AN ANALYSIS OF DIRECTIVE SPEECH ACT USED IN "LITTLE WOMEN (2019)" MOVIE

Final Project

Submitted to the fulfillment of the requirements

For the degree of *Sarjana Pendidikan* in English

by

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I

DECLARATION

Hereby, the researcher declares that this final project is made by the researcher herself. This final project does not contain materials written or has been published by other people except referred written in this research paper and mentioned in the bibliography. The researcher is completely responsible for the content of this final project. In addition, the researcher hopes that this declaration can be understood by all human beings.

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II

RATIFICATION

The final project has been ratified by examiners of the Faculty of Language and
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MOTTO

"Keep on Going, You Might Find Your Scars Healed"

-Ardhi Mohammad

DEDICATION

This final project is dedicated to:

1. Myself.
2. My parents who are always pray and support for me.
3. All my beloved friends.
4. All of the people who support and help me cannot be mentioned one by one.

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Semarang, 15 August 2022

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ABSTRACT

Indrayani, Muji Dwi. 2022. *"An Analysis of Directive Speech Act Used in Little Women (2019) Movie".* Final Project, English Education Study Program, Faculty of Art and Language Education (FPBS), University PGRI Semarang. The first advisor: Dr. Rahmawati Sukmaningrum, M.Pd. and the second advisor: Ajeng Setyorini, S.S., M.Pd.

This research analyzed the directive speech acts used in *Little Women (2019)* movie, the objectives of this research were to identify the types of directive speech acts used in the movie, the most dominant types that are frequently used, and describe the meaning of directive speech acts used in the movie. This study employed Searle's theory of speech act as a guide to analyze and discuss the directive speech act in *Little Women (2019)* movie. This study was categorized as descriptive qualitative research. The results of this study show that there were five types of directive speech acts in the movie. Those were request (5%), question (60%), command (24%), permission (2%), and prohibition (9%). Question speech act was the most frequently used. Furthermore, the meaning of the directive speech acts performed in *Little Women (2019)* movie was highly influenced by situational context and question is the biggest factor that frequently used in the movie. The movie's talk about family and siblings matters, talk about women, talk about responsibility, it all was presented by the characters in the movie constantly wonder and find a way out in every conflict.

Keywords: pragmatics, speech acts, directive, movie

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CHAPTER I

INTRODUCTION

A. **Background of the Study**

Communication is the process of conveying messages from one person to another, commonly referred to as a speaker and a hearer (receiver), to achieve certain goals. Communication can aid in the development of social bonds. Two persons are said to interact if they carry out acts and reactions that humans carry out individually, in groups, and organizations. We cannot avoid communicating and receiving messages from one another as social beings. This act of communication continues throughout a person's life. Either directly or indirectly, through communication, a person conveys his/her feelings and what is in his/her mind to others. As a communication tool, language is important to communicate in daily activities. A language is an effective tool for creating communication because it plays an important role in expressing what people want, need, and feel.

A language is a tool that humans use to share information with others all around the world. Language replaces other modes of communication as the major means of communication. According to Taylor (1990: 5), language is a system of signals (such as spoken sounds, hand gestures, and letters) used to express messages. People may communicate their sentiments, emotions, intentions, and facts through language. The use of appropriate language facilitates the occurrence of good communication, which is safe and controlled while discussing anything. When attempting to communicate oneself, humans not only create speeches with grammatical structures and words, but they also conduct movements via that utterance. The scientific study of language is known as linguistics. It entails the examination of language meaning, language in context, and language form. Linguists have historically studied human language by studying the interaction between sound and meaning. Linguistic disciplines include phonology, morphology,

syntax, semantics, and pragmatics. Pragmatics is one of the important linguistic fields. Pragmatics may be defined as a language utilized at specific times and under specific situations. Pragmatics is the study of meaningful speakers in context. Felicity Condition, Speech Act, Politeness, Implicature, and References are some of the sub-discussion in pragmatics research. A speech act is one of the most often addressed topics in pragmatics research. The speech-act theory is a subfield of pragmatics concerned with how words can be used not only to present information but also to carry out actions. A speech act is interesting to be analyzed since it is an act that a speaker performs when making an utterance so that the hearer needs to interpret the meaning of the utterance.

A speech act is one of the pragmatics studies that are important in daily conversation. Speech acts are expressions that serve a purpose in communication. When giving a command, advice, question, or request in real-life interactions, the speech act can be used. Speakers frequently instruct listeners to recognize the function or communicative intent of the utterance they produce and to act accordingly. They are usually aided by the situation surrounding the utterance or speech act event (Yule, 1999:47). It is clear that the wide scope of language in speech acts, so speech acts are used every time, every day, and everywhere. Expressing speech acts or conveying information is not always successfully conveyed because the use of various speeches that have different meanings sometimes makes it difficult for listeners to understand them. Listeners sometimes experience misunderstandings and think twice about understanding the message they are conveying. Therefore, there will be problems that must be resolved in terms of communication.

A directive is one type of speech act that can be found in everyday conversation. The use of directives is done by telling to do something by conveying a rule. In short, a directive is a type of speech act that speakers use to get someone else to do something. According to Austin (1962), directives are used by the speaker to persuade the listeners/hearers to do or not to do

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something. It can take the form of an order, a warning, an urging, directives, or advising. The directive speech act is commonly used in a movie. It can convey a person's thoughts, feelings, and meaning sense. The movie contains colorful language with varied meanings that some people cannot understand. It is not simply about amusement; while viewing a movie, viewers may get moral worth, education, and other benefits, as well as learn about the social relationships between performers, the speech or utterances they employ, and the linguistic aspects of the movie. Movies relate to and describe the conditions of everyday life as a mirror of real-world life. The existence of directive speech acts can be found in the movie as a reflection and representation of the communication and conversation experienced.

Based on the explanation above, the researcher aimed to reveal how various types of directives are employed in the movie. Directive speech acts occur frequently in daily life and communication that is relevant to society, as well as language development, particularly in a movie. They play an important role in social relationships. It may also be found in the movie. The researcher is interested in discovering the directive speech acts utilized in Greta Gerwig's *Little Women (2019)* movie. It is intended to make readers more aware of the directive speech acts and to teach them about speech in particular by observing dialogs and their meaning in each scene of the movie.

B. Reason for Choosing the Topic

Based on the background of the study above, there are some reasons why the researcher chooses the topic, including the fact that speech acts with varying degrees of explicitness may be found in practically every culture's daily dialogue. Second language learners must understand how speech acts overlap and what is improper to express. Speech acts may be found not just in real life but also in movies since they are works of art that represent actual human life. Therefore, the researcher is interested in analyzing directive speech act because the researcher discovered interesting things where sentences or speeches can have meaning and there is a classification of words

from spoken sentences and directives are one type of speech act that is frequently used by speakers in daily communication. The researcher considers the movie *Little Women (2019)* because it can also be used as a form of media for students to learn directive speech acts, and it is quite interesting because the *Little Women (2019)* movie contains stories that relate to our everyday real life with the theme of the story of a friendship, family life and about the closeness between siblings who together look for what they want to achieve in the future with their respective goals.

C. Statement of the Research Problem

In this research the researcher formulates the statement of the problem as the followings:

1. What types of directive speech acts are found in "*Little Women (2019)*" movie?

2. What is the dominant type of directive speech act that is used in "*Little Women (2019)*" movie?

3. What are the meanings of directive speech acts used in "*Little Women (2019)*" movie?

D. Objectives of the Study

In this research the researcher formulates the object of the study as the followings:

1. to identify the types of directive speech acts found in *"Little Women (2019)"* movie.

2. to find out the dominant type of speech acts used in "*Little Women (2019)*" movie.

3. to explain the meaning of directive speech acts used in *"Little Women (2019)"* movie.

E. Significance of The Research

In this research the researcher formulates the significance of the research as the followings:

1. Teachers

The researcher expects the findings of this research can be an inspiration and help for English teachers, especially for pragmatics teachers, who can utilize it as a source for teaching materials by showing this movie to students in the classroom as learning media, which can help students better understand the directive speech act.

2. Students

This research can help students to learn more about speech acts by watching this movie. Students can also utilize the findings of this research to improve their understanding of pragmatics, sociolinguistics, and so on.

3. Other Researcher

The researcher expects this research can be an inspiration and secondary data to the other researcher who is interested to conduct research about speech acts in another movie, so there will be many movies analyzed and many values gotten and applied.

F. Definition of Key Terms

To make the readers understand several terms used in this research, the researcher provides a basic definition of key terms of this research.

1. Speech Act

A speech act is a component of a pragmatic examination of utterances. Speech acts may provide a lot of light on wider cultural issues, but the relevance of any specific speech act category can only be completely understood in a broader cultural context (Abdullah, 2012).

2. Directive

A directive is a type of speech act in which the speaker attempts to persuade the listener to do something. It denotes that the listener does what the speaker desires. It is typically used to deliver an order, compelling the hearer to do a certain action, request, instruction, or advice.

