

# CHAPTER I

## INTRODUCTION

### **1.1. The Background of the Study**

Language is a social phenomenon that surrounds us all. In our daily lives we need language and always use language to communicate with others, express ideas, obtain information from others, either from one person or from several people. Language can express an unlimited variety of concepts while having a finite amount of resources at its disposal, which includes lexical sources and grammar resources. Because individuals tend to understand social phenomena in the same manner, they significantly impact the actions carried out by humans in the world. Sociological phenomena, including such language, are examples of this—things thought to exist in the world and maybe researched further. Language is not only obtained from speaking, but also by listening, reading and writing. In this study I interpret the results of the language in written form obtained from pronunciation.

Language is a communication bridge that is very important in our daily lives, the use of language mostly refers to imperative sentences. Language is a way to convey information. Humans use language to be able to interact with other people. Language can not only be in the form of speech or writing but can also be passed through signs as speech-impaired people do. With language, humans can express their intentions and desires; language is a habit.

Individuals desire while also attempting to time raise their level of knowledge through the education process. With education, the standard of living

and the quality of human beings can also increase, and one's status can also change due to education. Education, for example, can effect significant change by producing a more advanced and qualified generation. If humans take advantage of the knowledge they have acquired during their education, they can bring about changes, both small and big.

Learning English is highly significant in Indonesia since it is a language that is used all over the world. What's more, in an increasingly sophisticated era that currently involves a lot of English, English has been taught in Indonesia from kindergarten to the university level. In learning and teaching English, four macro language skills need to be mastered: listening, reading, writing, and speaking. According to Harmer's theory in Cholipah (2014:1), there are two categories of division in language acquisition. The first skill is the receptive skill, which is a skill that involves receiving messages through listening and reading skills. The second skill is a productive skill, which is the ability to produce language through speaking and writing. In addition to the previously mentioned four skills, a student interested in learning a foreign language must additionally be capable of increasing their vocabulary and either become proficient in or comprehend the language's grammatical.

Every person on earth speaks English as a second or foreign language. Because English is an international language, Indonesians should study it. Many types of educational institutions, from primary schools to junior highs and even universities, provide instruction in English for speakers of other languages. While studying English, students of other languages must pay attention to four basic language comprehension. Harmer (1989:16) identifies the following skills:

listening, reading, speaking, and writing. Listening and reading are referred to as receptive skills, whereas speaking and writing are referred to as productive skills.

Linguistics is related to language, and the English language has its branch of linguistics. Phonetics, phonology, morphology, syntax, and semantics are all branches of linguistics. Among the many areas of study in English is syntax. Syntax, or the study of how words are combined to produce sentences, is an important topic, and the writer raises several interesting points. There are many categories of sentences, and imperative sentences are one of them.

An imperative sentence is in the form of commands instructing the intended listener or subject to do something. The main focus of this study is to find out what imperative sentences are and what types of imperative sentence divisions are, especially when the actors in the film utter commands. The writer chose imperative sentences as part of the thesis title because there are many types of imperative sentences based on their function. The writer interested in investigating what the actors in the Cruella film say and what types of imperative sentences are used most often by the actors in the Cruella film.

Behind the research that the writer currently doing, there was previously a mini preliminary research and other previous research that the writer have completed related to the title of my current research. The research that the writer did in the preliminary research was the result of while the writer was undergoing a program from the government, namely KAMPUS MENGAJAR from KAMPUS MERDEKA, the writer underwent the program for approximately five months. From my preliminary research the writer conducted research in the fifth grade of

elementary school, where the writer researched teachers during online learning via WhatsApp.

## **The Result of Preliminary Research**

### ***Title: The Use of Imperative Sentences by Teachers in the Online Teaching and Learning Process in The Fifth Grade SD Methodist 4 Medan***

In the fifth-grade online learning sessions that took place in a WhatsApp group, there were interpretations of imperative sentences that teachers used. The writer discovered, that imperative sentences serve five distinct functions: Invitation imperative sentence: 2, request imperative sentence: 2, Prohibitions imperative sentence: 1, advise imperative sentence: 1, directions imperative sentence: 3. The writer then proceeded with their research by analysing the purpose of such an imperative sentence in the accompanying ways

#### **Invitation imperative sentences**

Data 1

*“Let’s start religious lessons”*

Data 2

*“I hope everyone is active”*

Based on the data obtained above, the sentences are classified as invitation imperative sentences, because it can be seen from the sentences “Let's start religious lessons”, “I hope everyone is active”. The invitation sentence can be classified as an imperative sentence because there is an order in the form of an invitation to get involved in a certain activity.

#### **Request imperative sentences**

Data 1

*“Please write neatly in your notes!”*

Data 2

*“Please write the continuation of the material”*

These data are classified as request imperative sentences, because it can be seen from the sentences “Please write neatly in your notes!”, “Please write the continuation of the material”. The reason why these sentences are classified as request imperative sentences is because from these sentences it can be seen that there are many requests or expectations to do something.

### **Prohibition imperative sentences**

Data 1

*“Don’t forget when you’re done send to me”*

From the data above, there is 1 prohibition imperative sentences which can be seen from the sentences “Don't forget when you're done send to me”. Those sentences contain sentences that prohibit you not to do something wrong.

