

**AN ANALYSIS OF DIRECTIVE SPEECH ACT IN THE TWILIGHT
SAGA: BREAKING DOWN PART I MOVIE**

A PRAGMATIC STUDY



A THESIS

Submitted to the Faculty of Cultural Sciences Hassanuddin University

In Partial Fulfillment of the Requirements to obtain Sarjana Degree in English

Department

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THESIS

**AN ANALYSIS OF DIRECTIVE SPEECH ACT IN THE TWILIGHT
SAGA: BREAKING DOWN PART I MOVIE**

BY

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It has been examined before the Board of Thesis Examination on October 08th
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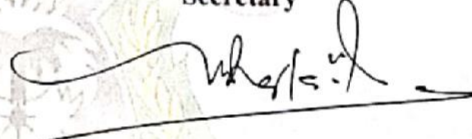
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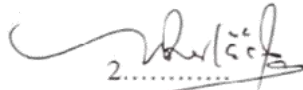


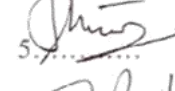
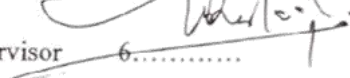
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FACULTY OF CULTURAL SCIENCES
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Today, October 08th 2021, the Board of Thesis Examination has kindly approved a thesis by **ANDI ATHIRAH** (Student Number: **F041171530**) entitled:
AN ANALYSIS OF DIRECTIVE SPEECH ACT IN THE TWILIGHT SAGA: BREAKING DOWN PART I MOVIE, submitted in fulfillment one of the requirements of undergraduate thesis examination to obtain Sarjana Sastra (S.S.) Degree at the English Department, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, October 08nd 2021

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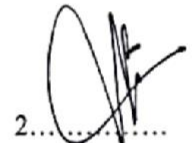
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STATEMENT OF WORK'S ORIGINALITY

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Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except the quotations and references.

Makassar, October 08th 2021

The writer



Andi Athirah

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With faith, the writer would like to express praise and gratitude to Allah SWT, the lord of the world, who also given blessing, health, strength, and opportunity in completing this study. May blessing, peace, and salutation be upon the most honourable prophet and messenger of God, Muhammad SAW, his descendant, and his followers.

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The writer hopes this study can become an inspiration for the readers and further researcher. The writer realizes that this study is not fully perfect. Therefore, the writer hopes any constructive and supportive criticism, suggestion, and advice for a better improvement.

Makassar, 30th September 2021

The writer,

Andi Athirah

ABSTRACT

ANDI ATHIRAH. 2021. *An Analysis of Directive Speech Act in The Twilight Saga: Breaking Down Part 1” Movie (A Pragmatic Analysis)* (Supervised by **Simon Sitoto** and **Marleiny Radjuni**).

This research aims to describe the type of directive speech acts used by the main characters in *The Twilight Saga : Breaking Down Part 1* movie script, and reveal the reasons why directive speech acts are used by the main characters in the movie.

In this research, the writer used descriptive qualitative method. The writer took the data from *The Twilight Saga: Breaking Down Part 1* movie script and determined all the utterances that contained directive speech act and classified them based on their types. After that, the writer analyzed the data based on Vanderveken’s Theory.

The result of this research shows that there are 12 types of directive speech acts used by the main characters. They are; asking, requesting, ordering, commanding, instructing, suggesting, advising, warning, dismissing, prohibiting, begging, and challenging. The total number of data found are 43 utterances directive speech act: 8 data of asking, 7 data of requesting, 7 data of ordering, 7 data of commanding, 4 data of prohibiting, 3 data of advising, 1 data of dismissing, 2 data of warning, 2 data of begging, 1 data of challenging, 1 data of suggesting, 1 data of instructing. The use of directive speech act is influenced by the situation in communication especially in conversation.

ABSTRAK

ANDI ATHIRAH. 2021. *An Analysis of Directive Speech Act in The Twilight Saga: Breaking Down Part 1” Movie (A Pragmatic Analysis)* (Supervised by **Simon Sitoto** and **Marleiny Radjuni**).

Penelitian ini bertujuan untuk mendeskripsikan jenis tindak tutur direktif yang digunakan oleh tokoh utama dalam naskah film *The Twilight Saga: Breaking Down Part 1*, serta mengungkap alasan mengapa tindak tutur direktif digunakan dalam film tersebut.

