REQUESTING SPEECH IN THE *AQUAMAN* MOVIE

SKRIPSI

Submitted in Partial Fulfillment of Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

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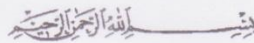
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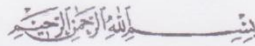
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LEMBAR PENGESAHAN SKRIPSI

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ABSTRACT

Ulfa, Syarifah Requesting Speech in *Aquaman* Movie. Skripsi, English Department, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara, Medan, 2019.

The study is about speech acts in *Aquaman* movie. The objectives of the study to find out the types inrequesting of speech act, to find out the most dominant type of requesting speech acts, and to find out the reason of the most dominant type of requesting speech acts used in the *Aquaman* movie. This research was carried out by using descriptive qualitative method. The data were collected by browsing the movie from the internet, downloading the movie from the internet, watching the movie more than once, and transcribing the script of the movie. There were the duration movie of 161 minutes was taken as the source of data in this study, the technique used to analyze the data obtained was by identifying the data which collected from the dialogue, finding out the types of speech act category and then the most dominant type of speech acts categories in the script of the movie. There were two types of requesting of speech act used in the *Aquaman* movie. It was found that there are positive politeness with amount of 8 and negative politeness with amount of 12.The most dominant type of requesting of speech act in the *Aquaman* movie script is negative politeness, because the speaker in the main character has many utterances about requesting negative to the listener.

Key Words : Speech Acts, *Aquaman* movie

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بسم الله الرحمن الرحيم

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Medan,   September 2019

The researcher,

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CHAPTER I

INTRODUCTION

A. Background Of Study

Speech act isthe smallest of unit language communication. A speaker perform near act a speaker performs an act involved in the illocutionary act, including utterance spoken in an actual communication situation.

One of the most widely examined feathers in the language and cross-culture pragmatics fields is the speech act of requesting. The speaker benefit of an action which is specifically a request consists. By making a statement, for example, describing an understand state of affairs or by asking a question, the requester can leave out the desired action altogether or his/her wish can be partially mentioned.

In this study, the writer chooses *Aquaman* Movie to be analyzed. There were some reasons of the study in choose *Aquaman* Movie as the subject in this research. Movie had much impacts to it is viewer. In the term of language that used in a movie, it can affects to the viewer's behavior that imitate this kinds of language in their reality. Typically, to give a good influence to the viewer, especially a movie that has a wider domain of viewer, the language of that movie should be in a good arrangement. It should be used a polite utterances. However, in the reality many movies did not pay an attention to this sort of direction. *Aquaman* movie for instance, the writer found that there are many impolite utterances in this movie. Whereas this movie had a really good story which taught

people to help others, and there are many viewers from all the age watched it. *Aquaman* movie was a talented movie which has a good idea to viewer, from the children until the young watch this film. Based on this film, from the children until the young very interested to watch this film because it is very famous and very fantastic movie, in this film uses the language that the represents the real conversation in daily life.It means that, not only an adult viewer, but the young people or even children also watched this movie. This explanation then underlined the main problem that will be discussed in this study.

B. Identification of Problem

Related to the background above, the problem will be identified as follow :

1. There are many impoliteness utterances in *Aquaman* Movie.
2. There are many strategy used to make a request employed by characters in *Aquaman* Movie

C. Scope and Limitation

A scope of the study is important. The scope focused on analyzing pragmatics in dialogue of the *Aquaman* movie. And this study limit the study isrequesting speech act on the positive politeness and the negative politeness strategy in the *Aquaman* Movie.

D. Formulation of Problem

The formulation of problem, there were :

1. What types of positive politeness strategy were used to make a request employed by characters in *Aquaman* movie?

2. What types negative politeness strategy were used to make a request employed by characters in *Aquaman* Movie.

E. Objectives Of The Study

The objectives of the studying in this research were :

1. to describe the types of request expression of speaker-based condition an hearer-oriented condition are employed by characters in *Aquaman* Movie.

2. to describe the types of politeness strategy used to make a request employed by characters in *Aquaman* movie.

F. The Significant of Study

The findings of the study were expected to be useful theoretically and practically.

a. Theoretically

1. To the development of pragmatics about requesting speech act.

2. To be references for further study.

b. Practically

1. For the society, to know that in speaking negative politeness and positive politeness in requesting speech act.

2. For the researcher, it can be guide them in teaching about requesting in speech act.

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Framework

The aim of this study is to know the strategy of requesting speech act in the *Aquaman* and the types of politeness strategy applied in that movie. Some applicable theories are used in this research to support the process of the data analysis.

The writer uses Austin's about classification speech act especially directive requesting speech act. And then the writer uses Brown and Levinson's theory about politeness strategy to solve last problem that is the type of politeness strategy that applied in the *Aquaman* movie.

1. Pragmatics.

Major study of linguistic is pragmatics that defines the hidden meanings of a writer and speaker towards the conjoining effort of linguistic form. Referred to speaker as well as writer that wishes to state something it's the meanings of given context.

Pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). It has consequently, more to do with the analysis of what people mean by their utterances than what the words or phrases in those

utterances might mean by themselves. Pragmatics is the study of speaker meaning.

This type of study necessarily involves the interpretation of what people mean in particular context and the context and how the context influences what is said. It requires a context a consideration of how speakers organize what they want to say in accordance with who they're talking to, where, when, and under what circumstances. Pragmatics is the study of contextual meaning.

This approach also necessarily explores how listeners can make inferences about what is said in order to arrive at an interpretation of the speaker's intended meaning. This type of study explores how a great deal of what is unsaid is recognized as part of what is communicated. We might say that it is the investigation of invisible meaning. Pragmatics is the study of how more communicated than is said.

According to the Crystal (1987:62-5) pragmatics deals with the factors of the language for what we want to choose within the pool that could satisfy whenever it is used within a social interaction on other. Therefore, the factors of pragmatics that effect on our selection of grammatical construction are as sound pattern, and the meaning which we are producing by presenting the vocabularies through the intended procedure as a way to communicate.

Although Pragmatics has been studied for quite a few years since it was presented as a sub-study of linguistics, it still seems to have no single definition that is satisfactory for everyone concerned. The cause of this difficulty in defining pragmatics can be attributed, among others, to the vast area that pragmatics is thought of to cover.

Pragmatics has come to be known and studied as a sub-study of linguistics with the growing acceptance of the view that language is behavior and that language in use depends on and is constrained by context. This view has significantly shifted the focus of linguistic analysis from system-centered to behavior-centered analysis.

On the basis of the definitions of pragmatics discussed above, we can conclude that pragmatics is the study that deals with meaning, that is, precisely, meaning in interaction which necessarily involves context. Pragmatics is the study of the relationships between linguistics, forms and the users of forms.

Leech (1983:13-4), A study of meaning and the way to relate that speech with any provided situations, along with an aspect to make a speech in a situation and further it paves a path to determine a core principle that whether it deals with semantic or the pragmatics have indicated that it is the study of meaning that is related towards speech making situation. The five vital aspects that are mainly focused have been mentioned below :

a) Addressees or addressers (hearer and speaker)

b) An utterance in context,

c) The goals of an utterance as well as the meaning of intention towards uttering it.

d) A form of activity or an act, within pragmatics, the verbal utterance can also be performed like acts to parch needs of particular situation.

e) A form of enclosed verbal acts does tends to identify for sentence or token tagging that in their real sense are not the sentences.

From the definitions above, it canbe conducted that pragmatics is a significant field to study in communication that is about language, context, and the meaning of the utterances between the speaker and the hearer.

1. Speech Act

In the social, people always need to others and they cannot live without others to each communication for everything. The people have to need someone, they will to communicate with the other people by language. In our life, the important of language it is used to share information in delivering language to the listener.

On any occasion, the action performed by producing an utterance will consist of three related acts. There is first a locutionary act, which is the basic act of utterance, or producing a meaningful utterance in a language. Mostly we don't just produce well-formed utterances with no purpose. We form an utterance with

some kind of function in mind. This is the second dimension, or the illocutionary act. The illocutionary act is performed via the communicative force of an utterance. We might utter to make a statement, an offer, an explanation, or for some other communicative purpose. This is also generally known as the illocutionary force of the utterance.

One general classification system lists five types of general functions performed by speech acts : declarations, representatives, expressives, directives, and commissives.

According to Austin (1962-1975) the language comes fromby the words, and collects for the words. Based on a speaker's a language functions as a key communication for a listener. Try communicated to others, so that they can use utterances to express what they have in their mind toward the listener.

An utterance in action performed, which have three aspects (Yule, 1996:48), there were:

a. **Locutionary Act**

An utterance that had an action of says something. If someone wants to says "open the door!" The realization of the speaker's utterance it is meaning of locutionary act. For example 'a cat is animal' and 'the earth is round'.

b. Illocutionary Act

Illocutionary acts serve certain functions in social interaction. The function of the word and the specific purpose of the speaker's mind it is the meaning of illocutionary act in uttering by the words. For example the sentence is "I swear to give it back next time" is used to the illocutionary act of promising.