3. Movie

A movie is a screenplay that incorporates a succession of photographic pictures that create the appearance of movement and motion in real life. It is created by recording pictures or photographic images with cameras, and some by producing visuals using animation techniques and visual effects, as well as some music (Marcel Danesi, 2010: 134).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

Firstly, the research arranged by Muhartoyo and Keilly Kristani(2013) entitled *Directive Speech Act in the Movie "Sleeping Beauty"*. The purpose of this research was to identify the directive speech act in the movie "Sleeping Beauty." This research aimed to examine how often the directive speech act is performed and which type of directive speech act is most frequently used in the movie. This research employed the qualitative method, in which data was gathered by watching the movie, reading the script analyzing each character's body movement, dialogue, and library research. A total of 139 directive speech acts were identified successfully. According to the findings of the analysis, the directive speech act of ordering is the most frequently used in the movie (21,6%). The inviting directive speech act was the least frequently used in the movie (0,7%). The research also revealed the significance of the directive speech act in managing the flow of the movie's storyline. This research was expected to provide some useful insights into what directive speech acts are.

Secondly, previous research that examined the directive speech act in the same movie "Sleeping Beauty" compiled by Fara Della and Barnabas Sembring (2018) entitled *An Analysis of Directive Speech Acts by Searle Theory in "Sleeping Beauty" movie script.* The purpose of this research was to determine the types of directive speech acts used by the characters in the "Sleeping Beauty" movie script based on the theory proposed by Searle theory and to analyze the types that are most frequently used in the movie script as well as the possible reasons for it. The dialogue script was the subject of the research. This research was classified as Descriptive Qualitative research. The researcher used documentation as the instrument in this research. The "Sleeping Beauty" movie script by Casper Van Dien is the

object of this research. According to the study's findings, the following types of directive speech acts were identified: command, request, permission, prohibition, and question. Second, the most frequently used types of directive speech acts were command types. Command has the highest rank (51 utterances) and prohibition has the lowest rank (2 utterances). In terms of reason, the command types (51 utterances) are the most frequently used because they clearly show each character's strength. Furthermore, the movie genre influences the use of its directive speech acts.

Thirdly, the previous research was arranged by Dewi Sartika and Andi Muhammad Irawan (2021) entitled *Directive Speech Acts of Harry Potter, Ronald Weasley, and Hermione Granger in "Harry Potter and The Philosopher's Stone" Movie Script.* Their study is to find out the directive speech acts, to compare the use of directive speech acts between the three characters, and to find out if the context of the situation influences the use of directive speech act between the three characters. Their study uses mixed methods using the theory of Searle about the directive speech act. Their study result was there are five types of directives speech act, there were command, request, permission, prohibition, and question. Then, the use of directive speech acts between the three characters is similar in general, then proves the context gives a great influence on the use of directive speech acts.

Fourthly, the previous research was arranged by Riza Pahlevi (2017) entitled *An Analysis of Speech Acts on Main Character of Hotel Transylvania II Movie.* His studies aimed to analyze the use of speech acts and illocutionary acts implied in the movie, to find out three types of speech acts and classification of illocutionary acts, and to understand the interpretation of the dialogue between the speaker and hearer in this movie. A qualitative method was the method that was used in this study. The data consist of 49 data and analyzed 21 data. The study found that there were three types of speech acts used by Dracula as the main character in the movie namely locutionary acts, illocutionary acts, and perlocutionary acts. There were five

classifications of illocutionary acts such as representative, directive, commisive, expressive, and declarative.

The last was arranged by Tira Nur Fitria (2019) entitled *An Analysis of Directive Speech Act Found in "Koi Mil Gaya" movie*. This research aimed to find out the type of directive a speech acts and find out which directive speech acts are most frequently used in "Koi Mil Gaya" movie. The research was carried out with a qualitative approach. This study describes the phenomenon, the data, and the situation as they were discovered. A documentary study was used to collect data in this study. The researcher discovers 246 utterances of directive speech acts produced by the characters in the movie as 196 data as a result of this research. The directive act takes the form of utterances that contain words, phrases, clauses, and sentences. According to the analysis, the movie "Koi Mil Gaya" depicts a directive speech act with three components utterances: command, request, and suggestion. First, in command, there are 165 data (utterances) or 84.18%. Second, in suggestion, there are 20 data/utterances or 10.20%. Third, in a request, there are 11 data/utterances or 5.61%. While the most dominant type of directive speech act is a command.

Based on the explanation of the previous research above, the researcher found some differences and similarities between the previous research and the current research. The similarity found in previous research and current research is that they both use the types of speech acts as the focus of the research. Therefore, the difference between previous research and current research is the object of the research. In this research, the researcher analyzed the use of directive speech acts in *Little Women (2019)* using a movie script.

B. Review of Related Theories

This chapter discusses the literature in order to provide general ideas about the concepts underpinning this research.

1. Pragmatics

Pragmatics is a type of linguistic branch. Its research focuses on the meaning of utterances. Because it focuses on the speaker's intention, Thomas (1995:21) defines pragmatics as speaker meaning. Furthermore, it focuses on the message's producer, which includes the process of interpretation by the hearer. It also embodies several levels of the speaker's meaning which is generally called utterance meaning and force.

Yule (1996:3) divides pragmatics into four areas. Firstly, pragmatics is defined as "the study of meaning". It means that pragmatics is concerned with what the speakers communicate and whether the hearers can interpret the speaker's utterances. Secondly, pragmatics is defined as "the study of contextual meaning". It means that pragmatics takes into account how speakers organize what they want to say about who, where, when, and under what circumstances they are speaking. Next, pragmatics is defined as "the study of how to obtain communication rather than what is said". It means that pragmatics is concerned with the investigation of invisible meaning or what the speaker does not say. Lastly, pragmatics is defined as "the study of how relative distance is expressed". The speaker usually considers how close or far the listener is so that the speaker knows how much to say.

In many ways pragmatics is the study of the relationship between language and context, which is the fundamental account of language understanding (Leech, 1983:10). Therefore, Yule (1996:4) states that studying language through pragmatics has the advantage of allowing people to convey their intended meaning, assumptions, goals, and the type of actions (for example, request) that they perform when speaking.

Based on those definitions, pragmatics is one of the linguistic branches concerned with utterance and intention. Furthermore, it takes context and meaning into account whenever a conversation occurs. As a result, the addressee can understand the intended meaning of the utterance.

2. Speech Act

a. Definition of Speech Act

Speech acts are utterances that serve a purpose in communication. People not only construct grammatical structures and words, but they also act via utterances. Speech acts are a subcategory of pragmatics. Speech acts are derived from the phrases speech and acts. It is meant that speech relates to utterances and act refers to activity. Speech act theorists attempt to explain what humans do when they say a sentence. For example, when a speaker says "shut the door!" the speaker performs the act of ordering and also expects the hearer to recognize the speaker's purpose by going to close the door. Speech acts are actions done by speakers when they say a phrase. This concept demonstrates that when humans speak, they not only utter the sound or words with grammatical structure, but they also execute various actions throughout the process of speaking.

According to Yule (1996:47), a speech act is also an act accomplished by utterances, and it is frequently labeled as a request, apology, invitation, complaint, compliment, or promise. People utilize utterance sentences in their daily lives when they say anything, then they act and exhibit something by utilizing body language in their utterances such as fingers, head, hand eyes, and so on.

Yule (1996:48) states in his book that on every occasion, a speech act that caused action by executing some statement has three aspects. It is consistent with Austin's (1962) classification of three basic senses in which saying something implies doing something. There are three basic types of

activities performed in this situation in their speech: locutionary acts, illocutionary acts, and perlocutionary acts.

b. Types of Speech Act

1) Locutionary Acts

The locutionary speech act is essentially comparable to reciting certain utterances with specific context and reference, which is again roughly equivalent to meaning in the conventional sense (Austin, 1962:108). Cutting (2002: 16) agrees, stating that locutionary is what is stated. Yule (1996) also proposes the locutionary act as the act of making meaningful utterances. For example, when someone utters "It is going to rain."

2) Illocutionary Acts

The illocutionary act is carried out by the expressive energy of a speech, such as offering, promising, or apologizing (Yule, 1996:48). This is often referred to as the act of doing something to say something. The illocutionary act is the most significant level of activity in a speech act since it is determined by the desired force of the speakers.

3) Perlocutionary Acts

Perlocutionary acts are acts performed by saying something. The perlocutionary act is the listener's behavioral response to the meaning of utterances, the act of creating a certain impact on the listener and the other. According to Yule (1996:48), the third dimension of performing acts through utterances is that humans do not just make an utterance with a function without intending for it to have an impact.

Austin (1962:101) illustrates the distinction between these kinds of acts with a (now politically incorrect) example of saying "Shoot her!", which he trisects as follows:

Act (A) or Locution

He said to me "Shoot her!" meaning by *shooting* "shoot" and referring *her* to "her."

