when they were almost trapped in a pool that was about to be filled with insects that would fill the pool. Since Annabeth had given them the justification for obeying her instructions, he stated that they ought to agree with her idea.

Data 2

Chiron : *Kau setuju, kalaubegitu?*

'You agree, then?'

Percy : *Baiklah, lebihbaikdaripadadiubahmenjadi Lumba- lumba.*

'Well, better than being turned into a Dolphin'

SA(137)/164

The dialogue between Chiron and Percy above occurred at the cottage after Chiron told him that Percy had a mission to retrieve the original sword. So Percy agreed because he had no other choice but to take up the offer to find

and return the original sword.

f. Arguing

Arguing is the process of changing others point of view and convincing them to do something or to think in a certain way. Arguing is the assertive convince others to do or think in a certain way puts argumentation within. Here's an example of arguing :

Data 1

Chiron : *Zeus, Hera, Apollo. Maksudbapakmereka*

'Zeus, Hera, Apollo. You mean them'

Percy : *Tapimerekakancumacerita, Cumamitosuntuk menjelaskanpetir dan musim dan sebangsanya. Cuma keyakinan orang sebelumadaIlmuPengetahuan.*

'But they're just stories, just myths to explain lightning and the seasons and the like. Just people's beliefs before there was science'.

SA(056)/081

The dialogue above occured when Chiron and Percy are at the cottage. Chiron tried to explain about the gods and goddesses in Latin lessons but Percy rejected the explanation because he only believed that the gods and goddesses were a myth. So they were involved in a debate with their respective arguments as seen in the dialogue above.

g. Complaining

Complaining is an act of expressing displeasure or anger over something. We grumble when something is not right or satisfactory. Here are some example of the main character's complaining act.

Data 1

Chiron : *Benar, dan sejaksaatitu, Zeus tidakpernahmempercayai Poseidon lagi. Tentusaja Poseidon menyangkalmencuri petirasaliitu. diasangattersinggungdituduhsepertiitu. Merekaberduasudahberbulan-bulanbertengkarbolak balik, mengancamakanmencanangkanperang dan sekarang, kau tahu- tahumunculsebagaipenentuterakhir.*

'That's right, since then, Zeus never trusted Poseidon again. Of course, Poseidon denies stealing the original lightning bolt. he was very offended to be accused like that. The two of them have been bickering back and forth for months, threatening to launch a war and now, suddenly, you appear as the final decider..'

Percy : ***Tapiakucumaanak-anak!***

'But I'm just a child!'

SA(145)/162

This conversation occurred when Percy already knew that he was the only one who decided to get Asali's sword back. But Percy still doesn't believe that he is the one they are really waiting for to get the original sword back. Percy didn't accept it because he didn't think this was his job, even if he was just a child.

Data 2

Chiron : *Namun, Grover tetaptermasuk yang pertumbuhanya terlambat, bahkanuntukukuransatir, dan belumterlalu mahirsihirrimba. Namun, diabersemnagatmengejar impianya. Mungkinsekarangdiaharusmengejarkarierlain.*

‘However, Grover is still one of the growth late, even by satirical standards, and not yet proficient in jungle magic. However, he was eager to pursue it his dream. Maybe now he should pursue a career other’.

Percy : *Itu gak adil*

‘That’s not fair’

SA(067)/093

The conversation between Chiron and Percy takes place at Camp Half-Blood. When Chiron tells about his friend, Grover. After hearing Chiron's story, Percy felt that all the treatment Grover received was not justice. It can be

seen in the dialogue between the two as in the example above.

h. Insisting

Insisting is requesting something and refusing to accept denial. When the other person insisted on anything, it became normal to express this phrase alone. The main character, Percy, expresses his agreement in the examples below:

Data 1

Percy : *Nggak!,ibuharusikutaku. Bantu akumeggotong Grove.*

'No! you have to come with me. Help me carry Grover.'

SA(040)/059

The data above shows an example of Percy's persistence. The statement above occurred when Percy and his mother were threatened by a monster. They had to immediately leave that place and go to avoid the monster, but mother didn't want to come along to help Percy escape and sacrifice himself. However, it can be seen from Percy's words above that he insisted on coming with her and he didn't want to leave his mother alone to face the monster.

Data 2

Percy : *Jelassayatidakakansuka. Tapisayatidakpercayaadadewa-Dewi.*

'I wouldn't like it obviously but I don't believe in gods'

'SA(058)/082

The statement above is also an example of the adamant speech of Percy, the main character in the novel. He still insisted on not believing in Gods and Goddesses.

i. Predicting

Predicting is usually thought to be a question of making statements (or assertion-like speech acts) about the future. Both parts of such interpretation seem dubious. Predicting is not primarily assertive, though it is occasionally; and the contents of acts of prediction are not primarily about the future, though they are frequently. Here's an example that found in novel :

Data 1

Percy : *Inimungkinsemacamjebakan.*

'This might be some kind of trap'

SA(204)/269

j. Boasting

Boasting is Boasting is an expression of pride that assumes the item being boasted about is wonderful for the speaker (and thus will be appreciated or desired by the the listener). Similarly to complaining, boasting can be aggressive or emotive. In this example are several examples with Percy as the main character.

Data 1

Percy : *Initerlalugampang*

‘This is too easy’

SA(214)/272

Data 2

Clarisse’s Friend : *Tapimasalahnya, kami nggakpedulipadbendera. Kami peduli pada anak yang membuatpondok kami tampakbodoh.*

‘But the problem is, I don't care about the flag. We care about the kid who makes our cottage look stupid’.

Percy : *Tanpabantuanku pun, kalian sudahtampakbodoh kok*.

‘Even without help, you already look stupid’.

The dialogue above occurred when they, Percy's team, were about to put up the flag. However, Clarisse's friend tries to annoy and belittle Percy. So Percy immediately responded and mocked Clarisse's friend's words as seen in the example above.

k. Swearing

Swearing is the use of forbidden language to convey the speaker's emotional condition and communicate that information to listeners.

Data 1

Percy : ***Dasar Brengsek***

'You Jerk'

1.2. Directive

Directives refer to the speaker directing the hearer to execute some prospective act that will cause the world to conform to the speaker's utterances. They express the speaker's desire. Commanding, interrogating, asking, warning, demanding, pleading, and advising are some directional acts performed by the main character. The next section provides a comprehensive study of directive categories.

a. Commanding

Commanding is forcing the individual to do something that he/she must follow. Particularly when the speaker has more additional influence over the hearer. Commanding may also refer to controlling an individual or something and telling him, her, or it what to do. To put it simply, commanding means giving the individual an order. Here's an example of a commanding of directions act expressed by the primary character.

Data 1

Percy : *Kita haruskeluardarikotaini!*

'We have to get out of this city!'

SA(192)/256

Data 2

Percy : *Kubilang, Lupakan!*

'I said , forget it!

SA(156)/186

Data 3

Percy : *Tutupmulut mu*

'Shut your mouth'

SA(092/108)

The data shown above are a few samples of commanding expressions discovered in the utterances of Percy Jackson, the primary character in the novel *Percy Jackson and The Olympians: The Lightning Thief*. The example above is a kind of communication used by someone who want to have someone else act something.

b. Questioning

Questioning is the act of questioning someone a question, commonly in a regulated situation. In other terms, it is a request for a response or further information. Here is an example of the main character's questioning of directions.

Data 1

Percy : *Kita maukemana?*

‘Where are we going?’

SA(036)/055

Data 2

Percy : *Grover, apakah para pahlawanbenar-benarpernah mengembanmisike Dunia Bawah Tanah?*

‘Grover, do heroes really ever on a mission to the Underground World?’

SA(111)/136

The data above are some examples found in the speech of the primary character in the novel. The example above is what the main character says to get an answer or information from the listener.

c. Asking

Asking is a directed speaking act in which you ask someone a question or request a response. The purpose of asking is to obtain a response from the listener. Here is an example of the main character's questioning of directives act.

Data 1

Percy : *Ceritakanlahsoalpencarianitu.*

‘Tell me about the search’

SA(169)/222

Percy's utterance above occurred when his friends explained about the search that existed before the world was known for the existence of gods and goddesses. Therefore, he asked his friends to tell him about the search they had told him about.

Data 2

Percy : *Katakanpadakumerekatidaksedangmenatapmu, mereka menatapmu?*

'Tell me they're not looking at you. Are they?'

Data 3

Percy : *Mau kumur-kumurpakai air toilet lagi, Clarisse?*

'Would you like to rinse your mouth with toilet water again, Clarisse?

SA(091)/108

d. Warning

A warning is an allocated statement or incident that signals the existence of a potential or imminent danger, trouble, or other undesirable condition. In other words, it is anything that makes you conscious of a potential risk or problem, specifically one that may arise in the future. Here is a sample of a

directive act warning conveyed by the leading character.

Data 1

Percy **:** *Nggakbolehmencederai*

‘Don’t hurt each other’

SA(128)/143

The conversation above occurred when they were in the camp pavilion to practice the skills that each of them had. When this happened, Percy was confronted by his roommate Clarise who managed to swing her sword at Percy's arm and this shocked Percy and he tried to warn his opponent as in the example above.

e. Requesting

The act of requesting something to be provided or accomplished, particularly as a favor or politeness; solicitation or appeal. It can also refer to the act of politely or professionally requiring something. Here is an illustration of the main character seeking from directions acts.

Data 1

Grover : *Akuikut*

‘I’m coming’

Percy : *Jangan! Akuingin kau tetapdiatas, memakaisepatuterbang.*

Kau superman, sijagoterbang, ingat? Akuakan

Mengandalkanmusebagaibalabantuan, kalau- kalauada

Masalah.

‘Don’t!, I want you to stay up there, wearing flying shoes. The flying master, remember? I will relay on you reinforcements, in case there is a problem.

SA(244)/273

This dialogue occurred at the edge of the pool when Percy was about to go down to see what was down there, then Grover, on the initiative, also wanted to come with Grover, but Percy forbade him and asked him to come up as reinforcements as exemplified in Percy's utterances above.

f. Advising

A verbal act in which one tells others about something that is helping to them is known as advising. Advice is considered to be more valuable to the listener than to the speaker. The speaker may predict the listener's future actions. Here's an illustration of advice from the character.

Data 1

Percy : *Sebaiknya kau janganmenyerah, suratiayahmuatauapa*

‘You better not give up, write to your father or something’

SA(237)/292

1.3. Commisive

Speakers employ commissive speech acts to express their commitment to fulfilling a future action that aligns with their verbal assertions. The utterances serve as a means of expressing the intended message by the speaker. The act of delivering a speech to commit to future actions is referred to as a commissive utterance. The acts of the speaker appear to be encouraging. The subsequent analysis pertains to an in-depth examination of the commissive speech act category.

a. Planning

Planning entails making in advance decisions regarding what to do, how to do it when to do it, and who should do it. This facilitates the connection between the current state of the organization and its desired future state. The planning function involves establishing and logically organizing objectives.