### **Advice imperative sentences**

Data 1

*"May God always bless us"*

Based on the data obtained, the sentences are classified as advice imperative sentences, because it can be seen from the sentence "May God always bless us". In the sentences that fall into the category of advice imperative sentences, there is an advice about the implementation of something.

### **Directions imperative sentences**

Data 1

*“Write questions and answers in check!”*

Data 2

*“We Pray and read the Bible first.”*

Data 3

*“We close today's lesson with a prayer”*

Finally, from the directions imperative sentences, there are three sentences that can be classified as directions imperative sentences “Write questions and answers in check!”, “We Pray and read the Bible first.”, “We close today's lesson with a prayer”. The sentences written by the teacher during online learning through the WhatsApp group are an imperative sentence to follow directions in carrying out an activity.

From the first preliminary research above, the researcher concluded that there were many different kinds of imperative sentences, but the most dominant sentence category is from Directions Imperative Sentence.

In order to support the preliminary research mentioned above, the writer include preliminary research data from the Cruella movie below to prove that there are imperative sentences as research objects in the Cruella movie.

**Data 1**

00:01:09,361 --> 00:01:10,445

**Instruction:** *“You have to follow the pattern.”*

Based on the data obtained, the sentences in above are classified as Instruction Imperative Sentence, as can be seen from the sentence *“You have to follow the pattern”*. The sentence gives instructions to the recipient to carry out an activity, where the activity must follow a pattern.

**Data 2**

00:01:14,908 --> 00:01:16,827

**Direction:** *“Your name's Estella, not Cruella.”*

According to the second data above, the sentence above is a Direction Imperative sentence, as seen by the sentence "*Your name is Estella, not Cruella.*" The sentence directs the receiver on which names are correct and which are not.

There is an interpretation of the imperative sentence used by the movie actor in the transcript gathered from the movie Cruella as part of the Preliminary Research. This explanation can be found based on the data shown above. The writer finds and uses the information presented above, that imperative sentences have 2 function, namely: Instruction Imperative Sentence, Direction Imperative Sentence. The writer then continues their research by analyzing the purpose of the imperative sentence.

As a result of the outcomes obtained from the preliminary research, the writer is interested in conducting research similar to preliminary research but tend to focus on a different subject. The main subjects of the writer's research will be the actors in the Cruella Movie, so the title is "An Analysis of Imperative Sentences in Cruella Movie".

## **1.2. The Problems of the Study**

Considering the writer's background, which was just discussed, the problem with the study is:

1. What types of imperative sentences function are found in the Cruella movie?
2. What is the most dominant imperative sentence function use in the Cruella movie?

## **1.3. The Objective of the Study**

From the basis of the research above, the purpose of the study is:

1. To identify the types of imperative sentences function in the Cruella movie.



2. To determine the most dominant types of imperative sentences function in the Cruella movie.

#### **1.4. The Scope of the study**

This research relies on analyzing imperative sentence function that are most dominantly used in the conversations of the Cruella movie actors. Imperative means something that cannot be avoided evaded.

#### **1.5. The Significances of the study**

The implications of this research may be split into two categories:

##### **1.5.1. Theoretically**

- 1) The results of this research are supposed to provide a fresh perspective in terms of enhancing findings and giving additional information and contributions about imperative sentences, especially for linguistics.
- 2) The results from this research will be used as a new model for analysing imperative sentences in utterances.

##### **1.5.2. Practically**

###### **1. The readers**

To enable readers to give new information and knowledge that will assist them in recognizing imperative sentences.

###### **2. Researcher**

The data can be used as a reference for future researchers that analyze the same subject and can be developed into a new analysis model by such researchers.

###### **3. Lecturer**

The writer of this piece of writing has high expectations that it will assist lecturers in identifying analysis in imperative sentences and that it will also assist them in finding a solution to this issue.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### 2.1. Theoretical Framework

This part addresses research theories to present certain concepts that are more explicitly employed in this study to examine imperative sentences from the cast of the movie Cruella. This principle will produce a more accurate evaluation of the chosen variables because it helps the writer narrow the scope of the problem. In order to make sure that the terminology being used is understood, a few references will be explained.

#### 2.2. Linguistic

The Oxford English Dictionary (2023) defines *linguistics* as "relating to, or the science of, language." Phonology, morphology, syntax, and semantics make up the four categories of language components in linguistics. When studying language, linguists use the same methodology as astronomers when studying the cosmos or anthropologists when studying human cultural systems. Without regard to the speakers' socioeconomic status or level of education, linguists are interested in learning about all the languages they come across.

Linguists see that certain forms of language are considered "correct" while others are considered "incorrect" as a social phenomenon, a feature of language used to be studied scientifically. Since there is no intrinsic superiority or inferiority to "right" or "incorrect" variants of the language, linguists are keen to investigate the roots of the perception that some kind of linguistic variation is superior to others and the effects of this view.

