

INDIRECT REQUESTS BY THE EMPLOYERS IN *THE HELP* MOVIE

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Abstract

This research aims to describe the use of indirect request in women's language. This research used qualitative method and library research. Data were collected using grounded theories of indirect request for referents. The researcher put the theory of Indirect Requests into a movie because there would be so many conditions in the movie which can be explored by the theory. Besides, whether this theory is really being conscious or not by the masses, it is always used in daily conversation. The result of this research indicated that requests have intended meanings that are different from their literal meanings, and hearers recognize their real meaning based on the context. Using indirect request the speaker wants to be understood and the addressee wants to understand.

Keywords: women's language, indirect request, the help.

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1. INTRODUCTION

Language is rarely sufficient the people who use it. The necessities of intercourse bring the speaker of one language into direct or indirect, verbal or non-verbal language. The necessity for doing communication makes people try to get contact with others in different languages. This condition attracts people to learn more about languages to satisfy their curiosity. This is the most massive and inclusive art people know an outstanding and anonymous work of unconscious generation. As an inclusive art, language has its own part to be tended and concerned in man life part.

Besides languages have a great existence in a life part, language also has other part to be especially concerned in the words of sentences. And when people talk about language, it can separate from the learning of its study. There are some studies about language, and linguistic is one of those interesting studies. Linguistics is the scientific study of language or the humanistic study of language and literature which has a certain respect to natural and conventional sign, called words. The signs have a setting of place and time in which the sign attracts the researcher's attention. This sign (word) is a component to modify the sentence. Then the sentence will have meanings to find out through a linguistic theory which has been chosen.

Language or the humanistic is studied by the people who really want to know about the relationship between language and society or to avoiding misunderstanding from that

relationship, the writers learn the study of the various function of language in society called sociolinguistics. Sociolinguistics itself is a part of linguistics which learns about language and society in order to find out as much as we can about what kind of thing language is and in sociology of language we reverse the direction of our interest.

Sociolinguistics is in two parts, micro-sociolinguistics and macro-sociolinguistics. Micro-linguistics investigates how social structure influences the way people talk and how language varieties and patterns of use correlate with social attributes such as class, gender, sex and age. And for macro-linguistics studies what societies do with their language that is attitudes and attachment that account for the functional distribution of speech forms in society, language shift, maintenance, and replacement, the delimitation and interaction of speech communities (Holmes, 1992:1).

Micro-linguistics studying several languages has found evidence of 'sex exclusive' language forms, that is, cases in which an obligatory grammatical distinction is made between female and male speakers. In this study the writers learn how the woman's language as well as referential meanings. Woman's language' has as foundation the attitude that women are marginal to the serious concerns of life, which are pre-empted by men. The marginality and powerlessness of women is reflected in both the ways women are expected to speak, and the ways in which women are spoken of. In appropriate women's speech, strong expression of feeling is avoided, expression of uncertainty is favored, and means of expression in regard to subject-matter deemed 'trivial' to the 'real' world are elaborated. Speech about women implies an object, whose sexual nature requires euphemism, and whose social roles are derivative and dependent in relation to men. The personal identity of women thus is linguistically submerged; the language works against treatment of women, as serious persons with individual views.

Woman's language introduces to the field of sociolinguistics many ideas about women's language that are now often commonplace (although, similarly, many of her findings are now regarded as, at the very least, outdated), and women's speech can be distinguished from that of men in a number of ways, including: Indirect requests, super-polite forms, hedges, apologize forms, etc.

In this paper the writers put the theory of Indirect Requests into a movie because there would be so many conditions in the movie which can be explored by the theory. Besides, whether this theory is really being conscious or not by the masses, it is always used in daily conversation. For example, in a story about a couple in a restaurant, *My soup is too cold to eat* serves a literal statement about the temperature of the soup when said by a woman to her husband, but serves as an indirect request when the woman makes the same statement to her waiter.

In movie there are so many dialogues which use the theory of indirect request. The writers understand about the requirements which are given to analyze a theory of language and gender. In this opportunity the writers also would like to discover about Indirect Requests used by women through a movie, entitled "The Help". This movie will be really helpful for the writers to accomplish this project and the writers titled the project "**Indirect Requests Used by the Employers in the Help Movie**". Furthermore, the writers give her best for this project to

introduce masses about another side of woman's language through sociolinguistics. So this analysis could be pleased the readers and applied in the society the way how it should be.