Data 1

Percy : *Akan kubunuhdia!*

'I'll kill her'

SA(003)/004

Data 2

Percy : *Oke, akuakanlewatdarat*

'Okey, I'm going overland'

SA (147)/174

The two data above show examples of the utterances of Percy, the primary character from the novel Percy Jackson and The Olympians: The Lightning Thief, who is committed to taking action in the future. An example of the first data was taken when Percy was at school and said he had to kill a friend because he was annoyed. An example of the second data is taken when the main character, Percy Jackson, gets a mission and is going to go to the underworld.

b. Promissing

Promising is a commissive speaking act in which the speaker expresses a request (e.g., a promise) to the hearer. The speaker pledges to carrying out this future action by promising. Here are some examples of the main character's requests from speech acts.

Data 1

Percy	:	Kita kesanabersama-sama, ayobu
		'We'll go there together. Come on, Mom
Percy's mother	:	*Sudah Ibu bilang ...*
		'I told you …'
Percy	:	***Bu! Aku gak akanmeninggalkanibu***
		'Mom! I won't leave you'

SA(044)/059

This dialogue happened when Percy and mother are in the forest being

slaughtered by a large giant. Mother insisted hard on wanting to protect him and Percy also promised like mother not to leave mother to face the giant monster alone.

Data 2

Percy : *Saya akanberusahalebihkeraslagi,Bu*

'I will try harder, ma'am'

SA(006)/014

The sentence above were said by Percy when he was with Mrs. Dodds and promised to catch up on his lessons at school. Percy's words are Percy's expression of promising to do something in the future.

1.4. Expressive

Expressives utilize the speaker's emotions and feelings by conducting psychological conditions. Below is a full analysis of expressive kinds.

a. Greeting

When you meet or welcome someone, you communicate or do something pleasant or polite. It can alike refer to a kind phrase or gesture of welcome or respect. In a nutshell, it is a salutation at a meeting. Here are some examples of greetings from the main character's expressive behaviors.

Data 1

Percy : Terimakasih! **Selamatmalam!"**

Thank you! ***Good night!***

SA(228)/281

b. Thanking

The speech act of thanking is concerned with how we express our thanks in communication. The speaker expresses thanks for a previous deed performed by the hearer.

Data 1

Percy : *Makasihsudahberusaha*

'Thank you for trying'

SA(005)012

Data 2

Percy : Makasihbanyak

'Thank you very much'

SA(081)/102

Data 3

Percy : Luke, makasih!

'Luke, Thank you!

SA(149)/179

c. Apologizing

The speech act of apologizing is an expressive speech act that serves to maintain harmony between the speaker and the individual who received it.

Because the apologetic speech act is strongly tied to the politeness component. it is necessary to pay attention to the approach utilized. Here are some examples of apologizing:

Data 1 :

Percy : Maaf ,akubenar-benarmenyesaltelahmengganggu permainanpokermu yang sangatpenting.

'Sorry, I'm really sorry for disturbing you your very important poker game.'

SA (022)/043

Data 2

Percy : *Maaf, semestinyaakumenawarimuuntukmencicipinya*

'Sorry, I should have offered you'

SA (048)/074

Data 3

Percy : *Annabeth, maafsoal toilet itu*

'Annabeth, sorry about the toilet'

SA(074)/111

d. Complimenting

Complimenting is a definitive act since it is used to praise or convey appreciation for someone. It may also be a polite way of congratulating an

individual or something. Here are some examples of praising acts performed by the leading character.

Data 1

Percy : *Kita satutim, kan? Lagipula, Grover yang terbangdengan Hebat.*

‘We're a team, right? After all, **Grover is the one who flies Great’**

e. Regretting

Regretting is a sad or disappointed sensation induced by anything that has happened or something you have done or not done.

Data 1

Percy : *ItuSalahku. Semestinyaakumelindungimu*

‘It was my fault, I should have protected you’

SA(046)/073

f. Mocking

Mocking is an expressive act because it creates merciless fun of an individual or something. It may also refer to cruel action such as laughing at someone or something. Here are some examples of the main character's mocking behavior.

Data 1

Percy : *HeiBodoh!Dagingcincang!*

'Hey Stupid! Mincemeat!'

SA(044)/064

The lines above are many samples of each sort of expressive speech act used by the leading character in the novel Percy Jackson and the Olympians: The Lightning Thief. The preceding examples are given in the context of the current situation.

1.5. Declarative

This type of speech act differs in that the speaker speaks phrases or statements that, by themselves, affect the world. impact on the institutional condition of affairs and depend on extensive extra-linguistic structures. The following is a comprehensive study of declarative types.

Data

Percy :***Matilah, orang yang takberiman***

Die, unbeliever

2. Realization of Speech Act

The second research topic dealt with in this study is the expression of speech act in the novel Percy Jackson and the Olympians: The Lightning Thief. The language element is a linguistic piece or portion of the entire language. Every language contains several terms. And each of these terms can refer to anything.

Words are one component of language. Words are composed of alphabets (A-Z) that produce a certain connotation or meaning. In complement to words, there are phrases, which are groups of words that form a meaning, clauses, which are parts of sentences that consist of a 30 variety of words including a subject and a verb, and sentences, which are a combination of words that form a meaning. A subject and a predicate are required. This study discovered speech act realization in the novel Percy Jackson and The Olympians: The Lightning Thief, which is presented in the table below.

Table 4. 2. CategoriesofRealization

No.	Categories of Realization	Number	Percentages(%)
1.	Word	10	4.1%
2.	Phrase	28	11.6%
3.	Clause	16	6.6%
4.	Sentences	188	77.7%
	Total	**242**	**100**

From table 4.2, the types of speech act found in the novel *Percy Jackson and The Olympians: The Lightning Thief* in the form of words, phrases, clauses, and sentences. The frequency of words discovered was 10 (4.1%), phrases were 28 (11.6%), clauses were 16 (6.6%), and sentences were

188 (77.7%).

It is seen that the realization of the speech act found in the novel *Percy Jackson and The Olympians : The Lightning Thief* uses a lot of sentences. Basedon the data above, the researcher analyzes how the realization of the speech act used in the novel Percy Jackson and *The Olympians : The Lightning Thief* is as

following :

1. A demonstration of how the Speech act is represented in the **Word**

   a. *Peri Pohon*

      'Dryad'(SA(060)/083)

   b. *Dengar*

      'Listen'(SA(086)/102)

   c. *Cepat*

      'Hurry'(SA(248)/278)

   d. *Makasih*

      'Thanks'(SA(211)/240)

   e. *Masa?* (SA(275)/305)

      'Really?'

The example above shows speech act realized in a word containing an actual definition.

2. A demonstration of how the Speech act is represented in the **Phrase** :

   a. Dewa Anggur

      Dionysus adalahdewakesuburan Yunani. diakemudiandikenalterutamasebagaidewaanggur dan kesenangan.Dionysusadalahputradewatertinggi Zeus dan Semele, putriseorang raja. Diamelakukanperjalananjauh dan luas. Ke mana

pun diapergi, diamenanamtanamanmerambat dan mengajar orang-orang tentangpemeliharaananggur.

'The God of Wine'

Dionysus was the Greek god of fertility. He came to be known chiefly as the god of wine and pleasure.Dionysus was the son of the supreme god Zeus and Semele, the daughter of a king. He journeyed far and wide. Everywhere he went he planted vines and taught the people viniculture.

b. *Janganikutcampur*

Ungkapan yang digunakanuntuksecarakasarmemberitahuseseoranguntuktidakbertanya tentangsesuatu yang bukanurusannya.

'Mind your own business'

A phrase that used to rudely telling someone not to ask about

something that does not concern them.

c. *Dasar brengsek!*

Iniadalahistilah slang yang relatifringan dan informal yang digunakanuntukmenggambarkanseseorang yang kasar, menjengkelkan, atautidakmenyenangkandalamperilakunya.

'You jerk!'

It is a relatively mild and informal slang term used to describe

someone who is rude, obnoxious, or unpleasant in their behavior.

The sample above shows the speech act embodied in a phrase that contains a depiction that describes the current situation.

1. An Example to show that Speech Act is embodied in **Clause;**

a. Akulebihsukawaktu kau menjadi guru matematika.

I liked it better when you were a math teacher

SA(176)/196

b. Akusudahlihat

I've seen

SA(082)/101

c. Kau kanmakan enchilada keju dan kalengaluminium juga

You eat cheese enchiladas and aluminum cans too

SA(182)/204

The example above shows the speech act contained in the clause, which is a figure of speech act .

2. An Example to show that Speech Act is embodied in **Sentence;**

a. *Kami Yatim-piatu*SA(183)/204 We are orphans

b. *Aku gak punya uang*SA(021)/038 I don't have any money

*Kau cukuplihaimenggunakanpisau*SA(180)/201

You're quite skilled with a knife.

The sample above shows the speech act contained in the sentence

3. The Reason for The Realization of Speech Act

In general, speech acts are demonstrated by utterance. Speech acts are frequently followed by action in any given situation. The explanation for the speech act in *Percy Jackson and The Olympians: The Lightning Thief* novel is based on the third research question in this study. Speaking acts are classified into two types: direct and indirect. Yule (1996: 48) distinguishes between two sorts of speech acts: direct and indirect speech acts. Both of these things commonly happen during a conversation between two individuals, both consciously and unintentionally. The use of direct speaking implies that the listener will comprehend what the speaker is saying more easily. What the speaker says is the same as what the speaker does, however indirect speech is used to tell something by using phrases or non-exact terms with a reporting clause and a reported clause. Additionally from that, speech acts can be realized through metaphors. Metaphor is one of the linguistic elements employed by speakers to communicate ideas, enhance speech, or sharpen the value of the meaning of a statement by making comparisons. Metaphor is the use of words or groupings of words that do not communicate their real meaning but indicate parallels or comparisons (Martani et al., 2019). This study finds the realization of reason speech act in the novel *Percy Jackson and The Olympians : The LightningThief*which is summarized in the table below.

Table 4. 3. Categoriesofcontext

No.	Categories of Context	Number	Percentages(%)
1.	Direct	234	96.7%
2.	Indirect	8	3.3%
3.	Metaphor	-	-
	Total	242	100%

Table 4.3 shows the *Percy Jackson and The Olympians: The Lightning Thief* novel has examples of how to understand speech acts in direct speech, indirect speech, and metaphor. In the novel Percy Jackson and The Olympians: The Lightning Thief, the frequency of Direct Speech was determined to be 234 (96.7%), Indirect Speech 8 (3.3%), and there are no metaphors that refer to speech acts found in the novel *Percy Jackson and The Olympians.*

The realization of speech act that we can see in the novel Percy Jackson and The Olympians: The Lightning Thief uses many direct speech. Established on the data above, the researcher examines whether the reasons for the realization of speech act used in *Percy Jackson and The Olympians: The Lightning Thief* novel are as follows:

1. A example to show that the Speech Act is exemplified in **Direct Speech:**

a. Ceritakanlahsoalpencarianitu

Tell me about the search

b. *Ayo, kitacarimakan!*

2. An example to show that Speech Act is embodied in **Indirect Speech :**

a. Aku gak semestinyaberadadisini, akubahkan gak percayaadanyadewa

I Idon't belong here, I don't even believe in gods.

b. Mau kumur-kumurpake air toilet lagi, Clarisse?Tutupmulutmu!