Act (B) or Illocution

He urged (or advised, ordered, etc) me to shoot her.

Act (C) or Perlocution

He persuades me to shoot her.

3. Searle's Illocutionary Speech Act Classification

Searle expands on Austin's concept of speech act theory. Searle emphasizes the speaker's illocutionary act. According to Searle, there are only five illocutionary points that speakers can reach on propositions in an utterance: representatives/assertive, directives, commisive, expressive, and declarative.

a. Representatives/Assertives

Representatives or assertive are illocutionary acts in which speakers say whether they think something to be factual (true) or not (false). The speaker adjusts the words to match the world or belief by doing these activities (Yule, 1996: 53). Some performative verbs suggesting these sorts of behaviors include diagnosing, describing, identifying, classifying, calling, insist, and claim, boast hypothesize, and predict.

Examples: *The earth is flat. (Stating a fact)*

Chomsky didn't write about peanuts. (Stating an opinion)

It was a warm sunny day. (Describing)

b. Directives

Directives are illocutionary acts used by speakers to encourage the listeners to perform something. These activities convey the speaker's desires as well as the speaker's attempts to make the world match the words through the hearer (Yule, 1996: 54). This category's performative verbs include to ask, request, order, beg, command, plead, invite, pray, permit, entreat, advise, challenge, defy, and dare.

Examples: *Gimme a cup of coffee. Make it black. (Commanding or ordering)*

Could you lend me a pen, please? (Requesting)

Don't touch that. (Forbidding)

c. Commissives

According to Yule (1996), commissives are a type of illocutionary act that commits the speaker to a future course of action. In this sort of illocutionary act, performative verbs such as ask, order, demand, request, beg, plead, pray, entreat, invite, permit, advise, dare, defy, and challenges are regularly used. In the case of commissives, the world is modified to the words through the speaker.

Examples: *I'll be back. (Promissing)*

I'm going to get it right next time. (Promissing)

We will not do that. (Refusing)

d. Expressive

Expressives are illocutionary behaviors that express the speaker's emotions or attitudes toward something. The psychological moods of the speakers are involved in these behaviors. When conducting these acts, the speakers adapt their words to match the worlds or feelings they are experiencing (Yule, 1996: 53). These illocutionary behaviors are denoted by

performative verbs such as apologies, deplore, thank, condole, congratulate, and welcome.

Examples: *I'm really sorry! (Apologizing)*

Congratulations! (Congratulating)

Mmmm... Sssh. (Stating pleasure)

e. Declarative

Declarative is illocutionary acts in which the speaker uses utterances to modify the state of affairs in the world. When performing these acts, the speaker must have an institutional function in a specific context (Yule, 1996: 53). These speaking activities are indicated by performative verbs such as plead, pronounce, phrase, state, declare, resign, fire, and appoint.

Examples: *I now pronounce you husband and wife. (Marrying)*

You are out! (Firing)

We find this defendant guilty. (Sentencing)

4. Directives

a. Definition of Directive Speech Act

In (Levinson, 1983:241), Searle defines a directive as an utterance employed by a speaker to persuade the hearer to do something. Furthermore, the directive is an illocutionary act utilized by speakers to get something done by the hearers. According to Yule (1996: 54), a directive expresses what the speaker desires and the speaker tries to make the environment suit the words through the hearer. The speaker's intention was expressed through the Directive. Similarly, Holmes (1992:239) says that directive is a linguistic utterance that is meant to ask someone to do something. Meanwhile, Leech provides a syntactical explanation of the directive speech act. According to Leech (1983: 206), directive speech acts occur in the constructions S, verb, and O to Y. Where S and O stand for subject and object, or the speaker and

the hearer. The verb then denotes a verbal act-verb, such as a command or a request. Y is used here as an infinitive clause that performs actions such as asks, begs, bids, commands, demands, forbids, and recommends.

In addition, Levinson (1983) defined directive as the act of the speaker attempting to persuade the addressee to do something. To summarize, directives are speech acts used by speakers to persuade others to do something. The act is commanding, asking, offering, requesting, ordering, inviting, permitting, insisting, begging, daring, challenging, suggesting, prohibiting, recommending, and advice.

b. The Classification of Directive Speech Act

According to Searle (as referenced in Della &Sembiring, 2018), there are five types of directive illocutionary acts: command, request, permission, prohibition, and question. Searle (1979) provided a succinct explanation of five types of directive illocutionary acts.

1) Commanding

Commanding is an utterance made by the speaker to ask the hearer to do something based on the speaker's power over the hearer, thus the hearer must obey the speaker's order. Commanding, is only effective if the speaker has some power over the hearer (Kreidler, 2013 p.189).

Examples: *Just get out of here!*

Get a computer and track my phone!

No. Stop!

2) Permitting

Permission directives appear to be grammatical interrogatives that request permission to get or perform something. Permission meant that the speaker has permitted the hearer.

Examples: *Can I borrow your camera?*

You can sit here, the seat is free.

Could I open the window?

May I ask a question?

3) Requesting

A request is a directive illocutionary act that provides for the possibility of refusal. It varies from "direct" solely in its more polite style of accomplishment, which is represented in English by the modifier "Please." A request is a means of asking the hearer to do something. The request differs from a command in that it is less demanding. For example, "Could you lend me a pen, please?" (Yule,1996).

4) Prohibiting

Prohibiting is the propositional inverse of order, which is to prevent a hearer from doing something (Prayitno, 2010:51). The speaker forbids the hearer from performing an act. Enjoin, forbid, prohibit, proscribe, and restrict are examples of prohibitive performatives. According to Gordon and Lakoff's theory (in Bonvillain 2003:119), to use a directive, a speaker must meet the following conditions:

a. The speaker expects the hearer to take some action.

b. The speaker implies that the hearer is capable of performing the act.

c. The speaker implies the hearer is willing to perform the act.

d. The speaker expects that if no request is made, the hearer will not take action.

Examples: *Don't touch that!*

No, Stay!

I said not now!

5) Questioning

Searle (1976) identifies questions as a type of directive speech act because they try to elicit an answer from the hearer. It signifies that a question is also engaging a speech act. Questioning performative include: query, question, ask, query, inquiry, and quiz.

Examples: *What's your name?*

What year are you?

Do you know who I am?

5. Context

Pragmatics study analyzes the meaning of words in context by studying the components of meaning that may be demonstrated by knowledge of the social and physical environment, socio-psychological aspects influencing communication, and knowledge of the place and time at which the words are communicated (Cutting, 2002). It focuses on the meaning of words in context and how speakers communicate more information than the words they use. The speaker's meaning is based on knowledge assumptions distributed by both the speaker and the listener or hearer: the speaker establishes the linguistics message and seeks or suggests meaning, while the listener infers the meaning and interprets the message. (Brown & Yule 1983; Thomas 1995 as cited in Cutting, 2002, p.2).

According to Leech (as stated in Arrosid & Munandar, 2018), Context is the background knowledge or information that is assumed to be shared by speakers and listeners and that explains to the listener what the speaker means by a specific statement. Hymes (as stated in Zand-Vakili, Kashani, & Tabandeh, 2012) divides it into eight categories in this context, namely, keys (the spirit, tone, and manner in which a message is conveyed), settings (the location of the speech situation), participants (the parties involved in the speech), act sequences (the form and content of the speech act), ends (the

purpose of the speech act), norms (norms or rules in interaction), instrumentalities (the linguistic and non-linguistic tools used to make the speech act possible), and genre (the type of the speech act) known as speaking.

Furthermore, context; it must be the case that we read the words (the "text") in a certain setting (the "context") with pre-existing assumptions about a possible message. The meaning of the text is determined not by the words themselves, but by what we believe the writer/speaker meant to say in that context. The impact of context is critical in these two situations. In these circumstances, the physical context, the spot where we encounter words, sentences, and so on, is important. When we see the word Bank on the side of a building, we immediately think of a financial institution. However, if you read about an overgrown steep bank along the river, you will have a different connotation of the word bank. The linguistic context, or peripheral words, also known as co-text, aids us in understanding what is intended in this second interpretation. Physical context and linguistic context both play crucial roles in how we interpret any text (Yule, 2020).

Furthermore, Cutting (2002, p. 3) distinguishes three forms of context. The first is a situational setting in which the speaker is aware of what is going on around him/her. The second context is the speakers' and listeners' background knowledge of the world and each other. Lastly, the co-textual context refers to what she/he is aware of regarding what she stated. Consequently, the important context is clear that values are assigned according to phenomena such as implicatures and presuppositions, as well as addressing other pragmatic issues. There are two kinds of context, namely cultural context and situation.

a. Situation Context

According to Cutting (2002: 3), the context of the situation is based on the context of the speaker in which they can see it. This is direct physical co-presence, the situation in which the interaction occurs while speaking. In addition, Hymes (1974) as quoted in Wardhaugh (2006: 247) emphasizes the importance of ethnographic views in a community about communicative events. He explains that the possible interpretation of the context of the situation, on the other hand, supports the intended interpretation. He, later, developed the speaking model which is the same as the identification of speech events and speech acts.