Dalam penelitian ini penulis menggunakan metode kualitatif deskriptif. Data penelitian diambil dari naskah film *The Twilight Saga: Breaking Down Part 1* dan menentukan semua utaran yang mengandung tindak tutur direktif dan mengklasifikasikannya berdasarkan jenisnya. Setelah itu, penulis menganalisis data tersebut berdasarkan Teori Vanderveken.

Hasil penelitian menunjukkan bahwa terdapat 12 jenis tindak tutur direktif yang digunakan tokoh utama yaitu, menanyakan, meminta, memesan, memerintah, menginstruksikan, menyarankan, menasehati, memperingatkan, menolak, melarang, memohon dan menantang. Jumlah total data yang ditemukan adalah 43 tuturan tindak tutur direktif, 8 data bertanya, 7 data permintaan, 7 data berpesan, 6 data perintah, 4 data larangan, 3 data nasehat, 1 data penolakan, 2 data peringatan, 2 data permohonan, 1 data menantang, 1 data menyarankan, dan 1 data instruksi. Penggunaan tindak tutur direktif dipengaruhi oleh situasi dalam komunikasi khususnya dalam percakapan.

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CHAPTER I

INTRODUCTION

A. Background of the study

In social life, people spend amount of time with others. People as social beings need to do interaction and communication with other people. To do some interactions, people need a tools called *language*. Language is a structured system of communication used by humans as the most important aspect in everyday life. In getting communication we need a partner. There are the speaker who deliver messages to express their feelings and the hearer respond and understand what we are talking about. However, in some situations, a hearer or a speaker could not get the messages because he/she has a differences cultural backgrounds or divergences that make them misunderstand their messages. Based on the case, is possible to learn speech acts, so we can implement them in daily social interaction of our life.

In the study of language, what people do by saying words is called speech acts. Speech acts is the part of pragmatics. According to what Morris (1938) said, “Pragmatics is a study about how language is uses in the communication and tries to understand the relationship between sign and interpretation. Pragmatics consists of several aspects such as context, presupposition and speech acts”. In this study speech acts becomes the central point of discussion because it is the object of discussion and the core part of the directive speech acts analyzed in the movie.

Due to limited space and time, the writer only focuses on directive speech acts. There are some reasons why this research studies about directive speech acts. First, a

directive act is a kind of speech acts that often uses by speakers in daily conversation. In using directive, the speaker attempts to make the world fit the word via the hearer. Second is s directive act shows a strong relationship between speaker and hearer. The last reason is because directive speech acts are uses to get greatest attention from listener in communication. Through directive speech acts the speaker utterances make hearer do something. In conversation, a directive act is often used by speaker but they says in difference way. The speaker has to concern about situation and context to make the hearer do as they want. Situation in conversation can be seen in some aspects, such as who is the hearer, what things speaker wants to say, and time of conversation. Directive speech acts is usually used in a movie.

Movie is a work of art that is loved by many people in the world because of its lively nature. Images and sounds in the movie feels more real and can tell a lot of things in a short time, when watching a movie, the audience seems to be able to penetrate the space and time in life and can affect the feelings and emotions of the audience. But on the contrary, the movie script itself is different. People need to think more to get all the messages of the conversation or the story in the movie script like the speaker's attended, meaning of his utterance, the attitude of the speaker when he talks to the addressee.

In this study, the writer takes "The Twilight Saga: Breaking Down Part 1" movie as an object of research under some reasons. The first is the writer predict in a movie script there are many utterances which have various directive speech acts. Second, the writer are interest of The Twilight Saga: Breaking Down Part 1 movie

because this movie has the uncommon story which tell about two teenagers but they come from difference kinds, human and vampire. They have hopes that they wants together because they loves each other. Bella is a female human and Edward is a male vampire. This differentiate which is makes the film very interesting. Moreover, The Twilight Saga is one of the most popular movies. The screenplay of this film is adapted from the novel with the same title written by Stephenie Meyer. Stephenie Meyer is an American author best known for her vampire romance series Twilight who was born on December 24, 1973 in Hartford. The last, the writer wants to increase, measure, and improve her knowledge about directive speech acts.