Would you like to rinse your mouth with toilet water again, Clarisse? Shut your mouth

4. Research Findings

1) The type of speech act

The speech act in the novel Percy Jackson and The Olympians: The Lightning Thief is classified as Representative/Assertive, Directive, Commissive, Expressive, and Declarative, with the percentage of Representative/Assertive being 102 (42.1%), Directive being 120 (49.6%), Commissive being 5 (2.1%), Expressive being 14 (5.8%), and Declarative being 1 (0.4%), depending to researchers' data analysis.

The researcher concluded that Directive has the biggest frequency of use in describing the speaking act in the novel Percy Jackson and The Olympians: The Lightning Thief.

2) The realization of speech act

The expression of the speech act in the novel Percy Jackson and the Olympians is taken shapes in the form of words, phrases, clauses, and sentences.

The researcher determined that the textual utilization of the word relating speaking act contains words 13 (4.7%), 39 (14.1%), clause 16 (5.8%), and sentence 209 (75.4%) in the novel Percy Jackson and The Olympians: The Lightning Thief. The percentage that consists above signifies that the data observed in the realization of the speech act in the novel Percy Jackson and The Olympians: The Lightning Thief is used in the form of words, where the sentence is mostly speech act used by the author to make an utterance in the novel Percy Jackson and The Olympians: The Lightning Thief.

3) The reason of the speech act

In the novel Percy Jackson and the Olympians: The Lightning Thief, the representation of the speech act used three distinct ways of speaking, including direct, indirect, and metaphor. The study showed that when analyzing the author's direct and indirect speech acts in the novels Percy Jackson and The Olympians: The Lightning Thief, the direct method is 269 (97.1%), the indirect method is 8 (2.9%), and there is no data in metaphor.

The percentage above demonstrates that the data found in the speaking act in the novel Percy Jackson and The Olympians: The Lightning Thief mostly employed direct speech. This is shown in the author's use of direct dialogue carried out by the main character in the novel plot.

5. Discussion

The objective of this research is to classify the types of speech acts in the novel Percy Jackson and The Olympians: The Lightning Thief, analyze the

realization of speech acts in Percy Jackson and The Olympians: The Lightning Thief novel, and explain why speech acts are embodied in the novel Percy Jackson and The Olympians: The Lightning Thief. The reason is following the research because it will generate a comprehensive comprehension of speech acts in the data utilized in this study. Searle determined five types of speech acts that were identified. The novel Percy Jackson and the Olympians: The Lightning Thief. The research has a limitation in that the discussion from the leading character in the novel Percy Jackson and The Olympians: The Lightning Thief is taken from chapter one to chapter sixteen. The conversation or utterances said by the main character in the novel Percy Jackson and The Olympians: The Laughing Thief is expressed in four categories, namely words, phrases, clauses, and sentences. In the novel Percy Jackson and The Olympians: The Lightning Thief, the writer mostly reveals the substance of his ideas through sentences.

The leading character uses direct speech acts in fulfilling illocutionary acts with one intention. Hence, the listener comprehends what information the speaker is asking and requesting in the appropriate context of the conversation. The indirect speech act is widely used in interrogative questions in the form of yes or no questions. The character meant the questions for request, order, and ask for information in this novel through this form. However, there is no misunderstanding in the conversation because the characters comprehend each other well, and the characters know the context of the conversation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the following conclusions are drawn.

(1) The It's analyzed that used ask speeh act (Reperesentative/assertive, Directive, Commissive, Expressive, Declaratives speech act)in the novel Percy Jackson and The Olympians : The Lightning Thief . It can be seen that the researcher foun 242 speech act in the novel Percy Jackson and The Olympians : The Lightning Thief. Judging from the types of speech act, Representative/Assertive is 102 (42.1%), Directive 120 (49.6%), Commissive is 5 (2.1%), Expressive is 14 (75.8%), and Declarative is 1 (0.4 %). This shows that directive speech act is dominant categories types speech act in the novel Percy Jackson and The Olympians : The Lightning Thief.

(2) It seems that the realization of speech act in the novel Percy Jackson and The Olympians : The Lightning Thief are in the forms words, phrases, clauses, and sentences in the novel Percy Jackson and The Olympians : The Lightning Thief. The frequency of words found was 10 (4.1%), phrases was 28 (11.6 %), clauses was 16 (6.6%), and sentence was 188 (77.7%). The dominant speech act in the novel Percy Jackson and The Olympians : The Lightning Thief is Sentences.

(3) It is found that, in the use of the direct and indirect speech in the novel Percy Jackson and The Olympians : The Lightning Thief . Direct frequency is 234 (96.7%) , an indirect is 8 (3.3%) and there's no data found in metaphor. The embodiment of meaning that we can see in the novel Percy Jackson and The Olympians : The Lightning Thief uses many forms of direct speech .Therefore, the speech act in the novel Percy Jackson and The Olympians uses direct speech.

B. Suggestion

In accordance with the conclusions, suggestions are presented below :

(1) It should be done with a word data source. The findings of the data research could potentially support or contradict this research about the speech act.

(2) English Students in the English Department are encouraged to study more about speech acts, particularly in pragmatic studies.

It is expected that other researchers will become more helpful references for them in conducting studies connected to the same subject. For the readers, it is expected should be considerate that the embodiment of speech acts becomes essential in pragmatic.

REFERENCES

Austin, J. L. (1962). *How to do thing with words.* Massachusetts: Yeshiva University, President and Fellow.

Cutting, J. (2022). *Pragmatic and Discourse.* Edinburgh: Edinburgh University Press.

Friends, S. B. (2012). *Linguistics for Dummies.* Canada : Wiley.

Giyatmi, P. I. (2021). Speech Acts Found in English Tourism Slogans Used in Indonesia . *Journal of Pragmatics Research* .

https://doi.org/10.18326/jopr.v3i1.70-85

Griffiths, P. (2006). An Introduction to English Semantics and Pragmatics. Dalam P. Griffiths, *An Introduction to English Semantics and Pragmatics* (hal. 21-22). Edinburgh: Edinburgh University Press Ltd.

I.A.P.A.D.P, P. (2019). An Analysis Of Speech Act Used In Harry Potter And The Goblet Of Fire Movie. *International Journal of Language and Literature*, 3.

https://doi.org/10.23887/ijll.v3i2.20845

Izar, J. (2022). The Analysis of Locutionary, Illocutionary, and Perlocutionary of Speech Acts in the Short Story "Rembulan dalam Cappuccino" by Seno Gumira Ajidarma. *Journal of English Teaching anf Linguistics*.

https://doi.org/10.55616/jetli.v3i1.265

Kushartanti, d. (2005). *Pesona Bahasa Langkah Awal Memahami Linguistik.* Jakarta: Framedia Pustaka Umum.

Leech, G. (1983). *Principles of Pragmatics* . Harmondsworth: Penguin.

Levinson, S. C. (1983). Pragmatics. Dalam S. C. Levinson, *Pragmatics* (hal. 236). United States: Chambridge University Press.

Mayer, C. F. (2009). *Introducing English Linguistics.* Cambridge: Cambridge University Press.

Rohbiah, T. S. (2022). Speech Acts in Newspaper of Cable News Network. *Humanus (Jurnal Ilmiah Ilmu-ilmu Humaniora)*.

https://doi.org/10.24036/humanus.v21i2.117748

Saibi, E. A. (2022). Analysis of Directive Speech in the Novel The Village Boy by Damien Dimatra. *KnE Social Science*.

https://doi.org/10.18502/kss.v7i6.10615

Sihombing, P. S. (2021). An Analysis of Illocutionary Act in Incredible 2 Movie. *Budapest International Research and Critics Institue Journal* , 1773.

https://doi.org/10.33258/birci.v4i2.1850

Trihanto, A. (2022). An Analysis on Directive Speech Act Found in Jumanji The Next Level Movie Directed by Jake Kashan. *International Journal of English Linguistics, Literature, and Education (IJELLE)*, 13.

Wijana, I. D. (2009). *Analisis Wacana Pragmatik Kajian Teori dan Analisis.* Surakarta : Yuma Pustaka.

Yule, G. (1996). *Pragmatics.* New York: Ocford University Press.

APPENDIX 1

REALIZATION OF SPEECH ACT

SA : SPEECH ACT

Code/Page	Utterances	Types of Speech Act					Type of Realization	Type of Context Speech Act
		Assertive	Directive	Commissive	Expressive	Declarative		
SA(001)/002	*Namaku Percy Jackson, umurku 12 tahun. Akusiswa Asrama Akademi Yancy, sekolahswastauntukanakber masalah di New York Utara.* 'My name is Percy Jackson. I am 12 years old. I'm a boarding student at Yancy Academy, a private school for troubled kids in upstate New York'	Informing					Sentence	Direct
SA(002)/002	*Pak Brunner adalahpriasetengahbaya yang memakaikusriroda. Rambutnyasudahjarang, jenggotnyakusut, dan jaswolnyasudahberumbai-umbaiselaluberbauseperti kopi* 'Mr. Brunner is a middle-aged man who uses a wheelchair. His hair was sparse, his beard was matted, and his tufted wool	Describing					Sentence	Direct

	jacket always smelled like coffee'							
SA(003)/004	*Akan kubunuh dia.* 'I'll kill her'			Planning			Sentence	Direct
SA(004)/012 SA(005)012	*a) Nggakapa-apakok,* *b) Makasihsudahberusaha.* a) 'It's okay' b) 'Thanks for trying'	(a) Stating			(b) Thanking		(a) Sentence (b) Sentence	Direct
SA(006)/014	*Saya akanberusahalebihkeraslagi ,Bu* 'I will try harder, ma'am'			Promissing			Sentence	Direct
SA(007)/018	*Pak, dimanabuDodds ?* 'Sir, where is Mrs. Dodds?'		Questioning				Sentence	Direct
SA(008)/021	*Akurindurumahku* 'I miss my home'	Stating					Sentence	Direct
SA(009)021	*Akuinginbersama-samaibuku di apartemenkecil kami di Upper East Side, sekalipunakuharusbelajardi sekolahnegri dan menghadapi ayah tiriku yang menyebalkan dan seringberpersta poker yang menyebalkan.*	Stating					Sentence	Direct

