CHAPTER II

REVIEW OF RELATED LITERATURE AND

THEORETICAL FRAMEWORK

This chapter reviews the relevant theories of this research. It begins with pragmatics as the approach, speech acts as the discussion of the approach, illocutionary acts as the speech acts type, and directive acts as the illocutionary acts classification. In addition, this chapter also reviews directive illocutionary acts types and forms. There is also the inclusion of previous research and theoretical framework of this research.

2.1 Pragmatics

Discovering meaning through context is the concerning thing of pragmatics. The study of pragmatics deals with language in use and the contexts in which the utterance is produced. As confirmed by Yule (1996), pragmatics associates with the meaning of an utterance uttered by a speaker and defined by a listener. The study is closely linked to meaning of the utterance that a speaker conveys and an interlocutor interprets. Thus, pragmatics does not only focus on its literal meaning because pragmatics relates to the interpretation of what the speaker says. Besides, Yule (2014) emphasized that pragmatics refers to study of invisible meaning or related to how language users understand the speaker meaning without having said or written by the speaker. It clarifies that pragmatics refers to the contextual study that reveals the implied meaning, even though the meaning is not directly stated.

Furthermore, pragmatics is necessary if the language users desire to have deep and full understanding of human language behavior (Mey, 1993). The study is arguably essential which makes the study should be comprehended to arrive at the interpretation of the intended meaning. Additionally, Paltridge (2006) defined that pragmatics investigates meaning that connect to the context of what a speaker says or writes. The definition infers that pragmatics explores meaning that is found out through context from the utterance. As a result, context influences the choice of pragmatics as the approach of the research which aims to find out the implied meaning. Yule (1996) declared that pragmatics investigates how a hearer can define meaning from what is delivered to get the understanding of the hidden meaning. This highlights that pragmatics is necessary to be concerned as the study assists the speaker and interlocutor to grasp the unstated meaning. A speaker commonly means quite a lot more than what is explicitly said and the intended meaning is dependent on the interpretation of the listener (Birner, 2013). It defines that the interlocutor's understanding determines the additional meaning of an utterance because the speaker can imply more than what the speaker utters.

As a study, pragmatics has its way of applying. The contextual study is applied by interpreting the context of the utterance. The interpretation of the unstated meaning should be in accordance with context considering a word can represent multiple meanings. Knowing the meaning is not only about words and the structure of the utterance (Birner,2013). This declares that the word that a speaker utters is not fully qualified to be the benchmark for revealing meaning. Communication entirely depends on revealing not only the meaning of words but

also what the speaker intends to say through the utterance (Yule, 2014). It emphasizes that the application of this study or approach is done by defining what the speaker's meaning in accordance with context.

The explanation concludes that the study of pragmatics associates with utterance, meaning, and context. It also has a speaker as the person who delivers and interlocutor as the one that defines the utterance. The mentioned elements cooperatively contribute to the existence of pragmatics. The explanation also implies that pragmatics is in accordance with the meaning underlain by a certain context based on the utterance and how the context determines the utterance. Hence, all discussions of pragmatics are related to the unstated or speaker meaning revealed through context. The discussion of pragmatics that significantly refers to an action through utterance is speech acts.

2.1.1 Speech Acts

Speech acts appears as pragmatics discussions that is important in communication. Speech acts is inherently the part of pragmatics as it includes the intention of a speaker and the interpretation of a hearer (Birner,2013). Speech acts is performed by a speaker that has intention in mind which is further concluded by an interlocutor. In this way, the performance of speech acts serves an outstanding function. Searle (1979) emphasized that influential unit of communication is speech acts. The influential units appear in which communication is established. Speech acts is correlated with the utterance, meaning, and context as the elements of pragmatics. In revealing the implied meaning, those elements unquestionably play the central roles. Also, speech acts is generally defined as actions performed

through utterances and have specific terms. The terms of speech acts are complaint, apology, compliment, invitation, request, and promise (Yule,1996). Those are included in the communicative intention of the speaker in uttering an utterance. By including the terms, the speaker desires an interlocutor to grasp the implied meaning of an utterance.

Every utterance that a speaker says or writes has action. Utterance does not only include words, but also action (Yule, 1996). It reveals that action does not merely refer to physical movement because an action is also involved in utterance. Moreover, language can be applied not only to describe reality but also to perform an action (Martinez, 2013). It claims that a speaker shows an action when the speaker conveys an utterance through utterance. In line with the definition, Black (2006) argued that besides the act of speaking, the term of speech acts is also connected to the context of the utterance. It expresses that speech acts should be related to the context in which an utterance is uttered by the speaker. Reiter (2000) acknowledged that the communication does not only make a speaker utters a sentence because the speaker also performs an action. It can be inferred that to perform speech acts, the speaker only needs to utter an utterance.