Austin dubbed "illocutionary" those sorts of speech acts that can. One of the intentions is the involved in moving your finger comprises a multiplicity of actions, each corresponding to a different. It means that, producing certain sounds not only of speech acts. There were have a classify speech acts according to their illocutionary into five classes:

a. Verdicatives : it consist in the delivering of a finding, official or unofficial. For example of verbs in this class are, acquit, hold, calculate, date, and rank.

b. Exercrative : is the giving of a discussion in favor of or against a certain course of action or advocacy. Some examples were, order, command, plead, and advise. Austin also lists as well as the above, veto, declare closed, declare open, as well as announce, warm, and give.

c. Commissives : is to commit the speaker to a certain course of action.

d. Expositives : used in acts of expositions involving the expounding of views, the conducting of arguments and the clarifying of usages and

reference. Austin gives many examples of these, among them are, affirm deny, emphasize, answer, report, and call.

e. Behabitives : The notion can be include of reaction to other people's behavior and fortunes and of attitudes and expressions of attitudes to someone else's past conduct or imminent conduct.

c. Perlucotionary act

The utterance that the listener to look on his shoulder. Sometimes, there is saying something will often, even normally, produce certain consequential effects upon the feelings, thoughts, actions of the audience, and of the speaker.

In short, have an act that may be accomplished intentionally or unintentionally as a consequence of utterance. Here the researcher come upon a distinction that Austin surely was aware of, but did not specify in the precise way that wanted. It is as Ayer contends "the technical way of describing verbs of this kind, which was introduced, the researcher believe by Brentano, which is to say that they are intentional. There are some transitive verbs, like the verbs "to eat" or "to kill", which logically imply the reality of their accusatives, there can be no eating or killing unless there really are things that are eaten or killed. In other words, the researcher have to make a distinction between "intention" as an analytic description of "purpose" and "intentionality" as a phenomenological explanation of "consciousness".

Searle sees language as rule-governed intentional behavior and maintain that "speaking a language is performing speech acts which are in general made possible by and are performed in accordance with certain rules for the use of linguistic elements". The integration of the speech act theory into linguistic theory is even clearer in what Searle refers to as "the principle of expressibility" which holds that "whatever can be meant can be said". Searle sees this principle as being significant in that it enable us to equate rules for performing speech act with rules for uttering certain linguistic elements, since for any possible speech act there is a possible linguistic element the meaning of which is sufficient to determine that its literal utterance is a performance of precisely that speech act (Searle, 1969:20-21).

In introducing the principle of expressibility, Searle finds it necessary to note that. To produce does not to imply, In his view, it means that must be distinguished from certain kinds of effects he intends to produce. Can be understood by others whatever can be meant, does not imply that whatever can be said". One consequence of this principle is the tendency to exclude from the coverage of linguistic communication the "unsaid" meaning or any meaning that deviates from what is actually said.

Looking at speech acts as the basic unit of communication allows Searle to associate speech acts in a clear way with the study of language. This view, together with the principle of expresibility, connects a number of major aspects of linguistic communication, such as the speech act,

speaker meaning, linguistic meaning, speaker intent, speaker understanding and the rules that govern the linguistic elements (Searle, 1969:21)

It has been supposespeech act can be classified into five categories, they are representative, directive, expressive, and declaration.

a. Assertive

A state of affairs an illocutionary act that represents. The meaning of assertive "to commit the speaker (in varying degrees) to something's being the case, and to the truth of expressed preposition".

b. Directive

For getting the addresses to do something. By the speaker to get the hearer to do something, the fact that they are attempts (in varying degree).

c. Commisive

An illocutionary act for getting the speaker to do something.The illocutionary purpose to some future course of action.

d. Expressive

State of the speaker about an event presumed to be true an illocutionary act that expresses the mental. To express the psychological

state specified in the sincerity condition about a state of affairs specified in the prepositional content is the purpose of that.

e. Decralative

Decralations are those kinds of speech acts that change the world via their utterance. The state of affairs to which it refers it brings into existence. The utterance it is about some new state of affairs solely in virtue.

2. Requesting Speech Act

A request is directive speech act whose illocutionary purpose is to get the hearer to do something in circumstances in which it is not obvious that will perform the action in the normal course of events. By initiating a request, the speaker believes that the hearer is able to perform an action.

People always talk to a request help, express congratulations, or ask for information for someone and etc. They also register to the means of the speaker through utterances. The relationship between about utterances does not only show and produced by speaker, but for the function to describe the speaker's to get what the mean of the listener for what the utterances.

An explicit and an implicit utterance in organized by the speaker and they can be done through. Actually, listener will be know what the speaker wants by using strategy of an explicit utterance.

Requesting speech act also is commonly used in daily communication which focuses on asking someone (the addressee/ hearer) to do something by giving him or her an option for complying and not complying the request. It is part of directive speech act in pragmatics as stated by Searle because request action has an illocutionary purpose to get the hearer to do something. Trosborg (1995:192) has divided the requesting speech act according to what the benefit to the speaker and the hearer when they are having conversation. The strategy classifies requesting speech act have four categories, there are:

a) Indirect request

Indirect request is a request without explicit request illocutionary force. Consequently, the speaker omits to mention (or specify) the desired act and avoids mentioning the hearer as the intended agent (Trosborg, 1995:192). There is only one strategy of indirect request called hinting strategy hinting strategy is used by the speaker by making a request which does not explicitly state that the speaker's request for the desired action.

On certain occasions a speaker may, for a particular reason, convey an act indirectly. This is generally referred to as using indirection (or indirectness) in communication. The term 'indirection' is used to indicate addressee drawing an inference or inferences. Using indirection thus means doing a verbal act by means of an expression that renders either a more general sense or a meaning quite different from what the speaker actually means.

For example :*Arthur said that her mother have go to Antlantis.*

b) Hearer-oriented condition

This request of ability refers to hearer's capacity to perform the request. This request uses two strategies, that strategies are ability (willingness) and suggestory formula.

For example : "*can I just say something for you*?"

c) Speaker-based condition

In the speaker interest above the hearer's, this request becomes more direct in its demand. There are two strategies in speaker-based condition. They are by using wishes/desires and needs/demands.

For example : "*I wishcould everything will be fine?*"

d) Direct request

The speaker who wants to the request in the form of performative statement or an imperative, thereby using an order, this request uses three strategies namely obligation, performative, and imperative. A direct requester who wants to make explicit the illocutionary point of utterance may use a performative statement or an imperative, there by issuing an order.

Requests can be realized in a wide range of linguistic forms. There are types of sentences :

a) Declaratives

Category of speech acts is the speaker can be use declaratives to perform any. A request can be expressed in the following examples :

"put two ships in the open sea" (a request to put two ships in the open sea.

"take him" (a request want to take the people).

"come on" (a request want to ask to go).

b) Imperatives

For the example can be following, there are:

"let help him" (a request want to help someone)

"let's see" (a request want to someone see the something).

c) Interrogatives

Requester may use conditional interrogative to convey the requested force as in yes/no question as in :

"could we get a picture with you?" (a request want to get the picture with someone).

"can you talk underwater?" (a requester want to know that the people can talk in underwater).

3. Politeness

Sometimes the conversation could not be successful because of misunderstanding between speaker and hearer during the conversation. If the speaker wants to say something, each other people always thought about words use to during the conversation.

Politeness as described above is the commonsense notion of politeness, which is commonly referred to as the first-order politeness. Pragmatics, however, is not essentially concerned with this commonsense politeness. Instead, it is concerned with the second-order politeness, that is a theoretical construct dealing with strategies that people use when communicating with each other. In this case politeness is a term within a theory of social behavior, particularly linguistic behavior. As such, it purports to analyze politeness in communication in which language is used.

Factually some people were not aware of their attitudes when they were doing or saying something. When someone talked to friends, family, someone else, did not think about the choice of words and the way that it is would use during the conversation. It made the conversation could not be successful because the hearer could not catch what the speakers meant immediately or there was misunderstanding among them and the hearer felt uncomfortable with speaker's way in that conversation. In another hands, it gave bad impression or decreased the relationship between speaker and hearer after the conversation. Furthermore, the politeness was really needed to avoid any

misunderstandings, to build a good relationship and also to have a good social interaction with other people in the world.

Politeness as described above is the commonsense notion of politeness, which is commonly referred to as the first-order politeness. Pragmatics, however, is not essentially concerned with this commonsense politeness. Instead, it is concerned with the second-order politeness, that is, a theoretical construct dealing with strategies that people use when communicating with each order. In this case politeness is a term with a theory of social behavior, particularly linguistic behavior. As such, it purports to analyze politeness in communication in which language is used. That is, it is concerned with linguistic politeness (Leech, 1983; Brown & Levinson, 1987) which is also referred to as pragmatic politeness (Berger, 2001). It consists of ways of interacting that aim at caring for the feeling of others, creating happiness for all concerned, and maintaining good relationship. Linguistic politeness is expressed by saying something that makes the hearer feel thatis important, respectable, cared for, and appreciated or by not saying anything that will make feel bad, offended, unaccounted for, despised or disgraced.

Thomas (1995:150) stated that "politeness was a real-world goal (politeness interpreted as a real desire to be pleasant to others or as the underlying motivation for an individual's linguistic behavior)". It means that politeness is the real-world in the daily communication.