B. Identification of Problem

- a. Those directive speech acts consist of many types of illocutionary acts that researcher does not know yet.
- b. In speech acts, there are many types of speech that can occur. They make us difficult to classify them according to the correct roles.
- c. The use of directive speech acts can be divided into many kinds of sub categories which are difficult to identify in the text.

C. Scope of Problem

- a. This study focuses on the utterances that used by main characters of *The Twilight Saga: Breaking Down Part 1* movie script.
- b. This study focuses to find the type of directive speech acts that used by main characters in their utterance in *The Twilight Saga: Breaking Down Part 1* movie script.

D. Research Question

Based on the problem, the writer determines the formulation of the problems as follows:

- a. What types of directive speech acts are used by main characters in “The Twilight Saga: Breaking Down Part 1 movie”?
- b. Why are the directive speech acts used by main characters in “The Twilight Saga: Breaking Down Part 1 movie”?

E. Objectives of the study

The objectives of study agree with statement problem, such as :

- a. To identify the types of directive speech acts used by main characters in the “The Twilight Saga: Breaking Down Part 1 movie”?
- b. To reveal the reasons of why are directive speech acts used by main characters in “The Twilight Saga: Breaking Down Part 1 movie”?

F. Significance of the study

The writer expect that the finding of this research to be useful both theoretically and practically, as follows:

- a. Theoretical Significance

This research expected to be usefull guidance and can be uses as the reference for those who are interested in pragmatics analysis in the future. Hopefully this research can give contribution to the development of linguistic

discipline. Also, give more emphasis on giving new insight of directive speech acts in the movie manuscript.

b. Practical Significance

This research can be used as a reference in further research on directive speech acts. Then it could help readers to understand the directive speech acts in the movie manuscript using linguistic approach. Also, the readers can get more knowledge on the types and function of directive speech acts in the movie manuscript.

CHAPTER II

LITERATURE REVIEW

This chapter deals with theoretical framework, that are previous studies and literature review related with this research.

A. Previous Studies

There are some previous studies which related with this topic.

The First research is according to Alex Kurniadi (2015) . The research object of his study is *directive speech act in The Legend of Hercules manuscript* in 2015. The aim of his research is to identify the the forms of directive speech acts and classify the function of directive speech acts. This research studies linguistic forms, types of directive speech acts and the intention of directive speech acts. The first previous study focuses on the analysis of directive speech acts in the movie *The Legend of Hercules manuscript*. The type of his research is descriptive qualitative research because the objective of this study is observing and finding the information as many as possible related to the phenomenon.

The second research is Erwin Bala (2011) with his thesis entitled *Speech Act in Edward Aibee's "The Zoo Story"*. Erwin's thesis deals with describing the classification of Direct and Indirect Illocutionary Acts in "*The Zoo Story*" Drama, describing types of Illocutionary Acts performed by two characters in "*The Zoo Story*" Drama, and Analysing the meaning and the functions of the characters that contained Direct an Indirect Illocutionary Acts in "*The Zoo Story*" Drama.

This second one has a difference from the writer study dealing with research focuses. The writer focuses in analysing the directive speech acts in the movie *Twilight Saga: Eclipse* that performed by main characters while the second previous focuses on direct and indirect illocutionary Acts in “*The Zoo Story*” drama by two characters.

The last research is Asmi Yuniati (2018) with her thesis related with this study entitled *Directive Speech Acts In the Movie “The Message” by Moustapha Akkad*. The aims of the research are to explain the classification of directive speech acts of the movie and to explain the contribution of directive speech acts used in the movie *The Message*. This study uses the theory of Sugiyono in collecting data, then documentation is used to support the data collection about the directive speech acts used in the movie *The Message by Moustapha Akkad* based on the utterances in form of script. The research design of her study is qualitative research.

The last research is Rani Violeta (2019) with her thesis entitled *Speech Act Analysis of The Main Character in Maleficent Movie Script By Jane McTee*. Rani’s thesis focuses on analysing and explaining the types of Illocutionary Acts which are performed by main characters in “*Malaficent*”. This study is expected to give some useful insights in understanding what directive speech acts in the movie script”. This study used documentary technique in collecting data.

Based on the previous research above, the writer found out that her research much more different from the those previous researches. In this research, the writer focus on Directive Speech Acts in the Movie entitled “*The Twilight Saga: Eclipse*”.