### **2.3. Syntax**

The word "syntax" comes from the Greek word *syntaxis*, which means "a putting together.". The study of how sentences are put together is called "syntax," as defined by Fasold (2006:2). It refers to the method in which words are organized inside phrases, as well as often between sentences, to disclose the links of meanings within and between those words. It studies word combinations, including word structure and sentence structure. According to Yule (2010: 96), the syntax is a branch of linguistics that focuses on the order in which components inside a sentence are arranged and their structure.

### **2.4. Sentence**

According to Fish (2011: 5), a sentence is a system of logical relational structure. This idea is scarcely edifying in its most basic form. In a sentence, he stated, there are subjects or objects, acts or descriptives, and as such, they join.

A written sentence, according to Andrew Rothstein and Evelyn Rothstein (2009: 15), is a word or combination of words that transmit meaning to the listener, may be replied to or is part of a response, and is punctuated.

Sentences are word combinations that are complete in and of themselves, often comprising a subject and predicate, expressing a statement, question, exclamation, or command, and consist of a main clause and perhaps one or more subordinate clauses.

#### **2.4.1. Element of Sentence**

A sentence is made up of various components, the majority of the simplest English sentences consist of two components, including the following:

### **a. Subject**

According to Rara (2005: 12), the subject is always contrasted with the predicate and the object in grammar. The subject also is a place, person, and thing that is doing/being something. A subject may also be the noun equivalent that carries out a verb's action and must agree with the verb. Typically, it took the form of a noun phrase inside a declarative sentence and was placed immediately before the operator.

### **b. Predicate**

A predicate is a sentence (or clause) component that provides the subject's details and includes everything that the subject does or being. This follows the subject being defined as a noun, verb, adjective, adverb, or adverbial phrase. Therefore, the complete predicate consists of the basic predicate and its modifiers, as well as the object and its modifiers. Because of this, the expert refers to the statement that characterises an action or a condition as the predicate. This sentence often follows the subject in a sentence structure. According to Kusumawati (2009: 27), the element of a sentence including the verb or verb phrase as well as its commas or comma phrases is called the predicate. The verb and phrases following the verb are always considered part of the predicate.

### **2.4.2. Types of Sentences**

One or many words beginning with an uppercase letter and ending with a full stop or rising to and communicating an open utterance constitute a structural unit called a sentence. Sentence is the level refers to the point during which your writing makes sense and at which you might make syntactic errors in academic writing. When you are writing, editing, or revising something, it is quite helpful to

distinguish the following sentence types. The four levels of complexity above simple sentences are simple, compound, complex, and complex-compound sentences.

According to Macca (2015: 35), simple sentences are referred to as moreover autonomous clauses. These sentences communicate a complete notion, contain a subject and a verb, and the phrase "moreover." The subjects of the taking after basic sentences are written in italics, while the verbs are written in bold. Example: *a few undergraduates* enjoy studying English at home.

A compound sentence is a sentence that two or more basic sentences connected by a suitable conjunction or punctuation mark. A few connecting words like "for," "and," "nor," "but," "or," "although," and "so." (Sometimes referred to as FANBOYS.) The word "facilitator" should be followed by a comma (,) in each of the 20 short sentences. The subjects of the following compound phrases are in italics, while the verbs are in bold. For example, *Me and my friend* tried to communicate in English and Spanish, respectively.

Complex sentences contain at least one independent clause and one or more dependent clauses. A complex sentence has a subordinator such as since, since, after, even though, or when, as well as a relative pronoun such as that, which, or who. In the following complex sentences, the subject is bold, the verb is italicized, and the subordinator is in quotation marks. For example, the educator resubmitted the student's work after realizing it had an error.

Compound and complicated sentences may have been expanded into compound-complex sentences by adding increments to compound and complex phrases. A compound-complex sentence must have at least two other clauses

besides the main clause, which must be independent. For example, he continued playing games on the computer while I was in the kitchen.

Sentences can contain statements, questions, demands, or exclamations.

- 1. Imperative sentence:** an imperative sentence directs a request, command, or invitation to an implied second person.
- 2. Declarative sentence:** A declarative sentence is a sentence that either makes a statement, gives information, offers an explanation, or communicates information.
- 3. Interrogative sentence:** one that makes a question and it ended with a question mark after the sentence.
- 4. Exclamatory sentence:** It includes a subject, communicates excitement or emotion, and concludes with an exclamation point.

## **2.5. Imperative Sentence**

### **2.5.1. The Definition of Imperative**

The word "imperative" may use as either a noun or an adjective in the grammatical classification of the many types of sentences, as stated by Crystal (2004:171). It is often contrasted with indicate, interrogative, and other similar terms. According to Crystal (2004:219), The term "imperative" may be used to describe different verb forms or different types of elements in a sentence that are commonly utilized in the expression of command, for example, "*Go get a new cat!*" As per Swan (2005:245), positive imperatives use the same structure as the infinitive when it does not include the word "to", but negative imperatives are formed when the word "do not" is combined with the infinitive. He observes that the forms of the verbs come, be, have, and do not worry about it are known as

"imperatives," They are used in sentences such as Come in, Be calm, Have a seat, and Do not be afraid.