These research conditions may have a good opportunity to interpret about an understanding of sociolinguistics to public so that they could interest in doing analysis and learning English of, especially Woman's Language or Language and Gender theory. From the understanding above, it is hoped that Indonesian students would interest in linguistics and they could be a master of English.

There are so many problems about sociolinguistics, the way how to understand about language and gender that used by woman. In this research, the writers need to make a certain scope and limitation to bind the research. The scope of the study is to understand the woman's language through indirect request used by the employers. These theories will explain about the actions, spoken and the events. The limitation for this research is the dialogues of the employers' character, such as: Skeeter Phelan, Hily Halbrook, Celia Leefoote, and Elizabeth to their servants: Aibileen, Minny Jackson, Yule Mau, in "The Help" movie. The dialogues will be taken by the capture, two each. This scope and limitation will bound the research, so the research will disconcert from the way how it should be. To bind the analysis and identification, the writers present these questions: (1) What are indirect requests used by the employers to their servants from the dialogues of "The Help" movie?, and (2) What is the intended meaning interpreted by the addressee?

2. LITERATURE REVIEW

2.1 Language and Gender

Gender is something we cannot avoid. It is part of the way in which societies are ordered around us, with each society doing that ordering differently. There are differences in gendered speech, some undoubtedly real but others almost certainly imaginary. Any differences that do exist surely also must interact with other factors, e.g. social class, race, membership, etc.

Do women and men speak differently? Are women more polite than men? English speakers are often not aware that the answer to both these questions is almost certainly 'yes' for all speech communities. The linguistic forms used by women and men contrast – to different degrees – in all speech communities. There are other ways too in which the linguistics behavior of women and men differs. It is claimed women are more linguistically polite than men.

Like what the expert said about Language and Gender, Janet Holmes (1992:151) said that:

“Women and men do not speak in exactly the same way as each other in any community. Women and men talk differently. Women appear cooperative, facilitative participants, demonstrating in a variety of ways their concern for their conversational partners, while men tend to dominate the talking time, interrupt more often than women, and focus on the content of the interaction and the task in hand, at the expense of attention to their addressees”.

From understanding of language and gender, the language used by women is different from men language, because men must marry outside their own tribe, and each tribe is distinguished by a different language. In this community women and men speak different language. Women use more of a linguistic form than men.

In setting out list of what Holmes calls 'sociolinguistic universal tendencies' (1992), she does offer some testable claims. There are five of these:

- a. Women and men develop different patterns of language use.
- b. Women tend to focus on the affective functions of an interaction more often than men do.
- c. Women tend to use linguistic devices that stress solidarity more often than men do.
- d. Women tend to interact in ways which will maintain and increase solidarity, while (especially in formal contexts) men tend to interact in ways which will maintain and increase their power and status.
- e. Women are stylistically more flexible than men.

It is through testing claims such as these that we are likely to refine our understanding of those matters that interest us.

Women and men may have different move and gesture differently. The suggestion has been made that these often require women to appear to be submissive to men. Women are also often named, titled and addressed differently from men. Women are more likely than men to be addressed by their first names when everything else is equal, or if not by first names, by such terms as *lady*, *miss*, or *dear* and even *baby* or *babe*.

Wardhaugh explains this concept as follows (2006:317), "Men indulge in a kind of phatic small talk that involves insults, challenges, and various kinds of negative behavior to do exactly what women do by their use of nurturing, polite, feedback-laden, cooperative talk. In doing this, they achieve the kind of solidarity they prize. It is the norms of behavior that are different".

"Woman's language' has as foundation the attitude that women are marginal to the serious concerns of life, which are pre-empted by men". According to Lakoff (1973:46), the marginality and powerlessness of women is reflected in both the ways women are expected to speak, and the ways in which women are spoken of. In appropriate women's speech, strong expression of feeling is avoided, expression of uncertainty is favored, and means of expression in regard to subject-matter deemed 'trivial' to the 'real' world are elaborated.

As an experiment by Lakoff, one might present native speakers of standard American English with pairs of sentences, identical syntactically, and in terms of referential lexical items, and differing merely in the choice of 'meaningless' particle, and ask them which was spoken by a man, which a woman.

The example of differences language between man and woman is:

[1]. W: Oh dear, you've put the peanut butter in the refrigerator again.