Whenever a speaker produces an utterance, the speaker engages in three acts. Austin (1962) grouped speech acts into three different types of acts, nanely locutionary acts, illocutionary acts, and perlocutionary acts. Locutionary acts are regarded as the well-formed utterances in whatever language that a speaker uses, whereas illocutionary acts is what a speaker intends to communicate to the interlocutors. Besides, perlocutionary acts refer to what is achieved through the

utterance. All types play contributive roles in communication. Conversely, the type of illocutionary acts is the one that is associated with specific desires. It can be described that the illocutionary acts relates to the intention of a speaker.

2.1.2 Illocutionary Acts

Illocutionary is one of speech acts types, which appears as a result of a specific purpose. Searle (1979) pointed out that illocutionary acts is type of speech acts that relates to the performance of a certain linguistic function, which specifically in line with the intention of the speaker. It implies that illocutionary acts is the essential components that relate to the intention of speaking. Therefore, whenever a speaker performs illocutionary acts, the speaker has a desire relating to a particular action. An utterance that a person delivers has an intention that is further interpreted by a hearer (Kreidler, 1998). It clarifies that a speaker who speaks to an interlocutor obviously delivers it on purpose. The definition above describes that a speaker generally utters an utterance with purpose by involving intention in mind.

Moreover, this type is further the act of speaking that correlates with the intended action. As the thing of illocutionary acts, intended action is defined as the action that is intended to be done. The action is delivered on purpose to be taken considering it is the thing that encourages the speaker to perform illocutionary acts. Illocutionary acts includes the intention of a speaker relating to what action that needs to be fulfilled by means of conveying the utterance (Birner,2013). It can be inferred that illocutionary acts involves the desire of a speaker about a certain act.

In accordance with the explanation above, Black (2006) specified that illocutionary acts are roughly equivalent to the meaning one wishes to be done. It emphasizes that the intention of a speaker in delivering a statement or speech is described as illocutionary acts. The definitions above are strengthened by Lee (as cited in Suardana, 2020), who concluded that the illocutionary acts as the acts that have refuse, request, inform, warn, complain, and order. This is because illocutionary acts is performed by a speaker who has a purpose in mind. If communication runs successfully, the illocutionary and perlocutionary acts are similar or nearly similar (Kreidler, 1998). Briefly, illocutionary acts are the act that a speaker accomplishes in speaking.

Besides, illocutionary acts has several classifications. Searle (1979) demonstrated that the classifications of illocutionary acts are assertive, declarative, commisive, expressive, and directive. Assertive refers to the classification that relates what a speaker believes to be the case. Declarative is regarded as the classification which can change the situation. Commissive is the illocutionary act that aims at committing the speaker relating to some upcoming action. Expressive refers to the classification that functions to show the feelings and emotions of the speaker. Directive is defined as the fact that is conveyed by a speaker to influence a hearer to do something. In particular, the classification that functions to affect someone to do an intended action is directive acts.

2.1.3 Directive Illocutionary Acts

Directive acts arises from speaker's intention to persuade an interlocutor to take a particular action. This classification is always said whenever an action

needs to be accomplished. As acknowledged by Searle (1979), directive acts is the classification of illocutionary acts that is conveyed by a speaker to influence a hearer to do a particular action. It explains that directive acts represents attempts by the speaker to get the interlocutor to do something. Directive acts is performed by that a speaker to get an interlocutor to do a thing (Yule, 1996). Furthermore, Kreidler (1998) defined that directive acts refers to what a speaker says to get a hearer to do some act or refuses to do an act. The definitions emphasize that directive acts is produced to get an interlocutor to do a particular action. Briefly, the desire of accomplishing intended action requires a speaker to perform directive acts.