Kreidler (2002: 177) makes a brief comment about the Imperative, based on what he said, it is common to practise identifying three sentence structures in English: statements, commands, questions, imperative sentence and interrogative.

*26b You must visit your uncle's house tomorrow evening.*

*27b Don't waste your money on that.*

The above examples show a variety of clarity in the formation of Kreidler Commands. 26a and 27a provide more detail than their less formal versions, 26b and 27b. However, the second two are more often used. They are either imperative sentences (beginning with *You must...*) or sentences that begin with this structure.

### **2.5.2. Types of Imperative Sentences**

The imperative sentence is a component of the sentence and has a link to the mood. It is aimed at the listener to do something, and it is indicated by the language, which is also used for communication and sending messages to other people. Positive and negative imperatives are the two primary classifications that make up the imperative sentence type in English grammar.

- 1. Positive imperative sentences:** The subject of the phrase is addressed by using affirmative verbs in these sentences. For example, "Pick up some clothes from the shop."
- 2. Negative imperative sentences:** The sentences instruct the subject to stop accomplishing a certain action. They typically start with the verb "don't" or the negative form of a verb. For example, "Don't forget to wash her shoes."



According to Downing (2006:34), the imperative only includes the root form of the verb and does not include any modals, tenses, or aspects.

This thesis defines an imperative as a structure that is the only basic example of a functional that is an expression. This is because an imperative is the only construction that may be an expression. This term relates to the functional factors associated with convincing someone to do something. As a phrase, however, "imperative" refers to the linguistic form level. Therefore, in this context, "imperative" is seen as a grammatical category rather than a communication function. Imperative clauses will often act as conditional statements rather than as attempts to convince the recipient to carry out an order.

In agreement with this, Rahardi (2005: 79) claims that sentences are imperative when they are constructed to demand or urge the partner in question to carry out an action the speaker desires. Imperative sentences may take several forms, ranging from extremely loud or harsh instructions to very delicate or courteous pleas. Imperative sentences may also take the form of a command to do any action up to and including a ban on performing any action. The study of signs, often known as semiotics, has evolved into three distinct subfields: semantics, syntax, and pragmatics. Each of these subfields focuses on a different aspect of sign interpretation.

According to Moeliono (1992: 285), command sentences are often employed to instruct someone or more to do something. The instructions are tough and strict. The command sentence consists of a prohibition-style command, a regular invitation, and pleas or hopes. This statement is marked with the term 'don't' to indicate that it is a prohibition. The command sentence is the invitational

form, consisting of an order that invites someone or more to perform what we want. In its typical form, a command sentence instructs one or more individuals to accomplish something that is wanted. The particle may follow this instruction. Sentence commands in the form of a request, including commands in the form of oblique requests

An imperative sentence always starts with the root or initial form of a verb, sometimes referred to as the verb word. In an imperative sentence, the subject „you“ is assumed to be known. However, for first and third-person imperatives, let begins the sentence. You may terminate a command with a period or an exclamation mark (!). The use of exclamation demonstrates immediate and emphatic leadership. Imperative sentence comprises commands, invitations, suggestions, recommendations, and prohibitions. Downing (2006: 6) argues that the English imperative phrase may be used to make a recommendation, extend an invitation, forbid something, or provide instructions. For a polite request, please should be used in imperative phrases. It uses the verb one and the subject "you" to ensure that it may be understood. When the plural uses a let, imperative sentences may end with a period (.) or an exclamation mark (!) since the phrase immediately follows the imperative.

### **2.5.3. The Function of Imperative Sentences**

There are three different theories that attempt to explain the function of imperative sentences; these are Searle's, Bach and Harnish's, and Alexander's.

To describe the orders, Searle (1969:66) suggests a variety of felicity characteristics. He observes that orders contain:

**1. Propositional content:** The person who speaks makes a prediction about what the listener will do in the future.

**2. Preparatory condition:**

a. The listener is capable of carrying out the activity.

b. The person who is speaking has trust that the listener will be capable to carry out the activity.

c. The speaker having an authoritative status in relation to the listener.

**3. Sincerity:** The speaker genuinely want for the listener to carry out the action.

**4. Essential:** The speech is an effort to convince the listener to carry out the action based on the authority of the speaker.

The best way to understand an imperative statement's meaning is to consider its function, which in turn is determined by the context in which the statement is used and by the speaker's intentions.

Bach and Harnish (1979:47) also provide a categorization based on their findings. They divide the imperatives into the following six categories:

1. Requisites: (ask, beg, invite, request, supplicate)

2. Requirements:(command, order, instruct)

3. Permissives: (allow, permit, pardon)

4. Advisories: (advise, recommend, warn, suggest)

5. Questions: (ask, require)

6. Prohibitives: (prohibit, forbid)

As was seen, the function of asking is one of the imperative functions. These are some of the different functions that might be ascribed to the utterances of imperatives. It is clear that they are not limited to orders, commands, or requests.

Alexander (1997:185) provides an alternative set of imperative functions. They are:

**a. Orders and Requests:** Similar to commands, but with greater deference paid to the speaker's wants and expectations rather than the listener's, order or request is a kind of indirect communication.

Example: Please open the door quickly.