M: Shit, you've put the peanut butter in the refrigerator again.

It is safe to predict that people would classify the first sentence as part of 'women's language', the second as 'men's language'. It is true that many self-respecting women are becoming able to use sentences like (b) publicly without flinching, but this is a relatively recent development, and while perhaps the majority of Middle America might condone the use of (b) for men, they would still disapprove of its use by women. (It is of interest, by the way, to note that men's language is increasingly being used by women, but women's language is not being adopted by men, apart from those who reject the American masculine image (e.g. homosexuals). This is analogous to the fact that men's jobs are being sought by women, but few men are rushing to become housewives or secretaries. The language of the favored group, the group that holds the power, along with its non-linguistic behavior, is generally adopted by the other group, not vice-versa. In any event, it is a truism to state that the 'stronger' expletives are reserved for men, and the 'weaker' ones for women.)

The writers conclude that female informants tended to use more 'prestige' or high-status language features, and Men's language is straighter forward, less polite and more direct, and women's language is more indirect, less blunt and more circumlocutory.

2.2 Speech Act

We use language for many reasons and purposes. Such as express our feelings, ask questions, make requests, apologize, promise, say something in polite, etc. Language seems to have as many different functions as there are occasions for using language, but for all the apparent diversity the basic uses of language are rather limited. A theory of language based on J. L. Austin's *How to Do Things with Words* (second edition, 1975), the major premise of which is that language is as much, if not more, a mode of action as it is a means of conveying information.

In the latter part of the William James Lectures, Austin specifies performativity, formerly introduced as an intuitive idea of 'performing an act'. He introduces the concept of *illocutionary* acts, and carefully distinguishes them from *locutionary* acts and *perlocutionary* acts. Locutionary acts include *phonetic* acts, *phatic* acts, and *rhetic* acts. Phonetic acts are acts of pronouncing sounds, phatic acts are acts of uttering words or sentences in accordance with the phonological and syntactic rules of the language to which they belong, and rhetic acts are acts of uttering a sentence with sense and more or less definite reference. Perlocutionary acts are, on the other hand, acts attributed to the effect of uttering a sentence. Austin says that *in* uttering a sentence the speaker performs an illocutionary act of having a certain *force*, which is different from the locutionary act *of* uttering the sentence, which is to have a *meaning*, and also from the perlocutionary act performed *by* uttering the sentence, which is to achieve certain *effects*. By these distinctions, Austin shows that, unlike locutionary acts, illocutionary acts have a force, and, unlike perlocutionary acts, illocutionary acts are valid and complete without being reduced to the effect of it. This concept used by the writers to analyze the problems.

Austin classifies illocutionary acts into five types, i.e., *verdictives*, *exercitives*, *commissives*, *behabitives*, and *expositives*. Although it is often argued that Austin's classification is not complete and those coined categories are not mutually exclusive, Austin's classification is

best seen as an attempt to give a general picture of illocutionary acts: what types of illocutionary act one can generally perform in uttering a sentence. One can exercise judgment (Verdictive), exert influence or exercise power (Exercitive), assume obligation or declare intention (Commissive), adopt attitude, or express feeling (Behabitive), and clarify reasons, argument, or communication (Expositive). The long list of illocutionary verbs in each class also illustrates how many subtly differentiated illocutionary acts exist in a language like English. The fact that Austin includes the same word in two different classes and he does not regard it as a problem suggests that it is not an issue for Austin which classes a particular illocutionary verb/act actually belongs to. The importance of introducing this classification of illocutionary acts is rather to explicate, as we explained above, what type of illocutionary act one can generally perform by uttering a sentence; and, with additional specifications, how much more diversified illocutionary acts are than we are usually aware of.

According to Henderson and Brown (1997:1), “The unit of linguistic communication is not, as has generally been supposed, the symbol, word, or sentence, or even the token of the symbol, word, or sentence, but rather the production or issuance of the symbol or word or sentence in the performance of a speech act”. Meaning, then, should be regarded as a species within the genus intending-to-communicate, since language itself is highly complex, rule-governed intentional behavior. A theory of language is part of a theory of action. The basic emphasis of speech act theory is on what an utterer (U) means by his utterance (x) rather than what x means in a language (L).