1) Setting and Scene (S)

Setting refers to the place and time, which is the concrete physical where the speech situation occurs. or it could be called where when it happened. For example, in the teaching and learning process in a classroom, it is perfectly permissible for participants to change the settings in certain scenes. in that activity, they can change the level of formality or the like in which they have involved the situation.

2) Participant (P)

The people who are involved in the conversation are also called participants. They include listener-speaker, sender, or receiver. In general, they fill socially defined field roles. As an example, In the classroom, participants involve teachers and students.

3) Ends (E)

Goals are based on what is conventionally expected and recognized as well as the purpose of personal exchange that will be achieved on certain occasions by the participants. To put it simply, a goal is something the participants want to achieve by saying speech act. For example, students ask

the teacher for information, and the teacher asks students to activate the background and check their understanding.

4) Action Sequence (A)

The sequence of actions is based on the actual content and form of what is said: the words used correctly, how they are used, and the relationships from what was said. For example, in public speaking everyday conversation has a different way of speaking; with each type of language and topics discussed.

5) Key (K)

The key races on cues in various forms of tone, spirit, and manner of speech act. Messages can be conveyed in a serious, light, precise, mocking, pedantic, arrogant, or even sarcastic.

6) Instrument (I)

Instrumentality races on the actual form of speech and the choice of channels used, such as codes, registers, or dialect languages, are selected. Speech acts can be delivered in writing, verbal, or telegraphic.

7) Norms of Interaction and Interpretation (N)

Norms of Interaction and Interpretation are based on specific traits and the inherent behavior of the speaker and the person who hears it, for example, silence, loudness, back gaze, and so on.

8) Genre (G)

Genre refers to a specific type of speech; such as proverbs, poetry, puzzles, prayers, sermons, and editorials. This is different from ordinary speech. This genre is used on certain occasions.

b. Socio-Cultural Context

Socio-cultural context is the most decisive influence on human interaction. This context influence the linguistic choices the speaker uses and the way the interlocutor conveys their utterances. Only those who share knowledge about cultural context will easily recognize the intended meaning communicated by the speakers. Cutting (2002: 6) believes that it is the culture and shared attitudes of a group that can make a person humor a country that is difficult for one person from another country to understand and one generation's humor cannot be understood by another. This phenomenon occurs because participants have different shared beliefs. Furthermore, Yule (1996: 21) asserts that the analysis of reference depends not only on the situational context but also on the local context and local knowledge of the participants.

As an example:

Heart attacks should not be moved.

The expression above shows that the local context and local wisdom greatly determine the interpretation of the speaker's intended meaning. People who are familiar with the local socio-culture of the speech convention will easily recognize its meaning. In some cases, the nurse identifies the patient by the name of the disease. Therefore, people should not ignore the cultural context to be able to interpret the speaker in question.

6. Movie

a. Definition of Movie

Watching movies becomes a popular hobby. People have many objectives to watch movies such as refreshing, getting knowledge and insight, learning a foreign language, time spent, and trying to comprehend the culture. Most people love watching regardless of their livelihood, age, and sex, irrespective of birthplace. People are not just watching movies in large cities,

but in small communities as well. As technology such as the Internet and mobile improves, people may see films at any time or anywhere else. (Humaira, 2018).

The movie is quite effective in encouraging people to have lively and easy to look at storytelling. A movie is a vital need, even a lifestyle, because of its persuasive nature. Movies may easily impact people as they are close to our life. Movies themselves have been affected by actual life, although some states have been added to make them interesting for entertainment. The actual material in the movie will easily persuade viewers to enter the visual sensations of the audio, so that messages may reach the viewers easily (Christoper & Jacob, 2013).

The researcher analyzes *Little Women (2019)* movie. The 2019 version of *Little Women* is the sixth adaptation of the movie, which is based on Louisa May Alcott's novel of the same name. The tale of Little Women follows the March sisters Jo, Meg, Beth, and Amy as they grow up in Concord, Massachusetts with their mother Marmee. While their father is away fighting in the Civil War, the four daughters are growing up in a society where young women are expected to grow up, marry, and have children.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

Research methodology is usually characterized as a method or way to prepare and think to finish the research and achieve the research's aim. In this research, the researcher used descriptive qualitative research to analyze directive speech acts used in the *Little Women* (2019) movie. This research used a qualitative approach based on phenomena. There is a central phenomenon in qualitative research, namely ideas, key concepts, or processes being studied. Qualitative descriptive requires the presentation of facts contained in everyday life that describe data, situations, and phenomena as found as stated by Cresswell (2012).

B. Roles of the Researcher

These research instruments are a document and a human instrument. The two instruments are used to collect information that may be utilized to address the issues that become the subject of the research.

Ary, et al., (2002) explained that qualitative research might also employ written records to acquire an insight into the phenomenon under research, such as letters, autobiographic, files, diaries, reports, movies, books, and so on. Because this research was based on a movie, the researcher used documentation as an instrument to collect the data.

Humans are also employed as instruments in the movie's analysis. Qualitative research examined human experiences and events that necessitate the use of a sufficiently adaptable instrument to capture the complexities of the human response, adapt, and experience to the environment (Ary, 2002). This task was capable of being performed by a human instrument, such as: conversing with individuals in the setting, observing their activities, reading their documents and written records, and recording this information. The human instrument was required since this research is based on fieldwork

approaches (observation and documentation analysis). The researcher itself was the human instrument in this case.

C. The Object of the Study

The movie was used as a research object in this research. The research object in this study is Greta Gerwig's movie *Little Women (2019)*. This movie was chosen as the research object because it contained several dialogues. The data is particularly taken in the form of dialogue.

D. Sources of the Data

The sources from which the data was gathered are referred to as the data sources. There are two types of data sources: primary and secondary data. The movie is the primary data for the analysis. While the secondary data was obtained from other sources, such as the internet, books, and other resources that can supplement the primary data. The researcher utilized the dialogue from the movie *Little Women (2019)* to corroborate the primary data in this case. Because the *Little Women* movie is an adaptation, the researcher used the *Little Women* movie that was released in 2019.

E. Method of the Data Collection

The researcher used a qualitative method in this research. The technique of the data collection is a documentary analysis approach employed to acquire the data in this research. Creswell (2012) states that document analysis refers to printed materials, literally works, images, film, or other types of records. In this research, the researcher assessed directive speech acts used in the movie *Little Women* by collecting the relevant conversation s in a paper. In collecting the data, the researcher use the following steps:

1. Downloading the dialogue.

2. Numbering the dialogue.

3. Selecting the dialogue.

4. Identifying the dialogue that indicates the use of speech act.

F. Data Analysis

In data analysis, Cresswell (2012) states that the authors describe what they see to find out a detailed description. It consists of identifying, grouping, and interpreting data. The researcher used a descriptive technique procedure to analyze data. Following the collection of data, the researcher examined it by using the following steps. First, identifying the types of directive speech acts found in the script movie, grouping the types of directive speech acts, and last interpreting the findings.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter presents two main parts: finding and discussion to solve the study's problem statement.

A. Research Findings

In this research, the data were taken from *Little Women (2019)* movie by Greta Gerwig and a movie script that is downloaded from the internet. The finding is about directive speech acts which were found in the dialogue of *Little Women (2019)* movie. All the data of research findings were analyzed by using Searle's theory of directive speech acts.

1. Types of Directive Speech Act

The types of directive speech act found in *Little Women (2019)* movie were shown in the following table.