**b. Warning:** to forewarn of impending punishment for other bad behavior.

Example: Stop playing, mother will be angry.

**c. Directions:** Indicates an intended recipient or recipient of some action

Example: Take a step and don't move.

**d. Instructions:** this purposeful action is meant to provide knowledge or direction to the recipient.

Example: Click once on the app icon

**e. Prohibitions and Public Notices:** The primary goal of this feature is to forestall unintended consequences.

Example: Do not ever touch my phone!

**f. Advice:** serves the purpose of imparting the speaker's perspective or offering advice to the recipient on how to handle a certain circumstance.

Example: Read a lot to improve your writing skill.

**g. Invitations:** The purpose of this command is to encourage the recipient to do an action or visit a location.

Example: Come and attend Chester's birthday party.

**h. Offers:** Let others know that the reader or the listener is willing to provide something to them.

Example: Have a cup of cappuccino.

**i. Expressing Rudeness:** As a way of showing the speaker's or writer's disrespect for other people and the sentiments they experience

Example: Shut up!

For this study, the writer chose to use Alexander's theory to complete an analysis of data collected from imperative sentence functions. The writer decided on Alexander's theory because it is a more recent theory, and its division is more clearly based on imperative sentence functions.

#### **2.5.4. Components of Imperative Sentences**

The structure of an imperative sentence focuses on using an imperative verb as the main focus of the sentence.

- 1. Implied second person:** An imperative statement has no subject. Instead, the subject of an imperative sentence is the second person singular "you" that is explicit in the sentence.
- 2. Imperative verb:** An imperative sentence generally starts with the infinitive form of a verb (without the preposition "to") followed by the whole of the predicate.
- 3. Punctuation:** Imperative sentences generally conclude with a period, although an exclamation mark may be used if the request is urgent.

## **2.6. Movie**

### **2.6.1. Definition of Movie**

Movies sometimes referred to as films, are visual communication that uses moving images and sound to tell tales, enlighten, and educate people. Movies are also referred to as motion pictures. A genre is a term for a certain sort or style of

the film. Movies could be made up of fiction, based on real events, or combine the two. Movies are sorted into these five categories, each of which may be distinguished from the others in various ways: action, adventure, comedy, crime, horror films, and war films. Movie is a series of moving pictures recorded with a sound that tells a story, watched at a cinema or on a television or other device. In addition, a movie is a kind of visual communication that uses images, motion, and sound to convey a story. Based on the title of this research, the researcher's chosen genre of movie is a criminal comedy, and he or she attempts to complete the imperative sentences based on the movie.

### **2.6.2. Movie Genre**

The term "movie genre" refers to a group of cinema that is either stylistically or thematically relying on commonalities in the motion picture's narrative components, artistic approach, or emotional reaction to the film. Movie genres are various types or varieties, categories, classifications, or groupings of films that their characteristics may identify. (The term "genre" originates from the French word that might mean "kind," "category," or "type.") Genres make it easier for screenwriters and filmmakers to develop, cast and organize their storylines within a controllable and well-defined framework (to speak a common "language"). Genres also provide studios with an easily "marketable" product and the audience with satisfying, predictable options.

### **2.6.3. Crime comedy**

Crime comedy movie are a combination of a crime movie and a comedy in which the norms of the crime film are violated, and dark humor may be included. They generally portray criminals with little intelligence or crime sprees that are

done ineptly or are presented humorously. In the independent cinema scene of the 1990s, criminal thriller clichés were blended with comedic appropriations, resulting in a renaissance of the genre's appeal.

#### **2.6.4. The Synopsis of Movie “Cruella”**

Estella was born in England in the early 1950s with hair that was already deemed uncommon due to its combination of black and white (a medical condition called poliosis). Estella starts middle school in 1964 when she is 12 years old, but she is bullied because of her hair color and bad attitude. Estella’s mother, Catherine (Emily Beecham), recognizes her daughter’s potential owing to her flair for design and love of dogs, particularly a stray she names Buddy. Catherine withdraw Estella from school because of her defiant behavior, and the family ultimately decides to go to London.

Catherine goes to a party thrown by Baroness von Hellman (Emma Thompson), leaving Estella in the vehicle. Trouble arises when Estella gives chase to Buddy and is attacked by the Baroness's pack of vicious Dalmatians. She gets outside just in time to observe Catherine talking to the Baroness before the Dalmatians drive her over a ledge. Estella, certain that she was responsible for her mother's death, gets Buddy and runs away to the city, but not before dropping the precious necklace she had worn every day. When Estella's red hair attracts the attention of two homeless men called Jasper and Horace and their blind dog named Wink, the trio grudgingly takes her in and lets her remain with them until Estella finishes her dye job.

