

**AN ANALYSIS OF DIRECTIVE ILLOCUTIONARY  
ACTS IN “STEVE TV SHOW” YOUTUBE  
CHANNEL: PRAGMATIC APPROACH**

**THESIS**



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**DEPARTMENT OF ENGLISH LITERATURE  
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PUTERA BATAM UNIVERSITY  
2023**

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**Submitted in Partial Fulfillment of the Requirements for the Degree of English  
Sarjana Sastra**



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#### **AN ANALYSIS OF DIRECTIVE ILLOCUTIONARY ACTS IN "STEVE TV SHOW" YOUTUBE CHANNEL: PRAGMATIC APPROACH**

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Batam, 04 Agustus 2023



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## APPROVAL THESIS

### AN ANALYSIS OF DIRECTIVE ILLOCUTIONARY ACTS IN "STEVE TV SHOW" YOUTUBE CHANNEL: PRAGMATIC APPROACH

#### THESIS

Submitted in Partial Fulfillment of the Requirements for the degree of Sarjana Sastra (S1)

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This thesis has been approved to be examined on the date as indicated below

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## ABSTRAK

Analisis bahasa melibatkan pemeriksaan berbagai aspek bahasa, seperti struktur, makna, dan penggunaannya, untuk memahami cara kerjanya dan bagaimana orang menggunakannya untuk berkomunikasi. Tujuan penelitian ini bertujuan untuk mengetahui jenis dan bentuk tindak tutur direktif pada Channel YouTube “Steve TV Show”. Data dianalisis dengan menggunakan teori tindak tutur direktif (Searle, 1979) dan teori bentuk tindak tutur direktif (Kreidler, 1998). Penelitian kualitatif deskriptif ini menggunakan pendekatan metode observasional dan teknik bebas libat cakup. Hal ini dijelaskan bahwa peneliti mengumpulkan data dengan melihat acara tersebut dan peneliti tidak berpartisipasi dalam acara tersebut. Penelitian ini menggunakan metode padan dan kemampuan menyamakan secara pragmatis untuk menganalisis data. Penelitian ini menghasilkan 6 tindak tutur direktif dari 23 tindak direktif. Tuturannya adalah, meminta, bertanya, memberitahu, memerintah, menyuruh, dan menyarankan. Tuturan yang dominan adalah tindak tutur direktif bertanya karena acara ini mempertontonkan acara bincang-bincang yang mengundang tamu untuk diwawancarai atau bermain gim. Bentuk pertanyaan banyak ditemukan karena acara bincang-bincang bercerita tentang tanya-jawab antara pembawa acara dan tamu. Tindak tutur direktif mendesak, mengharuskan, menuntut, melarang, menghalangi, memerintahkan, mengizinkan, menyarankan, meminta, memperingatkan, menyarankan, merekomendasikan, mengemis, memohon, mengharapkan, menghimbau, mendoakan tidak ditemukan karena pembahasannya hanya seputar pertanyaan dan jawaban dalam bentuk wawancara dengan publik figur untuk menceritakan kehidupan atau masalah hidup mereka.

**Kata kunci:** tindak tutur, tindak tutur direktif, tuturan

## **ABSTRACT**

*Language analysis involves examining various aspects of a language, such as its structure, meaning, and usage, to understand how it works and how people use it to communicate. The purpose of this research aimed to ascertain the acts and forms of directive acts on “Steve TV Show” YouTube Channel. The data were analyzed by using Searle (1979) directive acts theory and forms of directive acts Theorized by Kreidler (1998). This descriptive qualitative research used an observational and non-participatory technique. The researcher gathered data by viewing the episodes and that the researcher did not participate in the show. This research employed the pragmatic identity method and the pragmatic competence-in-equalizing technique to analyze data. The research discovered 6 acts of directive acts out of 23. The acts are request, ask, tell, command, order, and suggest. The dominant acts was the directive act of ask because the episode described a talk show that invited guests to be interviewed or to play games. The form of interrogative mostly found because the Talk Show telling about Interview a guest. The directive act of urge, require, demand, forbid, prohibit, enjoin, permit, suggest, insist, warn, advise, recommend, beg, supplicate, entreat, beseech, implore, and pray were not found because the talk is only about interview some famous people or audience to tell their life or problem life.*

**Keywords:** *acts, directive acts, speech acts*

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# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Research

Language has a good relationship between speaker and hearer. People should have a companion or listener who can comprehend what is being said and respond while they are communicating. Knowing the meaning of a language is an important aspect to achieve the objective of speaking. In communicating, the speaker and hearer identify two meanings, the true meaning and the hidden meaning. Miscommunication occurs because the hearer does not understand the hidden meaning. In linguistics, hidden meaning is pragmatic, so the hearer must know the hidden meaning. People must comprehend pragmatics, which is the study of how language is used in communication to create efficient communication (Leech, 1983). In a conversation, the speaker and hearer must express the acts intended by the hearer to do or act according to the wishes of the speaker.

Acts in speech have types and functions that are contained in utterances where these utterances contain the meaning of what the speaker or hearer wants to do. Acts that appear in utterances must adapt to the context of the conversation. According to the study, speech acts are an essential component of communication. Illocutionary speech acts, or "directive acts," are those that are specifically used to tell a listener or audience member how to behave. When a speaker anticipates an interlocutor acting, they use directive acts. Directive acts are facts that are communicated by a speaker to move a listener to take an action (Searle and Vanderveken, 1985). The types of directive acts are ask, order, command, request,

beg, plead, pray, entreat, invite, permit, and advise (Searle and Vanderveken, 1985). These are the various forms of directive acts that a speaker can employ to persuade an audience member to take a certain action. When a speaker is not required to carry out directive activities but nonetheless performs as the interlocutor expected an impossibility result. A speaker must carry out directive acts in order for an action to be fulfilled.

The Cooperative Principle is a fundamental concept in pragmatics. It outlines the implicit principles that underline effective and cooperative communication between speakers and listeners. The principle assumes that in ordinary conversation, people generally follow certain norms to make communication more efficient and successful. We can find the phenomenon from informative media like YouTube, Facebook, Twitter, and other places. On the Piers Morgan Uncensored YouTube channel, it was Cristiano Ronaldo; Cristiano Ronaldo is the greatest and most famous football player of all time that was having an interview on 19<sup>th</sup> November 2022. The phenomenon of Cooperative Principle was discovered on a talk show.