	'I wanted to be with my mother in our small apartment on the Upper East Side, even if I had to go to public school and face my annoying stepfather and his poker parties'							
SA(010)/028	*Grover , kau benar-benartidakahliberbohong* 'Grover, you really aren't good at lying'	Stating					Sentence	Direct
SA(011)/028	*Grover, kau melindungiakudariapapersisnya?* 'Grover, what exactly are you protecting me from?'		Questioning				Sentence	Direct
SA(012)/030 SA(013)/030	*a) Katakanpadakumerekatidaksedangmenatapmu.* *b) Merekamenatapmu?* (a) 'Tell me they're not looking at you' (b) 'They're looking at you?'		a) Asking b) Questioning				(a) Sentence (b) Sentence	Direct Direct
SA(014)/032	*Apa? Didalam bus panasnyaseribuderajat* 'What? It was a thousand	Stating					(a)Word (b)Sentence	(a)Direct (b)Direct

	degress hot on the bus!'							
SA(015)/033	*Apa yang kau sembunyikandariku?* 'What are you hiding from me?'		Questioning				Sentence	Direct
SA(016)/033	*Grover, kau inibicaraapasih?* 'Grover, what are you talking about?'		Questioning				Sentence	Direct
SA(017)/033	*Apainisemacamtakhayulata uapa?* 'Is this some kind of superstition or something?'		Questioning				Sentence	Direct
SA(018)/035	*Persimpangan East 104th dan First* 'The intersection of East 104th and First'	Informing					Phrase	Direct
SA(019)/037	*Dimana Ibuku?* Where's my mother?		Questioning				Sentence	Direct
SA(020)/038	*Aku gak punya uang* 'I don't have any money'	Stating					Sentence	Direct
SA(021)/042	*Sudahkudugadiatidakakanm emperbolehkankitapergi.* 'I knew he wouldn't let us go'	Stating					Sentence	Direct
	(a) Maaf, akubenar-benarmenyesal, mengganggupermainan pokermu yang	(b)Stating			(a)Apologizing		(a)Sentence (b)sentence	(a)Direct (b)Direct

SA(022)/043 SA(023)/030	*sangatpenting.* *(b) Silahkankembalibermain* (a) 'Sorry, I'm really sorry, interrupting your very important poker game' (b) 'Please come back to playing'							
SA(024)/045	*Akumencintaitempatitu* 'I loved that place'	Stating					Sentence	Direct
SA(025)/046	*Berapaumurkuwaktuitu?* 'How old was I then?'		Questioning				Sentence	Direct
SA(026)/047	*Tapidiakenalakusewaktubay i* 'But he knew me as a baby'	Arguing					Clause	Direct
SA(027)/047	*Apaibuakanmenyuruhkuper gilagi?kesekolah asrama lain?* 'Are you going to tell me to go again?'		Questioning				Sentence	Direct
SA(028)/047	*Karena ibutidakinginaku di dekatibu?* 'Because you don't want me around you?'		Questioning				Clause	Direct
SA(029)/048	*Karena akutidak normal* 'Because I'm not normal'	Stating					Clause	Direct

SA(030)/048	*Aman dariapa?* 'Safe for what?'		Questioning				Sentence	Direct
SA(031)/049	*Ayahkuingi n akukesekolahkhusus?* 'My father wants me to go to a special school?'		Questioning				Sentence	Direct
SA(032)/054	*Gak penting? Dari Pinggangkebawah, sahabatkuternyatakeledai* 'Not important? From the waist down, my best friend is a donkey'	Complaining					Sentence	Direct
SA(033)/054	*Jadi kau mengaku Bu Dodds gak pernahada!* 'So you claim MrsDodds never existed!'	Stating					Sentence	Direct
SA(034)/055	*Siapadiritunggu, apamaksudmu?* 'Who are you waiting, what do you mean?'		Questioning				Sentence	Direct
SA(035)/055	*Aman darisiapa? Siapa yang mengejarku?* 'Safe from whom? Who is chasing me?'		Questioning				Sentence	Direct
SA(036)/055	*Kita maukemana?* 'Where are we going?'		Questioning				Sentence	Direct
SA(037)/056	*Tapiibutidakinginakukesana* 'But mother doesn't want me to go there'	Stating					Clause	Direct

SA(038)/057	*Aku gak papa* 'I'm Okay'	Stating					Sentence	Direct
SA(039)/059	*Ibu harusikut* 'You have to come, mom'		Commanding				Sentence	Direct
SA(040)/059	*Nggak!,ibuharusikutaku. Bantu akumeggotong Grover* 'No! you have to come with me. Help me carry Grover'	Insisting					Sentence	Direct
SA(041)/059	*Kita kesanabersama – sama. Ayo bu* 'We go there together, Come on mom'		Inviting				Sentence	Direct
SA(042)/059 SA(043)/030	*(a)Bu! Aku gak akanmeninggalkanibu.* *(b)Bantu akumengangkat Grover* (a) 'Mom! I won't leave you' (b) 'Help me lift Grover'		(b)Requesting	(a)Prommissing			Sentence	Direct
SA(044)/064	*HeiBodoh!Dagingcincang!* 'Hey Stupid! Mincemeat!'				Mocking		Phrase	Direct
	Minotaurus, itusebutanbuatmakhlukituda lammitos Yunani Kunokan?		Asking				Sentence	Direct

SA(045)/071	'Minotaur, that's the name for that creature in Ancient Greek myth, right?'							
SA(046)/073	*ItuSalahku. Semestinyaakumelindungimu* 'It was my fault, I should have protected you'				Regreting		Sentence	Direct
SA(047)/073	*Apakahibuku yang memintamumelindungiku?* 'Was it my mother who asked you to protect me?'		Questioning				Sentence	Direct
SA(048)/074	*Maaf, semestinyaakumenawarimu mencicipi* 'Sorry, I should have offered you a taste'				Apologizing		Sentence	Direct
SA(049)/074	*Kueserpihcokelat, Buatanibuku. Buatansendiri* 'Chocolate flake cake, made by my mother, homemade'	Explaining					Phrase	Direct
SA(050)/077	*Jadi, pak Brunner bekerjadisini?* 'So, Mr. Brunner works here?'		Questioning				Sentence	Direct
SA(051)/078	*Bapak datangke Yancy untukmengajariku?* 'Did you come to Yancy to teach me?'		Questioning				Sentence	Direct

SA(052)/079	*Tolong, initempatapa? Sedangapasayadisini?* 'Please, what place is this? What am I doing here?'		Questioning				Sentence	Direct
SA(053)/079	*Diabilangkatanyadiatakutmengirimsayakesini, meskipun ayah sayamenginginkanitu. Katanya, begitusayaberadadisini, mungkinsayatidakakanbisakeluarlagi. Dan inginsayatetapdekatdengannya.* 'She said that she was afraid to send me here, even though my father wanted that. She said, once I'm here, maybe I won't be able to get out again. And I want to stay close to him.'	Explaining					Clause	Direct
SA(054)/080	Tunggu, maksudbapakTuhanituada? 'Wait, what do you mean, God exists?'		Questioning				Sentence	Direct
SA(055)/081	*Zeus, Hera, Apollo. MaksudbapakMereka?* Zeus, Hera, Apollo. Do you mean them?		Questioning				Sentence	Direct
	Tapimerekakancumacerita,	Arguing					Sentence	Direct

SA(056)/081	*Cumamitosuntukmenjelaskanpetir dan musim dan sebangsanya. Cumakeyakinan orang sebelumadaIlmuPengetahuan.* 'But they're just stories, just myths to explain lightning and the seasons and the like. Just people's beliefs before there was science'							
SA(057)/083	*Peri Pohon* 'Dryad'	Stating					Word	Direct
SA(058)/082	*Jelassayatidakakansuka. Tapisayatidakpercayaadadewa-dewi* 'I wouldn't like it obviously but I don't believe in gods'	Insisting					Clause	Direct
SA(059)/084	*Bapak ini Dionysus, Dewa Anggur.* 'You are Dionysus, the God of Wine'	Stating					Phrase	Direct
SA(060)/086	*Gunung Olympus, Maksudbapakdisanabenar – benaradaistana?* 'Mount Olympus, do you mean there is a palace there?'		Questioning				Sentence	Direct
	Siapabapaksebenarnya?siapaaku?		Questioning				Sentence	Direct

SA(061)/087	'Who are you ?Who am i?'							
SA(062)/090	*Ada apa di atassana?* 'What's up there?'		Questioning				Sentence	Direct
SA(063)/090	*Ada yang tinggaldisana?* 'Does anyone live there?'		Questioning				Sentence	Direct
SA(064)/091 SA(065)/091	*(a) Grover gak akandihukumterlaluberatkan?* *(b) Maksudku, diapelindung yang baiksungguh.* (a) 'Grover won't punished too harshly, right?' (b) 'I mean, he's really a good protector'						(a)Sentence (b)Sentence	(a)Direct (b)Direct
SA(066)/092	*Seram Sekali* 'Terrifying'	Stating					Word	Direct
SA(067)/093 SA(068)/093	*(a) Itu gak adil,* *(b) apa yang terjadi pada tugaspertama? Memangnyaseburukitu?*	(a)Complaining	(b)Questioning				(a)Sentence (b)Sentence	(a)Direct (b)Direct

	(a) 'That's not fair,' (b) 'What happened in the first task? Is it really that bad?'							
SA(069)/093	*Chiron, kalaudewa-dewi dan Olympus dan semunayanyata ... Apaituberarti Dunia Bawah Tanah juga nyata* 'Chiron, if the gods and Olympus and everything are real. Does that mean the Underground World is also real?'		Questioning				Sentence	Direct
SA(070)/093	*Apamaksud Bapak, 'sampaikitatahulebihbanyak ?* 'What do you mean, 'until we know more?'		Questioning				Sentence	Direct
SA(071)/094	*Pasokanapa? Senjataapa?* 'What supply? What weapon?'		Questioning				Sentence	Direct
SA(072)/095	*Pertempuranpedang dan tombak?* Sword and spear battle?		Questioning				Sentence	Direct
SA(073)/094	*Bagaimanakalauhujan?* 'What if it rains'		Questioning				Sentence	Direct

SA(074)/111	*Annabeth, maafsoal toilet itu* 'Annabeth, sorry about the toilet'				Apologizing		Sentence	Direct
SA(075)/101	*Berapa lama akuakandisini?* 'How long will I be here?'		Questioning				Sentence	Direct
SA(076)/101	*Akusudahlihat* 'I've seen'	Stating					Clause	Direct
SA(077)/102 SA(078)/102	(a) Kau kenapasih? (b) Akucumatahuakumembunuhhsimanusiabanteng ,AkuCumatahuakumembunuhsimanusiabanteng (a) 'What's wrong with you?' (b) 'I just know I killed the bull-man'	(b) Stating	(a) Questioning				(a)Sentence (b)Sentence	(a)Direct (b)Direct
	(a) Dengar. *(b) Jika makhluk yang kulawanbenar – benarsiMinotaurus, makhluk yang*	(b) Stating	(a) Commanding				(a)Word (b)Clause	(a)Direct (b)Direct