A speaker utters directive acts when a speaker expects an interlocutor to accomplish a required action. Cutting (2002) noticed that directive acts involves action, which aims at making the hearer do action, namely request, suggest, invite, advise, command, and others. It agrees that directive acts are used to direct an interlocutor to carry out a particular action. Moreover, directive acts are possible to be good for both speaker and interlocutor. Perez and Hernandez (2021) acknowledged that directive acts has several benefits. Firstly, directive acts can be applied to ask the interlocutor to do a thing for the speaker's good by performing the directive act of order, request, and beg. Secondly, directive acts can be used to ask for the benefit of the interlocutor by advising. Lastly, directive acts can be performed to ask for benefits for both speaker and interlocutor. In accordance with the explanation above, it confirms that directive acts is influential for both speaker and interlocutor depend on the intention of the speaker in producing the utterance.

In line with the explanation above, it is clear that the use of directive acts helps a speaker to get an interlocutor to do an action. As agreed by Alston (2000), directive acts is generally produced to direct or influence an interlocutor to take action. In other words, directive acts is realized on purpose to get some effects through the action of the interlocutor. It also points out that an utterance is directive act if there is the involvement of an action. The reason is that an intended action is the thing that encourages the speaker to perform the directive acts. A speaker cannot exclude directive acts in utterance that make an interlocutor do as expected. The impossibility of excluding directive acts is a result of the contributive role of directive acts. Moreover, directive acts correlate to intention that a speaker desires to be done. A speaker's intention determines which directive acts types and forms.

2.1.4 Directive Illocutionary Acts Types

As one of the illocutionary acts classifications, directive acts has several types. Different intentions are the things that differentiate the directive acts types. The differences appear because every speaker has a different intention in influencing an interlocutor to do an intended action. Searle (1979) differed directive acts based on the intention, namely ask, order, command, request, beg, plead, pray, entreat, invite, permit, and advise. Following display the detailed explanations of each directive acts type.

A. **Ask**

Ask is the type of directive act that a speaker delivers to get an answer from the interlocutor. Answering the question is considered as the intention

of the speaker. The reason is that it requires the directive act of ask with a view to accomplish the action. Searle and Vanderveken (1985) pointed out that directive act of ask is performed when a speaker intends to get an answer from hearer. The definition defines that the directive act of ask belongs to the utterance in which a speaker utters to inquire. To put it another way, the realization of this type is shown through the utterance that a speaker says to get an answer.

Referring to the characteristic, the type of ask is always directive. As a result, this type appears if the intention of the speaker in uttering the utterance is to get an answer. The following utterance is the directive act of ask. "**How is your feeling after learning**?" (Sari, 2018)**.** The speaker delivered the utterance with the purpose of getting an answer. In regard to the intention of the speaker, the speaker had the intention to direct the interlocutor to answer regarding the feeling after the learning process. Thus, it proves that the utterance has the directive act of ask.

B. **Order**

This type of directive act is performed to order an interlocutor to do an ordered action. Searle and Vanderveken (1985) specified that order is performed by a speaker to order someone without needing to have power. It expresses that performing the directive act of order does not need the speaker to have the authority or a higher level than the interlocutor. Everyone can perform the performance if action needs to be carried out.

One of the characteristics of this type is it has a greater level than telling. It is influenced by the involvement of the ordered action in the utterance.

Besides, order refers to the instruction that a speaker utters to make a hearer to do as ordered (Martinez, 2013). It defines that by uttering the directive act of order, a speaker expects an interlocutor to do a certain action. In short, a speaker who does not have power can persuade a addressee to fulfill an action by performing order. An utterance of order is as follows. "**Take a seat, get to the point.**" (Virginia & Ambalegin, 2021). In the utterance, the speaker directed the interlocutor by ordering the interlocutor to accomplish an action. The speaker ordered the interlocutor, who had just entered her office room to take a seat and get to the point. The interlocutor was ordered considering the speaker had the desire to get the interlocutor to take action. For this reason, the directive act of the utterance above is order.

C. Command

Compared to order, this type has the difference regarding power. Command is used by a speaker whose level is higher than the interlocutor. In other words, command needs the authority of the speaker for the purpose of command an interlocutor to fulfill an action. It aims at affecting an interlocutor whose power is lower to do as commanded. Searle and Vanderveken (1985) emphasized that command requires a speaker to have authority in order to influence a listener. It confirms that a speaker uses command to command an interlocutor who has a lower level than the

speaker. Command is only be efficient if the speaker can control over the behavior of the listener (Kreidler, 1998). It describes that the type of command only can be applied by a speaker who has a high position.

An utterance of command is as follows. "**You are so noisy, submit now!**" (Fatma et al., 2019). The directive act of utterance above is command. There is the directive act of command because the speaker, who has higher level attempted to get the interlocutor to do action. The speaker commanded the interlocutor, whose power was lower to submit the assignment as the action that was wished to be done. The speaker made an effort to get the action done seeing that the speaker had the intention. Accordingly, command is the directive act that appears in the utterance.