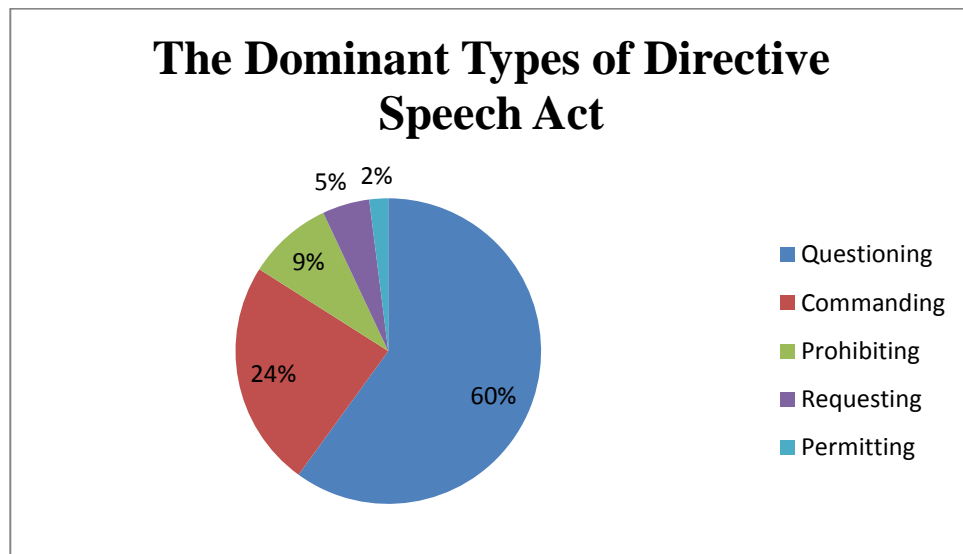*Table 4.1 Types of Directive Speech Acts in Little Women Movie.*

No.	Types of Directive Speech Act	F	f%
1.	Questioning	257	60%
2.	Commanding	105	24%
3.	Prohibiting	40	9%
4.	Requesting	20	5%
5.	Permitting	8	2%
	Total	430	100%

From the table above shows that there were 5 types of directive speech acts found in *Little Women (2019)* movie, namely questioning, commanding, prohibiting, requesting, and permitting. From 430 utterances found, there

were 257 (60%) questioning, 105 (24%) commanding, 40 (9%) prohibiting, 20 (5%) requesting, and 8 (2%) permitting.

2. The Dominant Types of Directive Speech Act

The frequency of directive speech acts in *Little Women (2019)* movie was illustrated in the following chart.

The Dominant Types of Directive Speech Act

- Questioning
- Commanding
- Prohibiting
- Requesting
- Permitting

5% 2% 9% 24% 60%

Figure 4.1 Frequency of Directive Speech Acts in Little Women Movie.

Based on Figure 1, it is shown that this research found the types of directive speech acts that are dominantly used in the movie *Little Women (2019),* namely the directive question type with a total of 257 utterances (60%). The percentage shows the most dominant used directive speech act by calculating the percentage of each category of directive speech acts. While the least used directive speech acts are the directive speech act of permission with a total of 8 utterances (2%). In the previous papers, most authors stated that the most dominant type of directive speech act used was the command type. This proves that context plays a very important role in the way of understanding any text. In line with Yule's statements, he argues that the physical context, the location where we find words, phrases, etc, and linguistic context (the surrounding words, also known as co-text, that helps us understand what is meant) play an important role in a text (Yule, 2020).

3. The Meaning of the Directive Speech Act

a. Questioning

A question is a directive speech act that is expressed by the speaker to get the answer, information, or reply from the hearer. In this research, the researcher found 257 utterances in *Little Women (2019)* movie. The following are samples of question directive speech acts found in *Little Women (2019)* movie.

Datum a. 10

Laurie : I thought you liked that sort of thing!

*Amy   : NO. **Where's your Grandfather?***

Laurie : Still in Germany. I'm on my own, traveling and having fun.

Amy   : and drinking and gambling and flirting…

The directive speech act is mentioned by the bold utterance of the character Amy. Based on the context of the situation, the utterance occurs when Amy accidentally meets Laurie in Paris. Amy who saw Laurie alone, she used the *wh*-word "where" to ask where Laurie's grandfather was.

Datum a. 28

Meg   : My foot. I've hurt my ankle.

*Meg   : **How will I get home?!***

Jo   : I don't see what you can do except get a carriage or stay here all night.

Meg   : Carriages are too expensive.

The directive speech act is mentioned by the bold utterance of the character Meg. Based on the context of the situation, the utterance occurs when Meg hurt her ankle while dancing at New Year's Party. Meg used the

wh-word "how" to direct a question to Jo and Laurie who were together at the time, asking how she got home with her injured ankle.

Datum a. 94

> *Jo   : Christoper Colombus, look at that.*
>
> *Lauire : That's my grandfather. **Are you scared of him?***
>
> *Jo   : I'm not scared of anyone! He looks stern, but my grandfather was much more handsome..*

The directive speech act is mentioned by the bold utterance of the character Laurie. Based on the context of the situation, the utterance occurs when Laurie responded to Jo who was looking at the portrait of Mr. Laurence. Laurie used the auxiliary verb "are" to direct a question to Jo. Laurie asked if Jo was scared of Mr. Laurence, Laurie's grandfather.

Datum a. 98

> *Hannah   : It's so good to have you home! I think the loneliness got to Beth, though she ain't said anything.*
>
> *Jo   : **Beth, where is Beth?***
>
> *Marmee   : She's upstairs. Oh, my Jo. We all thought she was better but the fever had weakened her heart.*

The directive speech act is mentioned by the bold utterance of the character Jo. Based on the context of the situation, the utterance occurs when Jo came back home because she got a letter from her mother that her sister Beth was sick. Jo used the *wh*-word "where" to direct a question. Jo asked everyone in the house where Beth was.

Datum a. 251

> *Friedrich   : **Jo, why are you crying?***
>
> *Jo   : Because..because you are going away.*

Friedrich   : I would never leave if you wished me to stay.

        The directive speech act is mentioned by the bold utterance of the character Friedrich. Based on the context of the situation, the utterance occurs Friedrich was about to leave New York after visiting the Jo family's house. Jo's family who supported and made Jo realize that she had fallen in love with Friedrich convinced her to immediately follow Friedrich and persuaded him not to go to California. Jo finally meets Friedrich after following and looking for his whereabouts at the train station. Friedrich used the wh-word "why" to ask the reason why Jo was crying.

b. Commanding

        A command is an utterance that the speaker wants the hearer to do something under the control of the speaker's command. In this research, the researcher found 105 utterances in *Little Women (2019)* movie. The following are samples of commanding directive speech acts found in *Little Women (2019)* movie.

Datum b. 1

  *Mr. Dashwood : **Sit.***

  Mr. Dashwood : We'll take this.

  Jo   : You will?

        The directive speech act is mentioned by the bold utterance of the character Mr. Dashwood. Based on the context of the situation, the utterance occurs when Jo is inside the publishing office to see Mr. Dashwood. Jo met Mr. Dashwood at his desk intending to script her story. Mr. Dashwood uses the verb "sit" to direct Jo a command to sit down. Mr. Dashwood as a speaker has the right to give orders to Jo as a hearer to do something immediately. The data above shows the use of directive speech acts as there is an intention in which the speaker wants the hearer to do something regarding its utterance.

Datum b. 5

> *Amy   : **Stop the carriage!** Laurie! Laurie!*
>
> *Laurie : Amy! You're so grown up!*
>
> *Amy   : You wrote you'd come to the hotel!*

The directive speech act is mentioned by the bold utterance of the character Amy. Based on the context of the situation, the utterance occurs when Amy rides in an open-air carriage with Aunt March in Paris. Amy accidentally saw Laurie when she looked at all the passers-by, so she gave a command to the carriage driver and she launches out of the carriage, left Aunt March, ran, and approached Laurie. She used the "stop" verb to direct the driver's command to immediately do something to stop the carriage. The data above shows the use of directive speech acts as there is an intention in which the speaker wants the hearer to do something regarding its utterance.

Datum b. 6

> *Amy   : I'm... I couldn't believe Jo turned you down. I'm so sorry.*
>
> *Laurie   : Don't be, Amy. I'm not.*
>
> *Aunt March   : **Amy! Amy March! you come back here right this instant!***
>
> *Amy   : Oh, Aunt March!*

The directive speech act is mentioned by the bold utterance of the character Aunt March. Based on the context of the situation, the utterance occurs when Amy rides in an open-air carriage with Aunt March in Paris. Amy accidentally saw Laurie when she looked at all the passers-by, she launches out of the carriage, left Aunt March, ran, and approached Laurie. A conversation ensued between Amy and Laurie after a long absence while Aunt March waited for Amy in the carriage. Aunt March give a command to Amy, she used the phrasal verb "come back" to direct Amy a command to

immediately get back on the carriage and continue on her way. The data above shows the use of directive speech acts as there is an intention in which the speaker wants the hearer to do something regarding its utterance.

Datum b. 15

Marmee : ***Come in come in!*** *Apologies for the chaos: I enjoy baking in the middle of the night! Don't mine the clutter, Mr. Laurence, we don't.*

Laurie : *Laurie, please.*

The directive speech act is mentioned by the bold utterance of the character Marmee. Based on the context and situation, the utterance occurs when Laurie drives Amy and Jo home from their new year's party. Marmee uses the verb "come" to direct Laurie a command to come into the house. As Amy and Jo's mother, Marmee as a speaker has the right to give a command to Laurie as a hearer. The data above shows the use of directive speech acts as there is an intention in which the speaker wants the hearer to do something regarding its utterance.