SA(079)/102 SA(080)/102	*samadengan yang dalamcerita-ceritaberartihanyaadasatu* (a) Listen (b) 'If the creature I fought was really the Minotaur, the same creature as in the stories, that means there was only one'							
SA(081)/102 SA(082)/102	*(a) Makasihbanyak.* *(b) Semuanyajadijelassekarang.* (a) 'Thank you very much.' (b) 'Everything is clear now'	(b)Stating			Thanking		(a)Phrase (b)Sentence	(a)Direct (b)Direct
SA(083)/103	*Apakahada yang bisakitabicarakantanpamenimbulkanguruh?* 'Is there anything we can talk about without causing thunder?'		Questioning				Sentence	Direct

SA(084)/103 SA(085)/103	*(a) Kenapasihakuharustinggal di pondoksebelas? Kenapasemua orang berkumpulberjejal-jejal?* *(b) Masih banyaktempattidurkosongdisana* (a) 'Why do I have to live in cottage eleven? Why is everyone huddled together?' (b) 'There are still many empty beds there'	(b) Stating	(a) Questioning				(a)Sentence (b)Sentence	(a)Direct (b)Direct
SA(086)/104	*Ibuku Sally Jackson, diabekerja di took permen Grand Central Station. Setidaknyadulu.* 'My mother Sally Jackson, she worked at a Grand Central Station candy store. At least it used to be.'	Informing					Sentence	Direct
SA(087)/104	*Diasudahmati. Aku gak pernahkenal dia.* 'He is died. I never knew	Stating					Sentence	Direct

	him.'							
SA(088)/104	*Bagaimana kau bisabilangbegitu? Memangnya kau kenal?* 'How can you say that? Do you really know'		Questioning				Sentence	Direct
SA(089)/106	*Terserah. Ayo, Tunjukkan* 'Whatever, Come on, show me'		Commanding				(a)Word (b)Phrase	(a)Direct (b)Direct
SA(090)/106	*Janganikutcampur ,sokpintar* 'Mind your own bussiness, smart ass'		Commanding				Phrase	Direct
SA(091)/108 SA(092/108	*(a) Mau kumur-kumurpakai air toilet lagi, Clarisse?* *(b) Tutupmulut mu* (a) 'Would you like to rinse your mouth with toilet water again, Clarisse? (b) Shut your mouth'		(a) Asking (b) Commanding				(a)Sentence (b)Phrase	(a)Indirect (b)Indirect
SA(93)/109	*Apa?Apa yang kau pikirkan?* 'What?What do you think'		Questioning				Sentence	Direct
SA(94)/111	*Bukansalahkukok* 'It's not my fault'	Stating					Phrase	Direct

SA(095)/112	*Akumaupulangsekarang.* 'I want to go home now'	Stating					(a)Sentence (b)Sentence	(a)Direct (b)Direct
SA(096)/112	*Maksudmu, anak-anak yang sakitjiwa?* 'You mean, mentally ill children?'		Questioning				Sentence	Direct
SA(097)/113	*Ayahkupastimemberitahu. Diamencintaiibuku* 'My father will definitely tell. He loved my mother'	Stating					Sentence	Direct
SA(098)/114	*Jadi, akuterperangkapdisini, begitusaja? Seumurhidupku?* 'so, I'm trapped here, just like that? My entire life?'		Questioning				Sentence	Direct
SA(099)/115	*Jadi, monster gak bisamasukkesini?* 'So, monsters can't come in here?'		Questioning				Sentence	Direct
SA(100)/115	*Buatapa orang memanggil monster?* 'Why do people summon monsters?'		Questioning				Sentence	Direct
SA(101)/116	*(a) Nggak juga sih. Disekolahku yang lama akupernahmendengar Grover dan Chiron*	(a) Explaining	(b) Questioning				Clause	Direct

	membicarakanya. Grover menyinggungtitikbalikmataharimusimpanas. Diaberkatasepertikitatidak punya banyakwaktu, karenatenggatitu. *(b) Apamaksudnya?* (a) 'Not really. At my old school I once heard Grover and Chiron talking about it. Grover alludes to the summer solstice. He said like we don't have much time, because of the deadline' (b) 'What does it mean?'							
SA(102)/117	*Kau pernahke Olympus?* 'Have you ever been to Olympus?'		Questioning				Sentence	Direct
SA(103)/117	*Tapi… bagaimanacaranya kau kesana?* 'But… how do you get		Questioning				Sentence	Direct

	there?’							
SA(104)/119	*Aku gak semestinyaberadadisini, akubahkan gak percayaadanyadewa* ‘I don't belong here, I don't even believe in gods’	Stating					Sentence	Indirect
SA(105)/119	*Jadi, ayahmu Hermes?* ‘So, your father is Hermes?’		Questioning				Sentence	Direct
SA(106)/119	*Kau pernahbertemuayahmu?* ‘Have you ever met your father?’		Questioning				Sentence	Direct
SA(108)/127	*Akutidakterampildalamkerjinanlogamseperti Hephaestus atauamit-amitKepiawaian Dionysus dengantanamananggur* ‘I am not as skilled in metalworking as Hephaestus or God forbid Dionysus's skill with vines.’	Stating					Clause	Direct
SA(109)/134	*Zeus medapatlangit, Poseidon Laut, Hades dunia bawahtanah.* ‘Zeus got the sky, Poseidon the Sea, Hades the underworld’	Stating					Sentence	Direct
	Itujenissumpah paling serius yang bisadibuat?		Questioning				Sentence	Direct

SA(110)/134	‘That's the most serious kind of vow one can make?’							
SA(111)/136	*Grover, apakah para pahlawanbenar-benarpernahmengembanmisike Dunia Bawah Tanah?* ‘Grover, do heroes really ever go on missions to the Underground World?’		Questioning				Sentence	Direct
SA(112)/136	*Dan apakahmerekapernahmengembalikan orang darialamkematian?* ‘And have they ever brought anyone back from the realm of the dead?’		Questioning				Sentence	Direct
SA(113)/139	*Wah, kitaharusbenar-benarmenggunakanini?* ‘Wow, should we really use this?’		Questioning				Sentence	Direct
SA(114)/140	*Kau punya bendaajaib yang bisakupinjam?* ‘Do you have any magic items I can borrow?’		Questioning				Sentence	Direct
SA(115)/141	*Baik, akusenang kau menginginkankuikutregumu* ‘kay, I'm glad you want me on your team’	Stating					Sentence	Direct
SA(116)/143	Benderanyakesebelahsana [The flag is over there]	Stating					Phrase	Indirect

SA(117)/143	*Tanpabantuanku pun, kalian sudahtampakbodohkok* 'Even without my help, you already look stupid'	Boasting					Sentence	Direct
SA(118)/143	*Nggakbolehmencederai* 'Don't hurt each other'		Warning				Sentence	Direct
SA(119)/145	*Kau menjebakku, kau menempatkanakudisinikarena kau tahuClarrisseakanmengejarku, sementara kau mengirim Luke memutar* 'You trapped me, you put me here because you knew Clarrisse would come after me, while you sent Luke around'	Explaining					Sentence	Direct
SA(120)/145	*Kau sudahmerencanakanini* 'You have planned this'	Stating					Sentence	Direct
SA(121)/146	*Rencana yang membuatkudihajar* 'The plan that got me beat up'	Stating					Phrase	Direct
SA(122)/146	*Luka pedang, harusnyasepertiapa?* 'Sword wounds, what should they look like?'		Questioning				Sentence	Direct
	Aku gak papa	Stating					Sentence	Direct

SA(123)/147	'I'm okay'							
SA(124)/147	*Eh, aku gak tahukenapabisabegini, maaf* 'I don't know why it happened like this, sorry'				Apologizing		Sentence	Direct
SA(125/154	*Akuharusmenghentikanmereka* 'I have to stop them'	Stating					Sentence	Direct
SA(126)/154	*Hentikan!berhentiberkelahi!* 'Stop! stop fighting!'		Warning				Phrase	Direct
SA(127)/158	*Anjingitumembuatsayatakut, Andaibapaktidakmemanahnya, sayapastisudahmati.* 'That dog scared me, If you hadn't shot him, I would have died'	Explaining					Sentence	Direct
SA(128)/159	*Cuacanyasudahanehsejak Natal, seolah-olahlaut dan langitberkelahi. Lalu, akumengobroldengan Annabeth, dan diatidaksengajamendengarsesatutentangpencurian. Dan… aku juga seringbermimpianeh.* 'The weather has been strange since Christmas, as if the sea and the sky were fighting. Then, I was chatting with Annabeth, and	Stating					Clause	Direct

	she overheard something about a theft. And… I also often have strange dreams'							
SA(129)/161	*Tapiakubelumpernahke Olympus! Zeus pastisudahgila!* 'But I've never been to Olympus! Zeus must be crazy!'	Arguing					Sentence	Direct
SA(130)/162	*Tapiakucumaanak-anak!* 'But I'm just a child!'	Complaining					Sentence	Direct
SA(131)/162 SA(132)/162	(a) Tapikanakutidakberbuatapa-apa. (b) Poseidon ayahkutidakbenar-benarmenyuruh orang lain untukmencuripetirasaliitukan? (a) But I didn't do anything.' (b) 'My father's Poseidon didn't actually order	(a) Complaining	(b) Questioning				Sentence	Direct

	someone else to steal that original lightning, right?'							
SA(133)/163	*Akulah yang membawabadaiinike Bukit Blasteran*. 'I am the one who brought this storm to Half-Blood Hill'	Stating					Sentence	Direct
SA(134)/164	*Jadi, akuharusmenemukanpetirsialanitu dan mengembalikanyakepada Zeus?* 'So I have to find the damn lightning bolt and give it back to Zeus?'		Questioning				Sentence	Direct
SA(135)/164	*Kalaubukan Poseidon yang memegangnya, dimanabendaitu?* 'If Poseidon isn't holding it, where is it?'		Questioning				Sentence	Direct
SA(136)/164	*Kenapabapaktidakbisamemberitahusayaletakpetirituselumsayamenerimamisiini?* 'Why couldn't you tell me where the lightning was		Questioning				Sentence	Direct

	before I accepted this mission?'							
SA(137)/164	*Baiklah, lebihbaikdaripadadiubahmenjadiLumba-lumba* 'Well, better than being turned into a Dolphin'	Agreeing					Sentence	Direct
SA(138)/168	*Katanyasayaakanmengambilapa yang dicuri. Dia ... diabilangbahwasayaakanpergike Barat dan menghadapidewa yang berkhianat. Saya akanmengambilapa yang dicuri dan mengembalikanyadenganselamat.* 'He said I would take what was stolen. He… he said that I would go to the West and face the treacherous gods. I will take what was stolen and return it safely'	Explaining					Sentence	Direct
SA(139)/168	*Akumerasabahwadiatahuakumenyembunyikansesuatu yang buruk, dan diamencobamenghiburku.* 'I felt that he knew I was hiding something bad, and he was trying to cheer me	Stating					Clause	Direct

	up’							
SA(140)/169	*Orang lain yang mengambilalih?* ‘Someone else taking over?’		Questioning				Sentence	Direct
SA(141)/170	*Bagus, Jadi adaduadewabesar yang inginmembunuhku.* ‘Good, So there are two great gods who want to kill me’	Stating					Sentence	Direct
SA(142)/171	Akusiapmenantangnya. ‘I'm ready to challenge him’	Stating					Sentence	Direct
SA(143)/171	*Eh, kalaukitatahu Hades pelakunya, kenapakitatidakberitahusaja dewa-dewa yang lain? Zeus atau Poseidon bisaturunke Dunia Bawah dan mengahajarmereka?* ‘If we know Hades did it, why don't we just tell the other gods? Zeus or Poseidon could come down to the Underworld and beat them up?’		Questioning				Sentence	Direct
	Jadi ,cobasayategaskanlagi, sayaharuspergike Dunia Bawah dan menghadapiPenguasa orang Mati Dan	Stating					Sentence	Direct