After ten years have passed, in 1974, the adult versions of Estella (Emma Stone), Jasper (Joel Fry), and Horace (Paul Walter Hauser) steal little items and

pick pockets for a livelihood in order to make ends meet, but Estella continues to produce ideas for expensive apparel that can be purchased at the local boutiques on Savill Row. Jasper and Horace give her an entry-level job as a janitor at a Liberty clothing shop for her 22nd birthday. Her boss is always insulting her, and whatever ideas she offers are shot down. Estella, drunk from staying out late one night, "fixes" one of the window displays, which the Baroness observes the next morning. After being impressed, she decides to bring Estella on as a member of her exclusive team of clothes designers. Estella meets Artie (John McCrea), the proprietor of a vintage clothes boutique, who is enamored with her style and encourages her to explore other creative avenues. Estella advances in her career and eventually becomes a kind of supervisor for the Baroness. However, once Estella sees her necklace being worn by the Baroness and hears the Baroness claim that it was stolen from her in the past, Estella ultimately resorts to enlisting the assistance of Jasper and Horace in order to take the necklace.

While Jasper and Horace attempt to steal the jewelry from the Baroness' celebration, Estella interrupts the event while disguised as "Cruella" (her real hair color). Jasper puts out rats to distract the partygoers, but the Baroness is already wearing it. Estella realizes that she too used a dog whistle to order her dalmatians to attack and murder Catherine as she watches the Baroness use one. During their escape in the stolen Panther de Ville, Estella, Jasper, and Horace are chased by one of the Dalmatians, who ultimately swallows the necklace.

Now that she has a valid reason for taking revenge, Estella continues to mock the Baroness by attending her extravagant parties dressed in extravagant and elegant attire. She also convinces her childhood best friend Anita Darling (played



by Kirby Howell-Baptiste) to utilize her contacts in the media to help spread the word about her activities. Despite their growing discomfort, Jasper and Horace continue to help "Cruella." In her wrath towards Cruella, the Baroness dismisses her lawyer Roger (Kayvan Novak), who goes back to his former profession as a pianist. Estella continues to tease the Baroness by stealing her Dalmatians and holding them hostage until one of them hands her the necklace.

As Estella has Artie make more and more ensembles, she and Artie go on a fashion exhibition in Regent's Park, and Estella's plots get more audacious. The Baroness discovers Cruella's lair, where she has been hiding Jasper and Horace, and captures them. Estella is restrained as she sets fire to the building, and Jasper and Horace are taken in for questioning as the alleged murderers. Estella is saved, however, by John (Mark Strong), the Baroness' servant, who had stolen the necklace that served as the key to the box holding Estella's birth documents. Estella discovers she is the legitimate daughter of the Baroness. The vain Baroness was upset with her pregnancy and begged for Estella to be killed; her husband tragically passed away from sadness after thinking the baby (Estella) had perished. John arranged for the kid to be abducted and secretly nurtured by Catherine, the Baroness's personal maid. Estella, furious at the lies, comes to terms with the reality and declares her intention to revenge Catherine by vanquishing the Baroness, at which point she officially takes the name Cruella. In her last plot, Cruella frees Jasper and Horace from prison and admits her guilt for failing to give them credit. She also enlists Artie's help. Cruella, donning her Estella disguise for the last time, calls the Baroness out to meet her and indicates that she is aware of all that has been going on behind the scenes at the party by

telling the guests that they are wearing Cruella wigs. The Baroness pretends to be overjoyed to see her and goes in for a bear embrace. The guests watch as John, Artie, Jasper, and Horace usher everyone outside to see the Baroness shove Estella over the landing and down the cliff. Because of Cruella, the police show up and take the Baroness into custody. When Cruella's Baroness is being taken away, she uses a parachute to save herself and returns to see the event. Taking the moniker Cruella de Vil, she purchases the infamous Hellman Hall (later shortened to "Hell Hall") and fully embraces her role as the film's villain.

After the sequence that takes place during the credits, Cruella gives Pongo and Perdita, two young Dalmatian pups, to Roger and Anita, respectively (thus setting the scenario for the narrative of "101 Dalmatians"). Roger, who adores her name, decides to pay respect to her by writing the song "Cruella de Vil."

## **2.7. The Previous of the Study**

Several researchers have looked at imperative sentences and what research can be found on the topic. The writer uses various previous study findings published in journal and theses as a source of reference information. The first, Sawsan Qasim (2013) *An Analysis of Imperative Structures: Form and Function in "Oliver Twist"*. The method used for this study is qualitative, and the writer collects data in this journal using Alexander's theory. According to the results of this journal, there is an imperative form that is most commonly employed in verbs such as come, give, stop, etc. with a result of 34.73%, while the most commonly used function is 'order'. This research has some similarities and differences with Sawsan Qasim's research. The similarity of this research with previous studies is that they both use imperative sentence types and use the same theory on the

function of imperative sentences. The difference between this research with previous study is that in the previous study, the data was collected from a book, but in this research, the data was collected from a movie. The contribution of this study to this research is to provide theoretical assistance regarding types of sentences, types of imperative sentences, components of imperative sentences, etc.

The Second, Irpan Hasibuan (2018) Analysis of Imperative Sentences in a Movie Entitled "Up". As a method of inquiry, this study relied on qualitative research, and the writer used the theory of Dwi Noverini Djenar. According to the data from the result of this thesis there were 68 different descriptions of imperative sentences in the movie "Up". According to the percentages, there were 35 imperative command sentences (51, 47%), eight requesting imperative sentences (11, 76%), four inviting imperative sentences (5, 58%), eleven offering imperative sentences (16, 17%), and nine advising imperative sentences (13, 23%). The similarity of this research with previous studies is that they both use imperative sentence and use a movie as the subject. The difference is in the implementation of the theory. The contribution from this previous study to this research through simplifying the process to collect data on imperative sentences in the film Cruella and helping in categorizing types of imperative sentences.

