

An Analysis of Directive Speech Act Used in “Little Women (2019)” Movie

Muji Dwi Indrayani^{1*}, Rahmawati Sukmaningrum², Ajeng Setyorini³

¹English Education Study Program, Universitas PGRI Semarang, Indonesia

²English Education Study Program, Universitas PGRI Semarang, Indonesia

³English Education Study Program, Universitas PGRI Semarang, Indonesia

[*Xaph1.mujidwi@gmail.com](mailto:Xaph1.mujidwi@gmail.com)

Abstract

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 researchers collected the data using dialogue movie script. The results of this study show that there were five types of directive speech acts in the movie. There were 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.

Keywords: pragmatics, speech acts, movie

Introduction

The scientific study of language is known as linguistics. 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 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). 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. Directive speech act is commonly used in a movie. One of the words in human product literature is "movie." It can convey a person's thoughts, feelings, and meaning sense. The movie contains colorful language with varied meanings that some people can not 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. Based on the explanation above, the researchers wants to identify the types of directive speech acts, the dominant type and the meaning of directive speech acts that used in *Little Woman* (2019) Movie.

Literature Review

Previous Studies

Firstly, the research arranged by Muhartoyo and Keilly Kristani(2013) entitled *Directive Speech Act in the Movie "Sleeping Beauty"*. The research finding of 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 research found that 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 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.

Review of Related Theories

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.

The 2nd Undergraduate Conference on Applied Linguistics, Linguistics, and Literature

Vol. 2(1), August, 2022

Online ISSN: 2807-8926

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.

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, commissive, 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.

The 2nd Undergraduate Conference on Applied Linguistics, Linguistics, and Literature

Vol. 2(1), August, 2022

Online ISSN: 2807-8926

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.

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.

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.

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.

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).

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.

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.

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.

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 S.P.E.A.K.I.N.G model which is the same as the identification of speech events and speech acts

b. Socio-Cultural Context

Socio-cultural context is the most decisive influence on human interaction. This context influences 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.

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 (Christopher & Jacob, 2013).

The 2nd Undergraduate Conference on Applied Linguistics, Linguistics, and Literature

Vol. 2(1), August, 2022

Online ISSN: 2807-8926

The researchers analyze *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.

Method

The researchers used descriptive qualitative research in this research, the sources of the data are two types, there are primary data for the analysis it is dialogue from the movie and secondary data was obtain from other sources, such as the internet, books, and other resources that can supplement the primary data. The researchers collecting the data by downloading the dialogue, numbering the dialogue, selecting the dialogue, and identifying the dialogue that indicates the use of speech act. The data analysis as stated by Cresswell (2012) that the authors describe what they see to find out a detailed description. It consists of identifying, grouping, and interpreting data. The researchers used a descriptive technique procedure to analyze data. Following the collection of data, the researchers 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.

Finding and Discussion

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 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%

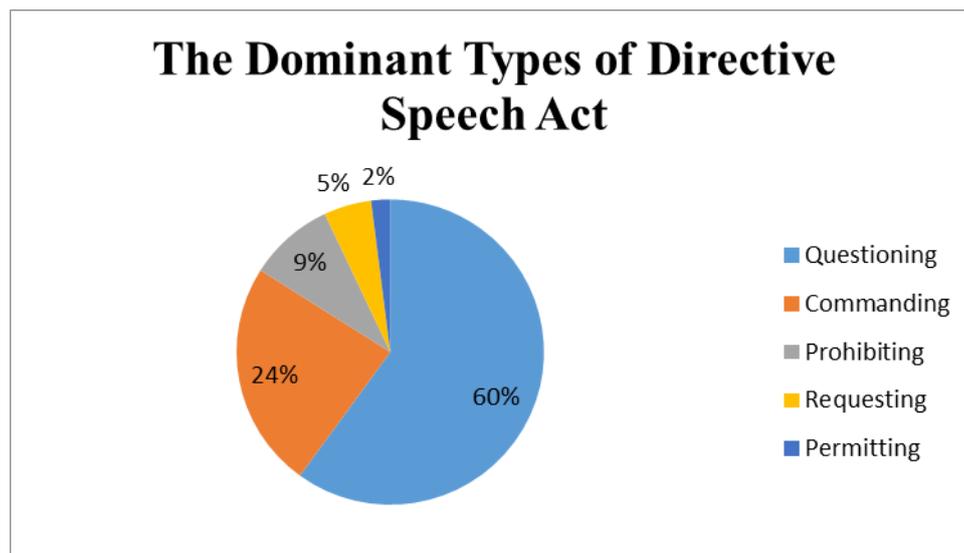
From the table above shows that there were 5 types of directive speech acts found in *Little Women (2019)* movie, namely questioning, commanding, prohibiting, requesting, and

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.