SA(145)/172	*mengembalikanyake Olympus sebelumtitikbalikmatahari di musimpanas, sekitarsepuluhharilagi.* 'So, let me reiterate, I must go to the Underworld and face the Lord of the Dead And return it to Olympus before the summer solstice, in about ten days.'							
SA(146)/173	*Kau gak harusikut, aku gak bisamemintamuikut.* 'You don't have to come, I can't ask you to come'	Stating					Sentence	Direct
SA(147)/174	*Oke, jadiakuakanlewatdarat.* 'Okay, so I'm going overland'			Planning			Sentence	Direct
SA(148)174	*Wah mana ada orang lain yang cukupbodohuntuksukarelam engikutimisisepertiini?* 'Wow, who else would be stupid enough to volunteer to take part in a mission like this?'	Complaining					Sentence	Direct
SA(149)/179	*Eh luke, Makasih.* 'Hey Luke, thanks'				Thanking		Phrase	Direct

SA(150)/182 SA(151)/182	(a) Oke yang inisangatkeren. (b) Tapibagaimanakalauadamanusia yang melihatkumenghunuskanpedang? (a) 'Okay , this one is really cool.' (b) 'But what if a human sees me wielding the sword?'		(b)Questioning		a) Complimenting		(a)Phrase (b)Sentence	(a)Direct (a)Direct
SA(152)/183	*Chiron ..saat kau bilangdewaituhidupabadi ..maksudku, ada masa sebelummereka, bukan?* 'Chiron.. when you said the gods were eternal.. I mean, there was a time before them, right?'		Questioning				Sentence	Direct
SA(153)/184	*Jadi ,sepertiapakeadaanyadulu .. sebelumadadewa?* 'So, what was it like before... before there were		Questioning				Sentence	Direct

	gods?’							
SA(154)/184	*Tapisekarangdewatakbisamatikan? Maksudku, sepanjangperdaban Barat masihhidup, mereka juga hidup. Jadi ..sekalipunakugagal, akutakbakalmenimbulkanperistiwaburuk ,sehinggamengacaukansemuanya, kan?* ‘But now the gods can't turn it off? I mean, as long as Western civilization is alive, they are alive. So... even if I fail, I won't cause a bad event, ruining everything, right?’		Questioning				Clause	Direct
SA(155)/185	*Sejauhinilancar, Lima belasKilometer ,nggakada monster satupun* ‘So far so smooth, Fifteen Kilometers, not a single monster’	Informing					Sentence	Direct
SA(156)/186	*Kubilang, Lupakan!* ‘I said , forget it!’		Commanding				Phrase	Direct
SA(157)/196	*Akulebihsukawaktu kau menjadi guru matematika.* ‘I liked it better when you were a math teacher’	Stating					Clause	Direct

SA(158)/196	*EnakSaja* 'No way'	Complaining					Phrase	Direct
SA(159)/200	*Kau inginakubagaimana? Membiarkan kalian terbunuh?* What do you want me to do? Let you guys get killed?		Questioning				Sentence	Direct
SA(160)/201	*Kau cukuplihaimenggunakanpisau* 'You're quite skilled with a knife'	Stating					Sentence	Direct
SA(161)/201	Siapapun yang bisa main kuda-kudaandenganerinyes, menurutkucukuplihai 'Anyone who can play piggyback with erinyes, I think is quite clever'	Stating					Sentence	Direct
SA(162)/204	*Kau kanmakan enchilada keju dan kalengaluminium juga* 'You eat cheese enchiladas and aluminum cans too'	Stating					Clause	Indirect
SA(163)/204	*Kami yatim – piatu* 'We are orphans'	Stating					Sentence	Direct
SA(164)/215	*Pakaibahasa yang normal, dong!* Use normal language, bro!		Commanding				Phrase	Indirect
	Sang Superman	Stating					Word	Direct

SA(165)/217	'The Superman'							
SA(166)/217	*Mantab* 'Great!'	Stating					Word	Direct
SA(167)/219	*Akupergisebentar.* 'I'm going away for a while'	Stating					Sentence	Direct
SA(168)/220	*Akumemangkurang ajar.* 'I'm really rude'	Stating						
SA(169)/222	*Ceritakanlahsoalpencariani tu.* 'Tell me about the search'		Requesting				Phrase	Direct
SA(170)/224	*Bagaimanacaranyakitamasu kke Dunia Bawah?* 'How do we get into the Underworld?'		Questioning				Sentence	Direct
SA(171)/224	*Maksudku, apamungkinkitabisamelawa nseorang Dewa?* 'I mean, is it possible for us to fight a God?'		Questioning				Sentence	Direct
SA(172)/224	*Apamaksudmu? Memaafkanmuuntukapa?* 'What do you mean?Forgive you for what?'		Questioning				Sentence	Direct
SA(173)/226	*Selamainiaku gak jujurpadamu, Aku gak peduli pada PetirAsali. Akumaupergike Dunia Bawah supayaakubisamembawapul*	Explaining					Sentence	Direct

	angibuku. 'All this time I haven't been honest with you, I don't care about Original Lightning. I want to go to the Underworld so I can bring my mother home'							
SA(174)/226	*Inikulakukanbukanuntukmenolongayahku. Dia gak pedulipadaku. Aku gak pedulipadanya.* 'I didn't do this to help my father. He doesn't care about me. I don't care about him.'	Explaining					Sentence	Direct
SA(175)/228	*Berapa lama akutidur?* 'How long do I sleep?'		Questioning				Sentence	Direct
SA(176)/229	*Kau ... sedangbicaradenganbendaitu?* 'You… are talking to that thing?'		Questioning				Sentence	Direct
SA(177)/229	*Kau bisabicaradenganbinatang?* 'You can talk to animals?'		Questioning				Sentence	Direct
SA(178)/229	*Aku gak maumenyapaseekorpudelmerahjambu, lupakansaja.* 'I don't want to greet a pink poodle, forget it'	Stating					Sentence	Direct

SA(179)/230	*BagaimanaGladilobisatahus oalhadiahitu?* 'How did Gladylo know about the gift?'		Questioning				Sentence	Direct
SA(180)/230	*iya, aku yang bodoh.* 'Yeah, I'm the stupid one'	Agreeing					Sentence	Indirect
SA(181)/230	*Jangan bus lagi.* 'No more buses'	Praying					Phrase	Indirect
SA(182)/236	*Berapaumurmuwaktuitu?* 'How old were you then?'		Questioning				Sentence	Direct
SA(183)/239	*Kau menciumsesuatu?* You smell something?		Questioning				Sentence	Direct
SA(184)239	*Teman-teman, kalian tahukan lambing kekuasaandewa? Diahadirdisana?* 'Guys, you know the symbol of god's power, right? He was there?'		Questioning				Sentence	Direct
SA(185)/240	*Tapi..kalaubegitubagaiman acaranyakitabisatahu, bahwadiasekarangnggakber adadisini, mengamatiku?* 'But... then how can we know that he is not here now, watching me?'		Questioning				Sentence	Direct
SA(186)/240	*Makasih, Sangatmenghibur.* Thanks, Very entertaining				Thanking		(a) Word (b) Phrase	(a)Direct (b)Direct

SA(187)/244	*Bukanyaenchidaitunamasemacampemakamansemut?* 'Isn't enchida the name of a kind of ant cemetery?'		Questioning				Sentence	Direct
SA(188)/248	*Matilah, orang yang takberiman* 'Die, unbeliever.'					Declarating Fate	Phrase	Direct
SA(189)/248	*Ayah ,Tolongaku.* 'Daddy, help me'		Begging				Sentence	Direct
SA(190)/251	*Terimakasih, Ayah.* 'Thank you, dad'				Thanking		Sentence	Direct
SA(191)/255	*Akujatuh* 'I fell'	Stating					Phrase	Direct
SA(192)/256	*Kita haruskeluardarikotaini!* 'We have to get out of this city!'		Commanding				Sentence	Direct
SA(193)/258	*Apapersisnya yang akankitalakukan?* 'What exactly are we going to do?'		Questioning				Sentence	Direct
SA(194)/258	*Kau memanggildewidengansemprotan air?* 'you summon the goddess with water spray?'		Questioning				Sentence	Direct
SA(195)/263	*Ayo, kitacarimakan!* 'Come on, let's get something to eat!'		Commanding				Sentence	Direct

SA(196)/263	*Kami, eh maumemesanmakanan* 'we, uh, want to order food'	Stating					Sentence	Direct
SA(197)/265	*Kau ayah Clarrisse, Ares, Dewa Perang* 'You are Clarrisse's father, Ares, God of War'	Stating					Sentence	Direct
SA(198)/266	*Kau takbolehmengancam orang denganpisaubegitusaja* You can't just threaten people with a knife	Stating					Sentence	Direct
SA(199)/266	*Bantuanapa yang bisakulakukanuntukseorang dewa?* 'What help can I do for a god?'		Questioning				Sentence	Direct
SA(200)/267	*Kami tidaktertarik, kami sudah punya misi* 'We are not interested, we already have a mission'	Stating					Sentence	Direct
SA(201)/267	Kau yang memberitahudiabahwa Hades yang mencuripetir? 'You were the one who told him that Hades stole the thunderbolt?'		Questioning				Sentence	Direct
SA(202)/268	*Kami baik-baiksajasendiri [We are fine on our own]*	Stating					Sentence	Direct