The third researcher conducted by Moh.Irsan (2020) with the title The Contrastive Analysis of Imperative Sentences in English and Banggai Language. This study compares the English and Banggai sentence structures for commands, requests, suggestions, and prohibitions. In this study, both descriptive and qualitative research methods were applied. In this thesis, the writer using Downing 's theory. The results of this study point to the existence of a variety of

distinctions as well as parallels between the sentence structures of Banggai and English, specifically about the patterns of sentence construction. The use of imperative sentences in Banggai is commonly easier than in other languages. This research has similarities and differences with Moh.Irsan 's study. The similarity of this research with previous studies is that they both use imperative sentence as the subject of the research. The difference between this research with previous study is that in the previous study, the writer used two languages in the study focus and contrasted them, including English and Banggai language. This previous study's contribution to this research is supporting the writer in encouraging the addition of references based on the definition of imperative sentences, elements in sentences, and types of sentences.

The writer provides an analysis of commanding lines in the movie "Cruella," which is presented in this research. This research is comparable to the study that was done before. Each study consists of studying commands and requirements. On the other hand, in contrast to earlier research, which focused on imperative sentences in the movie Cruella, this one takes a somewhat different perspective.

## 2.8. Conceptual Framework

### An Analysis of Imperative Sentences in Cruella Movie

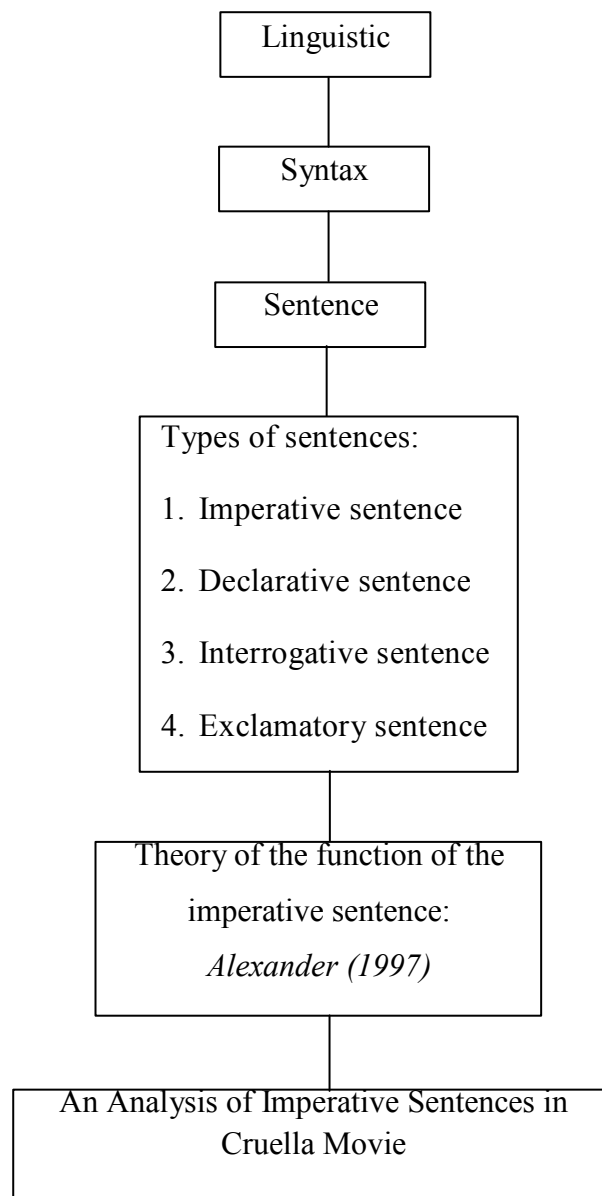


Figure 2.8. Conceptual Framework

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. Research Design**

The research design used in this research was descriptive qualitative. The writer implemented the research of the many imperative sentence patterns in the movie Cruella through the scope of the descriptive qualitative research method. According to Cresswell (2012: 20), the three main phases of every research project are data gathering, data analysis, and report writing. In this part, the research technique and methodologies used in the course of carrying out this study will be discussed. Essentially, the study data on imperative sentences were gathered through the scriptwriting of movie actors. The writer employs descriptive qualitative in assessing and interpreting the data as text.

#### **3.2. The Source of the Data**

In this study, the data source is from the movie manuscript used by the actors. In qualitative research, the phrase "people" is replaced with "social context," which refers to the locations, actors, and activities that might support the study (Sugiyono, 2013: 215). Therefore, the offenders of this research in this study were the actors of the movie Cruella. The writer used purposive sampling, a sampling approach based on particular variables, such as the actor deemed to be the most talk a lot in this film, to make it simpler for researchers to examine items. In light of this, the writer selected ten significant actors as the main sample for this research.