According to Yule (1996:60), to build a good relationship, basically need the politeness and to have a good social interaction with other people. In other word, politeness was the expression of the speakers' to the listener to acts toward another.

Politeness strategy was also used in making request. In communication, both of speaker and hearer used politeness in requesting. Request was one of the classifications of speech act that concern with the act of asked for something or asked someone to do something. It was a part of pragmatics study. But, request related to the social interaction, so it could not be separated from sociolinguistics. This research took pragmatic approach as the analysis, considered how the speakers used the language in the social interaction with others.

They were two strategies: the positive politeness and the negative politeness strategy.

a) The Positive Politeness Strategy

Positive politeness provides an attempt to minimize the damage to the hearer's face (Brown and Levinson, 1987:101), this strategy is intended to avoid the conflict and the minimize the social distance between the speaker and the hearer.

In this discussions, let's assume that the participants involved in interactions are not living in a context which has created rigidly fixed social interactions, people generally behave as if their expectations

concerning their public self-image, or their face wants, will be respected. If a speaker says something that represents a threat to another individual's expectations regarding self-image, it is described as a face threatening act. Alternatively given, the possibility that some action might be interpreted as a threat to another's face, the speaker can say something to lesson the possible threat. This is called a face saving act. Forexample :

"what a hot today, could you bring me a glass of water, please?"

"could we get the picture with you, please?"

This was one of the examples of positive politeness which was a notice, attend to the hearer.

b) The Negative Politeness Strategy

Brown and Levinson (1987:129) state that negative politeness can be influence to a person's negative face needs, and to be left free to act as they want. Negative politeness orients to preserving the negative face to other people.

When we attempt to save another's face, we can pay attention to their negative face wants or their positive face wants. A person's negative faceis the need to be independent, to have freedom of action, and not to be imposed on by others. The words 'negative' here doesn't mean 'bad', it's just the opposite pole from 'positive'. A person's positive fce is the need to be accepted, even liked, by others, to be treated as a member of the same group,

and to know that his or her wants are shared by others. In simple terms, negative face is the need to be independent and positive Face is the need to be connected.

So a face saving act which is oriented to the person's negative face will tend to show deference, emphasize the importance of the other's time or concerns, and even include an apology for the imposition or interruption.The one of every 'competent adult member' that his actions be unimpeded by others.

For examples :

"honey, can you give me the beer?"

"listen! Everything it's will better!"

This was one of the examples of negative politeness in being in conventionally indirect. It was a desire to give hearer an out by being indirect, and the desire to go on record. The speaker asked the hearer to do what the speaker wants.

B. Previous of Study

Some previous studies that only describe the requesting of speech act analysis to the following aspects :

The first research related to speech acts have been conducted by Ahmad Mudzakir (2013) from Surakarta University who wrote a graduating

paper entitled "A Speech Act Analysis of Direct Utterances on Short Story *Mr. KNOW ALL*".He focused on analyzing types of speech acts on the short story and how they are used direct utterances by *Mr. KNOW ALL.*

The second is Viollen Winerta (2012) from State UniversityPadang with her research paper entitled "An Analysis of Politeness Strategies in Requesting Used in Real Human and Non-Human Conversation "focused on analyzing ofpoliteness strategies on *Avatar* Movie. She finds that there are two politeness strategy of requesting, they are : positive politeness strategy and negative politeness strategy.

The third is Praditya Dwi Jaya (2012) "An Analysis Of Speech Acts in The Conversation Between Habibie and Ainun in The Film Entitled Habibi And Ainun 2012" fromGanesha University Singaraja. He find categorizations of speech acts, they are : locutionary act, illocutionary act, and perlocutionary act.

The previous researchers above are similar to that this study conducts in speech act. The difference of this research from the previous researchers is in the focus and object of the research. This research focuses on analyzing the use speech acts, including positive politeness, negative politeness strategy, and the expression by requesting of speech act in the *Aquaman* movie.

C. Conceptual Framework

The writer analyzed politeness strategies in requesting in the movie. Requesting had continually been done for many decades because the

complexity of the relationship among form, meaning, and pragmatics and the high social stakes were involved for interlocutors when chose among linguistic options. Yule (1996:47) called "perform action via those utterances as speech act, and in English."

```
        ┌─────────────────────┐
        │   Aquaman movie     │
        └─────────────────────┘
                  │
                  ▼
        ┌─────────────────────┐
        │   Subtitle Movie    │
        └─────────────────────┘
                  │
                  ▼
        ┌─────────────────────┐
        │     Speech Act      │
        └─────────────────────┘
                  │
                  ▼
        ┌─────────────────────┐
        │     Requesting      │
        └─────────────────────┘
              ╱         ╲
             ▼           ▼
    ┌──────────────┐ ┌──────────────┐
    │   Positive   │ │   Negative   │
    │  politeness  │ │  politeness  │
    └──────────────┘ └──────────────┘
              ╲         ╱
               ▼       ▼
           ┌──────────────┐
           │    Result    │
           └──────────────┘
```
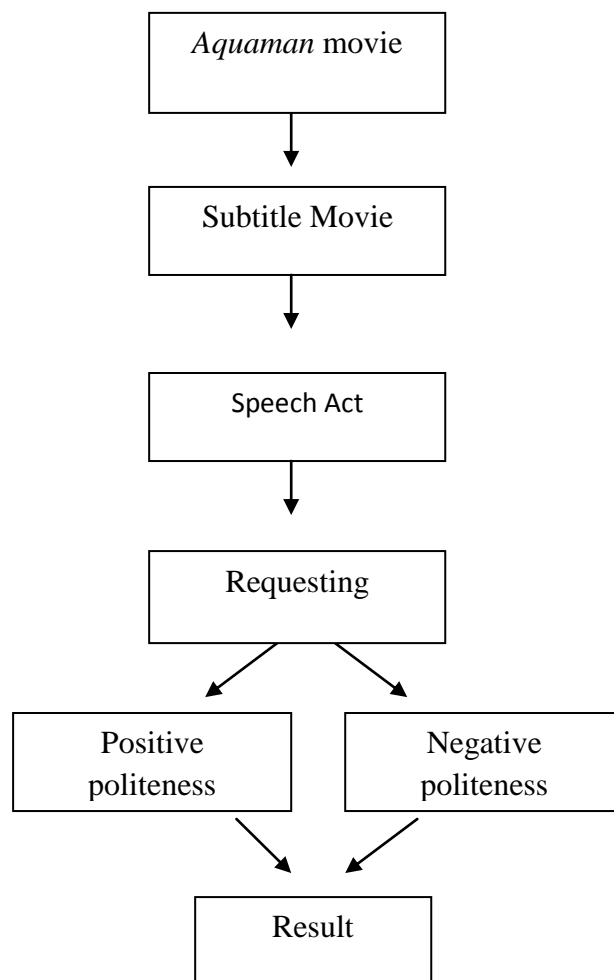
Figure 2.1 conceptual framework

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design used in this study is descriptive qualitative study. It means that this research uses descriptive method which emphasis on describing the data used in the research. In conducting the research, the researcher only examines the data and it is not propose any hypothesis as it started from a phenomenon.

In this research, the researcher finds the phenomena which are in the form of subtitle of original movie script *Aquaman*. There are some utterances to be analyzed. Therefore, the researcher is interested in conducting a research to analyze request speech act of the subtitle.

B. Source of Data

The source of data was taken from the script in *Aquaman* Movie. The data was requested speech act in *Aquaman* Movie. And then the researcher took positive politeness and negative politeness in the script *Aquaman* movie.

C. The Technique of Data Collection

The data research was collected through the following steps :

a. The number of the datum

b. The title of the movie. This research uses a movie entitled *Aquaman*.

c. The types of request speech act employed by the characters based on
    Searle's theory the researcher used speaker-based condition type and
    hearer-oriented condition.

    To make the coding of datum clearer, the researcher gives an example
as presented below:

08/A/SBC/W/N

The coding above means that the datum was number eight (8), A
means *Aquaman.* Meanwhile SBC is the type of request speech act that is
speaker-based condition. Then, W is the condition of speaker-based condition
that is Whises. Last, N is one of the politeness strategies is applied in that
datum, is negatives.

D. Technique of Data Analysis.

There were some steps to analyze the data in this research, there
    were:
a. The writer determined all utterances which iscategorize as request speech
    act.
b. The data of request was more than classify based on speaker-based
    condition and hearer-oriented condition.

The writer label the data in the form of code based on the number of datum,
the title of the movie, and the types of request speech act (Speaker-based
condition and hearer-oriented condition).

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data were taken from the utterances found in the *Aquaman* movie that is written in the movie script or generally called with subtitle. The movie script or subtitle already translated in English. The movie script is presented in Appendix. In this research, the researcher tried to describe some point that include: The types of request speech act used in the *Aquaman* movie script, there are positive politeness and negative politeness.