Piers (Host) : “.....**How did that feel that day when you came off the pitch?**”

Cristiano : “**Well that feeling was amazing,** but not only the day of the game.....”

The host’s utterance was a straight-forward question. The host (speaker) asked Cristiano (hearer) straightforwardly. The hearer answered the speaker's question directly. The speaker received the correct answer from the hearer. The answer was matched with the question. So, the phenomenon is about Cooperative Principle.



Next phenomenon was found in the researcher's workplace, communication is needed wherever the place, where good communication can create a space to carry out a system that exists at work, because communication can help good cooperation between colleagues in terms of achieving the company's vision and achieving targets. The following is an example of a directed act that was observed in the workplace.

Manager : "I just hire a new guy in order to assist you make the new project. **Would you like to guide him first for the new project?**"  
 Senior Staff : "**sure sir, I am going to guide him now.**"

The speaker asked the listener to do something "*Would you like to guide him first for the new project?*" The manager asks his staff to guide the new guy in order to do the new project and the staff respond to the manager. The hearer gave a response to the speaker's request given the context "sure" and the hearer carried out the deed. The hearer answered the speaker's question, and it is related to the question. The speaker's words came across as requesting. The response of the hearer reveals the intended meaning of the question. The question includes a request-related sort of directive illocutionary act.

Another phenomenon was found on the social media taken from YouTube. The statement was from Steve TV Show. Steve, the host, and the speaker had a game session in his show and the name was Harvey's Hundreds. The game was about matching pictures in one box to other box. So every finished had an interview section with guest, the game begun. He would take the participant randomly from the audience.

Steve (Host) : **Hey, who wanna win some money?**  
 Audience : (Cheering)

In this case, the host suggested or invited members of the audience to participate in an activity to potentially win some money. The cheering response from the audience was suggested that they were positively inclined towards the suggestion and were willing to take part in the activity. It's worth noting that suggestions typically leave room for the listener to decide whether to act upon them or not. In this situation, the audience's cheering response indicates their acceptance of the invitation to potentially win money, but it is still up to them to actively participate in the activity. In summary, the host's question falls under the category of a Directive Illocutionary Act, specifically a "Suggestion," as it encourages the audience to consider participating in the money-winning activity. The type of Directive Illocutionary Act used by the host (Steve) is a "suggestion." According to Searle and Vanderveken (1985) classification of Directive Illocutionary Acts, a suggestion is a type of illocutionary act that encourages the listener to consider or adopt a particular course of action.

Another phenomenon also found with directive acts in forms. Kreidler (1998) mentioned that imperative, interrogative, and declarative are the forms. Same from the previous conversation took in the Steve TV Show. Steve as a host and speaker welcomed the audience for playing the game. He wanted to know where she comes from.

Steve (Host) : **Where you from?**  
 Holly (Guest) : Chicago

The type of Directive Illocutionary Act used by the host (Steve) is a

"asking." According to Searle and Vanderveken (1985) classification of Directive Illocutionary Acts, a question is a type of illocutionary act that seeks information or an answer from the listener. In this case, the host (Steve) is asking Holly a direct question, wanting to know where she is from. The use of the question word "where" indicates that the speaker is seeking specific information about the location of Holly's origin. By asking this question, Steve aims to prompt Holly to provide an answer, which she does by stating, "Chicago." It's important to note that questions are a common form of directive illocutionary acts used in everyday conversation to gather information, seek clarification, or initiate a conversation. In this context, Steve's question serves as a simple and direct way to initiate a conversation and get to know more about Holly's background. In summary, the host's question falls under the category of a Directive Illocutionary Act, specifically a "Question," as it seeks information from the listener (Holly) about her place of origin.

There are two specific phenomena were taken from the researcher's data. The data were taken from YouTube and it was a show from Steve TV Show Channel. YouTube share many kinds of show that described many phenomena. The phenomena here explained about language that can be identified easily. Especially for the directive acts and forms were found in present research.

The research about directive acts is very attracted by the researchers, such as the previous research. Several researchers have studied directive acts. The researcher gave two earlier studies of directed acts in this chapter. The first research by Ramayanti and Marlina (2018). The purpose of this study is to describe the different speech acts used by the characters in the animated western film "Tangled."

Data for this study was gathered from YouTube and organized into categories of illocutionary acts in accordance with Searle's theory by each character's use of utterances which involved illocutionary activities. The findings of their research found that there are four illocutionary acts found in that movie; directives, representatives, expressives, and commissives. It suggests that because some of them desire the other character to accomplish something, the characters in the movie "Tangled" employ commands.

Fitriani et al., (2020) determined the kinds and most prevalent illocutionary acts used by a fantasy movie's main character, 'Harry Potter and the Chamber of Secret'. The spoken utterances were then analyzed based on the types of illocutionary acts, namely: representative, directive, commissive, expressive and declarative the results of the research showed that from of the five, only four types of illocutionary acts were found in the movie, they are representative, directive, expressive, and commissive.

Both similarities and differences exist between the previous and present research. Given the similarities, the theory developed by Searle and Vanderveken (1985) was applied in both the prior and current research to study the various forms of directing acts. The concept of each form of directive acts was further described by Searle and Vanderveken (1985), therefore this research contributed their explanation to the theory as well as their own. As long as Searle (1979) remains the subject matter expert, those theories were combined. In addition to identifying the directive acts categories, this research identified the directive acts forms by using Kreidler's (1998) theory of directive acts forms, it was located. In analyzing issue,

this research is very important to do in order to support language improvement. Directive illocutionary acts is one of the language discussion that can be implemented on daily conversation. With knowing the way host expressed the directive illocutionary speech act may give contribution for researcher.

Thus the researcher is interested in conducting the research with the title “An Analysis of Directive Acts Found in The Steve TV Show YouTube Channel: Pragmatics Approach.”

## **1.2 Identification of the Problem**

The following issues were mentioned in the background:

1. The role of language choice in effective communication
2. The directive illocutionary acts as existed in electronic media.
3. The acts of directive illocutionary conducted in “Steve TV Show” YouTubeChannel.
4. The forms of directive illocutionary acts conducted in “Steve TV Show”YouTube Channel.