### **3.3. The Instrument of Collecting Data**

In the process of information gathering, an instrument is a useful tool. To gather information, researcher used many types of instruments, as defined by Gay (2012:145). Because of this, the writer collected and organized the data in a more methodical and uncomplicated manner with the data-collecting tool. The following items use in the data collection process for this research: a laptop, a mobile phone (the Samsung version), a video, and a manuscript.

### **3.4. The Techniques of Collecting Data**

The writer used observation and documentation techniques based on the movie script to collect data for the research. Participation in the environment, direct observation, in-depth interviews, and documentation analyses are the basic techniques qualitative researchers apply to collect data, as mentioned by Sugiyono (2015: 225). Other methods qualitative research uses include participation in the environment. Here are some techniques that the writer used to collect their data:

- 1) The writer downloaded the Cruella movie.
- 2) Then, the writer watched and read the Cruella movie script.
- 3) After reading the Cruella movie script, the writer determined the imperative sentences used in each sentence.
- 4) Next, the writer analyzed the data that has been gathered and categorizes the different sorts of imperative sentences that have been collected.
- 5) After that, the writer evaluated which imperative sentences are more dominant in Cruella.

### **3.5. The Techniques of Analysing Data**

The following techniques were used by the writer in order to complete the analysis of the data. There are three stages of data analysis in qualitative research that happen sequentially, according to Miles, Huberman, and Saldana (2014: 31): the first is data condensation, the second were data display, and the last is drawing and verifying conclusions. The writer used the below steps in order to analyze the data that was collected:

#### **3.5.1. Data Condensation**

Data condensation data includes selecting, focusing, simplifying, abstracting, and transforming data that is a reasonable match of all components of written field notes, interview transcripts, documents, and empirical materials. In this stage, the writer chose the information that retrieves and narrows the focus to what the writer wants to discover. Through this consideration, the data is more accurate. Data condensation, however, is not entirely independent of the analysis. Here are the measures that make up the data compression process:

1. Selecting, the writer chose actors in the movie Cruella.
2. Focusing, at this point in the process, the writer paid close attention to the lines that the performers say in the movie.
3. Simplifying the data, the writer did this by converting the data into a sentence structure at this step.
4. Abstracting, in this procedure, the analyzed data consists mainly of the imperative sentence functions found in the movie script.



5. Transforming is the fifth and last step in the data compaction process. During this step, the writer analyses each imperative sentence chosen for each specific type of function of each sentence.

### **3.5.2. Data Display**

After obtaining the data, the following step is to display it. Display data is a collection of information that has been selectively chosen, arranged, and compressed in order to facilitate summarizing and showing operations. The writer gave data in the form of an analysis provided in tabular format, making it easy to understand.

### **3.5.3. Drawing and Verifying Conclusions**

One of the most important steps in this study is verifying conclusions and drawing the results. The right technique to gather, reduce, and show all the data is to get to this conclusion after sketching partial data as if they were absolute facts. After the data has been shown, this method allows one to discover the data. After conducting an in-depth analysis of the many imperative sentence functions included in the screenplay, the writer decided at this stage. The formulation of the problem that has been there from the beginning may be answered by the conclusions drawn.

## **3.6. Triangulation**

The reliability of the data must be verified. The writer used the triangulation technique in this study to ensure the reliability of the findings. Triangulation is not to get to the bottom of the same social phenomena but rather to learn more about it (Sugiyono, 2007: 330). According to William Wiersma in Sugiyono, "qualitative cross-validation" is better known as "triangulation," and what is

evaluated is the sufficiency of the data based on the convergence of numerous data sources or collections. Triangulation of data may be identified in four different ways:

### *1. Data Triangulation*

Data Triangulation describes using various data sources, such as qualitative and quantitative. Alternatively, data may be collected from multiple sources or at different times using the same approach. A questionnaire's pre- and post-tests are examples of techniques. Triangulations of data may be achieved by collecting data using several methods and comparing data at various times and locations. The diversity of events, locales, and times, among other factors, may provide light on the data, and recurring patterns may increase the reliability of the conclusions.

### *2. Investor Triangulation*

The employment of many researchers was explained by investor triangulation. Investigator triangulation refers to the use of several independent researchers in a project. The forms of investor triangulation apply to the practical interpretation of the material. Different forms of textual or verbal protocol analysis are examples of investor triangulation.

### *3. Theory Triangulation*

Multiple theoretical frameworks are used to explain theory triangulation in data interpretation. When analyzing phenomena, this theory employs several hypotheses. The views of the hypothesis employed in this investigation are either complementary or contradictory.

#### *4. Methodology Triangulation*

Methodology triangulation used many methods for collecting data. This pertains to the work required to examine the data and data output. The purpose of methodology was to analyze a given situation or event using various methods. An example of methodology triangulation may argue that qualitative and quantitative data-generating methods are methodology separate. The writer eliminated the explanation by combining qualitative and quantitative methods.

Based on the above description, the writer chose *Data Triangulation* to determine the validity of the data. The writer used the data source to solve the research question. In the Cruella movie, the writer differed the data collection across time or different people.