Figure 1 Frequency of Directive Speech Acts in Little Women Movie



Based on Figure 1, it shows that 60% belongs to questioning, 24% belongs to commanding, 9% belongs to prohibiting, 5% belongs to requesting, and 2% belongs to permitting. The type of directive speech act that is often used is the question type with the highest percentage yield.

3. The Meaning of the Directive Speech Act

The samples of directive speech acts' meanings were described as follows:

a. Commanding

The sample of command utterances' meaning in *Little Women (2019)* movie 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.

b. Permitting

The sample of permission utterances' meaning in *Little Women (2019)* movie 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

The 2nd Undergraduate Conference on Applied Linguistics, Linguistics, and Literature

Vol. 2(1), August, 2022

Online ISSN: 2807-8926

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.

c. Requesting

The sample of request utterances' meaning in *Little Women (2019)* movie 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.

d. Prohibiting

The sample of prohibition utterances' meaning in *Little Women (2019)* movie 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.

e. Questioning

The sample of question utterances' meaning in *Little Women (2019)* movie 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. Dashwood learns that the friend Jo is referring to is Jo herself.

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 act shown in *Little Women (2019)* movie is influenced by the context of the situation

The 2nd Undergraduate Conference on Applied Linguistics, Linguistics, and Literature

Vol. 2(1), August, 2022

Online ISSN: 2807-8926

in the movie and is the biggest factor in the use of the most directive speech act question types.

Meanwhile, the rank of those types of directive speech act from the most-used to the rare-used is questioning (60%), commanding (24%), prohibiting (9%), requesting (5%), and permitting (2%)

References

- Austin, J. L. (1962). *How To Do Things With Words*. Oxford University Press.
- Cutting, J. (2002). *Pragmatic and Discourse*. Routledge.
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publication.
- Holmes, J., & Wilson, N. (1992). *An introduction to Sociolinguistics* (5th Edition). Pearson Education.
- Jacobs, B. C. P. (1972). *Film Theory and Approaches to Criticism , or , What did that movie mean ?*
- Kreidler, C. W. (1998). *Introduction to English Semantics*. Routledge.
- Leech, G. (1983). *Principles of Pragmatics*. Longman.
- Levinson, S. C. (1983). *Pragmatics*. Cambridge University Press.
- Muhartoyo, M., & Kristani, K. (2013). *Directive Speech Act in The Movie "Sleeping Beauty"* [Bina Nusantara]. <https://doi.org/https://doi.org/10.21512/humaniora.v4i2.3536>
- Prayitno, Harun Joko. (2010). *Kesantunan Sosiopragmatik*. Surakarta: Muhammadiyah University Press.
- Sartika, Dewi, & Irawan, A. M. (2021). Directive Speech Acts of Harry Potter, Ronald Weasley, and Hermione Granger in "Harry Potter and The Philosophers Stone" Movie Script. In *English Language and Literature* (Vol. 10, Issue 4). <https://doi.org/10.24036/ell.v10i4.114995>
- Searle, J. R. (1976). *A classification of illocutionary acts*. Cambridge University Press.
- Sembiring, B., & Della, F. (2018). *AN ANALYSIS OF DIRECTIVE SPEECH ACTS BY SEARLE THEORY IN " SLEEPING BEAUTY " MOVIE SCRIPT* (Vol. 2, Issue 1).
- Thomas, J. (1995). *Meaning in interaction: An introduction to pragmatics*. Longman.
- Yule, G. (1996). *Pragmatics*. Oxford University Press.
- Yule, G. (2020). *The study of language* (7th edition). Cambridge University Press.