They added (1997:1), “meaning is a kind of intending, and the hearer’s or reader’s recognition that the speaker or writers mean something by x is part of the meaning of x”. In contrast to the assumptions of structuralism (a theory that privileges langue, the system, over parole, the speech act), speech act theory holds that the investigation of structure always presupposes something about meanings, language use, and extra linguistic functions.

“Speech act is explained as an identification of the present speech situation with the speech situation indicated by the performative sentence. The failure of the purported speech act is, on the other hand, explained as a gap between the present speech situation and the speech situation indicated”, Oishi (2006:4) theory of speech act. To the theory a sentence in terms of the speech situation where it is uttered: by means of associated linguistic conventions, the speaker, with an associated intention, actually performs an act to the hearer, which induces a certain response from the hearer.

Kreidler (1998:181) explain that: “Whenever one person speaks to another, the speaker has some intention in producing the utterance, and the addressee interprets the utterance. In spite of occasional misunderstanding the hearer’s interpretation often does match the speaker’s intention, even when the speaker is joking or being sarcastic”.

Speakers are likely to use sarcasm and humor with strangers that with those who know them well, their utterances are more likely to be straight forward and to follow the norms for politeness, and they are ready to rephrase their messages whenever they see that

misunderstanding has occurred. The speaker wants to be understood and the addressee wants to understand.

The writers conclude that indirect speech acts have intended meanings that are different from their literal meanings, and hearers recognize their real meaning based on the context. The act of 'Saying something' called locutionary act, and the study of utterances thus far and in these respect the study of locution, or of the full units of speech. Illocutionary act is speakers' intention, and Perlocutionary act is the effect that the speech act has on the context participants' world.

The example of speech act analysis by the concept:

[5]. It's cold in here

For example, in a story about a teacher and student in the class, the teacher said *it's cold in here*. *It's cold in here* is the locutionary from the dialogue. The student think to turn off the air conditioner is the illocutionary, and for the perlocutionary is the do to turn off the air conditional.

2.3 Indirect Request

Responding appropriately to a question requires the listener to understand the intention of the speaker. For example, consider the following simple question:

[2]. Do you have a *match*?

This question is a request for information. However, in most contexts, this question should be interpreted as a request for the listener to give the speaker a match. This is s kind of speech act called an indirect speech act in which the intent of the speaker differs from the direct, literal meaning of the speaker's utterance. An important part of thin capability is to gain an understanding of the class of situation in which the indirect interpretation should be preferred to the direct interpretation.

"The alternative approach to finding the intended meaning of an indirect speech act is to have a few general rules that a listener may use to infer the speaker's plan from the utterance". Said Coulson & Lovet (2010:107), and they add "Results support the claim that pragmatic cues have an early influence on sentence processing, and that prior models of figurative language processing, such as those derived from the Standard Pragmatic Model, are insufficient to describe indirect request processing".

Target utterance that could be interpreted either literally, as a statement, or non-literally, as an indirect request, depending on the prior discourse contexts. For example:

[3]. In a story about a couple in a restaurant, *My soup is too cold to eat* serves a literal statement about the temperature of the soup when said by a woman to her husband, but serves as an indirect request when the woman makes the same statement to her waiter.

This indirect request nowadays used by women in women's language to deliver their request. Women think when they used this type of request is more polite than just direct request. Robin Tolmach Lakoff (born 1942) is a professor of linguistics at the University of California, Berkeley. Lakoff's writings have become the basis for much research on the subject of women's language. She published ten basic assumptions about what she felt constituted a special women's language.

Lakoff's work *Language and Woman's Place* introduces to the field of sociolinguistics many ideas about women's language that are now often commonplace that women's speech can be distinguished from that of men in a number of ways, such as: Indirect requests: "Wow, I'm so thirsty." – Really asking for a drink, Super-polite forms: "Would you mind..." "...if it's not too much to ask" "Is it ok if...?", etc.

Lakoff (1973:57) adds, "An indirect request may be in the same sense a polite command, in that it does not overtly require obedience, but rather suggests something be done as a favor to the speaker". The understanding above, that willing is to agree to do the thing asked of you. Hence this apparent inquiry functions as a request, leaving the decision up to the willingness of the addressee. Phrasing it as a positive question makes the (implicit) assumption that a 'yes' answer will be forthcoming.

According to explanation above the writers conclude that the indirectness is a part of women's language. It is used by the women to be more polite, but it does not mean indirect request is more polite than direct request. A request which delivered by indirect makes the message become ambiguous and implicit.