SA(203)/268	*Ada yang membuatmuketakutan?* 'Something scares you?'		Questioning				Sentence	Direct
SA(204)/269	*Inimungkinsemacamjebakan* 'This might be some kind of trap'	Predicting					Sentence	Direct
SA(205)/269	*Lupakan Ares. Kita pergisaja* 'Forget Ares. Let's just go'		Commanding				Sentence	Direct
SA(206)/269	*Kenapadiamemerlukankita?* 'Why does he need us?'		Questioning				Sentence	Direct
SA(207)/270	*Akubenar-benarnggakinginlihatseperti apatampangpacarnya* 'I really don't want to see what his girlfriend looks like'	Stating					Sentence	Direct
SA(208)/270	*Kenapa? Bukanya kau membenci Ares?* 'Why? Don't you hate Ares?'		Questioning				Sentence	Direct
SA(209)/270	*Memangnyasiapapacarnya? Echidna?* 'Who is his girlfriend? Echidna?'		Questioning				Sentence	Direct
SA(210)/270	*Bukanyadiasudah punya suami?* 'Doesn't she already has a		Questioning				Sentence	Direct

	husband?'							
SA(211)/270	*loh, jadibagaimanakitamasuk?* 'oh, so how do we get in?'		Questioning				Sentence	Direct
SA(212)271	*Jadi, Ares dan Aphrodite, merekapacaran?* 'So, Ares and Aphrodite, they're dating?'		Questioning				Sentence	Direct
SA(213)/272	*Bagaimanadengansuami Aphrodite?* 'What about Aphrodite's husband?'		Questioning				Sentence	Direct
SA(214)/272	*Initerlalugampang* 'This is too easy'	Boasting					Sentence	Direct
SA(215)/273	*Grover, kau menciumbau monster?* 'Grover, do you smell a monster?'		Questioning				Sentence	Direct
SA(216)/273	a) *Jangan! Akuingin kau tetapdiatas, memakaisepatuterbang.* b) *Kau superman, sijagoterbang, ingat? Akuakanmengandalkan musebagaibalabantuan, kalau- kalauadamasalah*		(a)Requesting	(b)Planning			(a)Sentence (b)Sentence	(a)Direct (b)Direct

	a) 'Don't!' b) 'I want you to stay up there, wearing flying shoes. You're superman, the flying master, remember? I will rely on you as reinforcements, in case there is a problem'							
SA(217)/274	*Ada apalagi?* 'What else is there?'		Questioning				Sentence	Direct
SA(218)/275	*Kita haruskeluar* 'We need to get out'		Commanding				Sentence	Direct
SA(219)/277	*Grover! Masukkebilikitu! Cari tombol 'nyala'!* 'Grover! Enter that room! Look for the 'on' button!'		Commanding				Sentence	Direct
SA(220)/278	*Cepat!* 'Hurry'		Commanding				Word	Direct
SA(221)/279	*Buka sabukpengamanmu* 'Unbuckle your seat belt'		Commanding				Sentence	Direct
SA(222)/279	*Kecuali kau inginmatihancur* 'Unless you want to die broken'	Explaining					Sentence	Direct

SA(223)/279	*Kita harusmelompat* 'We have to jump'	Stating					Sentence	Direct
SA(224)/280	*Ikuti aba-abaku!* 'Follow my lead'		Commanding				Sentence	Direct
SA(225)/280	*Baik! Ikuti aba-abamu!* 'Okay! Follow your commands!'	Agreeing					Sentence	Direct
SA(226)/281	*Pertunjukkanselesai!* 'The show is over!'	Stating					Phrase	Direct
SA(227)/281 SA(228)/281	*(a) Terimakasih!* *(b) Selamatmalam!* (a) 'Thank You!' (b) 'Good Night!'				(a) Thanking (b) Greeting		(a)Phrase (b)Phrase	(a)Direct (b)Direct
SA(229)/282	*Kau sudahtahu di sanaadajebakan* 'You already know there is a trap there'	Stating					Sentence	Direct
SA(230)/282	*Dasar Brengsek* 'You Jerk'	Swearing					Phrase	Direct
SA(231)/284	*Nggakada orang yang mengendalikanaku* 'No one controls me'	Stating					Sentence	Direct
SA(232)/288	*Kata Luke, kau dan diasudah lama berteman. Dia juga berkatabahwa kali ini Grover nggakakangagal.*	Informing					Sentence	Direct

	Nggakada yang akanberubahmenjadipohonpinus 'Luke said you and him had been friends for a long time. He also said that this time Grover would not fail. Nothing will turn into a pine tree'							
SA(233)/290	*Karena kau takmaumeninggalkankeduaanakblasteran yang lain?* 'Because you don't want to leave the other two half-blood children behind?'		Questioning				Sentence	Direct
SA(234/291	*Bukankarenaperuntungan, kau menemukan Thalia dan aku, Grover. Kau punya hatiterbesardiantarasemuasatir. Kau pencari yang alami. Itusebabnyakaulah yang menemukan Pan* It wasn't by luck that you found Thalia and me, Grover. You have the biggest heart of all the satyrs. You're a natural seeker. That's why you were the one who found Pan.	Explaining					Sentence	Direct
	Bagaimanasihdiabisabegitu		Questioning				Sentence	Direct

SA(235)/291	*?* 'How could he do that?'							
SA(236)/291	*Akusungguh-sungguh* 'I mean it'	Stating					Phrase	Direct
SA(237)/292	*Sebaiknya kau janganmenyerah, suratiayahmuatauapa* 'You better not give up, write to your father or something'		Advising				Sentence	Direct
SA(238)/293	*Jadi kalaudewabertempur, apakah peta kekuatanyaakansamaseperti Perang Troya? Apakah Athena akanmelawan Poseidon?* 'So if the gods fought, would the power map be the same as the Trojan War? Is Athena going to fight Poseidon?'		Questioning				Sentence	Direct
SA(239)/304	*Waktunyabermain* 'Time to play'	Stating					Phrase	Direct
SA(240)/305	*Masa?* 'Really?'		Questioning				Word	Direct
SA(241)/306 SA(242)/306	(a) *Ayo kitaharuspergi,* *(b) Tempatinijebakan* (a) 'Come on, we have to go', (b) 'this place is a trap'	Stating	Commanding				Sentence	Direct

APPENDIX 2

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Muchtar Basri No .3 Telp. (061) 6619056 Medan 20238
Website : http://www.fkip.umsu.ac.id Email: fkip@umsu.ac.id

Form K-1

Kepada Yth : Bapak/Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan dibawah ini :

Nama Mahasiswa : Nurul Ihda Shahputri
N P M : 1902050131
Program Studi : Pendidikan Bahasa Inggris
IPK : 3.67

Kredit Kumulatif : 139 SKS

Persetujuam Ketua/Sekret Program Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Speech Act used in the Novel *Percy Jackson and The Olympians : The Lighting Thief* by Rick Riordan	
	An Analysis Speech Function used in Deddy Corbuzier Podcast	
	The Implentation of Mind Mapping Technique to Improve Students' Writing Skills	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 12 Januari 2023
Hormat Pemohon,

Nurul Ihda Shahputri
NPM : 1902050131

Keterangan:
Dibuat rangkap 3 : - Asli untuk Dekan/Fakultas
- Duplikat untuk Ketua/Sekretaris Jurusan
- Triplikat Mahasiswa yang bersangkutan

APPENDIX 3

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Muchtar Basri No .3 Telp. (061) 6619056 Medan 20238
Website : http://www.fkip.umsu.ac.id Email: fkip@umsu.ac.id

Form K-2

Kepada Yth : Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr.Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Nurul Ihda Shahputri
NPM : 1902050131
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut ini :

Speech Act used in The Novel *Percy Jackson and The Olympians : The Lighting Thief* by Rick Riordan

Sekaligus saya mengusulkan/menunjuk Bapak:

13 Januari 2023

Prof. Amrin Saragih, M.A., PH.D

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya.
Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 13 Januari 2023
Hormat Pemohon,

Nurul Ihda Shahputri
NPM: 1902050131

Keterangan:
Dibuat rangkap 3 : - Asli untuk Dekan/Fakultas
- Duplikat untuk Ketua/Sekretaris Jurusan
- Triplikat Mahasiswa yang bersangkutan

APPENDIX 4

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 239 /II.3/UMSU-02/F/2023
Lamp : ---
H a l : **Pengesahan Proyek Proposal Dan Dosen Pembimbing**

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama : **Nurul Ihda Sahputri**
N P M : 1902050131
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Speech Act Used in the Novel Percy Jackson and the Olympans : The Lighting Thief by Rick Riordan.**

Pembimbing : **Prof. Amrin Saragih, M.A., Ph.D.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : 18 **Januari 2024**

Medan 25 Jumadil Akhir 1444 H
18 Januari 2023 M

Wassalam
Dekan

Dra. Hj. Syamsu Nirmita, MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :

WAJIBMENGIKUTISEMINAR

APPENDIX 5

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http:/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap	: Nurul Ihda Shahputri
N.P.M	: 1902050131
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: Speech Act Used in the Novel Percy Jackson and the Olympians: The Lightning Thief

Sudah layak diseminarkan.

Medan, 07 Juli 2023

Disetujui oleh
Pembimbing

(Prof. Amrin Saragih, MA, Ph.D)

APPENDIX 6

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http:/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap : Nurul Ihda Shahputri
N.P.M : 1902050131
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Speech Act Used in the Novel *Percy Jackson and the Olympians : The Lightning Thief*

Pada hari Kamis, tanggal 20, bulan Juli, tahun 2023 sudah layak menjadi proposal skripsi.

Medan, Juli 2023

Disetujui oleh:

Dosen Pembahas

(Dr. Mandra Saragih, M.Hum.)

Dosen Pembimbing

(Prof. Amrin Saragih, M.A., Ph.D.)

Diketahui oleh
Ketua Program Studi,

(Pirman Ginting, S.Pd., M.Hum.)

APPENDIX 7

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UMSU
Unggul | Cerdas | Terpercaya
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http:/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Nurul Ihda Shahputri
N.P.M : 1902050131
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Speech Act Used in the Novel Percy Jackson and the Olympians: The Lightning Thief

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
23/juni '23	Chapter I :	
	B. Identification of Problem	
	C. The formulation of the problem	
26/juni '23	D. objective of the Research	
	E. The scope of the Study	
	F. The Signifinances of the Study	
04/juli '23	Chapter II :	
	A. Theoritical Framework	
	C. Conceptual Framework	
07/juli '23	Acc Sempro	

Medan, 07 Juli 2023

Diketahui/Disetujui,
Ketua Prodi Pendidikan Bahasa Inggris

(Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Prof. Amrin Saragih, MA, Ph.D)

APPENDIX 8

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Kamis Tanggal 20 Bulan Juli Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Nurul Ihda Shahputri
N.P.M : 1902050131
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Speech Act Used in the Novel *Percy Jackson and the Olympians : The Lightning Thief*

No	Masukan dan Saran
Judul	
Bab I	Background of Study Scope and Limitation.
Bab II	conceptual framework
Bab III	- Research Design - Source of data - technique of analysing Data.
Lainnya	
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Dr. Mandra Saragih, M.Hum.)