Table 4.1 Data Collection

No.	Utterance
1.	"**Put two ships in the open sea** "
2.	I was **gonna** make you some eggs
3.	**without** wind or tide, they will come together
4.	**Let's go home and work** on your ta moko. Huh?
5.	We are something else.**Try Arthur Treacher.**
6.	come on, **loser**!
7.	come on, **hurry up**!
8.	**Take** him!
9.	come**over** here!
10.	listen! I'm **gonna** tell you the same thing

11.	**damn** you!
12.	**bullshit**. You're doing it. Aren't you? Huh?
13.	**stop** that, come on!
14.	**could** we get a picture with you?
15.	**I** will return to you, when it's safe!
16.	**let's** us settle his claimin the ancient way
17.	**I'll** make you a deal. I won't tell you how to captain
18.	**let's** go, Lady Mera!
19.	**come** on, hurry up!
20.	**it'll** make you better!

B. Data Analysis

After collecting the data contained in *Aquaman* movie. They were classified based onrequesting speechact, they were positive politeness and negative politeness. There were some steps to analyze the data in this research. First, the writer determined all utterances which were categorized as request speech act using Searle's theory. Next, the data of request were than classified based on speaker based condition and hearer oriented condition using Trosborg's theory and the type of request speech act (speakerbased conditionand heareroriented condition).

To answer the problem of the research, the researcher analyzed the types of request using speakerbased conditionand heareroriented condition.

Speakerbased condition consists of wishes or desires and demands or needs. Meanwhile, hearer oriented condition consists of ability or willingness and suggestory formulae. The writer than determined the politeness strategy of each datum of speakerbased conditionand heareroriented conditionbased on Brown and Levinson's theory. They are positive politeness, negative politeness. Finally, the writer could find out the factors which influence the speaker to use request speech act of speakerbased condition by considering the politeness strategy.

1. The Strategy of Negative Politeness in Request Speech Act

In this kind of request speech act, the speaker places his or her interest abovethe hearer's. This request becomes more direct in its demand. There were two strategies used in speakerbased condition.

In this writer, the speaker finds both kinds of those strategies. Therefore, the total datausing this strategy are data. There were data that show the strategy of negative politeness.

1. Datum number :01/ A/ SBC/ W/ N

Duration:00:01:07,927→00:01:10,426

Contextof situation:Thomas wants tohelp Atlanta on a very stormy night. But the Atlanta had the incident and the Atlanta can't hear what the Thomas said.After that Thomas brings Atlanta to the home.

Thomas: put two ships in the open sea!

Atlanta : (not answering)

The datum above shows that Thomas, as the speaker, is in a position of help to Atlanta, as the hearer. Then it is not marked by the use of subject as the person who requests something from the hearer.In this context, Thomas wishes Atlanta to hearwhat the speaker said. Thomas makes a request by using the word "put" to make it negative politeness.Therefore, it can be said that Thomas makes a request to Atlanta by showing her wish.

2. Datum number:02/ A/ SBC/ W/ N

   Duration : 00:03:15,186→00:03:16,920

   Context of situation: Atlanta realized that until the home's Thomas, but the Atlanta keeps silence. And the Thomas wants to make some eggs to keep healthy for her body.

   Thomas : I was gonna make you some eggs

   Atlanta : (not answering)

The datum above shows that Thomas as the speaker and Atlanta as the hearer. Thomasis in a position of control of Atlanta.It is marked by the use of subject "I" as the person who needs something from the hearer. In this context, Thomas makes request by himself. Hans wants Atlanta want the eggs. But the have the word "gonna" that negative politeness.

3. Datum number : 03/ A/ SBC/ W/ N

   Duration: 00:01:10,428→00:01:13,765

   Context of situation: Because Thomas uses the sentence not have the subject for the Atlanta. Thomaswants to calm downAtlanta, that Thomas just wants to help Atlanta.

Thomas : without wind or tide, they will come together

Atlanta: (not answering)

The datum above, the request of speakerbased condition is expressed by Thomas that Thomas the kind people, but the speakers not use the subject to the sentence. So the sentence is negative politeness.

4. Datum number :04/ A/ SBC/ W/ N

Duration : 00:30:14,726→00:30:17,126

Context of situation:the friend of Arthur (son of Atlanta and Thomas).

Want to ask the Arthur to go home and work.

Kanes : Let's go home and work on your ta moko. Huh?

Arthur : (not answering)

From the datum above, Kanes (friend of Arthur) it is as speaker, and Arthur it is as hearer, and the speaker wants to ask the Arthur to come the home's Moko, but the as the speaker use the word "let's" and it is negative politeness.

5. Datum number :05/ A/ SBC/ W/ N

Duration : 00:01:45,196→00:01:47,130

Context of situation: the friend of Arthur (son of Atlanta and Thomas).

Want to ask the Arthur to go home and work.

David: we are something else. Try Arthur teacher.

Arthur : (not answering)

From the datumabove, David (friend of Arthur) it is as speaker, and Arthur it is as hearer, and the speaker wants Arthur to try because have the something

else. And for the sentence the speaker use the negative politeness use the word "try" for the hearer.

6. Datum number :06/ A/ SBC/ W/ N

   Duration : 00:09:35,963→00:09:38,097

   Context of situation: the friend of Arthur (son of Atlanta and Thomas). Want to ask the Arthur to go and ask Arthur to come and follow him.

   David : come on, loser!

   Arthur : shit!

From the datum above, David (friend of Arthur) it is as speaker, and Arthur it is as hearer, and the speaker wants Arthur to come and ask the Arthur to follow him. And for the sentence the speaker use the negative politeness use the word "loser" for the hearer.

7. Datum number :07/ A/ SBC/ W/ N

   Duration : 00:12:06,013→00:12:08,180

   Context of situation: the King wants to ask Arthur to come and hurry up so that the King can solve the problem about Atlantis.

   King : come on, hurry up!

   Arthur : (not answering)

From the datum above, King as speaker, and Arthur as hearer, and the speaker wants Arthur to come and ask the Arthur to hurry up. And for the sentence the speaker use the negative politeness use the word "come on" and "hurry up" for the hearer.

8. Datum number :08/ A/ SBC/ W/ N

   Duration : 00:06:14,830→00:06:08,688

   Context of situation: king have the problem about the Atlantis, and then the king want to take the Arthur to change the *Aquaman*.

   King Orvax: Take him!

From the datum above, King it is as speaker, and theAtlantis it is as hearer, and the speaker wantthe Atlantis to take Arthur to change be *Aquaman*. And for the sentences the speaker used the negative politeness use the word "take" for the hearer.

9. Datum number :09/ A/ SBC/ W/ N

   Duration : 00:09:38,099→00:09:40,566

   Context of situation: Thomas wants to stop what Arthur's said, because her son angry with her dad.

   Atlanta: come over here!

From the datum above, Atlanta it is as speaker, and Arthur it is as hearer, and the speaker wants Arthur (her son) to come and ask Arthur to come for her. And for the sentences the speaker used the negative politeness use the word "come" for the hearer.

10. Datum number :08/ A/ SBC/ W/ N

    Duration : 00:30:42,654→00:30:44,487

    Context of situation: Thomas wants to Atlanta hear what the speaker said that Thomas want to tell same thing for the Atlanta.

    Thomas : listen! I'm gonna tell you the same thing.

From the datumabove, Thomas it is as speaker, and Atlanta it is as hearer, and the speaker wants Atlanta to hear what the speaker said and want to tell same thing for Atlanta. For the sentences the speaker uses the negative politeness because use the word "gonna" for the hearer.

11. Datum number :12/ A/ SBC/ W/ N

Duration : 00:21:11,620→00:21:13,290

Context of situation:David feelings great than Arthur so that David want to compete with Arthur to make the superhero in the Atlantis.

Arthur: damn you!

From the datum above,David it is as speaker, and Arthur it is as hearer, and the speaker wants Arthur to give up for him, because David is the superhero and greater than Arthur for save the Atlantis. And for the sentences the speaker use the negative politeness because not use the subject for the sentence.

12. Datum number :12/ A/ SBC/ W/ N

Duration : 00:23:27,855→00:23:32,024

Context of situation: Arthur angry with the David (his friends) that many liar to Arthur and Arthur bored for David and don't want to hear again what David said.

Arthur : bullshit. You're doing it. Aren't you? Huh?

From the datumabove, Arthur it is as speaker, and David it is as hearer, and the speaker wants David to stop for talking about anything, because Arthur never believes again for David. And for the sentences the speaker use the

negative politeness because use the word "bullshit" and we know that is the bad words for the sentence.

2. The Strategy of Positive Politeness in Request Speech Act

In this kind of request speech act, the speaker places his or her interest above the hearer's. This request becomes more direct in its demand. There were two strategies. There were data that show the strategy of positive politeness.

1. Datum number :01/ A/ SBC/ W/ P

   Duration : 00:09:38,963→00:09:42,835

   Context of situation: Thomas wants to stop what Arthur's said, because her son angry with her dad.

   Thomas : stop that, come on!

From the datumabove, Thomas it is as speaker, and Arthur it is as hearer, and the speaker wants Arthur to stop what said of Arthur and ask the Arthur to come for him. And for the sentences the speaker used the positive politeness use the word "stop" and "come" for the hearer.

2. Datum number :02/ A/ SBC/ W/ P

   Duration : 00:09:38,963→00:09:42,835

   Context of situation: *Aquaman* had been super hero and many people know and like him to get the picture.

   people:could we get a picture with you?