## **1.3 Limitation of the Problem**

Following are the limitations of the problem:

1. The acts of directive illocutionary conducted in “Steve TV Show” YouTube Channel.
2. The forms of directive illocutionary acts conducted in “Steve TV Show” YouTube Channel.

## **1.4 Formulation of the Problem**

According to the limitation, there are two major issues that are outlined

below:

1. What are the acts of directive illocutionary conducted in “Steve TV Show” YouTube Channel?
2. What are the forms of directive illocutionary acts conducted in "Steve TV Show" YouTube Channel?

### **1.5 Objectives of the Research**

The following list outlines the object of the research:

1. To find out the acts of directive illocutionary conducted in "Steve TV Show" YouTube Channel.
2. To find out the forms of directive illocutionary acts conducted in "Steve TV Show" YouTube Channel.

### **1.6 Significances of the Research**

#### **1. Theoretical Significance**

Theoretically, this research defines a number of important objectives. The first is that it is believed that this research would give readers a more comprehensive understanding of linguistics, particularly directed acts. The second goal of this research is to advance expertise and knowledge in relation to the use of materials for directive act scientific research. The final study is anticipated to serve as a credible benchmark and guide for the necessary future research.

#### **2. Practical Significance**

Practically, it is hoped that this research will be crucial for a number of reasons. The ability of speakers and interlocutors to understand all

varieties and kinds of directive acts is the first. There won't be any misunderstandings regarding directive acts thanks to an understanding of all types and forms. Speakers and interlocutors can comprehend the inferred meaning of the directive acts, thus the misunderstanding won't happen. The second is that speakers are able to carry out the proper directive actions that are consistent with the intention they intend to convey through their utterances. The final possibility is that the interlocutors can disclose the speaker's objective when conducting directive acts.

### **1.7 Definition of Key Terms**

- Pragmatics : Study of how context contributes to meaning (Yule, 2014).
- Speech acts : Utterances are defined in terms of a speaker's intention and the its effect has on a listener (Searle, 1969)
- Illocutionary Acts : Types of speech acts that are related to carrying out a certain linguistic purpose and are especially in line with the speaker's goal (Searle and Vanderveken ( 1985)



**CHAPTER II**  
**REVIEW OF RELATED LITERATURE AND THEORETICAL**  
**FRAMEWORK**

**2.1 Pragmatics**

The problematic aspect of pragmatics is the process of meaning discovery through context. Pragmatics is the study of how language is used and how it is generated in various settings. As proposed by Yule (2014), the meaning of a statement as defined by the listener and the speaker is what pragmatics refers to. The meaning of the utterance that a speaker delivers, and an interlocutor understands is a key focus of the study. Because pragmatics has to deal with how something should be interpreted, it does not just concentrate on its literal meaning. Moreover, Yule (2014) noted that pragmatics is the study of intangible meaning, or how language users interpret what speakers intend to say or write without the speaker actually saying it. It makes it clear that, even when the meaning is not expressly expressed, pragmatics refers to the contextual analysis that discloses the inferred meaning.

Huang (2007) provided an overview of the field of pragmatics, which is the study of how language is used in context to convey meaning beyond the literal interpretation of words. Pragmatics focuses on understanding how people use language to achieve specific communicative goals, considering factors such as context, speaker intentions, and listener inferences. Pragmatics emphasizes the importance of context in interpreting meaning. The meaning of an utterance is not solely determined by the words themselves but also by the context in which they

are used. Huang (2007) provided examples and case studies to illustrate different pragmatic phenomena and how they manifest in real-life communication. The goal is to help readers understand the complexities of language use beyond literal meaning and to appreciate the richness of pragmatics in everyday interactions.

### **2.1.1 Speech Acts**

Searle (1979) classified illocutionary acts into five categories; representative, directive, commissive, expressive, and declarative. A representation is a speaking act that makes clear whether the speaker thinks something is true or not. The directive act is one in which the speaker uses speech to persuade the hearer to do something. Commissive is, Next action will be taken by the speaker. Expressive is an act which is an action that expresses the speaker's feelings. The last is declarative is speech acts that, by the speaker's statements, alter the circumstances.

### **2.1.2 Illocutionary Acts**

Illocutionary is a category of speaking activities that arises from a particular intention. Searle (1979) mentioned that Illocutionary acts are a category of speech acts that have to do with carrying out a specific linguistic function that is specifically in keeping with the speaker's aim. It suggests that the main elements that pertain towards the intention of speech are illocutionary activities.

So, anytime a speaker engages in illocutionary behavior, the speaker has an intention to take a certain action. Moreover, the practice of speaking that corresponds with the planned action falls under this category. In terms of illocutionary acts, an intended action is one that is intended to be carried out. The

action is intended to be taken because it is what motivates the speaker to engage in illocutionary behavior.

### **2.1.3 Directive Illocutionary Acts**

Directive acts result from the speaker's desire to influence the listener to pursue a specific course of action. When an action needs to be taken, categorization is always used. As conducted by Searle (1979), directive acts that are intended to persuade a listener to take a specific action are categorized as directive acts. It states that directive acts are the speaker's attempts to persuade the listener to take an action. A speaker will use directive actions to persuade an audience member to do something.

### **2.1.4 Directive Illocutionary Acts**

Directive acts are classified as illocutionary acts, and there are various varieties of them. The elements that distinguish the various forms of directive acts are various intentions. The variations arise from the fact that each speaker has a unique objective while attempting to persuade an audience member to take the expected action. Searle and Vanderveken (1985) various directive actions based on the aim, including ask, order, command, request, beg, plead, pray, entreat, invite, permit, and advise. The explanations of each form of directive act are displayed after.

#### **1. Direct**

In the context of Directive Illocutionary Acts as stated by Searle and Vanderveken (1985), the term "direct" refers to the straightforward and explicit nature of the illocutionary acts used to influence or direct the behavior of the

listener. Directives are speech acts that aim to get the listener to do something or act in a particular way, and they are characterized by their clarity and lack of ambiguity in conveying the speaker's intentions, for example, **if I ask you to do something**, I allow you the possibility of refusal as part of my speech act. On the other hand, if I order you to do it, I am more peremptory and I give you no other option in my speech act (Searle and Vanderveken, 1985).