Datum b. 17

Marmee : *Laurie, how are your ankles? Do you need ice?*

Laurie : *No, thank you, ma'am.*

Marmee : *Oh,* ***just call me Mother, or Marmee.*** *Everyone does.*

The directive speech act is mentioned by the bold utterance of the character Marmee. Based on the context and situation, the utterance occurs when Marmee asks about Laurie's condition and Laurie politely responds to Marmee by calling her a formal name. Marmee uses the verb "call" to direct a command to Laurie to call her mother or Marmee. Marmee as a speaker has the right to give a command to Laurie as a hearer. The data above shows the

use of directive speech acts as there is an intention in which the speaker wants the hearer to do something regarding its utterance.

c. Prohibiting

Prohibition is a directive speech act that aims to prohibit the hearer from doing something. The speaker forbids the hearer from doing an act. In this research, the researcher found 40 utterances in *Little Women (2019)* movie. The following are samples of prohibition directive speech acts found in the *Little Women (2019)* movie.

Datum c. 6

 Amy : Now, Jo

 *Jo : **don't touch me**, thanks! I already feel ridiculous I don't want to look it!*

 Amy : You could be pretty if you tried.

The directive speech act is mentioned by the bold utterance of the character Jo. Based on the context of the situation, the utterance occurs when Amy tried to make Jo look prettier but Jo refused. Jo used the auxiliary verb "do" and the particle "not" to stop Amy from trying to touch her. Jo forbids Amy from touching her to make Jo look pretty because Jo already feels ridiculous.

Datum c. 11

 Jo   : No one will forget Jo March.

 Friedrich : I can believe it.

 *Jo   : We are not friends, you are not my friend. And I don't want your opinion because I don't like you very much so **just don't talk to me anymore**, thank you.*

The directive speech act is mentioned by the bold utterance of the character Jo. Based on the context of the situation, the utterance occurs when Jo asked her friend Friedrich for his opinion on the story she had written. It was Friedrich who gave his honest opinion on Jo's writing by saying that he didn't like the story. Jo is disappointed to hear Friedrich's honest words, she uses the auxiliary verb "do" and particle "not" to forbid Friedrich from talking to him again.

Datum c. 19

Meg   : *Beth insisted we not tell her because she didn't want to ruin Amy's trip.*

Jo   : *Amy has always had a talent for getting out of the hard parts of life.*

Marmee   : ***Jo, don't be angry with your sister...***

The directive speech act is mentioned by the bold utterance of the character Marmee. Based on the context of the situation, the utterance occurs when Jo returns home after receiving a letter from Marmee informing her that Beth's illness is getting worse. After Jo finds out that Amy didn't come home while Beth was sick she responds with a vengeance. Marmee uses the auxiliary verb "do" and particle "not" to forbid Jo from getting angry with her sister.

Datum c. 20

Meg   : *I'm sorry, dear, but you weren't invited.*

Jo   : ***You can't go Amy, so don't be a baby and whine about it.***

Amy   : *I've been shut up in here and I never get to go anywhere. Beth has her piano but I'm so lonely!*

The directive speech act is mentioned by the bold utterance of the character Jo. Based on the context of the situation, the utterance occurs when Amy wanted to go to the theater with Meg and Jo. Jo used the auxiliary verb

"can" and particle "not" to direct a prohibition to Amy, Jo also used the auxiliary verb "do" and particle "not" to prohibit Amy from being a baby and whining. She forbade Amy to go with them because Amy was not invited by Laurie and Mr. Brooke.

Datum c. 21

Amy   : I'll pay for myself!

*Jo   : **You will not come.***

Meg   : I'm sorry, my sweet, but Jo is right. Next time.

The directive speech act is mentioned by the bold utterance of the character Jo. Based on the context of the situation, the utterance occurs when Amy wanted to go to the theater with Meg and Jo. Amy tries to persuade her sister to let her come by paying for her ticket. Jo used the verb "will" and particle "not" to forbade Amy to go with them because Amy was not invited by Laurie and Mr. Brooke.

d. Requesting

A request is a directive speech act that expresses the speaker to ask the hearer to do something the speaker asks for. In this research, the researcher found 20 utterances in *Little Women (2019)* movie. The following are samples of request directive speech acts found in the *Little Women (2019)* movie.

Datum d. 4

Marmee   : Come in come in! Apologies for the chaos: I enjoy baking in the middle of the night! Don't mind the clutter, Mr. Laurence, we don't.

*Laurie   : **Laurie, please.***

The directive speech act is mentioned by the bold utterance of the character Laurie. Based on the context of the situation, the utterance occurs

when Marmee as Jo's mother calls Laurie by his surname, Laurie responds by using the word "please" to direct a request to be called by his name only. The utterance indicates a wish that the speaker hopes to fulfill directly by the hearer.

Datum d. 10

Meg : *Do you have the tickets?*

Jo : *Yes! Hurry up!*

Amy : *You're going to the theatre with Laurie.* ***Meg, please, can I come?***

The directive speech act is mentioned by the bold utterance of the character Amy. Based on the context of the situation, the utterance occurs when Meg dan Jo were going to the theater together at the invitation of Laurie and Mr. Brooke. Based on the situation, Amy uses the word "please" to direct a request, she asks Meg and Jo to let her go with them to the theater. The utterance indicates a wish that the speaker hopes to fulfill directly by the hearer.

Datum d. 12

Laurie : ***Please forgive me*** *and come dance.*

Meg : *I'm afraid it would be too disagreeable for you.*

Laurie : *I don't like your dress, but I think you are just... splendid.*

The directive speech act is mentioned by the bold utterance of the character Laurie. Based on the context of the situation, the utterance occurs after Meg asked Laurie what he thinks about the way she looks and Laurie says that he doesn't like Meg's dress, which makes Meg angry and hurt. Laurie felt guilty about what he said to Meg then he approached her who was sitting alone and feeling ashamed. Laurie used the word "please" to direct a request, he asked Meg to forgive him. The utterance indicates a wish that the speaker hopes to fulfill directly by the hearer.

Datum d. 13

Laurie : I don't like your dress, but I think you are just... splendid.

*Meg   : I know it's silly, but **please don't tell Jo**. Let me have my fun tonight. I'll be desperately good for the rest of my life.*

The directive speech act is mentioned by the bold utterance of the character Meg. Based on the context of the situation, the utterance occurs after Meg asked Laurie what he thinks about the way she looks and Laurie says that he doesn't like Meg's dress, which makes Meg angry and hurt. After Laurie apologizes and tells the truth that Meg looks splendid, Meg uses the word "please" to ask Laurie not to tell Jo, because Meg realizes that she's acting out of line with her real life. The utterance indicates a wish that the speaker hopes to fulfill directly by the hearer.

Datum d. 20

Jo   : That's like her... Well, you look deserving of it.

*Laurie : **Can we… can we still be friends?***

Jo   : Of course, my boy, always.

The directive speech act is mentioned by the bold utterance of the character Laurie. Based on the context of the situation, the utterance occurs when Laurie accidentally said that Amy was his wife and then he told Jo that he loved Amy after previously Laurie had confessed his love to Jo but was rejected. Laurie uses the modal verb "can" to ask Jo to still be his friend. The utterance indicates a wish that the speaker hopes to fulfill directly by the hearer.

e. Permitting

Permission is a directive speech act that expresses by the speaker to allow the hearer to do or say something. In this research, the researcher found 8 utterances in *Little Women (2019)* movie. The following are samples of permission directive speech acts found in the *Little Women (2019)* movie.

Datum e. 1

> *Jo* : **Excuse me.**
>
> *Jo* : *I was looking for the Weekly Volcano office... I wished to see Mr. Dashwood?*
>
> *Jo* : *A friend of mine desired me to offer a story, by her, she wrote it - she'd be glad to write more if this suits.*
>
> *Mr. Dashwood* : *Not a first attempt, I take it?*

The directive speech act is mentioned by the bold utterance of the character Jo. Based on the context of the situation, the utterance occurs when Jo enters the publishing office to meet Mr. Dashwood. Jo as a speaker uses the word "excuse" to show both politeness and permission before she asks Mr. Dashwood as a hearer. The data above shows the use of directive speech acts as there is an intention in which the speaker wants the hearer to do something regarding its utterance.

Datum e. 4

> *Jo* : *I scorched my dress, see? Meg told me to keep still, so no one would see it.* **You can laugh if you want to.** *It's funny, I know.*
>
> *Laurie* : *Never mind that; I'll tell you how we can manage.*

The directive speech act is mentioned by the bold utterance of the character Jo. Based on the context of the situation, the utterance occurs when Jo explained the reason why she couldn't accept Laurie's offer to dance

together because Jo scorched her dress. Jo used the modal verb "can" to direct permission. She permitted Laurie to laugh at her because it was funny that she was scorched her dress so she couldn't dance. The data above shows the use of directive speech acts as there is an intention in which the speaker wants the hearer to do something regarding its utterance.

