CHAPTER II

REVIEW OF RELATED LITERATURE ANDTHEORETICAL

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 statementas 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 pragmaticphenomena 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, commisive, expressive, and declarative. A representation is a speaking act that makes clear whether the speaker thinks something is true or not. The directive actis 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 isan 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 intented. 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 alwaysused. 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 directiveacts are the speaker's attempts to persuade the listener to take an action. A speaker willuse 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 allowyou the possibility of refusal as part of my speech act. On the other hand, if I order youto 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 typesof 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 givinga 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 forsomething 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 thespeaker 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 actwhere 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 thelistener 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 specifiedarea. "Prohibit" suggests a broader scope of application, as if it is part of a larger set ofrules 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 ofbroader 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 ofapplication.

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 ofurgency 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 orderor 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 specific action 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 usedby the speaker to offer a suggestion or proposal to the listener based on their judgmentor 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 toread 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, ora 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 greatneed 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 ontheir 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 deityor 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 thespeaker 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 usingthe 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. JokoWidodo. 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 thepandemic.

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 actstypes 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 tittle "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, commisives, 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 formsby 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.
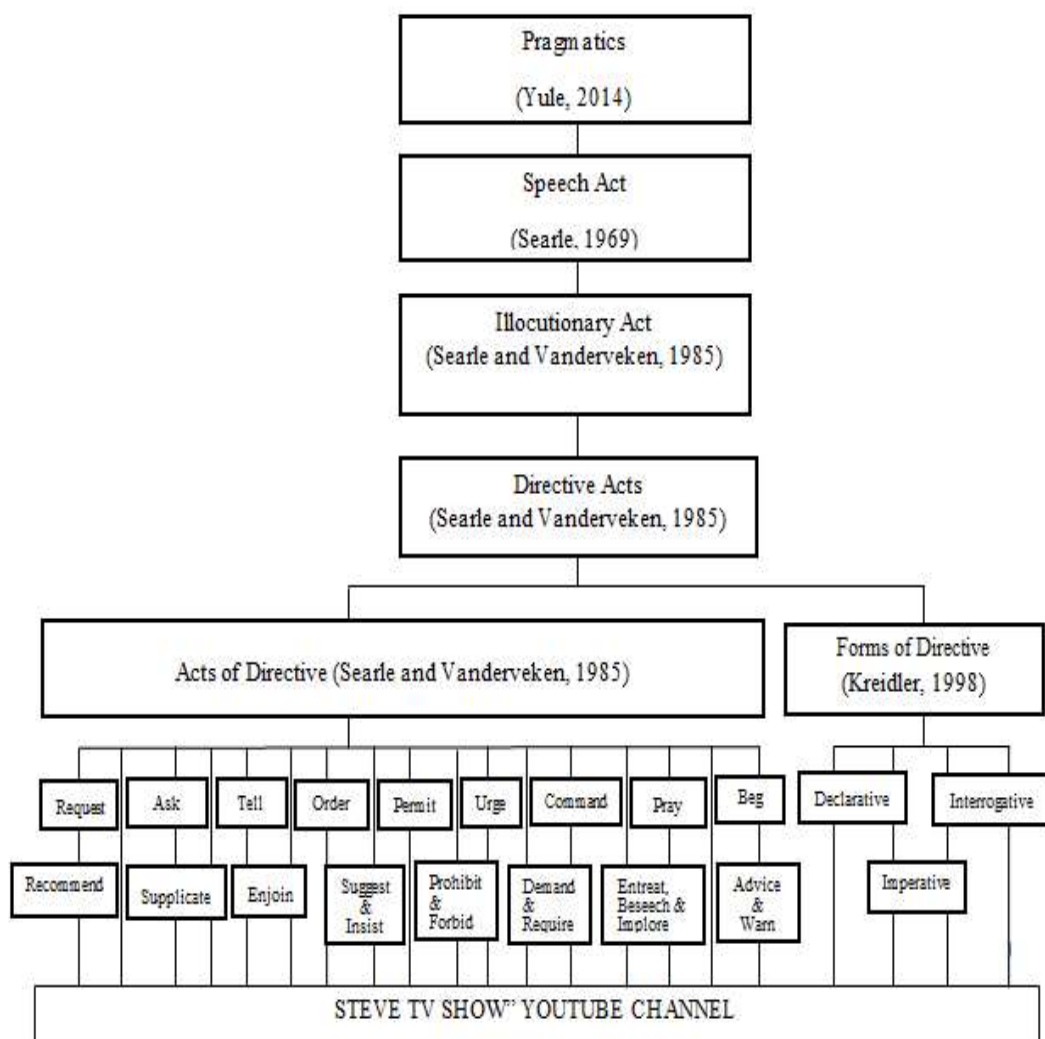

Figure 2.1 Theoretical Framework