## 2. Ask

Asking is a directive act that a speaker does to elicit a response from the listener. The speaker's goal is taken to be to respond to the query. Searle and Vanderveken (1985) pointed out that a speaker will use a directed act of asking when they want to receive a response from the listener. The definition states that the utterance that a speaker utters to enquire includes the directional act of asking.

Example:

Iskandar : **“How much does she owe you?” how much?”**

Robby : “Hundred Thousand” (Hutajulu & Herman, 2019)

## 3. Command & Order

In the context of directive illocutionary acts, "command" and "order" are two types of speech acts used by the speaker to direct and instruct the listener to perform a specific action. While both acts involve giving instructions, they differ in terms of the level of authority and social power attributed to the speaker.

### a. Command

When a speaker uses the directive illocutionary act of "command," they are giving a strong and authoritative instruction to the listener. A command is a forceful speech act that implies the speaker's position of authority over the listener, and the

expectation is for the listener to comply with the instruction without question.

Example:

Mr. Worth : “.....! **Come on, phones off!** .....” (Lestari & Candra, 2022)

In this example, Speaker A is using the illocutionary act of commanding. The speaker is giving a direct and forceful instruction to the listener to order the troops to advance. The use of "command" emphasizes the authority and power of the speaker, indicating that the listener must follow the instruction without hesitation.

#### **b. Order**

When a speaker uses the directive illocutionary act of "order," they are also giving a strong and explicit instruction to the listener. Similar to a command, an order implies a sense of authority and control over the listener, demanding compliance without negotiation

Example: “**Applies our jumbo eye pencil in “MILK”.....**” (Dewi, 2021)

In this example, Speaker A is using the illocutionary act of ordering. The speaker gives clear and authoritative instruction to the listener to clean their room immediately. Like a command, an order conveys a strong expectation for the listener to follow the directive without question.

The main difference between "command" and "order" in directive illocutionary acts lies in their connotations and the degree of authority attributed to the speaker. While both acts involve strong instructions, a "command" places more emphasis on the speaker's inherent authority, often implying a higher social position

or official role. An "order" is also forceful but may not necessarily carry the same level of inherent authority as a command. In everyday language usage, the terms "command" and "order" are often used interchangeably, but from a linguistic perspective, the distinction lies in the level of authority conveyed by the speaker.

#### 4. Request

To ask for a request, the type of request is included. It attempts to persuade a listener to carry out an asked-for action. The required action is the intended action to be carried out. Searle and Vanderveken (1985) acknowledged that a directive act of request gives the interlocutor the option of accepting or rejecting the activity. It asserts that a request might be turned down. Interactions are not coerced into performing an activity by requests. It's because a speaker who uses this type lacks the authority or power to command an interlocutor. Apparently, asking someone to do something

Politely is another technique to grab their attention. One of the utterances of request is as below.

S : **“Hey, Jesse, I am starving”** (Kurnia Utami & Sudana, 2018)

H : **“You want to get you lunch.....”**

#### 5. Beg

In the context of directive illocutionary acts, "beg" is a speech act used by the speaker to make a humble and earnest request to the listener for something. When a speaker begs, they are expressing a strong desire or need for the listener's assistance, often with a sense of urgency or desperation.

Example:

**Speaker A : "Please, I beg you to lend me some money. I need it to pay for**

**my medical expenses."**

In this example, Speaker A is using the illocutionary act of begging. The speaker is making a heartfelt and urgent request to the listener to lend them money to cover their medical expenses. The use of "beg" indicates the speaker's vulnerability and emphasizes the seriousness of their need. The speech act of begging is emotionally charged and relies on the listener's compassion and willingness to help. It is a way for the speaker to seek assistance or support from the listener, acknowledging their dependence on the listener's kindness or generosity. As a directive illocutionary act, "beg" is different from other forms of requests like "ask" or "request" because it conveys a stronger level of emotion and urgency. It is an appeal to the listener's sympathy or empathy, and the speaker is expressing their vulnerable position, hoping for a positive response from the listener.

**6. Permit**

When an interlocutor must grant permission, the word permit is used. The directive action that a speaker takes to obtain authorization is referred to as this type. The authorization may relate to doing something or traveling somewhere. This kind is used to persuade a speaker to agree to something. The next phrase is a beg utterance...**"May I see your bag?"**. The speaker anticipated that the other person would grant her permission to carry out her request.

**7. Urge**

In the context of directive illocutionary acts, "urge" refers to a type of speech act where the speaker tries to persuade, encourage, or strongly request the listener to perform a certain action. The speaker aims to elicit a specific behavior or response



from the listener through the use of language.

Example:

**Speaker A : "You really should submit your application before the deadline. It's a great opportunity you shouldn't miss."**

In this example, Speaker A is using the directive illocutionary act of urging. The speaker strongly encouraged the listener to submit their application before the deadline. The intention is to persuade the listener to take specific action, in this case, to apply for something before the given time limit. The speech act of urging can be expressed in various ways, and it often involves employing language that emphasizes the importance, benefits, or urgency of the requested action. The effectiveness of an urge as a directive illocutionary act depends on the context, the relationship between the speaker and the listener, and the persuasive power of the language used.

## **8. Tell**

In the context of directive illocutionary acts, "tell" refers to a type of speech act where the speaker issues a direct and explicit command or request to the listener to provide certain information or to convey a particular message. The speaker expects the listener to share specific details, facts, or opinions in response to the directive.

Example:

**Speaker A : "Tell me what time the meeting starts tomorrow."**

In this example, Speaker A is using the directive illocutionary act of telling. The speaker is explicitly commanding the listener to provide information about the time when the meeting is scheduled to start on the following day. The speech act

of telling in directive illocutionary acts is often framed as a direct request for information. It can also be used in various other contexts, such as asking someone to reveal their thoughts, share a personal experience, or disclose relevant facts. The primary focus is on obtaining specific information or conveying a request for the listener to share something with the speaker.

## **9. Require and Demand**

In the context of directive illocutionary acts, "require" and "demand" are two different speech acts used by the speaker to exert their authority or exercise control over the listener. While both acts involve making a request for someone to do something, they differ in the level of authority and forcefulness with which the request is conveyed.

### **a. Require**

When a speaker uses the directive illocutionary act of "require," they are requesting the listener to perform a certain action, but the tone is more moderate and less forceful. It carries a sense of necessity or obligation, indicating that the action is needed or expected, but it allows the listener some room for discretion or choice.