2.4 Super-Polite Forms

When we speak, we must consistently make choices of many different kinds, such as what we want to say, how we want to say it. How we say something is at least as important as what we say. The choices of sentence type, words and sound depend on the use of naming and address terms. This address term is used by politeness marker.

This polite usage spread downward in society, but not all the way down, so that in certain classes, but never the lowest, it became expected between husband and wife, parents and children, teacher and student, and lovers. Through our choice of pronominal forms of address terms, we can show our feeling toward others and our awareness of social customs. Such awareness is also shown through the general politeness with which we use language. Politeness itself is socially prescribed. This does not mean, of course, that we must always be polite, for we may be quite impolite to others on occasion, however, we could not be so if there were no rules of politeness to be broken.

The concept of 'politeness' owes a great deal with Wardhaugh (2006:277) that:

"When we interact with others we must be aware of both kinds of face and therefore have a choice of two kinds of politeness. Positive politeness leads to moves to achieve solidarity

through offers of friendship, the use of compliments, and informal language. On the other hand, negative politeness leads to deference, apologize, indirectness, and formality in language”.

Different from Holmes (1992:290) that indirect request may express the politeness. They may function as facilitative or positive politeness devices, providing and addressee with an easy entrée into a conversation. “Women put more emphasis than men on the polite or affective functions of indirect request, using them as facilitative positive politeness devices”. Overall the women used more politeness devices than the men. The men used far fewer politeness forms to each other than to women, so male talk to males was relatively plain and unmodified. Such features are probably part of the general fact that women's speech sounds much more 'polite' than men's. One aspect of politeness is as we have just described: leaving a decision open, not imposing your mind, or views, or claims, on anyone else.

“A request may be in the same sense a polite command, in that it does not overtly require obedience, but rather suggests something be done as a favor to the speaker” said Lakoff (1973:56). Using request, the speaker is not committed as with a simple declarative or affirmative. And the more one compounds a request, the more characteristic it is of women's speech, the less of men's.

A sentence that begins *won't you please* (without special emphasis on please) seems at least to have a distinctly unmasculine sound. For example:

[4]. Won't you please get me that pencil?

In this case someone really needs a help to borrow the pencil, in order to hear more polite. The reason for this is that politeness involves an absence of a strong statement, and women's speech is devised to prevent the expression of strong statements.

3. METHODS

In this research, the writers use qualitative method in working out the data analysis, this method means a method of inquiry employed in many different academic disciplines, traditionally in the social sciences, but also in market research and further contexts. “By the term qualitative research we mean any kind of research that produces finding not arrived at by means of statistic procedures or other means of quantifications, on the other hand, asks broad questions and collects word data from participants”, was according to Corbin (1998:17).

The writer also uses library research to get and collect the ground theories of indirect request for referents. First, the writer watched the movie for many times; saw the indirect requests used by women tendency from “The Help” movie, After that the writer collected the books which contain of woman's language, language and gender, and indirect requests; then the writer tried to identify and analyze every indirect requests in the movie. For the last step the

writer made the conclusion about the indirect requests based on “The Help” movie, so this research can be as a paper.

4. FINDINGS AND DISCUSSION

This chapter is about to collect and analyze the finding of the research. The findings which have been collected by capturing them from the movie “The Help”, take from the dialogues of the employers characters, Skeeter Phelan, Hily Halbrook, Celia Leefoote, and Elizabeth, from every chapter of the played movie for over that two and a half hours. After the movie chapters have been collected there would be some analysis for each dialogue which has been taken.

The analysis of the findings is to find out the intended meaning interpreted from the indirect request by the addresses. The dialogues will be examined related to the indirect request, women’s language that is used by the dialogues. The writers used *locution*, *illocution* and *perlocution* concept to analyze the indirect requests. So here are the analyses of the captured dialogues in movie of “The Help”.