Dosen Pembimbing

(Prof. Amrin Saragih, M.A., Ph.D.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

APPENDIX 9

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XI/2022
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003
https://fkip.umsu.ac.id fkip@umsu.ac.id umsumedan umsumedan umsumedan umsumedan
UMSU Unggul | Cerdas | Terpercaya

Nomor : **3003** /II.3/UMSU-02/F/2023 Medan, 5 Shafar 1445 H
Lamp : --- 22 Agustus 2023 M

H a l : **Izin Riset**

Kepada : Yth. Bapak/Ibu Kepala
Perpustakaan UMSU
Di
Tempat.

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama	:	**Nurul Ihda Shahputri**
N P M	:	1902050131
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	**Speech Act Used in The Novel Percy Jackson snd The Olympians : The Lighting Thief**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.

Wassalam
Dekan

Dra. Hj. Syamsuyurnita, MPd.
NIDN : 0004066701

Pertinggal

APPENDIX 10

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
PERPUSTAKAAN
Terakreditasi A Berdasarkan Ketetapan Perpustakaan Nasional Republik Indonesia No. 00059/LAP.PT/IX.2018
Pusat Administrasi : Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 66224567
NPP. 1271202D1000003 http://perpustakaan.umsu.ac.id perpustakaan@umsu.ac.id perpustakaan_umsu

SURAT KETERANGAN

Nomor: ...../KET/II.11-AU/UMSU-P/M/2023

بسم الله الرحمن الرحيم

Kepala Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	:	**Nurul Ihda Shahputri**
NPM	:	**1902050131**
Univ./Fakultas	:	**UMSU/ Keguruan dan Ilmu Pendidikan**
Jurusan/P.Studi	:	**Pendidikan Bahasa Inggris/ S1**

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

"Speech Act used in the novel Percy Jackson and The Olympians : The Lightning Thief"

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 10 Jumadil Awal 1445 H
23 November 2023 M

Kepala Perpustakaan,

Dr. Muhammad Arifin, M.Pd

APPENDIX 11

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.idE-mail:fkip@umsu.ac.id

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog.studi : Pendidikan Bahasa Inggris
Nama Lengkap : Nurul Ihda Shahputri
NPM : 1902050131
Judul Skripsi : Speech Act in the novel Percy Jackson and The Olympians : The Lightning Thief

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
15 / agustus · 23	Chapter I (Background of Study)	
15 / agustus · 23	Chapter II (Conceptual Framework).	
30 / agustus · 23	Chapter III (Research Metodology)	
09 / Nov · 23	Chapter IV (Data Analysis) Research findings & Discussion.	
16 / Nov · 22	Chapter V (Conclusion & Suggestion)	

Medan, 16 November 2023

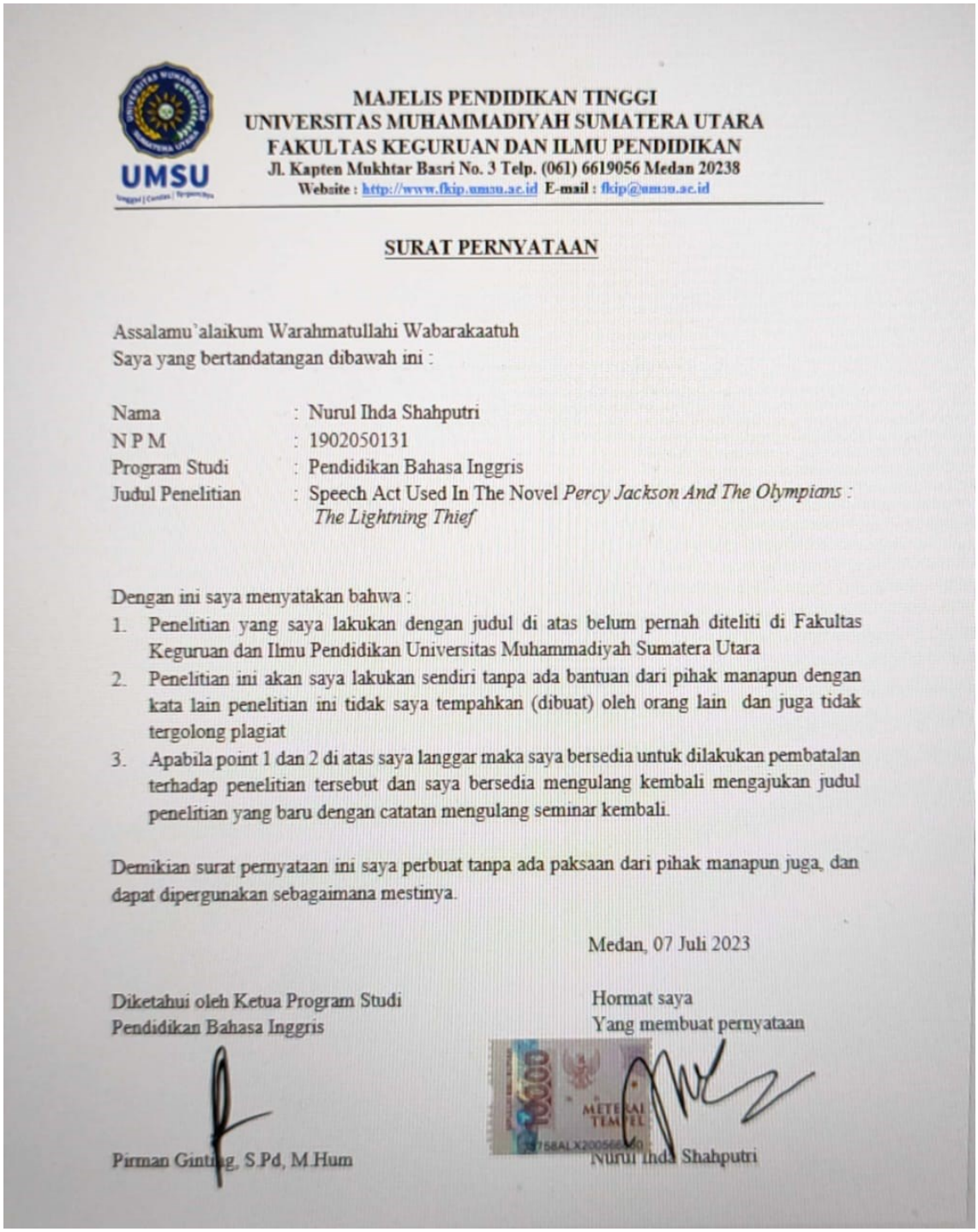
Diketahui/Disetujui:
Ketua Prodi Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum.

Dosen Pembimbing

Prof. Amrin Saragih, MA, Ph.D

APPENDIX 12



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : http://www.fkip.umsu.ac.id E-mail : fkip@umsu.ac.id

SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh
Saya yang bertandatangan dibawah ini :

Nama	:	Nurul Ihda Shahputri
N P M	:	1902050131
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	Speech Act Used In The Novel *Percy Jackson And The Olympians : The Lightning Thief*

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 07 Juli 2023

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd, M.Hum

Hormat saya
Yang membuat pernyataan

Nurul Ihda Shahputri

APPENDIX 13

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UMSU Unggul | Cerdas | Terpercaya
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http:/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

PERNYATAAN KEASLIAN SKRIPSI

بسم الله الرحمن الرحيم

Saya yang bertandatangan dibawah ini :

Nama	**: Nurul Ihda Shahputri**
NPM	**: 1902050131**
Program Studi	**: Pendidikan Bahasa Inggris**
Judul Skripsi	**: Speech Act Used in the Novel Percy Jackson and The Olympians**

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "**Speech Act Used in the Novel Percy Jackson and The Olympians**" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Univesitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

Medan, 11 Juni 2024
Hormat saya
Yang membuat pernyataan,

Nurul Ihda Shahputri

APPENDIX 14

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : http://www.fkip.umsu.ac.id E-mail : fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

SURAT PERNYATAAN

yang Bertanda Tangan Dibawah ini, Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

Nama Lengkap	: Nurul Ihda Shahputri
Tempat, Tanggal Lahir	: Medan, 21 Agustus 2000
Agama	: Islam
Status Perkawinan	: Belum Kawin
Nomor Pokok Mahasiswa	: 1902050131
Program Studi	: Pendidikan Bahasa Inggris
Alamat	: Jl. Durung Gg. Buang No. 3
No. HP	: 0851-7241-3221

Melalui surat permohonan tertanggal 23 November 2023 telah mengajukan permohonan memenuhi ujian skripsi. Untuk ujian skripsi yang akan saya tempuh, menyatakan dengan sesungguhnya bahwa saya :

1. Dalam keadaan sehat jasmani maupun rohani.
2. Siap secara optimal dan berada dalam kondisi baik untuk memberikan atas pertanyaan penguji.
3. Bersedia menerima keputusan panitia ujian skripsi dengan ikhlas tanpa mengadakan gugatan apapun.
4. Menyadari bahwa keputusan panitia ujian ini bersifat mutlak dan tidak dapat diganggu gugat.

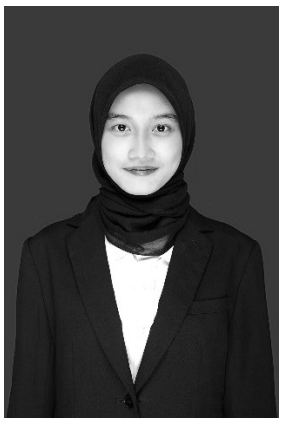
Demikian surat pernyataan ini saya perbuat dengan kesadaran tanpa paksaan dan tekanan dalam bentuk apapun dan dari siapapun, untuk dipergunakan bilamana dipandang perlu semoga Allah SWT meridhoi saya. Aamiin.

Saya Yang Menyatakan

Nurul Ihda Shahputri
NPM : 1902050131

APPENDIX 15

Curriculum Vitae



Biodata	
Nama Lengkap	Nurul Ihda Shahputri., S.Pd
Tempat, Tanggal Lahir	Medan. 21 Agustus 2000
Jenis Kelamin	Perempuan
Umur	23 Tahun
Kewarganegaraan	Indonesia
Agama	Islam
Status	Belum Menikah
No. Hp	0851-7241-3221
E-mail	nurulshahputri@gmail.com

Background of Education

Year	Education
2003-2009	SDN 060857 Medan
2009-2012	SMP Yayasan Perguruan Gajah Mada Medan
2012-2015	SMK Yayasan Perguruan Gajah Mada Medan
2019-2022	English Education Department at Universitas Muhammadiyah Sumatera Utara