   Arthur : yes, you can

From the datum above, people it is as speaker, and Arthur it is as hearer, and the speaker wants Arthur to get the picture with them. And for the sentences the speaker used the positive politeness because have the word "could" for the hearer.

3. Datum number :03/ A/ SBC/ W/ P

   Duration : 00:08:27,228→00:08:19,354

   Context of situation:David wants to return for the people. So that people can be safe.

   David: I will return to you, when it's safe!

   People : (cheered up)

From the datumabove,David it is as speaker, and people it is as hearer, and the speaker wants people to returnand ask people to return so that can be save. And for the sentences the speaker use the positive politeness used the subject for the sentence.

4. Datum number :04/ A/ SBC/ W/ P

   Duration : 00:03:33,637→00:03:33,905

   Context of situation: Thomas wants to stop what Arthur's did, and wants the Atlanta believe for the Atlanta because it makes better.

   Thomas : it'll make you better!

   Arthur : (not answering)

From the datumabove, Thomas it is as speaker, and Atlanta it is as hearer, and the speaker wants Arthur to believe that everything is fine and will make be

better. And for the sentences the speaker used the positive politeness use the subject for the sentence.

5. Datum number :05/ A/ SBC/ W/ P

Duration : 00:59:57,737→01:07:58,570

Context of situation:king wants the people to settle them, and have the ancient way for the problem what happen in the Atlantis.

King: let's us settle his claim in the ancient way.

People : (cheered up)

From the datumabove,king it is as speaker, and people it is as hearer, and the speaker wants people to calm down and believe that everything is fine in the Atlantis. And for the sentences the speaker used the positive politeness.

6. Datum number :06/ A/ SBC/ W/ P

Duration : 00:0:38,963→00:09:42,835

Context of situation: Thomas wants to stop what Arthur's said, because her son angry with her dad.

Thomas : stop that, come on!

Arthur : (not answering)

From the datumabove, Thomas it is as speaker, and Arthur it is as hearer, and the speaker wants Arthur to stop what said of Arthur and ask the Arthur to come for him. And for the sentences the speaker used the positive politeness use the word "stop" for the hearer.

7. Datum number :07/ A/ SBC/ W/ P

Duration : 00:12:20,495→00:12:29,533

Context of situation: Thomas wants to make the decided for the King, but the King still not believe for Thomas to keep Atlantis, and everything will be better.

Thomas : I'll make you a deal. I won't tell you how to captain

King : (not answering)

From the datumabove, Thomas it is as speaker, and King it is as hearer, and the speaker wants King to make a deal or make decision what the speaker said for the king. And for the sentences the speaker used the positive politeness use the word "I" for the subject in the sentences.

8. Datum number :10/ A/ SBC/ W/ N

Duration : 00:09:38,963→00:09:42,835

Context of situation: Thomas wants to ask Lady to the Atlantis with the Atlanta.

Thomas : let's go, Lady Mera!

Lady : (not answering)

From the datumabove, Thomas it is as speaker, and Lady it is as hearer, and the speaker wants the hearer to follow the speaker to the Atlantis. And for the sentences the speaker use the positive politeness use the word "let's go" for the hearer.

The writer uses BrownandLevinson's theory to analyze the politeness strategy used in *Aquaman*. They propose four kinds of politeness; namelypositive politeness, negative politeness strategy. However, the writer finds only two of

politeness strategies in this research. They are negative politeness and positive politeness. The followings is the descriptions of each strategy.

Table 4.2. The Percentage of The Types of Requesting Speech Act

No.	Types of Request Speech Act	Total	Percentage
1.	Positive Politeness	8	0.4%
2.	Negative Politeness	12	0.6%
Total		**20**	**100%**

The table above shows that there were 20on request speech acts found in the *Aquaman* movie script, they were positive politeness the amount of 8 (0,4%) negative with the amount of 12 (0,6%). After the researcher analysis the most dominant types of request speech acts used in the *Aquaman* movie. The reason is because the main character in the *Aquaman* movie has many utterances about report and informing his/her experiences or activities. From those findings, the percentage of each type of Perlucotionary acts can be taken by using the formula:

$$\times = \frac{F}{N}\text{x}100\%$$

C. Research Findings

The finding of this research was identified as the following : After analyzing the data, it was found that there are two types of request speech acts in the *Aquaman* movie script. They were positive politeness were8 (0.4%),

and negative politeness were 12 (0.6%). The total utterance of perlocutionary acts was 20. The most dominant types of request speech acts in the *Aquaman* is negative politeness consist of 12 utterances from 20 utterances. Based on the result, the reason of the most dominant type of request speech act acts used by the main character found in the *Aquaman* movie script is negative politeness because the speaker in the main character has many utterances about report and informing her/his experience or activities.

D. Discussion

Based on *Aquaman,* the writer found 20 data showing request speech act. They were positive politeness were8 (0.4%), and negative politeness were 12 (0.6%). Politeness strategy used by the characters of the movie is also analyzed and categorized, based on Brown and Levinson's theory. However, the writer only finds two types of politeness strategy. They are positive politeness and negative politeness.

Positive politeness used by the characters provides an attempt to minimize damage to the hearer's face. The speaker wants to avoid the conflict and to minimize the social distance between the speaker and the hearer. Some data showing positive politeness are marked by the expression like, "*Can I..*" and "*Could you…*"

Negative politeness is applied by considering hearer's desire not to be impeded. The characters use this strategy to express respect and

consideration. Some data showing negative politeness are marked by the expression like "*please,…*" "*help me!*" and "*Put in the..*".

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

Having analyzed the utterances found in the *Aquaman* Movie. Conclusions can be stated as in the following :

1. There were two types of speech acts categories by Brown and Levinson's in the *Aquaman* Movie, they were :

   a. Positive Politeness with the amount of 8 (0.4%)

   b. Negative Politeness with the amount of 12 (0.6%)

2. The most dominant types of requesting speech act in *Aquaman* Movie is negative politeness.

3. The reason of the dominant types of requesting speech act used by the main character found in *Aquaman* movie is negative politeness because the speaker in the main character has many utterances about negative politeness to the listener. According to Thomas (1995:150) stated that "politeness was a real-world goal (politeness interpreted as a real desire to be pleasant to others or as the underlying motivation for an individual's linguistic behavior)".

B. Suggestions

In relations to the conclusions, suggestions are staged as in the following :

1. For English students there are various topics in pragmatics which have not been explored largely, the writer suggests that the English Department students read this final project before making final projects which explore other topics in pragmatics studies, such as deixis, maxims, implicature, etc.

2. For lectures, so far the pragmatics study in English Department of UMSU isnot yet provided to the students of Education Program. Therefore it is better to give this study linguistics deeper.Besides it is also useful in teaching learning process such as in teaching speakingbecause the students will get better knowledge about how to use language or uttersomething in a certain situation.

3. For readers, especially English Department students, the researcher justtook one kind of speech act from one linguist that is classification of speech act by Brown and Levinson. There are many other speech acts from other linguists which should beexplored further.

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APPENDIX

APPENDIX 1 :MovieScript of *Aquaman*

00:01:07,927-->00:01:10,426

"Put two shipsin the open sea "

00:01:10,428-->00:01:13,765

"without wind or tide,they will come together."

00:01:35,854-->00:01:40,525

That's how my parents met.Like two ships destined for each other.

00:01:45,196-->00:01:47,130

We are something else. Try Arthur Treacher.

00:01:54,406-->00:01:55,604

It's okay.

00:02:03,315-->00:02:07,649

Easy. You weren't breathing.

00:03:15,186 --> 00:03:16,920

I was gonnamake you some eggs

00:03:32,136 --> 00:03:33,635

Go on, try it.

00:03:33,637 --> 00:03:34,905

It'll make you better.

00:20:07,690 --> 00:20:09,523

Help me! He's trapped!

00:20:32,214 --> 00:20:33,515
Get outta here! I got this!

00:24:41,763 --> 00:24:43,461
Could we geta picture with you?

00:30:14,726 --> 00:30:17,126
Let's go home and work on your ta moko. Huh?

00:35:30,407 --> 00:35:32,741
Come on, Pops.

00:35:33,542 --> 00:35:36,277
Come on! He's not breathing.

00:35:36,279 --> 00:35:37,579
Move! Let me help.

00:57:38,291 --> 00:57:39,758
Let's go, Lady Mera.

00:58:49,894 --> 00:58:53,130
I'm going to give youone chance.

00:59:57,362 --> 01:00:00,597
Let us settle his claimin the ancient way.

01:07:56,737 --> 01:07:58,570
Listen, it worked for Pinocchio.

01:07:58,572 --> 01:08:01,375
Never mind. Come here, get in. Come on.

01:10:11,472 --> 01:10:13,405
Look on the bright side,

00:01:10,428 --> 00:01:13,765
"without wind or tide,
they will come together."

00:01:35,854 --> 00:01:40,525
That's how my parents met.
Like two ships destined for each other.

00:01:45,196 --> 00:01:47,130
We are something else.
Try Arthur Treacher...

00:01:54,406 --> 00:01:55,604
It's okay.

00:02:03,315 --> 00:02:07,649
Easy. You weren't breathing.