1. The dialogue *Does this dress look homemade?* Clearly talk that it indicates as an indirect request. It is because the dialogue is straightly means that the woman wants to make sure whether she is looks pretty by that homemade dress. This question is a request for information. However, in most contexts, this question should be interpreted as a request for the listener to give the speaker a match. This is a kind of speech act called an indirect speech act in which the intent of the speaker differs from the direct, literal meaning of the speaker’s utterance.
 - Locution: “Does this dress look homemade?” (Elizabeth said to her servant about the dress she wears).
 - Perlocution: “I reckon when you finish it won’t” (The servant ‘I’, said that her employer looks good with that dress).
 - Illocution: Aibileen, Elizabeth’s servant, understands the intended meaning of her employer’s indirect request by using the interrogative sentence as her request to get an opinion that she is looks pretty by the homemade dress.
2. The used of indirect request above indicates the willingness of the employer. She wants the servant to set and get prepare the dining table before the party begin. The employers used indirect request to make it more polite by the implicit meaning. The reason for this is that politeness involves an absence of a strong statement, and women's speech is devised to prevent the expression of strong statements.
 - Locution: “.. And the table isn’t set”.
 - Perlocution: (The servant is setting up the food at dining room).
 - Illocution: After knows the employer’s willingness, the servant directly settingup the table and food, even without saying anywords.
3. In this sentence the writers also find the use of indirect request, it is clear the employer ask the servant to not give her almonds. It is also about the willingness from the employer, that

willing is to agree to do the thing asked. Hence this apparent inquiry functions as a request, leaving the decision up to the willingness of the addressee.

- Locution: "Oh, no, Pascagoula. You couldn't have known this, but I'm allergic to almonds".
- Perlocution: "Sorry, Miss Eugenia, I'll get you another one".(The servant took her employer's plate and removed with the other one).
- Illocution: The servant really understands the intended meaning of her employer's willingness by used indirect request to not give the almonds, so she removed the meal and gave by another one.

4. The writers indicate the statement above is an indirect request. It is clearly seen from the words *Aibileen, Mae Mobley is crying her eyes out*. To make the statement become more polite the woman used indirect request to deliver her asking.

- Locution: "Aibileen, Mae Mobley is crying her eyes out.
- Perlocution: (Without saying anything, after heard her employer, the servant went to the baby's room and tried to calm down the baby).
- Illocution: The illocution from indirect request above is the servent directly walked to the baby. She walked out without saying anything because she understand about her employer means,asking to calm the baby down.

5. *You're making it hotter, flapping your arms like that, Minny*. The dialogue is explained how a woman used indirect request to show their felling. That statement is clear how the old woman asked her servant to change her position to make the old woman become better, and more comfort.

- Locution: "You're making it hotter, flapping your arms like that, Minny".
- Perlocution: (After the woman knows her employer's mean, she revised the position by flapping her arms).
- Illocution: The servant revised her arms position to show the illocution as the effect of the employer's indirect request locution. And try to make some air.

6. The sentence *I really need a maid* has an implicit meaning by the indirect request that the employer really need a servant in his house. At that moment the woman told her willingness the servant to come on time in everyday, so the servant can help her.

- Locution: "I really need a maid".
- Perlocution: "I'll be here tomorrow morning about 9:15", (The servant understands that this woman really needs helps, so the servant guarantee to come on time at 09.15 am).
- Illocution: The servant promise to be there at 9:15 pm in everyday. She really understand the stetament *I really need a maid* from her employer, so she tries to be on time.

7. The writers conclude this statement *I'm fine right here, Minny* as an employer's indirect request because it has the intended meaning. That statement should be interpreted as a request for the listener, her servant, to give the speaker a space to have lunch together.
 - Locution: "I'm fine right here, Minny".
 - Perlocution: (The servant takes her position back, and let ter employer eating lunch at the kitchen with her).
 - Illocution: Without saying anything the servant takes her position back. That is the effect of understand the intended meaning of indirect request from the employers.

8. The next indirect request looks different because the employer used her gesture to deliver the meaning. The writers conclude this scene include as the indirect request because the employer deliver her asking by using the implicit context by used a gesture, and in order to look more polite.
 - Locution: "(By using her gesture, remove the head to the left side, the employer used it as indistinct conversation).
 - Perlocution: (The servant moves her body from right to the left side).
 - Illocution: The servant understands the meaning of indirect request using the gesture. As the effect the servant is moving to the left side when serving her employers.

9. The dialogue above is clear enough as an indirect request. The employer wants to dismiss her servant but not saying it clearly, and change it by using indirect request. The intended meaning of this indirect request is how the employer asks the dismissed to her servant.
 - Locution: "Aibileen, you have to go now".
 - Perlocution: (Aibileen, the servant is going out from Elizabeth's house after she dismissed by her employer).
 - Illocution : As an addressee, the servant knows the intended meaning of *Aibileen, you have to go now*. The servant really knows that after someone accused her, the meaning of her employer's indirect request is she dismissed her. And without saying anything she went out from the house.