B. Theoretical Framework

This part will discuss the theories related to this research.

a. Pragmatics

People often say something that has differences meaning from what they literally mean. Although they use language as the main means of communication to make an effective communication, they often cannot gain their aims easily because people often do some linguistic behaviors which cannot be understood simply and easily.

Pragmatics is one of the main branches of linguistics which studies contextual meaning. According to Yule (1996: 4), “Pragmatics is the study of the relationship between linguistic forms and the users of those forms”. Yule also adds that, “Pragmatics is the study of how language is used and specific situations to communicate”. In the same way, Levinson (1983: 5) states that, “Pragmatics is the study of language use, that is the study of the relation between language and context that are basic to an account of language understanding”.

From these definitions it can be concluded that pragmatics is concerned with the study meaning as communicated by the speaker or writer and interpreted by listener or reader. Consequently it has more to do with the analysis of what people mean by their utterances.

b. Speech Acts

According to Austin cited in Handayani (2015: 101), “Speech acts is the action performed via utterance”. Austin’s work was systematized and further

developed by Searle, an American philosopher, who stated that all linguistic communication involves linguistic acts. Beside that, he states that speech acts is a basic unit of communication, cited in Justova (2006). It means that there are series of analytic connection between the notion of speech acts, what the speaker means, what the sentence uttered means, what the speaker intends and what the hearer understand. Therefore, the writer can defined that speech acts is when a speaker says something or utteres to the listener what he means when he performs the action.

“Actions performed via utterances are generally called speech acts”, Yule (2003: 47). This theory is about how speakers use language to communicate. This theory appear from the basic insight that language is not merely used to explain the word, but also to perform an action. It means that understanding speaking, interpreting meanings of certain utterance is not enough because identifying an act also must be done. Therefore, through this component, we will find out what utterances do, and how we uses them in conversation.

There are numerous speech acts in people utterances and Searle (1975: 124) “classifies them into five groups as follows :

1. Representative

Representative is a kind of speech acts that states what the speaker believes to be the case or not, for example state, conclude, represent. Deducate, etc. By using this utterance, his or her expresses.

2. Directives

In this type of speech acts, the speaker wants to ask someone else to do something. Acts of commanding, ordering, requesting, inviting, are all the examples of how the speaker expressing his or her wants.

3. Commissive

When the speaker uses commissive speech acts, it means that he or she will commit some future action. Basically, it expresses what the speaker intends. The examples are promises, offers, threats, and refusals.

4. Expressive

Expressive is kind of speech acts that states what the speaker feels. The form of expressive can be statements of pleasure, pain, like, dislike, joy, or sorrow. In the case, the speaker makes the words fit with the situation which his or her feeling also includes in it. Acts of thanking, apologizing, congratulating are the examples of what the speaker feels.

5. Declarative

Declaration is a kind of speech acts that change the situation via the speaker's utterance. In order to perform a declaration correctly, the speaker has to have the special institutional role, in a specific context. For example, appoint, nominate, sentence, pronounce, fire and resign".

c. Directive Speech Acts

According to Yule, (1996: 54) states that “Directive is the kind of speech acts that speakers use to get someone to do something”. This definition is also supported by Searly in Huang’s book and clarify that “Directive is a kind of speech acts that represents attempts by the speaker to get the addressee to do something” (Huang, 2007: 107). Furthermore, Lailiyah then states when using directives, the speaker is trying to fit the word to the words. It means that “the speaker tries to make the addressee as what the words he/she utters” (Lailiyah, 2015: 63).

Based on statements above the writer concluded that directive speech acts is where the utterance said appropriate with the function of the sentences. Directive speech acts such as a declarative sentences is to informing something. For example utterance “get out of my car” this utterance said by speaker to hearer to get out of his car. It is clear and appropriate that the speaker gives command to the hearer. Moreover, directive is the form of speech that his or her speakers intends to influence in order for the partner to take actions.

In attempting to express themselves, “people do not only produce utterances containing grammatical structures and words but also they perform actions via those utterances” (Yule, 2003: 47). For instance, the boss’s utterance of the following expression is more than just a simple statement. Example : “You’re fired.”

The utterance above indicates that a boss has decide to fire his employee from a company. It means that the boss does not only utter sentence but also do action through the utterance.