00:02:21,099 --> 00:02:23,598
They were
from different worlds.

00:02:24,969 --> 00:02:27,069
But life,
like the sea,

00:02:27,071 --> 00:02:29,540
has a way
of bringing people together.

00:03:12,616 --> 00:03:13,884
Uh...

00:03:15,186 --> 00:03:16,920
I was gonna
make you some eggs.

00:03:19,290 --> 00:03:20,689
Just don't eat my dog, okay?

00:03:24,295 --> 00:03:25,627
It's okay.

00:03:25,629 --> 00:03:27,165
I made tea.

00:03:32,136 --> 00:03:33,635
Go on, try it.

00:03:33,637 --> 00:03:34,905
It'll make you better.

00:03:55,826 --> 00:03:57,961
So, uh, who are you?

00:04:02,199 --> 00:04:03,734

Atlanna.

00:04:05,502 --> 00:04:07,237
Queen of Atlantis.

00:04:08,972 --> 00:04:10,872
Wow.

00:04:10,874 --> 00:04:15,845
I'm Tom. Keeper of lighthouse.

00:04:46,976 --> 00:04:49,043
She had fled
an arranged marriage.

00:04:49,045 --> 00:04:51,078
Left her whole world behind.

00:04:51,080 --> 00:04:53,280
But in my father's lighthouse,

00:04:53,282 --> 00:04:55,751
she found something
unexpected.

00:04:58,387 --> 00:05:02,359
And my father
found the love of his life.

00:05:06,997 --> 00:05:08,563
Category 4 Hurricane Arthur

00:05:08,565 --> 00:05:11,466
is due to make landfall
sometime after 2:00 p.m.

00:05:11,468 --> 00:05:13,803
How about Arthur?

00:05:14,404 --> 00:05:15,871
After the hurricane?

00:05:15,873 --> 00:05:20,575
After a legend.
He's a king, isn't he?

00:05:20,577 --> 00:05:23,378
He's more than that.

00:05:23,380 --> 00:05:27,048
He's living proof
our people can coexist.

00:05:27,050 --> 00:05:29,919
He could unite
our worlds one day.

00:05:37,960 --> 00:05:42,096
And the trident could only
be wielded by the strongest Atlantean.

00:05:42,098 --> 00:05:47,435
And it gave King Atlan mastery
over the seven seas.

00:05:47,437 --> 00:05:51,640
It made him so powerful that
the ocean itself became jealous

00:05:51,642 --> 00:05:56,110
and sent a terrible earthquake
to destroy Atlantis.

00:05:56,112 --> 00:05:58,512
Down it fell,
to the bottom of the ocean.

00:05:58,514 --> 00:06:03,117
But, legend has it that one
day a new king will come

00:06:03,119 --> 00:06:05,452
who will use
the power of the trident

00:06:05,454 --> 00:06:08,688
to put Atlantis back together again.

00:06:14,830 --> 00:06:16,765
Take him!

00:06:35,050 --> 00:06:36,417
Queen Atlanna,

00:06:36,419 --> 00:06:38,552
by the authority
of King Orvax,

00:06:38,554 --> 00:06:41,655
you are ordered
to return to Atlantis.

00:06:41,657 --> 00:06:42,924
Atlanna!

00:06:45,528 --> 00:06:47,996
But Atlantis'
memory is long...

00:06:49,831 --> 00:06:52,633
And its king refused
to let her go.

00:07:05,214 --> 00:07:07,481
- Atlanna!
- Tom!

00:07:07,483 --> 00:07:09,385
- My weapon!
- Here!

00:07:35,844 --> 00:07:38,778
Their two worlds
were never meant to meet,

00:07:38,780 --> 00:07:42,181
and I was a product of a love
that never should've been.

00:07:42,183 --> 00:07:44,150
You don't have to do this,
Atlanna. Please.

00:07:44,152 --> 00:07:48,289
No. They will always find me.

00:07:48,291 --> 00:07:50,058
Next time,
they'll send an army.

00:07:52,127 --> 00:07:56,565
I have to go back.
It is the only way to save him.

00:07:59,834 --> 00:08:01,570
Save you.

00:08:06,141 --> 00:08:08,176
Where I come from...

00:08:09,811 --> 00:08:12,814
The sea carries

our tears away.

00:08:15,350 --> 00:08:16,351
Not here.

00:08:17,686 --> 00:08:19,354
Here you feel them.

00:08:27,228 --> 00:08:31,566
I will return to you.
When it's safe.

00:08:32,434 --> 00:08:33,566
One day.

00:08:33,568 --> 00:08:36,504
Right here, at sunrise.

00:08:39,441 --> 00:08:41,008
We'll be together again.

00:08:42,876 --> 00:08:45,745
You stay strong,
my little prince.

00:08:45,747 --> 00:08:47,948
I'll always be with you.

00:08:56,223 --> 00:08:59,427
Don't let him forget me. Hmm?

00:09:24,252 --> 00:09:26,853
All life came from the sea,

00:09:26,855 --> 00:09:29,122
so if we want
to understand ourselves,

00:09:29,124 --> 00:09:31,090
we must journey
to where we began.

00:09:31,092 --> 00:09:35,961
Now, today, we have better maps of
Mars than we do of our own sea floor.

00:09:35,963 --> 00:09:38,097
Come on, closer.
Come on, fishy.

00:09:38,099 --> 00:09:40,566
- Come on. Come over here.
- Boys!

00:09:40,568 --> 00:09:42,835
Stop that. Come on.

00:09:42,837 --> 00:09:45,003
Come along.

00:09:45,005 --> 00:09:48,940
Bye, fishy. Bye.

00:09:48,942 --> 00:09:52,077
My name's Arthur.
What's yours?

00:09:52,079 --> 00:09:55,280
- You guys hungry? Me, too.
- Check it out.

00:09:55,282 --> 00:09:57,817
Arthur is talking to the fish.

00:09:57,819 --> 00:09:59,519
Such a freak, Arthur.

00:09:59,521 --> 00:10:02,154
- Stop!
- What are you gonna do about it, freak?

00:10:02,156 --> 00:10:04,322
Stop it! Don't!

00:10:04,324 --> 00:10:05,527
Let me go!

00:12:03,042 --> 00:12:04,308
Who are you?

00:12:04,310 --> 00:12:06,011
Come on, let's go.
Move it.

00:12:06,013 --> 00:12:08,180
Come on. Hurry up.

00:12:17,290 --> 00:12:18,990
Sir, we've secured
the captain.

00:12:18,992 --> 00:12:20,859
Distress signal's disabled.

00:12:20,861 --> 00:12:22,493
We're running dark again.

00:12:22,495 --> 00:12:24,896
But they heard it.
You can count on it.

00:12:24,898 --> 00:12:29,533
I'll make you a deal.
I won't tell you how to captain...

00:12:29,535 --> 00:12:31,737
And you don't tell me
how to pirate.

00:12:42,815 --> 00:12:44,481
Where's the rest of the crew?

00:12:44,483 --> 00:12:46,317
Decided discretion

was the better part of valor

00:12:46,319 --> 00:12:48,419
and sealed themselves up
in the torpedo bay.

00:12:48,421 --> 00:12:50,120
Our reputation precedes us.

00:12:50,122 --> 00:12:51,789
Your reputation.

00:12:51,791 --> 00:12:53,225
This is your win.

00:12:58,030 --> 00:12:59,433
Here.

00:13:00,934 --> 00:13:03,200
Can't take that piece of junk.

00:13:03,202 --> 00:13:04,638
It's the love of your life.

00:13:06,138 --> 00:13:08,475
I never told you
the story behind it.

00:13:09,408 --> 00:13:11,910
This was your grandfather's.

00:13:11,912 --> 00:13:15,680
He was one of the Navy's first
frogmen during World War II.

00:13:15,682 --> 00:13:21,418
He was so stealthy in the water,
his unit nicknamed him Manta.

00:13:21,420 --> 00:13:24,188
But after the war,
his country forgot about him.

00:13:24,190 --> 00:13:28,762
So, he went back to the sea,
scavenging and surviving with his wit...

00:13:29,295 --> 00:13:31,328
And this knife.

00:13:31,330 --> 00:13:34,367
He gave it to me
when I was your age.

00:13:37,169 --> 00:13:38,871
And now it's yours, son.

00:14:07,700 --> 00:14:09,635
Did we just hit something?

00:14:11,137 --> 00:14:14,303
No. Something hit us.

00:14:14,305 --> 00:14:15,806
Sir, there's something
out there.

00:14:15,808 --> 00:14:17,007
Another submarine?

00:14:17,009 --> 00:14:18,642
Uh... No. I think it's a man.

00:15:07,059 --> 00:15:08,594
That's not a man.

00:15:12,198 --> 00:15:16,667
Alpha, to the right.
Bravo team, sweep the passageway.

00:15:38,224 --> 00:15:39,624
Permission to come aboard?

00:17:10,148 --> 00:17:11,416
Aquaman!

00:17:39,844 --> 00:17:42,881
I've waited
a long time for this.

00:17:56,526 --> 00:17:58,129
Am I supposed to know
who you are?