Example:

**Speaker A : "I require you to finish the report by the end of the week."**

In this example, Speaker A is using the illocutionary act of requiring. The speaker is expressing that it is necessary or expected for the listener to complete the report by the end of the week, but the listener might still have some flexibility in the exact timing or approach.

## **b. Demand**

On the other hand, when a speaker uses the directive illocutionary act of "demand," they are making a stronger and more forceful request. The speaker is exercising their authority and expecting strict compliance from the listener without room for negotiation or alternative options.

Example:

Speaker A : **"I demand that you be here on time for the tomorrow."**

In this example, Speaker A is using the illocutionary act of demanding. The speaker is not merely requesting the listener's punctuality but rather insisting on it in a firm and forceful manner. The main difference between "require" and "demand" in directive illocutionary acts lies in the level of authority and forcefulness of the request. "Require" suggests a need or expectation, but it allows some flexibility, while "demand" implies a stronger insistence and expects strict compliance without negotiation. The choice of using one over the other depends on the speaker's intention, context, and the desired level of compliance from the listener.

## **10. Forbid and Prohibit**

In the context of directive illocutionary acts, "forbid" and "prohibit" are two speech acts used by the speaker to explicitly and strongly disallow or prevent the listener from performing a specific action. Both acts involve imposing a restriction or constraint on the listener, but they differ slightly in their nuances.

### **a. Forbid**

When a speaker uses the directive illocutionary act of "forbid," they are giving a strong and explicit command to the listener, prohibiting them from engaging in a

particular action. A "forbid" speech act carries a sense of authority and control, and the listener is expected to comply with the prohibition.

Example:

**Speaker A : "I forbid you from using my computer without my permission."**

In this example, Speaker A is using the illocutionary act of forbidding. The speaker is explicitly prohibiting the listener from using their computer without permission. The use of "forbid" emphasizes the authority and power of the speaker in setting this restriction.

#### **b. Prohibit**

When a speaker uses the directive illocutionary act of "prohibit," they are also imposing a strong restriction on the listener, but "prohibit" tends to be more formal and legalistic in nature. It often implies the imposition of a rule or regulation that has wider applicability, not just limited to the immediate speaker-listener relationship.

Example:

**Speaker A : "Smoking is prohibited in this area."**

In this example, Speaker A is using the illocutionary act of prohibiting. The speaker is conveying a general rule or regulation that prohibits smoking in the specified area. "Prohibit" suggests a broader scope of application, as if it is part of a larger set of rules or policies. The main difference between "forbid" and "prohibit" in directive illocutionary acts lies in their tone and scope of application. "Forbid" tends to be more personal and immediate, emphasizing the authority and control of the speaker over the specific action being restricted. On the other hand, "prohibit" often conveys a sense of broader rules or regulations that apply to a wider context.

and it may not necessarily be tied to the immediate speaker-listener relationship. Overall, both "forbid" and "prohibit" are strong speech acts used to impose restrictions, but "forbid" is more personal and immediate, while "prohibit" suggests a broader and more formal scope of application.

### **11. Enjoin**

In the context of directive illocutionary acts, "enjoin" is a speech act used by the speaker to issue a strong and authoritative command or order, often with a sense of urgency and obligation. When a speaker enjoins someone, they are not merely requesting or suggesting; instead, they are explicitly and firmly instructing the listener to carry out a specific action.

Example:

**Speaker A : "I enjoin you to cease all operations immediately!"**

In this example, Speaker A is using the illocutionary act of enjoining. The speaker is issuing a strong and urgent command to the listener, demanding that they stop all operations immediately. The use of "enjoin" emphasizes the seriousness and authority behind the instruction. The speech act of enjoining can be used in various contexts, such as legal settings, emergency situations, or when the speaker has a position of authority or responsibility. It is a forceful and direct way to convey an order or command, leaving little room for negotiation or delay. It's worth noting that the term "enjoin" is less commonly used in everyday language compared to other directive illocutionary acts like "command" or "order." However, in certain formal or legal contexts, it may be employed to convey a specific type of authoritative directive

## 12. Suggest and Insist

In the context of directive illocutionary acts, "suggest" and "insist" are two different speech acts used by the speaker to convey their intentions regarding a specification or behavior to the listener. They differ in terms of the level of forcefulness and authority with which the speaker communicates their request.

### a. Suggest

When a speaker uses the directive illocutionary act of "suggest," they are offering an idea, proposal, or recommendation to the listener. The tone is less forceful and more suggestive, leaving the decision to act on the suggestion up to the listener. The speaker presents the action as a possible course of action but does not impose it as a requirement.

Example:

**Rain : I mean, no, you should go. You haven't cooked in forever** (Hastuti et al., 2021).

In this example, Speaker A is using the illocutionary act of suggesting. The speaker is recommending the Italian restaurant, but the listener is not obliged to follow the suggestion. The use of "suggest" indicates that the speaker is offering their opinion, but the listener has the freedom to decide whether to act upon it.

### b. Insist

When a speaker uses the directive illocutionary act of "insist," they are expressing a stronger level of emphasis and authority in their request. The speaker is firm in their position and expects the listener to comply with the request or action.

Example:

**Speaker A : "I insist that you accompany me to the event tonight. It's essential for our networking."**

In this example, Speaker A is using the illocutionary act of insisting. The speaker is not merely suggesting or recommending but rather demanding the listener's presence at the event. The use of "insist" conveys a sense of determination and expectation that the listener will comply with the request.

The main difference between "suggest" and "insist" in directive illocutionary acts lies in their forcefulness and level of authority. "Suggest" is gentler and allows the listener to decide whether to act on the proposal. It is a softer approach, often used when the speaker wants to be considerate of the listener's freedom of choice. On the other hand, "insist" is more forceful and demanding, leaving little room for negotiation. It conveys the speaker's determination and expects the listener to comply with the request without question. The choice between "suggest" and "insist" depends on the speaker's intention, the context of the conversation, and the desired level of compliance from the listener.

### **13. Warn and Advise**

In the context of directive illocutionary acts, "warn" and "advise" are two speech acts used by the speaker to communicate their intentions regarding a particular course of action or behavior to the listener. While both acts involve providing information or guidance, they differ in terms of the purpose and tone of the communication.