Searle (1969) states that “directive are intended to produce some effect through action by the hearer: ordering, commanding, requesting, advising, prohibitive and recommending are example”. Hence, these six types of directive speech act became the basis of analysis in this study. In addition, these six types are then divided into several sub-categories which are suggested by Allan (1986). The classifications of the sub categories are as follow (Allan, 1986 :198-199) :

1. Requestive which means the speaker asks or requests the hearer/addressee to do an act (something). Requestive are divided into four sub-categories which are: Requesting, Begging, Inviting and Urging.

Examples:

- a) Could you turn on the lamp?
- b) Would you like to join me for a lunch?

2. Question, it means that the speaker asks a question to the hearer/addressee as to proposition. In another term, it can be found in the form of informative questions. It could be in the form of 5WH question (what, where, when, why, who, and how) or in the form of questions which the answers are "Yes" and "NO" questions. Questions divided into one subcategory which Asking is the sub-categories of type.

Example:

a) What is your name?

b) Are you busy?

3. Requirements, it means that the speaker requires the hearer/addressee to do an act. The difference between requestive and requirement is in the level of necessity. For instance, someone may ask for the report we assigned, but we may know that there is considerable leeway in when we actually give it to him that is a request. On the other hand, the case like if we advertise a job opening and say that we require that all applicants have a minimum of three years' experience, that is a demand there is no leeway at all, and it's include one sub-categories of requirement. Requirement includes of Commanding, Demanding, Instructing, and Ordering, all of them are the sub categories of types.

Examples:

a) She instructed us that we were to remain in our seats.

b) Listen to me!

4. Prohibitive which means the speaker prohibits the hearer/addressee from doing an act. Prohibitive originally referred to something that prohibits or forbids something, and the sub-categories of prohibitive is Forbidding.

Examples:

a) Don't be like that.

b) It's forbidden to talk to them unless it's to give an order.

5. Permissive, it means that the speaker permits the hearer/addressee to do an act. Permissive is tolerant of something, or something often which others would disapprove or it is habitually and characteristically accepting of something, as social behavior or linguistic usage, that others might disapprove. There are two sub-categories of this type: Permitting and Dismissing.

Examples:

- a) Will you let me to go there?
- b) I don't think we should dismiss the matter lightly.

6. Advisories, it means that the speaker advises the hearer/addressee to do an act. The speaker intends the utterance to be taken as sufficient reason for the hearer to do an act. Advisory include: Advising, Suggesting, and Warning.

Examples:

- a) You should wake up early tomorrow.
- b) If I were you, I'd read more books.

According to Vanderveken (1990: 189) the Directive Speech Acts contains:

“direct, request, ask, question, inquire, interrogate, urge, encourage, discourage, solicit, appeal, petition, invite, convene, convoke, beg, supplicate, beseech, implore, entreat, conjure, pray, insist, tell, instruct, demand, require, claim, order, command, dictate, prescribe, enjoin, adjure, exorcise, forbid, prohibit, interdict, proscribe, commission, charge, suggest, propose, warn, advise, caution, alert, alarm, recommend, permit, allow, authorize, consent, invoke, imprecate and intercede”.

Here is the verb explanations about the types of Directive Speech Acts according to Vanderveken's theory:

<i>Direct :</i>	Aim (something) in particular direction or at a particular person. Give (someone) an official order authoritative instruction.
<i>Request :</i>	Politely or formally ask for
<i>Ask:</i>	Say something in order to obtain an answer or some information. Request (someone) to do or give something. Invite (someone) to one's home or function.
<i>Question :</i>	Ask question of (someone) , especially in official context
<i>Inquire:</i>	Ask for information from someone
<i>Interrogative:</i>	Ask question of (someone, especially a suspect or a prisoner) Closely, aggressively or formally.
<i>Urge:</i>	Try earnestly or persistently to persuade (someone) to do something.
<i>Encourage:</i>	Give support, confidence, or hope to (someone)
<i>Discourage:</i>	Cause (someone) to lose confidence or enthusiasm.
<i>Solicit:</i>	Ask for try to obtain (something) from someone.
<i>Appeal:</i>	Make a serious or urgent request, typically to the public. Apply to a higher court for a reversal of the decision of lower court.
<i>Petition:</i>	Make or present a formal request to (an authority) with respect to a particular cause.
<i>Invite:</i>	Make a polite, formal, or friendly request to (someone) to go

somewhere or to do something.

Convene: Some or bring together for a meeting or activity, assemble.