APPENDIX 2 : Synopsis Film *Aquaman*

The story opens in the small, seaside village of Amnesty Bay, Maine, in 1985. On a very stormy night, lighthouse keeper Thomas Curry (Temeura Morrison) discovers an unconscious woman (Nicole Kidman) washed up on the shore with a wound in her abdomen. He brings her to his home and shelters her. Although she appears frightened and confused when she wakes up, Thomas shows her kindness and tends to her wound. She tells him her name is Atlanna, queen of Atlantis, and the two begin a romantic relationship.

Thomas and Atlanna spend the next few years together, and they become parents to a son, Arthur. Everything seems lovely until one day when a team of Atlantean commandos burst into their home and start to attack with the intention of taking Atlanna back to her betrothed, King Orvax. Atlanna fights back and beats the commandos down, leaving her time to get away with Thomas and Arthur. Atlanna tells Thomas she must return to Atlantis for his and Arthur's safety, but she vows to return to both of them someday. She kisses Thomas goodbye and jumps back into the ocean, leaving Arthur her five-tined sea fork for when he is ready to use it.

Years later, we see Arthur as a child on a school field trip to the aquarium. He is seen talking to the fish, and two bullies start to taunt and mock him for it. A shark then starts banging on the glass, cracking it slightly and scaring everyone else. They watch in astonishment as all the sea creatures gather right behind Arthur, and his eyes glow yellow as he has them at his command.

Twenty years later, a team of pirates led by Jesse Kane (Michael Beach) and his son David (Yahya Abdul-Mateen II) take over a Russian submarine. After subduing the men on board, the villains find that they hit something, or rather, something hit them. It's the now adult Arthur (now played by Jason Momoa), better known by many as Aquaman, coming to the rescue. He makes his way into the sub and starts fighting the pirates, laying them all out with ease before going after the Kanes. Jesse fires an RPG at Arthur, thinking he's killed him, but Arthur picks himself up, completely unscathed. Arthur retaliates by piercing Jesse in the chest. The sub starts to take on water, and Jesse gets pinned under a torpedo. David desperately tries to free his father and pleads for Arthur's help, but he refuses to save Jesse because he and his son have killed innocent people. David continues trying to free Jesse, but he knows his time is almost up, and he pulls out a grenade before ordering David to get out and to go kill Arthur. David reluctantly listens and climbs out of the sub as he hears Jesse set off the grenade. Arthur rescues the other Russian crewmen while David gets away in another sub.

Arthur joins Thomas as he waits on the docks for Atlanna as he has all these years. The two go to a bar where they see a news report of Aquaman's heroics, and Thomas knows it was his son. He reminds Arthur how he is meant to unite both the surface world and the kingdom of Atlantis. A group of bikers then approach Arthur, seemingly looking for a fight, but they actually just want to take pictures with him.

Down in Atlantis, Arthur's half-brother Orm (Patrick Wilson) is with Arthur's mentor NuidisVulko (Willem Dafoe) as they prepare to meet with King

Nereus of Xebel (Dolph Lundgren). Orm wants Nereus to form an alliance with him in a supposed effort to unite the other kingdoms of the sea, but Orm really wants an excuse to attack the surface world, believing they will strike upon Atlantis first. Nereus is also aware of Arthur's existence, though Orm refuses to acknowledge his half-brother or that his mother lived among the surface dwellers. Just then, a blast hits the area, and a submarine comes in for an attack. Orm and Nereus round up their forces to strike back, and Orm manages to send the sub crashing to the lowest depths of the ocean. Nereus is then convinced to side with Orm as they prepare to send a message to the surface.

That evening, Arthur and Thomas are leaving the bar when Arthur is found by Princess Mera (Amber Heard), daughter of Nereus. She warns Arthur that Orm is planning to wage war on the surface, and that the lives of people both on land and sea will be in danger. Arthur doesn't seem interested, even as Mera tells him that Vulko has found a path to the long lost Trident of Atlan, which can be used to defeat Orm and allow Arthur to claim his place as king of Atlantis. Arthur remains unmoved, due to his belief that the Atlanteans executed his mother, but he promises to handle Orm his own way if he does attack. Meanwhile in the North Sea, Orm and his commandos meet with David. Orm hands David his payment (in gold coins), but David wants to get his hands on Aquaman whom he blames for the death of his father.

A massive tidal wave heads toward the mainland as Arthur and Thomas are driving home. It strikes their truck and pulls Arthur out. He frantically swims back to his father, but with Mera's help, they are able to get Thomas out of the

water and revive him. Arthur looks upon the now devastated land and is convinced to join her to stop Orm.

The two head toward a cliff side to dive into the ocean, the same place where Vulko taught Arthur how to swim, master his Atlantean instincts and fight with his mother's sea fork. Arthur and Mera board her watercraft and ride past Atlantis to make it to a sunken ship to meet Vulko. He tells Arthur that the legend of Atlan's trident is real, as it belonged to the founding king Atlan (Graham McTavish) and was forged from powerful steel, designed to allow someone worthy to rule over Atlantis. Back then, Atlantis prospered on the surface and made impressive technological advancements, but their drive for power ultimately brought their downfall, and Atlantis sunk to the bottom of the ocean. However, their advancements also helped Atlanteans evolve and breathe underwater, while others regressed and mutated into monstrosities. Atlan would spend the rest of his life in exile. Vulko provides Arthur and Mera with a cylinder to find the final resting place of Atlan, just before they are attacked by a commando. Arthur and Mera fight them, but another more powerful group led by Murk (LudiLin) arrive and capture Arthur.

Arthur is brought before Orm so that they can finally meet. Taunting Arthur with the belief that his mother was executed for bearing a child from the surface, Arthur suddenly feels he's to blame for his mother's alleged death. Orm also explains his position and hatred for the surface world due to the harm that they have inflicted upon the oceans. He offers to let Arthur leave and never return,

but Arthur challenges him to a duel, his right as an Atlantean. Despite objections from Vulko and Mera, Orm accepts.

Arthur gears up for the duel, wielding his mother's sea fork. Meanwhile, Orm gives Mera, his betrothed, a bracelet that he says belonged to Atlanna. A flashback shows Vulko training him to properly use it, even showing him a move that creates a type of water shield. Young Arthur believed that Atlanna abandoned him because she didn't love him or his father, but Vulko told him that she was executed by being fed to the creatures of The Trench.

In the present, Arthur heads to the Ring of Fire where the duel commences before an ecstatic crowd of people, most of whom have sided with Orm. Although Arthur puts on a respectable display of force, Orm attempts to drag him down into the lava to kill him. Arthur escapes Orm's clutches, but the evil king uses his trident to destroy Arthur's fork. Mera intervenes and takes Arthur out of the arena before Orm can strike a fatal blow. The two escape in her watercraft and are pursued by Orm's men. Their ship is shot down, but Arthur and Mera escape, although Orm is led to believe that they were killed. The two hide in the mouth of a whale that Arthur summons so that it can take them somewhere safe above the surface.

Orm finds out about Arthur and Mera surviving, and he orders his commandos to find them, but Nereus forces Orm to ensure that Mera is brought back safely. Orm then goes to contact David and allows him to lead the commandos to find Arthur and Mera, and he equips David with

Atlanteanweaponry to ensure that Arthur is killed. David does some personal tweaking to the weapons and suit to his own liking.

Arthur and Mera board a plane to take them to the Sahara desert, and they jump out with no parachutes. Mera tells Arthur that the Sahara was once covered by the ocean and they walk until they fall down a hole that brings them to an old temple where Atlan's trident was forged. Mera places the cylinder down on a round platform, but nothing happens until she realizes it must be activated with water. After doing so, it activates a holographic message from Atlan with instructions on how to locate the trident. Arthur then finds a bottle with a map inside that tells them their next stop is in Sicily.

Orm meets with the Fisherman King (DjimonHounsou) in an attempt to get him to join forces, but the King refuses, and Orm kills him in front of his wife and daughter. He then orders them to have their people join him.

Arthur and Mera arrive in Sicily where they briefly indulge in the activities among the surface dwellers. They find a spot among the statues of past leaders where they will know where the trident lies. Arthur figures it out by putting the bottle in the hand of a statue of Romulus, according to Atlan's message. When placed there, Arthur and Mera see the direction of the trident's location, which is in the Trench. They are then attacked by David, now calling himself Black Manta, and his commandos. He fires a laser from his helmet at Arthur, while also using weapons that turn water into plasma blasts. Mera takes on the commandos while Arthur battles Manta. She kills off a few and finishes the rest by manipulating red wine and impaling them with it. Arthur manages to send

Manta flying and accidentally blasting himself with his own laser before he falls into the ocean.

Mera treats Arthur's wounds and the two sail to the Trench. He tells her how he feels responsible for David becoming his enemy after refusing to save his father, as well as his doubts that he is a worthy leader or king. Mera assures him he is wrong and that he is the bridge between man and the sea.

Back in Atlantis, Orm is planning his invasion of the surface with his newly united tribes. He finds out that Vulko was working against him and he orders his men to imprison Vulko.