#### **a. Warn**

When a speaker uses the directive illocutionary act of "warn," they are alerting the listener to potential dangers, risks, or negative consequences associated



with a specific action or situation. The intention behind a warning is to raise awareness and prompt the listener to be cautious or take preventive measures.

Example:

**Speaker A : "I warn you not to go near the construction site without a hard hat. It's dangerous."**

In this example, Speaker A is using the illocutionary act of warning. The speaker is alerting the listener to the danger of being near the construction site without a hard hat and advising them to take precautions to avoid potential harm.

#### **b. Advise**

When a speaker uses the directive illocutionary act of "advise," they are offering guidance, recommendations, or suggestions to the listener based on their judgment or expertise. The intention is to provide helpful information and help the listener make a decision or take a particular course of action.

Example:

**School slogan : "Read one book to get a million knowledge"** (Mubarok et al., 2021)

In this example, Speaker A is using the illocutionary act of advising. The speaker is offering guidance to the listener, suggesting that starting to save for retirement early will have long-term benefits. The main difference between "warn" and "advise" in directive illocutionary acts lies in their purpose and tone. "Warn" is used when the speaker wants to draw attention to potential dangers or negative outcomes, urging the listener to be cautious. It has a sense of urgency and concern for the listener's safety or well-being. On the other hand, "advise" is used when the speaker wants to offer recommendations or suggestions to the listener based on

their judgment or knowledge. It is a more positive and helpful approach, providing guidance to assist the listener in making informed decisions or taking appropriate actions. In summary, while both "warn" and "advise" involve providing information to the listener, "warn" focuses on alerting them to potential risks or dangers, while "advise" centers on offering recommendations or suggestions for their benefit.

#### **14. Recommend**

In the context of directive illocutionary acts, "recommend" is a speech act used by the speaker to offer a suggestion or proposal to the listener based on their judgment or expertise. When a speaker recommends something, they are expressing a positive opinion about a particular action, option, or course of action and encouraging the listener to consider following it.

Example:

**Speaker A : "I recommend you read this book. It's a thought-provoking and insightful read."**

In this example, Speaker A is using the illocutionary act of recommending. The speaker is expressing a positive opinion about the book and encouraging the listener to read it. The use of "recommend" indicates that the speaker believes the book will be beneficial and enjoyable for the listener. The speech act of recommending can be applied in various contexts, such as suggesting a movie to watch, a restaurant to try, or a course of action to take. It is a way for the speaker to offer their judgment or expertise to assist the listener in making a decision or considering a particular option. When using the directive illocutionary act of recommending, the speaker is not imposing or commanding the listener to act a certain way, as it is a more gentle and persuasive approach. The listener is free to

consider the recommendation and decide whether or not to follow it, based on their own preferences and judgment.

### **15. Supplicate**

In the context of directive illocutionary acts, supplicate is a speech act used by the speaker to make a fervent and humble plea or entreaty to the listener for help, mercy, or a particular favor. When a speaker supplicates, they express deep sincerity and urgency in their request, often seeking assistance or support in a situation of great need or distress.

Example:

**Speaker A : "I supplicate you to forgive me for my mistakes. I deeply regret my actions and promise to do better."**

In this example, Speaker A is using the illocutionary act of supplicating. The speaker is making an earnest and heartfelt plea to the listener to forgive them for their mistakes. The use of "supplicate" conveys the speaker's emotional intensity and the importance of being forgiven. The speech act of supplicating is characterized by its strong emotional appeal and sense of humility. It is a way for the speaker to seek understanding, compassion, or leniency from the listener, often expressing remorse or regret for their actions. As a directive illocutionary act, "supplicate" goes beyond a regular request or plea. It emphasizes the speaker's vulnerable position and their genuine need for the listener's understanding or assistance. The listener is moved to consider the supplicant's plea and may respond with compassion or kindness based on their assessment of the situation.

### **16. Entreat, Beseech and Implore**

In the context of directive illocutionary acts, "entreat," "beseech," and

"implore" are three speech acts used by the speaker to earnestly and urgently request or plead with the listener for help, assistance, or a particular favor. They all convey a strong emotional appeal and sincerity in their request, but there are slight differences in their intensity and tone.

**a. Entreat**

When a speaker uses the illocutionary act of "entreat," they are making a heartfelt and sincere request to the listener, often with a sense of urgency and importance. "Entreat" carries the connotation of humble and respectful supplication, emphasizing the speaker's earnestness in seeking the listener's cooperation or assistance.

Example:

**Speaker A : "I entreat you to reconsider your decision. Our friendship means a lot to me."**

In this example, Speaker A is using the illocutionary act of entreating. The speaker is making a genuine and heartfelt request for the listener to reconsider their decision, highlighting the value of their friendship.

**b. Beseech**

When a speaker uses the illocutionary act of "beseech," they are making a passionate and fervent request or plea to the listener. "Beseech" conveys a higher level of intensity and urgency compared to "entreat." It implies a sense of desperation or deep concern on the part of the speaker.

Example:

**Speaker A : "I beseech you to help me find my missing pet. I'm afraid for its safety."**

In this example, Speaker A is using the illocutionary act of beseeching. The speaker is making an emotional and urgent plea for the listener's assistance in locating their missing pet. The use of "beseech" emphasizes the speaker's heightened concern and fear for the pet's safety.

**c. Implore**

When a speaker uses the illocutionary act of "implore," they are making a passionate and desperate plea, often accompanied by strong emotions such as grief, sorrow, or fear. "Implore" conveys a high level of intensity and urgency, indicating that the situation is of critical importance to the speaker.

Example:

**Speaker A : "I implore you to save my child trapped inside the burning house!"**

In this example, Speaker A is using the illocutionary act of imploring. The speaker is making an intense and desperate plea for the listener to rescue their child from a burning house. The use of "implore" conveys the extreme urgency and emotional distress of the situation.

The main difference between "entreat," "beseech," and "implore" in directive illocutionary acts lies in their level of intensity and urgency. "Entreat" is a sincere and respectful request, "beseech" is a passionate and fervent plea, and "implore" is an intensely emotional and desperate appeal. While all three acts involve requesting or pleading with the listener, the choice of which term to use depends on the degree of emotional intensity and urgency the speaker wants to convey.