D. Request

The type of request is included to ask for request. It aims at persuading an interlocutor to take the realization of a requested action. The requested action is the action that is expected to be fulfilled. Searle and Vanderveken (1985) agreed that directive act of request allows the interlocutor to reject or accept to do the action. It argues that request has the possibility of rejection. Request is not used to force an interlocutor to carry out an action. It is because this type is used by a speaker who has no power or authority to control an interlocutor. Request also appears as the polite way to get an interlocutor to do a particular action.

In addition, a request refers to an expression that speaker desires the listener to do or avoid doing and it does not imply that the speaker has

power over the addressee (Kreidler, 1998). It describes that a speaker performs request to make an interlocutor does an action or refrain an interlocutor from doing an action. Perez and Hernandez (2021) specified that request is applied when a speaker requests a hearer to do something. Overall, request is performed by a speaker who desires help, yet the action can be refused to be carried out.

One of the utterances of request is as below. "**Can you give another example?**" (Azizah et al., 2020). The utterance was said as the speaker tried to persuade the interlocutor. It is because the speaker had an intention. In the utterance, the interlocutor was expected to give another example to the speaker. To have the interlocutor to do the action, the speaker influenced the interlocutor by requesting. Therefore, the utterance is identified as directive act of request.

E.   Beg

Beg is identified as the type that is used to request in a humble way. This type is used to request the interlocutor to fulfill the strong desire of the speaker. Searle and Vanderveken (1985) acknowledged that beg refers to humbly ask for a request which involves a strong desire by reason of a strong need. The strong willingness of a speaker is underlain by the intention of the speaker. The performance of beg is intended to direct an interlocutor to take the action as the one who is begged to do. A speaker directs an interlocutor to fulfill an action by uttering a humble request which means there has no imposition.

Furthermore, Perez & Hernandez (2021) declared that a speaker who begs does not have the authority to force his will on the listener. Beg is used by a persistent person who is in a position of needing a favor (Hayakawa as cited in Perez & Hernandez, 2021). Thereupon, beg is used to ask for a favor and it is not used to impose an interlocutor. An utterance of beg is in the following utterance. **"Please sir, I need medical help."** (Perez & Hernandez, 2021, p. 126). The utterance was said by the speaker who had the strong need in relation to the health of the speaker. With the purpose of causing the interlocutor to do the action, the speaker humbly asked the interlocutor. The speaker asked the interlocutor to give medical help as the speaker needed the medical help. Thus, the type of directive act above is beg.

F. Plead

Among other directive acts types, the directive act is more crucial. According to Searle and Vanderveken, (1985), plead refers to a strong commitment regarding a particular action. This directive act is used whenever a speaker influences an interlocutor in an emotional way. In conveying this directive act, a speaker emotionally affects an interlocutor to accomplish the speakers' strong willingness. The action which is included in this type is considered crucial to be done. Plead is similar to entreat except for their ways of influencing an interlocutor.

An utterance of plead is as below. **"I also ask the Regional Head to support this policy and carry out adequate policies in the regions."** (Sari

& Utomo, 2020). In the utterance, the speaker included the directive act of plead. The directive act was performed because the speaker strongly affected the Regional Head to obey the policies. By delivering the utterance, the speaker wanted the desired action to be accomplished by the interlocutor. Accordingly, the speaker performed the directive act of plead because the speaker used affected the interlocutor in emotional way.

G. Pray

Praying is the type of directive act that performs when a speaker speaks to God privately. It is performed to express gratitude to God and to ask for protection. A speaker usually utters the utterance of pray in a religious ceremony. Searle and Vanderveken (1985) clarified that the directives act of pray functions to entreat God and other sacred people. It identifies that this directive act is specifically involved in the utterance that refers to a powerful spirit. Additionally, pray relates to the future course of God's action with reference to the time of utterance. Thus, this type is performed in the situation in which a speaker is praying.

The utterance of pray is as follows. "Lord… **I pray this child turn out good**. It's a lonely road if a mama don't think their child is pretty." (Tesaindra & Mualimin, 2017). By conveying the utterance, the speaker made an effort to get God to realize the speaker's prayer. In this situation, the speaker intended to have the child to turn into a good person. From the explanation, it concludes that there is the directive act of pray as the speaker tried to have his intention fulfilled.