Convoke: Call together or summon (an assembly or meeting).

Beg: Ask (Someone) earnestly or humbly for something.

Ask for something, typically food or money, as charity
or a gift

Supplicate: Ask or beg for something earnestly or humbly.

Beseech: Ask (someone) urgently and fervently to do something;
implore; entreat.

Implore: Beg someone earnestly or desperately to do something.

Entreat: Ask someone earnestly or anxiously to do something.

Treat (someone) in a specified manner.

Conjure: Make (something) appear unexpectedly or seemingly
from nowhere as if by magic.

Implore (someone) to do something.

Pray: Address a solemn request or expression of thanks to a deity or
other object of worship.

Insist: Demand something forcefully, not accepting refusal.

<i>Tell:</i>	Communicate information, facts, or news to someone in spoken or written words.
	Decide or determine correctly or with certainty.
	(of an experience of period of time) have a noticeable, typically harmful, effect on someone.
<i>Instruct:</i>	Direct or command someone to do something, especially as an official order.
	Teach (someone) a subject or skill.
	Give a person direction, information, or authorization, in particular.
<i>Demand:</i>	Ask authoritatively or brusquely.
<i>Require:</i>	Need for a particular purpose.
<i>Claim:</i>	State or assert that something is the case, typically without providing evidence or proof.
<i>Order:</i>	Give an authoritative direction or instruction to do something.
	Request (something) to be made, supplied, or served.
	Arrange (something) in a methodical or appropriate way.
<i>Command:</i>	Give an authoritative order.

Be in strong enough position to have or secure (something).

Dictate: Lay down authoritatively; prescribe.

Say or read aloud (words to be typed, written down, or recorded on tape).

Prescribe: (of medical practitioner) Advise and authorize the use of (a medicine or treatment) for someone, especially in writing.

Enjoin: Instruct or urge (someone) to do something.

Adjure: Urge or request (someone) solemnly or earnestly to do Something.

Exorcise: Drive out or attempt to drive out (an evil spirit) from a person or place.

Forbid: Refuse to allow (something)

Prohibit: Formally forbid (something) by law, rule, or other authority.

Interdict: Prohibit or forbid (something)

Intercept and prevent the movement of (a prohibited commodity or person).

Proscribe: Forbid, especially by law.

<i>Commission:</i>	Give an order for or authorize the production of (something such as building, piece of equipment, or work of art). Bring (something newly produced, such as a factory or machine) into working condition. Appoint (someone) to the rank of officer in the armed services.
<i>Charge:</i>	Demand (an amount) as a price from someone for a service rendered or goods supplied. Accuse (someone) of something, especially under law. Entrust (someone) with a task as a duty or responsibility.
<i>Suggest:</i>	Put forward for consideration.
<i>Propose:</i>	Have as one's intention or objective.
<i>Warn:</i>	Inform someone in advance of an impending or possible danger, problem or other unpleasant situation.
<i>Advise:</i>	Offer suggestions about the best course of action to someone
<i>Caution:</i>	Say something as a warning.
<i>Alert:</i>	Warn (someone) of a danger, threat, or problem, typically with the intention of having it avoided or dealt with.

<i>Alarm:</i>	Cause (someone) to feel frightened, disturbed, or in danger. Be fitted or protected with an alarm.
<i>Recommend:</i>	Put forward (someone or something) with approval as being suitable for a particular purpose or role. Commend or entrust someone or something to (someone).
<i>Permit:</i>	Give authorization or consent to (someone) to do something.
<i>Allow :</i>	Admit (an event or activity) as legal or acceptable. Give the necessary time or opportunity for. Admit the truth of concede.
<i>Authorize:</i>	Give official permission for or approval to (an undertaking or agent).
<i>Consent:</i>	Give official permission for something to happen.
<i>Invoke:</i>	Cite or appeal to (someone or something) as an authority for an action or in support of an argument.
<i>Imprecate:</i>	Utter (a curse) or invoke (evil) against someone or something.
<i>Intercade:</i>	Intervene on behalf of another.