## 17. Pray

In the context of directive illocutionary acts, "pray" is a speech act used by the speaker to make a fervent and humble request or plea to a higher power, such as a deity or a divine entity. When a speaker prays, they express deep sincerity and devotion in their request or expression of gratitude, often seeking divine assistance, guidance, or blessings.

Example:

**Speaker A : "I pray for strength and wisdom to overcome the challenges ahead."**

In this example, Speaker A is using the illocutionary act of praying. The speaker is expressing a sincere and humble request for strength and wisdom from a higher power to face the challenges they anticipate in the future. The act of praying is characterized by its spiritual or religious context and often involves addressing a higher power or seeking a divine intervention. It is a way for the speaker to show reverence and devotion and to seek support or assistance beyond their own capabilities. As a directive illocutionary act, "pray" is different from other forms of requests because it involves seeking assistance or guidance from a higher authority. While other directive illocutionary acts involve making requests or pleas to other people, "pray" involves addressing a higher power in a spiritual or religious context. The listener in this case is a divine entity or a being believed to have the power to grant blessings or provide assistance, rather than a human recipient of the request.

### 2.1.5 Directive Illocutionary Acts Forms

Directive acts have forms in addition to kinds. Evidently, every directive act has a specific form. The method a speaker conducts directive acts distinguishes the

various sorts of directive acts. Kreidler (1998, p.176) mentioned that the forms are imperative, interrogative, and declarative.

### **A. Imperative**

In linguistics, the term "imperative" refers to a grammatical mood used to express commands, requests, or direct invitations. Imperatives typically lack a subject, as the subject is usually implied to be the person or group being addressed. The verb in an imperative sentence is in the base form (infinitive) without any inflections.

Here's an example of an imperative sentence based on Kreidler (1998):

**Sentence: "Close the door."**

In this example, "Close" is the imperative verb, and the subject "you" is implied, as the speaker is directing the command to someone to perform the action of closing the door. **"Time is over, put your pen on the table now"** The statements exhibited directive speech acts in the form of an imperative or command.

### **B. Interrogative**

Interrogative sentences are generally produced by speakers to ask questions. It states that interrogative sentences refer to sentences that appear to ask questions. It includes a WH question and a modal verb at the beginning to get an answer. These sentences can be used to ask questions that include requests. Saying a request by using the modal verb at the beginning can make a polite statement. Additionally, an utterance is a question if it involves the word 'or' or a question word, namely what, which, where, why, when, and how. It is also clear that the interrogative sentence ends with a questionmark (?)

Example: **“Can we do now?”**

The utterance above demonstrated the structure of interrogative phrases, which are those that are spoken by the speaker to the listener. The sentence structure indicates that it is a form of a query. In most cases, the question denotes a request for information.

### **C. Declarative**

In linguistics, "declarative" is a term used to describe a grammatical mood or sentence type that makes a statement or expresses a fact, opinion, or assertion. Declarative sentences are the most common type of sentences used in everyday communication. Here's an example of a declarative sentence:

**“He’s out a lot these days.”** (Agustawan, 2021)

### **2.2 Previous Research**

Biatrik et al., (2020) examined the use of directive acts and the language functions performed in the movie entitled “Maleficent”. The researchers got the data from utterances of a character named Maleficent. The researchers applied 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 most dominant uttered the directive act because it was essential to influence other characters to take action.

Sari and Utomo (2020) identified 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



used 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 prohibited, plead, ask order, and invite. The directive acts were primarily produced to influence citizens to take responsibility and be aware of the pandemic.

Yanti et al., (2021) found the speech act types conveyed by teachers of EFL at SMAN 2 Mataram in 2021-2022 academic years. The researchers took the utterances that the teachers when the process of teaching and learning. The theory of directive act types discovered by Searle (1979) was applied. The results showed 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.

Sembiring and Ambalegin (2019) identified the types and the function of context of illocutionary act on Aladdin Movie. The data identified used the theory of Searle. The researchers put the utterances of the characters as the data. It was found the 30 utterances of illocutionary acts. The domain acts found as ordering, requesting, asking and commanding.

Della and Sembiring (2018) investigated the directive acts types and characters that found the movie with title "Sleeping Beauty". The data was taken from the movie's script by Casper Van Dien. Results from the research demonstrate that, initially, the sorts of directive speech acts were identified as Command, request,

permission, prohibition and question. Second, the most common sorts of directed speech acts were command type.

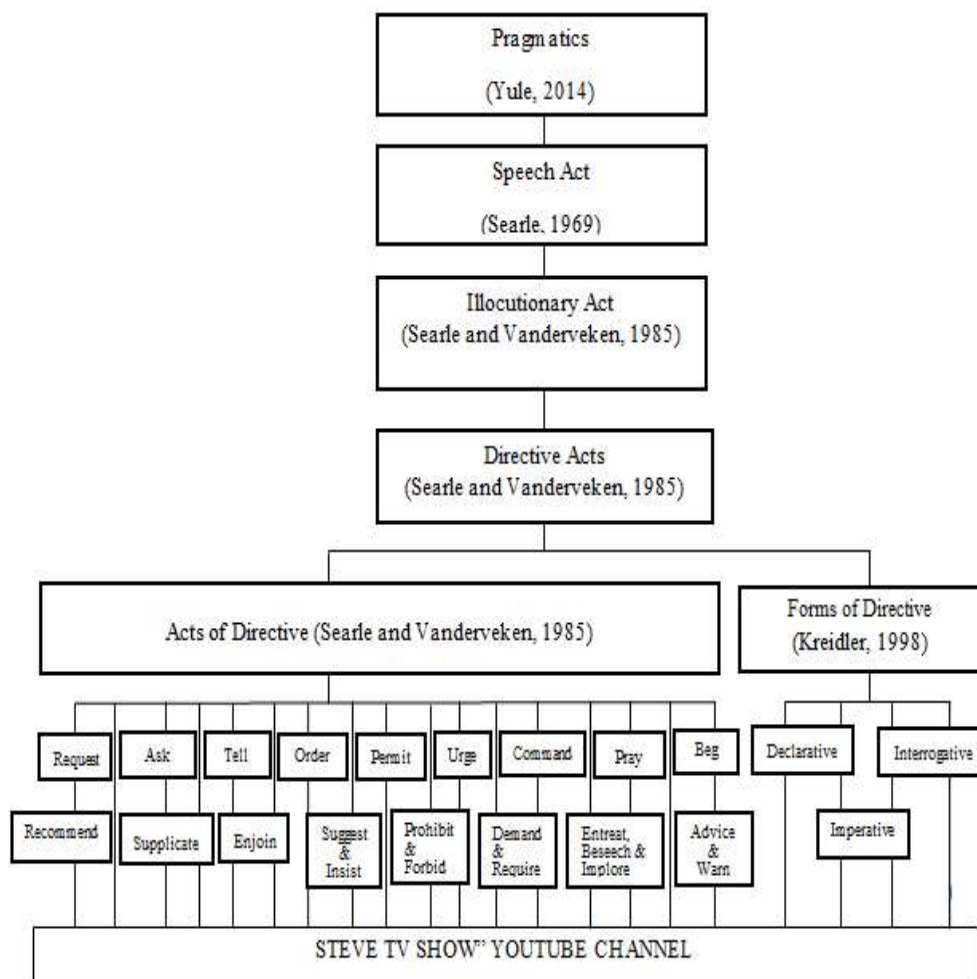
Sihombing, Silalahi, Saragih, and Herman (2021) identified the classification of illocutionary acts and the frequently used classification in “Incredible 2” movie. The research conducted the theory of Searle (1979) to analyze the data. Regarding the results, the research revealed that representative, expressives, commissives, and directives were uttered by main character. Regarding the most used classification, the researchers discovered that directive acts were the most used. Those included ask, advise, request, order, suggest, command, tell, and forbid.