Utterances or indirect request in this case can be classified according to the general purpose of the speaker, which, when communication is successful, is also the addressee's interpretation. The conversation, indirect request, between the employer and the servant is the kind of politeness of willingness and asking or ordering something. Its true purpose is to maintain social bonds. Assertive are utterances that involve the giving and getting of information. Performative utterances make things happen just by being uttered; they include bets and things said in various ceremonies and official acts which affect the people to whom they are said.

The writers conclude the intended meaning at the nine indirect requests of the dialogue in the movie; those requests are the willingness and asking or ordering from the employer to the servant. The employer used indirect requests to make their request become polite.

5. CONCLUSION

From the analysis of indirect request through the movie of *The Help*, the writers could give conclusion that there are nine indirect requests analyzed by the writers and the indirect requests explain by the locution. Those indirect requests are seven from affirmative sentences, one interrogative sentence and the last is indirect request by using a gesture. They are:

- *Does this dress look homemade?*
- *And the table isn't set*
- *Oh, no, Pascagoula. You couldn't have know this, but I'm allergic to almond*
- *Aibileen, Mae Mobley is crying her eyes out*
- *You're making it hotter, flapping your arms like that, Minny*
- *I really need a maid;I'm fine right here, Minny*
- *I'm fine right here, Minny*

By using her gesture, remove the head to the left side, the employer used it as an indirect conversation

- *Aibileen, you have to go now.*

The researchers also analyzed perlocutionary, acts attributed to the effect of uttering a sentence, as an effect of indirect request. They are:

- *I reckon when you finish it won't*
- The servant is setting up the food at dining room
- *Sorry, Miss Eugenia, I'll get you another one*
- Without saying anything, after heard her employer, the servant went to the baby's room and tried to calm down the baby
- After the women knows her employer's mean, she revised the position by flapping her arms
- *I'll be here tomorrow morning about 9:15*
- The servant take her position back, and let her employer eating lunch at the kitchen with her; The servant moves her body from right to left side
- Aibileen, the servant, is going out from Rlizabeth's house after she dismissed by her employer.

The illocutionary of those indirect request, the writers conclude is express feeling (behabitive), based on Austin classifies of five illocutionary acts. The importance of introducing this classification of illocutionary acts is rather to explicate, as we explained above, what type of illocutionary act one can generally perform by uttering a sentence; and, with additional specifications, how much more diversified illocutionary acts are than we are usually aware of.

From the analysis of indirect requests through the movie dialogues of "The Help" the writer could give conclusion that the theory of indirect request is affecting the meaning of the dialogues.

The dialogue which has been chosen and then analyzed is affected by the condition of indirect request.

This indirect request nowadays used by women in women's language to deliver their request. Women think when they used this type of request is more polite than just direct request. Like the dialogue number three, *Oh, no, Pascagoula. You couldn't have known this, but I'm allergic to almonds.* In this sentence the writers also find the use of indirect request, it is clear the employer asks the servant to not give her almonds. It is also about the willingness from the employer, that willing is to agree to do the thing asked. Hence this apparent inquiry functions as a request, leaving the decision up to the willingness of the addressee.

The writers conclude that the indirectness is a part of women's language. It is used by the women to be more polite. A request delivered by indirect makes the message become ambiguous and implicit. Indirect requests used by the employers affect the addressee as the listener, who in this movie acts by the servants. It can be seen from the effect of the intended meaning. As a response from the addressee, the servants, they use dialogue or by use the gesture.

6. SUGGESTIONS

After the writers analyzed indirect requests, how someone tells her willingness by using implicit message. In this part, the writers suggest to all viewers of movie who love watching movie, *The Help* can be an alternative good movie for their family especially for drama movie lover. This movie tells about difference between employer and servant at that time. An aspiring author during the civil rights movement of the 1960s decides to write a book detailing the African-American maids' point of view on the white families for which they work, and the hardships they go through on a daily basis.

The writers also suggest all readers who want to analyze this movie for anything especially for making research in the future that focus about woman's language, analyzing other speech acts by woman, because in this movie there are many speech acts used by women when they tell something.

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