As they sail through a storm, Arthur and Mera are attacked by the hideous creatures of the Trench. They fight back, but a huge horde appears, forcing underwater as the ship is destroyed. Just when it looks like they are doomed, they are pulled out of harm's way by a mysterious being who takes them deep into the trench and up into a tropical chamber with breathable air. To Arthur's surprise, it's Atlanna. He embraces his mother for the first time in years. He also tells her how Thomas has been waiting for her to return after all this time. Atlanna tells Arthur and Mera how she escaped her execution and has been stranded in an uncharted sea. She points out to Arthur that the trident is located behind a nearby waterfall, and only the one true king may enter and come out with the trident. She and Mera give Arthur confidence to head on in.

Arthur enters and sees the trident glowing on a dais. He suddenly comes face-to-face with Karathen (voice of Julie Andrews), a gigantic monster that guards the trident. She doubts Arthur's worth and tries to attack him, but Arthur

then uses his powers to communicate with her, something that only Atlan was also able to do. When Karathen asks Arthur what makes him worthy of wielding the trident, he says he is not worthy, and that he only wants to save both worlds. Karathen is convinced and allows Arthur to take the trident from Atlan's skeleton, giving him greater power and a new suit of gold and green.

Orm, now calling himself Ocean Master, and his forces gather to launch their attack on the surface. A climatic battle begins as Arthur and Mera lead their own forces of sea creatures, including Karathen, to fight back and subdue Orm's army. The creatures take out Orm's men, leading the other Atlanteans to renounce their loyalty to him. Orm then fights Arthur once again, only this time, Arthur forces Orm to the surface to fight on his own turf. Arthur utilizes the trident's power to his advantage, and he shatters Orm's trident, leaving him on his knees. Arthur decides to spare Orm's life, even as he demands to be killed, but Atlannarises from the ocean to greet Orm, and the two embrace. Vulko orders the commandos to arrest Orm, and he goes willingly. Arthur tells Orm that he is willing to talk to him when he is ready. The Atlanteans then accept Arthur as their new king.

Thomas goes down to the docks once again, and is surprised to see that Atlanna has finally returned to him. The two embrace and kiss.

Arthur concludes with a narration stating how destiny has a way of bringing people together the way it brought his parents together. He has now accepted his position as a son of the land, as a king and protector of the seas as... AQUAMAN.

Midway through the credits, David is shown to be alive, and he is found by Stephen Shin (Randall Park), a conspiracy theorist obsessed with Atlantis and Aquaman. When David wakes up, he finds Stephen checking out the Atlantean tech. David offers to show Stephen how it works if he helps him find and kill Arthur/Aquaman.

Form : K-1

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

Perihal   : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat saya yang bertanda tangan dibawah ini

Nama Mahasiswa   : Syarifah Ulfa
NPM   : 1502050297
Prog.Studi   : Pendidikan Bahasa Inggris
KreditKomulatif : 154 SKS   IPK = 3,59

Persetujuan Ket/Sekret Prog.Studi	Judul yang Diajukan	Disahkan Oleh Dekan Fakultas
	Requesting Speech in the *Aquaman* Movie	
	Using Story Tell in Teaching Speaking	
	Improving Students Reading Skills By Using The Mind Map Teaching	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Medan, 19 Maret 2019
Hormat Pemohon

Syarifah Ulfa

Keterangan
Dibuat rangkap 3   : - Untuk Dekan Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang Bersangkutan

Form K-2

Kepada Yth : Bapak/Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
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Asslamu'alaikum Wr. Wb.

Dengan hormat yang bertanda tangan dibawah ini :

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N P M   : 1502050297
Program Studi   : Pendidikan Bahasa Inggris

Mengajukan Permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum dibawah ini dengan judul sebagai berikut :

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

1. Dr. Hj. Dewi Kesuma Nst, SS, M.Hum   Acc 07/03-2019

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya

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

Medan, 26 Februari 2019
Hormat Pemohon

Syarifah Ulfa

Keterangan :
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
                  - Untuk Ketua/Sekretaris Program Studi
                  - Untuk Mahasiswa yang Bersangkutan

Nomor   : 732 /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
               Dan Dosen Pembimbing

Assalamu`alaikum Warahmatullahi Wabarakaatuh

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

Nama   : Syarifah Ulfa
N P M   : 1502050297
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : Requesting Speech in the Aquaman Movie.

Pembimbing   : Dr. Hj. Dewi Kesuma Nst, SS, M.Hum

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 kadaluarsa tanggal : 5 April 2020

Wa`alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 29 Rajab 1440 H
             05 April   2019 M

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
   WAJIB MENGIKUTI SEMINAR

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 : Syarifah Ulfa
NPM : 1502050297
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Requesting Speech in the *Aquamen* Movie

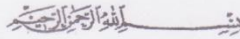| Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
20 April 2019	- Revise chapter I, II, III	
	- check grammar, typing, numbering, pages & Margin, line-space	
	- Enclose the appendix → Movie script of Aquaman	
13 Mei 2019	- background	
	- identification of problem	
	- Previous study → add Jurnal	
	- chapter III	
	- Appendix add more.	
	- Tenses	
20 Mei 2019	- Revision completed	

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum)

Medan, 20 Mei 2019
Dosen Pembimbing

(Dr. Hj. Dewi Kesuma Nst, SS, M.Hum)

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap	:	Syarifah Ulfa
N.P.M	:	1502050297
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	Requesting Speech in the *Aquaman* Movie

Pada hari Kamis tanggal 23 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan,   Juni 2019

Disetujui oleh:

Dosen Pembahas

Dra. Diani Syahputri, M.Hum.

Dosen Pembimbing

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

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.

SURAT PERNYATAAN
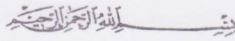
بسم الله الرحمن الرحيم

Saya yang bertandatangan dibawah ini :

Nama Lengkap	: Syarifah Ulfa
N.P.M	: 1502050297
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: Requesting Speech in the *Aquaman* Movie

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,   Juni 2019
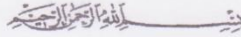Hormat saya
Yang membuat pernyataan,

Syarifah Ulfa

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

UMSU
Unggul | Cerdas | Terpercaya

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap	: Syarifah Ulfa	:
N.P.M	: 1502050297	
Program Studi	: Pendidikan Bahasa Inggris	
Judul Proposal	: Requesting Speech in the *Aquaman* Movie	

benar telah melakukan seminar proposal skripsi pada hari Kamis, tanggal 23, Bulan Mei, Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan,   Juni 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum

Nomor   : 4687 /II.3/UMSU-02/F/2019   Medan, 15 Dzulqaidah 1440 H
Lamp   : ---   18 Juli   2019 M
H a l   : Mohon Izin Riset

Kepada Yth, Bapak Kepala Perpustakaan
Universitas Muhammadiyah Sum. Utara
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, *sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset* untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Pustka Bapak pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama   : Syarifah Ulfa
N P M   : 1502050297
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitia : Requesting Speech in the Aquaman Movie.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

** Pertinggal **

<u>**SURAT KETERANGAN**</u>
Nomor: 2787./KET/II.9-AU/UMSU-P/M/2019

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	:	**Syarifah Ulfa**
NPM	:	**1502050297**
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 :

"Requesting Speech in the Aquaman Movie"

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.
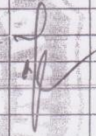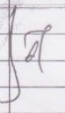
Medan, <u>6 Muharram 1441 H</u>
06 September 2019 M
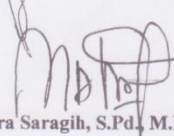
Kepala UPT Perpustakaan,

Muhammad Arifin, S.Pd, M.Pd

BERITA ACARA BIMBINGAN SKRIPSI

PerguruanTinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Syarifah Ulfa
N.P.M : 1502050297
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Requesting Speech in The *Aquaman* Movie

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
27 Agst 2019	Margin, line space, chede grammar		
	Make a name of table in chapter II		
	- Give a brief explanation off showing the data in table		
	- Abstract		
	Acknowledgment		
	- Conclusion		
	- References		
12 Sept 2019	- chek grammer		
	- Data analysis		
	- References (add more)		
	- Achnowledgement		
17 Sept 2019	Analize in description		
24 Sept 2019	Revision complete		
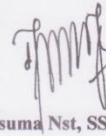
Medan, 25 September 2019

Diketahui oleh :
Ketua Program Studi

Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum.   **Dr. Hj. Dewi Kesuma Nst, SS., M.Hum**

DAFTAR RIWAYAT HIDUP

Data Pribadi

Nama   : SYARIFAH ULFA

Tempat/Tgl Lahir   : Medan, 09 September 1996

Jenis Kelamin   : Perempuan

Agama   : Islam

Warga Negara   : Indonesia

Alamat   : Jl. Bandar klippah No. 72 B

Anak ke   : 2 dari 4 bersaudara

Nama Orang Tua

Ayah   : M. Bahari Yunus

Ibu   : Nelly Fauziah

Alamat   : Jl. Bandar klippah No. 72 B

Pendidikan Formal

1. Sd Muhammadiyah 30, Sumatera Utara Medan

2. Smp Swasta Al-Ulum, Sumatera Utara Medan

3. Smk Swasta Eria, Sumatera Utara Medan

4. Kuliah Di Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera
   Utara Medan

Medan,   September 2019

SYARIFAH ULFA