Datum e. 5

> *Jo   : I don't see what you can do except get a carriage or stay here all night.*
>
> *Meg   : Carriages are too expensive.*
>
> *Laurie : Well, **let me take you**. It's right next door.*
>
> *Meg   : No, thank you, we cannot accept.*

The directive speech act is mentioned by the bold utterance of the character Laurie. Based on the context of the situation, the utterance occurs when Meg hurt her ankle and Jo says all they can do is get a carriage to take them home, but Meg thought the carriage was too expensive. Laurie as their friend and neighbor permitted a ride to take them home. Laurie used the verb "let" to direct permission. The data above shows the use of directive speech acts as there is an intention in which the speaker wants the hearer to do something regarding its utterance.

Datum e. 6

> *Laurie : Laurie, please.*
>
> *Jo   : **Can I call you Teddy?!***
>
> *Laurie : Yes!*

The directive speech act is mentioned by the bold utterance of the character Jo. Based on the context of the situation, the utterance occurs when Marmee as Jo's mother calls Laurie by his surname, Laurie responds by asking to be called by his name only. Jo as a speaker uses the modal verb

"can" to ask permission to call him by the name Teddy, Laurie as a hearer responds to Jo by permitting her. The data above shows the use of directive speech acts as there is an intention in which the speaker wants the hearer to do something regarding its utterance.

Datum e. 7

> *Laurie   : And Jo, borrow any book you'd like!*
>
> *Amy   :* ***And may I come look at the paintings?***
>
> *Mr. Brooke   : There is also a lovely greenhouse..*

The directive speech act is mentioned by the bold utterance of the character Amy. Based on the context of the situation, the utterance occurs when Amy was at the Laurence family's house because Laurie was helping Amy who was injured. Amy's mother and sisters come to Laurie's house to meet Amy. After some time they were at Laurence's house and decided to say goodbye, Laurie happily offered to Jo that she could borrow any book Jo liked. Amy uses the auxiliary verb "may" to ask permission and ask if she can come to visit to see the painting in Laurence's house.

B. Discussion

From the findings above, there are five types of directive speech act use in *Little Women Movie (2019)*, the first is questioning, questioning is one of type in directive speeh act. There are 257 utterances with the percentage 60% that found in Little Women (2019) movie. It can be seen from the data that provides in findings, question is commonly used by the characters in the dialogue because a lot of dialogues that inclue query, question, ask, and inquiry. The second type is commanding, commanding is an utterance made by the speaker to ask the hearer to do something based on the speakers power over the hearer, there are 105 utterance with the percentages 24% that found in *Little Women (2019)* movie. It can be seen from the data that povides in findings, commanding is effective to use by the character in some situation.

The third type is prohibiting, prohibiting is the propositional inverse of order which prevent hearer from doing something, there are 40 utterances with the percentages 9% that found in *Little Women (2019)* movie. It can be seen from the data that provides in findings, prohibiting used by the character in dialogue by performing a prohibitive performatives such as forbid, prohibit, and restrict. The fourth type is requesting, requesting is asking the hearer to do something, there are 20 utterances with the percentages 9% that found in *Little Women (2019)* movie. It can be seen from the data that provides in findings, requesting not really use by the character in the dialogue, the request difers from a command in that it is less demanding. The last type is permitting, permitting means that the speaker has permitted the hearer, there are 8 utterances with the percentages 2% that found in *Little Women (2019)* movie. It can be seen from the data that provides in findings, permitting not really use by the character in the dialogues.

From the second findings, the most dominant type that used in *Little Women (2019)* movie is Questioning, there are 257 uterances with the percentages 60% that found in *Little Women (2019)* movie, *Little Women (2019)* movie contains questioning because theres a lot of dialogue that show a question, the performance of the character asking about something, wondering about something, surprised about something and make sure of something that provides in the dialogues.

From the third findings, the meaning of directive speech act used in *Little Women (2019)* movie was highly influenced by situational context and question is the biggest factor that frequently used in the movie. The movie's talk about family and siblings matters, talk about women, talk about responsibility, it all was presented by the characters in the movie constantly wonder and find a way out in every conflict. The first, sample of command type was the utterance from Jo. She said, "Here, make room, Meg is a wounded soldier!". The utterance has the meaning of commanding someone to do something. The utterance occurred when Jo, Meg and Laurie come

home to treat Meg's injured leg after attending new year's party. When they returned home, they were greeted by their mother and siblings who were full of curiosity about what had happened. Jo uses verb "make" to give orders to her siblings to make room for Meg to walk freely. The utterance has the meaning that they are in an urgent situation to get help immediately. The second, sample of permission type was the utterance from Laurie who meets Jo by chance in a room during a New Year's Eve party. He said, "Don't mind me; stay, if you like". The utterance has the meaning of permitting someone to do something. The situation is explained when Jo fled from the sight of the man who tried to approach Jo. Jo entered the room which turned out to be Laurie in the room. Jo felt like she was bothering him and had no idea that anyone was in the room. Laurie uses the verb "stay" to express permission to Jo. Laurie gave Jo permission to ignore him and stay in the room if Jo wanted to. The third, sample of request type was the utterance from Laurie who asks to be able to help Meg and Jo. He said, "You must take mine. Please!". The utterance looks similar to the command utterance, but in the context and situation that occurs Laurie uses the word "please" to express a request to Meg and Jo. The utterance has the meaning of requesting someone to do something. The situation is explained when Meg injures her leg while dancing and is confused about how to get home, Jo suggests getting a train but Meg thinks the train is too expensive. Laurie as their friend and neighbor asked them to use the carriage he brought. Laurie uses the word "please" to express a request to Meg and Jo to accept the help provided by Laurie. Based on the purpose of the request, which is to persuade the hearer to do something that is not certain whether the hearer will do, Meg and Jo as hearers fulfill Laurie's request at that time. They did not refuse Laurie's request, who intended to help them by giving them a ride home using Laurie's carriage. The fourth, sample of prohibition type was the utterance from Marmee. She said "Jo! We do not compare grandfathers!". The utterance has the meaning of prohibiting someone to do or say something. She uses the auxiliary verb "do" and particle "not" to prohibit Jo. The utterance occurs when Jo sees a

painting of Laurie's grandfather and compares it to Jo's grandfather. As the conversation unfolded, unseen by Jo, Marmee entered the room with Laurie's grandfather, Mr. Laurence and they heard what Jo said. Marmee forbids Jo to compare her grandfather with Mr. Laurence because that's an impolite thing to say. The last, sample of question type was the utterance from Mr. Dashwood. He said "What name would she like put to the story?'. Mr. Dashwood uses the *wh*-word "what" to direct a question to Jo. The situation is explained when Jo gave her story to the publisher by saying that it was a story written by her friend and Mr. Dashwood agreed to publish the story. Mr. Dashwood asks Jo what name her friend would like put to the story. The utterance has the meaning that Mr. Daswood learns that the friend Jo is referring to is Jo herself.

This research finding is also compared to several other researchers who have analyzed a directive speech act on different objects and different results.

Based on the discussion above, the researcher compares the previous studies, there are some similarities and differences. First, the writer compares with the research entitled Directive Speech Act in the Movie Sleeping Beauty was conducted by Muhartono and Keilly Kristiani in 2013. The similarity of this research is both use qualitative methods. And the data collection was collected by watching the movie and reading the script. The difference between this research is the aim of their research just to examine how often the directive speech act is performed and which type of directive speech act is most frequently used in the Sleeping Beauty movie, while the researcher examined what types of directive speech, the dominant type of directive speech and what the meaning of directive speech in *Little Women (2019)* movie. In their research, they found that ordering is the most frequently used in the movie (21,6%), the research also revealed the significance of the directive speech in managing the flow of the movie's storyline. While the researcher found that there some types of directive speech acts were identified:

command, permit, request, prohibit, and question, the most dominant type is a question (60%). And the meaning of the directive speech acts performed in *Little Woman (2019)* movie was highly influenced by situational context and question is the biggest factor that frequently used in the movie.

Secondly, the researcher compares the research entitled An Analysis of Directive Speech Acts by Searle Theory in Sleeping Beauty movie script was conducted by Fara Della and Barnabas Sembring in 2018. The similarity of this research is both used qualitative methods and collected the data by downloading the movie and reading the script. The difference between this research is the aim of their research just to examine how often the directive speech act is performed and which type of directive speech act is most frequently used in the Sleeping Beauty movie, while the researcher examined what types of directive speech, the dominant type of directive speech and what is the meaning of directive speech in *Little Women (2019)* movie. In their research, they found that there some types of directive speech acts were identified: command, request, permission, prohibition, and question. Command (51 utterances) is the most dominant type of directive speech in their research. While the researcher found that there some types of directive speech acts were identified: command, permit, request, prohibit, question, the most dominant type is a question (60%). And the meaning of the directive speech acts performed in *Little Women (2019)* movie was highly influenced by situational context and question is the biggest factor that frequently used in the movie.