H. Entreat

The type of entreat is uttered urgently and seriously by a speaker to make an interlocutor does as required. Searle and Vanderveken (1985) described that entreat is asking earnestly and humbly for a request that expresses a strong desire. It infers that this directive act is uttered in serious way because of the intention of the speaker. In this directive act, the speaker's intention relates to the strong desire. In addition, entreat is more crucial compared to request and less emotional compared to the directive act of plead.

Following is an utterance of entreat. "Banjar language is mixed with other languages. **Therefore, I, Anang Syahrani, apologize to you all.**" (Faridah, 2020). Through the utterance, the speaker performed the directive act of entreat to influence the other audiences. The speaker wanted the speaker used more than one language in his performance. In consequence, the speaker felt it would cause confusion regarding what the speaker said. In this way, the utterance above shows the performance of entreat.

I. Invite

Invite refers to the type that a speaker uses to invite someone. Searle and Vanderveken (1985) believed that invite is the type of directive act that a speaker performs to invite an interlocutor. The definition infers that invite is performed in utterance by a speaker for a certain intention. In particular, the type of invite purposes to invite an interlocutor to do an action or go to a place. Searle (1979) added that invite is the type of directive act that

includes minor attempts. To put it simply, invite does not play a too influential role as other directive acts types.

A speaker performs this directive act to invite the hearer to do the invited action. Thus, a speaker who utters this directive act expects the interlocutor to follow what the speaker does or where the speaker goes. One of the utterances is displayed in the following utterance. **"Come back home right away."** (Rahmawati et al., 2020)**.** The utterance was produced by the speaker to have the speaker's desired fulfilled. At that moment, the speaker had the desired to have the interlocutor to come back home. The speaker affected the interlocutor by inviting the interlocutor. Thereupon, invite is the directive act that the speaker performed in the utterance.

J.   Permit

Permit appears in utterance that requires permission from an interlocutor. This type refers to the directive act that a speaker performs to get permission. The permission can be related to do something or go somewhere. This type is used to make an interlocutor allow something to be fulfilled. Searle and Vanderveken (1985) acknowledged that permit is performed for asking permission to make a speaker is allowed to do a certain thing. Thus, the utterance of permit is intentionally said because the speaker needs permission before accomplishing an action.

One of the utterances of this directive act is shown in the following utterance. **"No, ma'am. May I show you this?"** (Virginia & Ambalegin, 2021). The speaker used the utterance to ask for permission as the speaker

the speaker wanted to get the permission to show a document to the interlocutor. The speaker expected the interlocutor to permit the speaker to permit her to do the action before she gave her the document regarding the court order. Referring to the explanation, it reveals that the directive act of permit appears considering the speaker desired to have a permission.

K.   Advise

The directive act of advise refers to the type that comprises advice. Searle and Vanderveken (1985) defined that the directive act of advise is uttered to make the interlocutor to take action that is presupposed will be accomplished by a listener. For a speaker who performs advise, it shows that the speaker normally asks the interlocutor to do the action as it is beneficial. Haverkate (as cited in Perez & Hernandez, 2021) claimed that advise as non-impositive act since the speaker does not intend to impose his will on the hearer. In other words, the speaker does not use the directive act of advise to force the interlocutor to do thing.

Furthermore, while giving advice, a speaker attempts to influence a hearer of the benefit on the logical action (Perez & Hernandez, 2021). It implies that a speaker who performs this type tries to get the interlocutor to do a beneficial action. The action is considered will be good for the speaker. It is the thing that encourages the speaker to say the utterance. The explanation above expresses that advise is performed by someone who has the responsibility to give a favor to the interlocutor.

An utterance of advise is as follows. "**I advise you to leave.**" (Searle, 1979, p. 28). In the utterance, the speaker performed the directive act of advise. It is because the speaker used to utterance to persuade the interlocutor to fulfill the action. It specifically relates to the beneficial action that the interlocutor was advised to take. The speaker advised the interlocutor to move from the place they were in. To sum up, the speaker performed the directive act of advise.

2.1.5 Directive Illocutionary Acts Forms

In addition to the types, directive acts also has forms. Every directive act obviously has its form. The directive acts forms are distinguished according to the way how a speaker performs directive acts. Kreidler (1998) mentioned that the forms are imperative, interrogative, and declarative. The further explanation is as shown below.