Oktaviani et al., (2021) examined the types of directive illocutionary act dominantly used in *Me Before You*. The researcher used quantitative and qualitative methods to show and analyze the dominant illocutionary act in *Me Before You*. The result mentioned that there are six types of Illocutionary acts that are used in this movie, such as advising (36%), commanding (24.5%), requesting (22%), admonishing (10%), urging (5%) and ordering (2.5%). In conclusion, the *Me Before You* movie contained all types of Illocutionary Acts.

### **2.3 Theoretical Framework**

Pragmatics was the methodology used to start this research. The strategy was used while the researcher assumed the role of the research object. The research listed the different kinds and forms of directed acts in in "Steve TV Show" YouTube Channel. The types are asked, order, command, request, beg, plead, pray, entreat, invite, permit, and advise. Also, this research utilized the directive acts forms hypothesis developed in order to determine the directive acts forms. In addition,

the directive acts forms hypothesis created for this research was employed to determine the directive acts forms by Kreidler (1998). The forms are imperative, interrogative, and declarative. Both theories were applied to analyze Steve TV Show "YouTube Channel. The structure below demonstrates the connection between the approach and the discussion.



**Figure 2.1** Theoretical Framework

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

Descriptive this study used a qualitative approach (Creswell, 2007) The social phenomena that the researcher examined served as the foundation for the qualitative methodology adopted in this study. Closed relationships with words, phrases, and sentences on a qualitative level are utilized to assess several types of data, including observations. In this study, there were no numbers or symbols. As a result, the aim of this study was to provide a greater comprehension of the selected phenomena. This research applied words, phrase, and sentences in the data source, the way to analyze, and the way to present research result.

The source's data is a phenomenon from a pragmatics perspective. The utterances served as the source of the data. Words, phrases, and sentences were used to describe the various utterance forms. The process of gathering facts and basing analysis is based on Searle's (1969) theory. The notion of directing speech acts and the form of directive is based on to Yule (1996) theory. Then, they were used to analyze the directive acts phenomena in Steve TV Show on YouTube Channel.

#### **3.2 Object of the Research**

The research's purpose was a directive act, which was used in this study. SteveHarvey Comments used a directive style. The utterances that characters used to order other characters to perform the intended activities were used to classify the different forms of directive acts. After identifying the utterances of directive acts, the types of directive acts were discovered. That was accomplished by observing

how the actors acted out the directives in the spoken word. The researcher concentrated, in a nutshell, on all characters' utterances that demonstrated directing acts.

### **3.3 Method of Collecting Data**

This research employed an observational method proposed by Sudaryanto (2015). The phenomena linked to the theory revealed by the data were observed using the senses during the data collection phase. This indicates that the researcher does all of the data collection by personal observation, independent of any participant. The talk show's context and every conversation were both examined through observation. Because the researcher chose not to participate in the talk show conversation, a non-participatory data collection technique was used.

There were certain actions taken during the data collection. The talk show's conversation was first transformed into a script. The information regarding the statements was then obtained from the discussion on the talk program that dealt with the phenomenon of directing acts.

Every word spoken by the characters had some sort of direction in it. Researcher gathered their information from Steve Harvey speech while he was hosting the Steve Show. Utterance becomes the focus of this study because the researcher identified the many acts and forms of directed utterance that the character employs. The researcher only examined the statements that had directive utterances out of all the talk show data.

### **3.4 Method of Analyzing the Data**

This research uses the method of pragmatic identity proposed by

(Sudaryanto, 2015). It used a pragmatics method, using context to identify the data. The used of pragmatic identity method is a hearer and the method is relevant if the utterances can make a correct action from the hearer. The types and forms of directive acts are identified, described, and categorized in this study using a qualitative approach. This research employed pragmatic competence in equalizing, which asserted that the skill of equalizing the data in this research and its accompanying theory, for the method of evaluating the data, by equivalence the data and then categorizing the data analysis based on Searle (1969) theory this research was able to identify the data. Thus, the technique is pragmatic identity competence in equalizing.

The following actions were taken throughout the data analysis. Find out the context of the statements that were highlighted and used as data in the talk show dialogue first. The dialogue's utterance order was explained by the context. The meaning associated with the theory was then determined by matching the context to the utterances. To fix the first and second issues with Searle's theory's categories and kinds of directed acts, the highlighted utterances were finally evaluated.

### **3.5 Method of Presenting Research Result**

The research findings are shown after the data have been analyzed. The analysis's conclusions and findings were presented in sentences and paragraphs without using numerals to describe them. In other words, the presentation of the research findings was referred to as an informal exposition (Sudaryanto, 2015). Research result was presented in paragraph descriptively and narratively.