Thirdly, the researcher compares the research entitled Directive Speech Acts of Harry Potter, Ronald Wesley, and Hermione Granger in Harry Potter and The Philosophers Stone Movie Script was conducted by Dewi Sartika and Andi Muhammad Irawan (2021). The similarity is both this research collects data by downloading the movie and reading the script. The differences are their study use mix method while the researcher uses a qualitative method. Then, they studied to find out the directive speech acts

compared with the three characters. In their research, they found that there are 5 types of directive speech acts that were identified: command, request, permission, prohibition, and question. Then, using the directive speech acts between the three characters is similar in general, then proves the context gives a great influence on the use of the directive speech acts. While the researcher found that there some types of directive speech acts were identified: command, permit, request, prohibit, and question, the most dominant type is a question (60%). And the meaning of the directive speech acts performed in *Little Women (2019)* movie was highly influenced by situational context and question is the biggest factor that frequently used in the movie.

Fourthly, the researcher compares the research entitled An Analysis of Speech Acts on Main Character of Hotel Transylvania II Movie was conducted by Riza Pahlevi (2017). The similarity is both types of research using qualitative methods. The difference is the aim of their research to determine the speech act illocutionary acts implied in the movie and find out three types of speech acts, while the researcher examined what types of directive speech, the dominant type of directive speech, and what is the meaning of directive speech in *Little Women* movie. The researcher found that there are some types of directive speech acts that were identified: command, permit, request, prohibit, and question, the most dominant type is a question (60%). And the meaning of the directive speech act in *Little Women (2019)* movie is influenced by the context of the situation in the movie with a question type as the biggest factor. While they find out that there were three types of speech acts used by Dracula as the main character in the movie namely locutionary, illocutionary, and perlocutionary acts, then there were five classifications of illocutionary acts such as representative, directive, commisive, expressive, and declarative.

Last, the researcher compares the research entitled An Analysis of Directive Speech Act Found in Koi Mil Gaya Movie was conducted by Tira Nur Fitria in 2019. The similarity between this research is both use the

qualitative method. The difference between this research is the aim of their research to find out the type of directive speech act and to find out which directive speech acts are most frequently used while the researcher examined what types of directive speech, the dominant type of directive speech, and what are the meaning of directive speech in *Little Women (2019)* movie. The researcher found that there are some types of directive speech acts that were identified: command, permit, request, prohibit, and question, the most dominant type is a question (60%). And the meaning of the directive speech acts performed in *Little Women (2019)* movie was highly influenced by situational context and question is the biggest factor that frequently used in the movie. While she found that there are three component utterances: command, request, and suggestion. While the most dominant type of directive speech act is a command.

So, from the comparison above, the researcher concludes that there is a lot of theory from speech act and directive speech act in movie or novel that use in part of the story in the movie itself. One of the manifestations of the story in the movie is manifested in the speech act used in the dialogue in the movie.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter consisted of two parts, which are the conclusion and suggestion that will be presented below.

A. Conclusion

Based on data analysis and the result of the study in the previous chapter, there were five types of directive speech act in *Little Women (2019)* movie. There are 430 data found in the *Little Women (2019)* movie script, of which the data consist: of 105 utterances of commanding (24%), 8 utterances of permitting (2%), 20 utterances of requesting (5%), 40 utterances of prohibiting (9%), 257 utterances of questioning (60%). Of the five types of directive speech act, the most dominant used is the question directive speech act. It came with the highest percentage from 257 utterances, which is 60%. The meaning of the directive speech acts performed in *Little Women (2019)* movie was highly influenced by situational context and question is the biggest factor that frequently used in the movie. The movie's talk about family and siblings matters, talk about women, talk about responsibility, it all was presented by the characters in the movie constantly wonder and find a way out in every conflict.

B. Suggestion

After analyzing the data of directive speech acts in *Little Women (2019)* movie*,* the researcher put some suggestions to the takes holder, such as:

1. Teachers and Students

The result of this research can be an inspiration and help for English teachers, especially for pragmatics teachers who can utilize it as a source for teaching materials by showing this movie to students in the classroom as

learning media, which can help students better understand the directive speech act.

2. Other Researchers

The result of this research can be inspiration and secendory data to the other researchers who interest to conduct a research about speech act in another movie or other speech acts with the different object.

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APPENDICES

Appendix 1: Classified Dialogue

a. Questioning	b. Commanding	c. Prohibiting	d. Request	e. Permitting
Datum 10 *NO. Where's your grandfather?*	Datum 1 *Sit.*	Datum 6 *don't touch me.*	Datum 4 *Laurie, please*	Datum 1 *Excuse me*
Datum 28 *How will I got home?!*	Datum 5 *Stop the carriage! Laurie Laurie*	Datum 11 *just don't talk to me anymore*	Datum 10 *Meg, please, can I come?*	Datum 4 *You can laugh if you want to*
Datum 94 *Are you scared of him?*	Datum 6 *Amy! Amy March! You come back here right this instant!*	Datum 19 *Jo, don't be angry with your sister*	Datum 12 *please forgive me*	Datum 5 *let me take you*
Datum 98 *Beth, where is Beth?*	Datum 15 *Come in come in!*	Datum 20 *You cant go Amy, so don't be a baby and whine about it*	Datum 13 *please don't tell Jo*	Datum 6 *Can I call you Teddy?!*
Datum 251 *Jo, why are you crying?*	Datum 17 *Just call me mother, or Marmee.*	Datum 21 *You will not come*	Datum 20 *Can we…can we still be friends?*	Datum 7 *And may I come look at the paintings?*

Appendix 2: Kartu Bimbingan

KARTU BIMBINGAN FINAL PROJECT

MAHASISWA UNIVERSITAS PGRI SEMARANG

Nama : Muji Dwi Indrayani

NPM : 17420114

FAK/PROGDI : FPBS/PEND. BAHASA INGGRIS

DODEN PEMBIMBING II : Rahmawati Sukmaningrum, S.Pd., M.Hum

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN
1.	22 Okt 2021	Mengganti judul proporal	
2.	08 Des 2021	Bimbingan dengan judul baru	
3.	14 Des 2021	Tense previous study, opening sentence, format penulisan	
4.	28 Des 2021	Bimbingan skripsi, mereuisi background study, format	
5.	18/1 -2022	Bab. 1 - 3 = Revise.	
6.	2/2 - 2022	Bab 1 -3 = OK	
7.	23/3 - 2022	Ch 4 -5 = Revise	
8.	3/3 - 2022	Ch 4 -8 = Revisi	
9.	19/4 - 2022	Ch 4 -5 = Revisi	
10.	10/8 - 2022	Ch 4 -5 = Acc	

Appendix 3: Kartu Bimbingan

KARTU BIMBINGAN FINAL PROJECT

MAHASISWA UNIVERSITAS PGRI SEMARANG

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NPM : 17420114

PROGDI : FPBS/PEND. BAHASA INGGRIS

DOSEN PEMBIMBING II : Ajeng Setyorini, S.S., M.Pd.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING II
1	13 Off 2021	Format, judul	
2	5 Jan 2022	Format Bab 1 & 2, metode	
3	14 Jan 2022	Rev Background study	
4	5 Ags 203.	Clip 3 & 4	
5	8 ags	Clup 4 → Preat kelengkapan	
6	12/8 22	acc	
7			
8			
9			

Appendix 4: Berita Acara

FAKULTAS PENDIDIKAN BAHASA DAN SENI
UNIVERSITAS PGRI SEMARANG
Kampus : Jalan Sidodadi Timur Nomor 24 Semarang Indonesia. Telp. (024) 8448217, 8316377
Faks. (024)8448217 Website: www.upgris.ac.id

BERITA ACARA UJIAN SKRIPSI

Pada hari ini Jumat 19 Agustus 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama : Dr. Asropah, M.Pd.
   Jabatan : Ketua

2. Nama : Dr. Jafar Sodiq, S.Pd, M.Pd.
   Jabatan : Sekretaris

3. Nama : Rahmawati Sukmaningrum, S.Pd.,M.Pd
   Jabatan : Anggota (Penguji I)

4. Nama : Ajeng Setyorini, S.S., M.Pd
   Jabatan : Anggota (Penguji II)

5. Nama : Th. Cicik Sophia B, S.S., M.Pd.
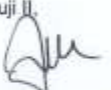   Jabatan : Anggota (Penguji III)
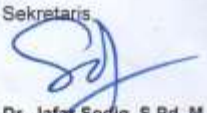
Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

Nama	: Muji Dwi Indrayani	Fakultas	: FPBS
N.P.M	: 17420114	Program Studi	: Pendidikan Bahasa Inggris
		Program Pendidikan	: Strata 1

Judul Skripsi :
AN ANALYSIS OF DIRECTIVE SPEECH ACT USED IN "LITTLE WOMEN (2019)" MOVIE

Nilai :

Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua,

Dr. Asropah, M.Pd.

Sekretaris,

Dr. Jafar Sodiq, S.Pd, M.Pd.

Penguji I,

Rahmawati Sukmaningrum, S.Pd.,M.Pd

Penguji II,

Ajeng Setyorini, S.S., M.Pd

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Mengetahui,
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