A. Declarative

Declarative sentence is defined as the form of sentence which functions to state a statement. As revealed by Kreidler (1998), declarative sentence is used when the speaker tells something in the sentence. It signifies that a speaker use this form to deliver a statement to an interlocutor. With the intention of showing that the sentence involves statement, it should be started with a subject. Kreidler (1998) specified that statement generally has subject, verb, object, and it can be followed by a complement or an adverbial phrase. It implies that declarative sentence should put subject at the beginning of the sentence.

Declarative is the form that serves to create a statement (Yule, 1996). This emphasizes that a declarative sentence involves statement that a speaker desires to convey. In other words, a speaker conveys declarative sentence if the speaker includes statement in the utterance. Declarative sentence is used to state and does not always need to be responded (Verhaar as cited in Fitri et al., 2019). In accordance with the definition, it declares that the form of declarative sentence is used in utterance when a speaker tells a statement or information to an interlocutor.

Following is a declarative sentence. "**Judges asked defendant complete identity.**" (Fitri et al., 2019)**.** As seen in the utterance, there is an utterance that appears in declarative form. The reason is that the utterance is a statement. The speaker conveyed the utterance to declare that the judges desired to know the details identity of the interlocutor. From the explanation, it implies that the form of the utterance is declarative.

B. Interrogative

Interrogative sentence is generally produced by a speaker to ask a question. Kreidler (1998) declared that the interrogative sentence refers to the sentence that appears to ask a question. It includes the WH-question and modal verb at the beginning to get an answer. The sentence can be used to ask a question that includes a request. Uttering a request by using a modal verb at the beginning can create a polite statement. Additionally, an utterance is question if it involves the word 'or' or question word, namely what, which, where, why, when, and how (Kreidler, 1998). It states that an

utterance is called as a question if it involves the word 'or' which a speaker uses to give an option to the interlocutor. In addition, an utterance also can be said as question if it consists of WH-question.

In agreement with the explanation, Djuharie (as cited Eris & Arifin, 2019) argued that WH-question is a type of question in which the responses 'yes' or 'no' are not conveyed, but it involves information. Thus, WH-question is involved in an interrogative sentence and has information as the answer. Besides, Yule (1996) claimed that interrogative sentence is used to ask a question. This infers that when a speaker intends to get an answer, the speaker utters utterance in the form of interrogative. It is also clear that the sentence of interrogative is ended with a question mark (?). Referring to the explanation above, it describes that the interrogative sentence is used to inquire.

One of the interrogative sentences is as follows. "**Who dares to play chess with me?**" (Eris & Arifin, 2019)**.** Through the utterance, the speaker performed the form of interrogative. It is considering the utterance is started with the WH-question 'who' and ended with a question mark (?). Additionally, the speaker said the utterance to ask about who dares to play chess with the speaker. For that reason, the form of the utterance above is an interrogative sentence.

C.   Imperative

Imperative is the form of sentence that purposes to make others do action. Kreidler (1998) clarified that imperative sentence is the sentence that

is used to request action. It defines that a speaker uses imperative sentence if there is an action that needs to be carried out by an interlocutor. Besides, the imperative sentence which expresses request should not be started by a modal verb. It is because this sentence does not include a question mark. The imperative is the bare form of a verb that provides a warning, invitation, request, and direction (Swan as cited in Asrori et al., 2019). It clarifies that the imperative sentence is used to warn, invite, request, and direct towards someone.

By using imperative sentence, a speaker can get someone to do thing or can avoid them from doing an action. The imperative sentence shows a request or command to other people to do something in relation to the intention of a speaker. A speaker utters imperative sentence if the speaker desires a particular action be accomplished. Kreidler (1998) confirmed that the imperative sentence can be started with the verb or with the word 'do not' and followed by a verb. The definitions above describe that imperative sentence related to the sentence that is delivered to make a hearer does and refrain the interlocutor from accomplishing an action.

Following utterance shows the form of imperative. The utterance is **"Don't move."** (Kreidler, 1998, p. 177). Concerning the utterance, the speaker applied the form of imperative into the utterance. The reason is that the speaker wanted the interlocutor to wear a seat belt. The speaker included the word "wear" on purpose to get the interlocutor to wear a seat belt. Accordingly, the speaker conveyed the utterance in the form of imperative.

2.2   Previous Research

Biatrik, Natsir, and Kuncara (2020) explored the use of directive acts and the language functions performed in the movie entitled "Maleficent". The researchers took the data from utterances of a character named Maleficent. The researchers used the theory developed by Searle (1979) to analyze the type of directive acts. According to the findings, the directive act of forbidding, command, suggest, invite, and request appeared in the movie. The researchers discovered that the dominant type was command. The character commonly uttered the directive act because it was essential to influence other characters to take action.