According to Mey (2001: 120), “the illocutionary point of directive speech acts consists of efforts of the speaker to get the hearer to do something”. They

may be very modest efforts as when speaker invites hearer or suggests hearer to do something, or they may be very fierce attempts as when speaker insists hearer to do something. The direction of fit is world to words, which means that the fact can be change according to the words utteres. The utterance which is produce by the speaker can affect the fact. The content is the hearer does some future action. According to Hornby (2005), Paradigms of this class from the statements above are ordering, forbidding, inviting, commanding, requesting, questioning, and suggesting. These are the definitions of them :

- 1.) Ordering is the act of asking someone to do something

Example:

Ordering “Get out!”

- 2.) Commanding is the act of telling somebody that they must do something in which the speaker has authority

Example:

Commanding “I command you to keep silent.”

- 3.) Requesting is the act of asking for something formally and politely

Example:

Requesting “Close the door, please?”

- 4.) Questioning is the act of asking somebody about something

Example:

Questioning “What’s happening?”

5.) Suggesting is the act of putting an idea or a plan for other people to think about or what he/she should do.

Example:

Suggesting "I suggest you to drive your car carefully."

6.) Forbidding is the act of ordering someone not to do something.

Example:

Forbidding "Don't do that!"

7.) Inviting is the act of asking someone to go somewhere.

Example:

Inviting "I invite you to my party."

From the explanation above, the writer concluded that each types of directive speech acts has difference purpose and function. Most of the people have the misconception that imperatives issue directives, declaratives make statements, and interrogatives for seeking information. In addition, directive acts usually used in a movie. Movie is one of human product literature term. It can express someone's feeling and meaning sense. In general, every movie has script and specific aims of the movie. In the movie, there are so many utterances which have differences meaning from each other. Furthermore, we have to know what their conversational purposes are.

d. Indirect Speech Act

Speech acts are also classifies into direct and indirect ones. A direct speech acts is one where there has direct relationship between a structure and a function.

It is an ordinary way of saying things. An indirect speech acts is whenever there has indirect relationship between a structure and a function. The indirect circumstance, for example is a type of negative assessment. A negative assessment is a speech acts that evaluates some person or situation through an utterances that carries a negative semantic load. An indirect circumstance is defined as the expression of dissatisfaction to an addressee about oneself or someone or something that is not present.

As states by Allan (1986: 204), that “in an indirect speech acts, there is an implicit meaning behind what the speaker actually says.” When people use indirect speech acts, they will be able to create a politeness statement. As that statement, this is because the performance of indirect speech acts is mainly motivated by politeness. In other words, the speaker usually performs indirect speech acts because s/he wants to be polite. In the case of request, direct request presumes a certain status of the speaker over the hearer. However, according to Thomas (1995: 143) :

“politeness is not the only motivation for indirectness. People also use indirect strategies when they want to make their speech more interesting, when they want to reach goals different from their partners or when they want to increase the force of the message communicated.”

This means that indirect speech acts are commonly used to reject proposals and to make requests. For example, the speaker asks, “Would you like to meet me for coffee?” and another replies “I have a class”. The second speaker uses an indirect speech acts to reject the proposal. This is indirect speech acts to reject the

proposal. This is indirect because the literal meaning of “I have a class” does not entail any sort of rejection.

e. Context

Context has a very important role in communicating because without the context, utterance or expressions will not be meaningful. To understand an utterance or expression, we must really understand the context in order to understand what the meaning of the utterance or expressions are. According to Cruse (2006) he states that context is an essential factor in the interpretation of utterances and expressions. Yule (1996) also states that context is the physical environment in which a word is used”.

From the explanation above, we can conclude that context plays an important role in the interaction of meaning or message in a communication event. To interpret the language of text message, verbal or written without knowing how the contexts, probably almost impossible to do.

According to Kridalaksana (1984: 23) “Context is defined as a sound, word, or phrase that precedes and follows an element of language in an utterance. Context can also be interpreted as the utterance or discourse.” Meanwhile, Holmes (2000: 8) states that :

“there are some factors which are related to the users of language and the social setting and function of interaction. Who is talking to whom for example home, school, work, etc, is a generally relevant factor too. In some case the topic has proved an influence on language choice”.

Furthermore, context will reflect the influences of one or more of the following components:

- a) The participants: who is speaking and who are they talking to?
- b) The setting or social context of the interaction: where are they speaking?
- c) The topic: What is being talking about?
- d) The function: why are they speaking?

From the explanation above, context has an important concept in Pragmatic. Context is any information that can be uses to characterize the situation of an entity. It means context is the crucial factor influencing meaning of an utterance.