Isbandi and Handayani (2020) reported the classification of illocutionary acts and the commonly produced classification in the utterances of baristas and customers at Starbucks coffee shop located at Changi Airport. The utterances of baristas and customers were taken as the data. The theory that was applied to analyze the data was the theory developed by Searle (1979). As for the results, the classification of directive acts was the most produced classification among other classifications. The reason is that the communication between the baristas and customers only required them to order and answer.

Sari and Utomo (2020) elaborated the types, forms, and meanings of directive acts which were found in the speech about coping with coronavirus. The data was taken from the utterances of Mr. Joko Widodo on YouTube videos. The researchers implemented the theory discovered by Searle (1979). Relating to the findings of types, this research demonstrated that several directive acts types were

found in the utterances of Mr. Joko Widodo. The types were prohibit, plead, ask order, and invite. The directive acts were primarily produced to influence citizens to take responsibility and be aware of the pandemic.

Yanti, Amin, and Amrullah (2021) discovered the speech acts types conveyed by teachers of EFL at SMAN 2 Mataram in 2021-2022 academic year. The researchers took the utterances that the teachers mentioned during the process of teaching and learning. The theory of directive acts types discovered by Searle (1979) was applied. The results demonstrated that illocutionary acts were the most dominant types. Furthermore, directive acts were the most frequently mentioned classification among other classifications. As for the type of directive act, the directive act of ask presented as the most frequent. The directive act of ask was used to get the answer about whether the students had understood the material.

Mubarok, Anggraeni, and Sugiyo (2021) investigated the directive acts types that appeared in the school slogans. The researchers took data from utterances of directive acts on the slogans. It used the theory proposed by Searle (1979) to analyze the data. In reference to the findings, the research showed that the directive acts of command, request, and advise were shown on the slogans. From the types, the directive act of advise became the most dominant type as the school slogans were mostly used to advise the students.

Sihombing, Silalahi, Saragih, and Herman (2021) identified the classification of illocutionary acts and the frequently used classification in "Incredible 2" movie. The research conducted the theory of Searle (1979) to analyze the data. Regarding the results, the research revealed that representative,

expressives, commisives, and directives were uttered by main character. Regarding the most used classification, the researchers discovered that directive acts was the most commonly used. Those included ask, advise, request, order, suggest, command, tell, and forbid.

Taulia and Nasution (2021) examined the illocutionary acts that 40 fourth-semester students of University of Sumatera Utara produced. The utterances of 40 students of Mandarin language department conveyed in the Japanese class were taken as the data. Their research took the theory theorized by Searle (1979) to analyze the data. The findings found directive, declarative, and expressive were presented in the utterance. The students performed the directive acts to order, invite, and ask. Also, the students only performed a few types of illocutionary acts as a result of the students' inability to speak Japanese,

In accordance with the similarity, the previous and present research implemented the theory discovered by Searle (1979). As for the dissimilarity, the data sources of the present research are different from the data source of the previous research. A movie entitled "Get Out" was taken to be explored as the data source of this present research. In addition to having the directive acts, the movie was chosen considering the movie has never been used as the data source of other previous research.

2.3 Theoretical Framework

This research began with pragmatics as the approach. The approach was taken as the researcher took directive acts to be the research object. The research put the types and forms of directive acts in "Get Out" movie as the main focus. In

regard to the types, this research implemented the theory of directive acts types by Searle (1979). The types are ask, order, command, request, beg, plead, pray, entreat, invite, permit, and advise. Besides, for the purpose of finding out the directive acts forms, this research used the directive acts forms theory developed by Kreidler (1998). The forms are imperative, interrogative, and declarative. Both of the theories were applied to analyze "Get Out" movie. The relation between the approach and the discussion is as illustrated in the following framework.

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                    ┌─────────────────────────┐
                    │      Pragmatics         │
                    │      Yule (2014)        │
                    └─────────────────────────┘
                              │
                    ┌─────────────────────────┐
                    │      Speech Acts        │
                    │ Austin (1962), Searle (1979) │
                    └─────────────────────────┘
                              │
                    ┌─────────────────────────┐
                    │    Illocutionary Acts   │
                    │      Searle (1979)      │
                    └─────────────────────────┘
                              │
                    ┌─────────────────────────┐
                    │ Directive Illocutionary Acts │
                    │      Searle (1979)      │
                    └─────────────────────────┘
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| Directive Illocutionary Acts Types Searle (1979), Searle and Vanderveken (1985) | Directive Illocutionary Acts Forms Kreidler (1998) |

| Ask | Order | Command | Request | Beg | Imperative | Interrogative |

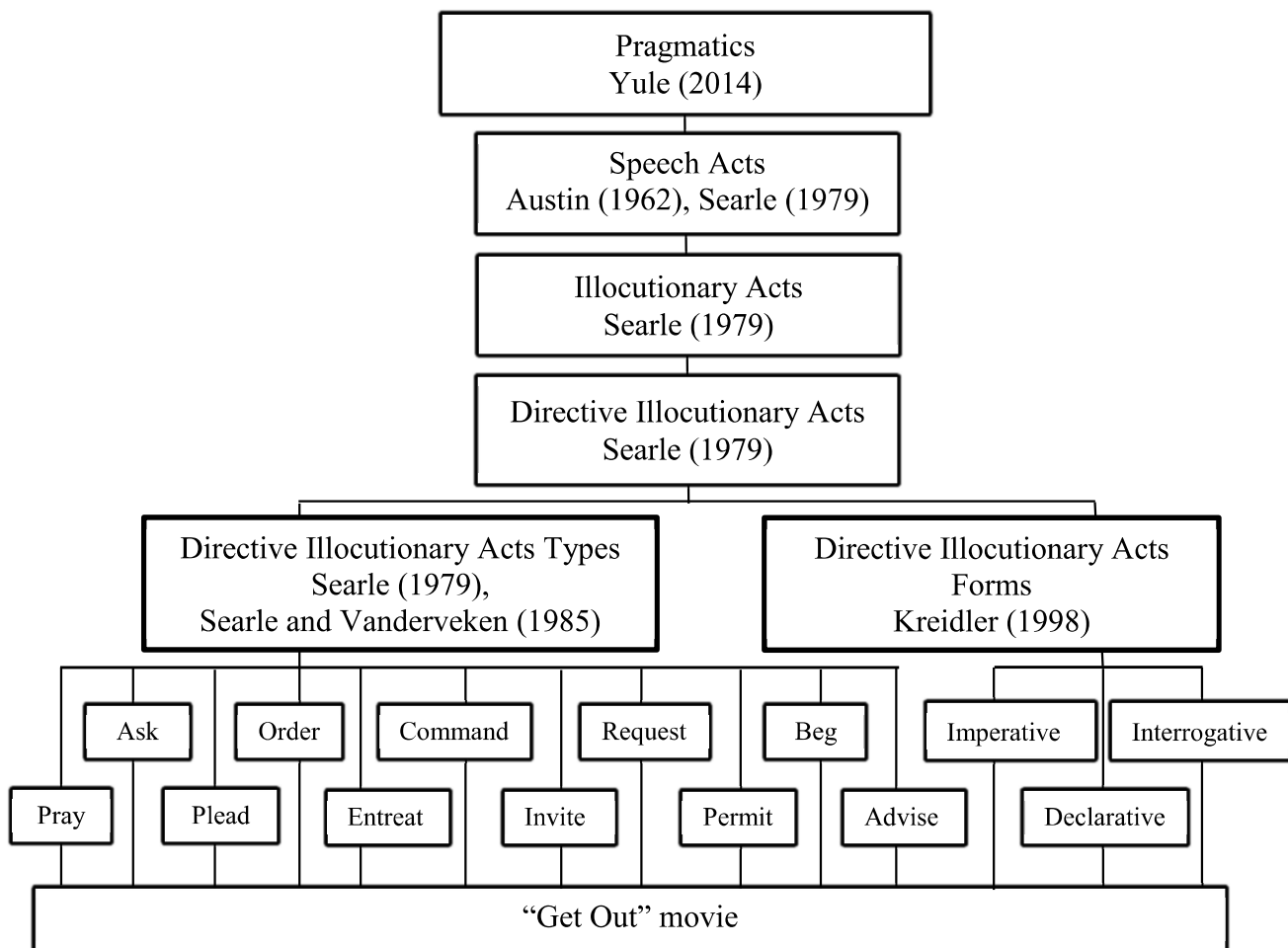| Pray | Plead | Entreat | Invite | Permit | Advise | Declarative |

| "Get Out" movie |

Figure 2.1 Theoretical Framework