

# **CHAPTER I**

## **INTRODUCTION**

Communication is a fundamental aspect of people's daily lives. People require communication for various activities, including work, education, and building connections with others. Communication allows people to express their feelings, intentions, or even seek emotional support from others. Communication is a medium for people to delivering messages to achieve certain goals under any circumstances.

One of the important parts in communication is speech acts. Speech acts are all actions carried out through the use of spoken language (Yule, 1996, p. 48). Speech acts have an important role in communication because people need to use them when they want to express their message and intentions to others. There are various types of speech acts depending on the usage, such as directive, commissive, expressive, and declarative. For example, someone uses a directive speech act to ask others to perform certain actions, such as asking for help, and someone uses an expressive speech act to express their feelings, such as giving greetings. These events frequently happen in people's lives as social creatures.

As social creatures, people certainly need others to do certain actions to achieve their goals. However, people need to use directive speech acts to do that. A directive speech act is an utterance that is used by someone to make someone else to perform a specific action (Yule, 1996, p. 54). Directive speech acts have different types, such as requests, commands, and suggestions, which are used by people based on their intentions in communication. For example, someone uses a request to ask someone else to do a certain action that aims to seek help, and someone uses

a command to ask or forbid someone else to do a certain act that aims to escape from danger. Therefore, directive speech acts are important aspects of communication because they are used very often to deliver intentions and goals.

Furthermore, people need to pay attention of how they use directive speech acts in communication. It is because when someone states directive speech acts toward someone else could cause any impacts. The way someone uses directive speech acts may reflect on the speaker's character, influence others' actions, or even trigger a conflict. This can happen because the speakers do not pay attention to the way they convey the message. For example, in the context of someone wanting to get out of a restaurant, he sees a group of people in line blocking his way. Then, he asks those people to move by saying, "Move aside; you are blocking the way out." This directive utterance could be identified as a command and might be acceptable if the speaker had some kind of authority over the hearers. But if the speaker does not have any authority, it can be considered impolite behavior. In this context, his utterance could trigger a conflict and cause quarrel or violence because it sounds rude and inappropriate to talk that way to strangers. However, this kind of situation can be avoided if people have attention about how to use directive speech acts. It seems that changing his utterance to a request that used to ask others to act as he wishes will sound more polite by adding certain words, such as "please" and "excuse me". For example, "Excuse me, I got to get out of this room, can you move a little bit, please?" This kind of occurrence frequently happens in everyday communication, and it can be said that it has been an issue in society.

Moreover, directive speech acts can be found in any forms. Such as in real-life conversations, books, on the internet, or even in movies. In real-life

conversation, people frequently give and follow instructions and make requests, commands, and suggestions. This is essential for effective communication in certain situations, such as at home, in the workplace, or in social interactions. In movies, the use of directive speech acts is important to develop the storyline, characters, and conflicts. Directive speech acts can also influence the emotions of the audience, such as happiness and fear. For example, in horror movies, the use of certain words such as die, kill, and blood in the dialogue could create a tense atmosphere.

In conducting this research, the main focus is on analyzing the directive speech acts. From the explanation above, there are some reasons why directive speech acts are interesting to analyze. First, directive speech acts have various types. Each type of directive speech act, such as commands, requests, and suggestions, serves a different communicative purpose, which shows the complexity of human communication. Analyzing the different types will help us understand how language is used to achieve certain responses. Second, directive speech acts exist everywhere in society. Directive speech acts are intended to ask others to perform certain actions that frequently happen in everyday communication. Such as in real-life conversations, books, on the internet, or even in movies. Third, directive speech acts can also impact someone's behavior. Understanding how these speech acts work can give insight into how language impacts other behaviors. It can be seen from the attitude, the tone of voice, or the context when people state a directive speech act.

This research is focusing on analyzing the use of directive speech acts in a movie called *The Menu*. This was a horror movie that was released in November

2022. This movie tells about a couple, Tyler and Margot, and some high-class people on a trip to an exclusive restaurant. The researcher chose this movie because the situation and atmosphere in it are pretty unusual. The guests in the restaurant experienced many unexpected incidents, such as murder and violence, without knowing it was real at first. Analyzing the directive speech act in this movie could show how directive speech acts are produced by the characters, especially in stressful situations, by seeing the types and functions. In doing this research, the researcher has also reviewed some previous researches about directive speech acts. The researcher found out that almost none of them use horror movies as the object of the research so far. The researcher also found a gap that some of the previous researches also analysed the directive speech acts in one character. Therefore, that is what makes this research a little bit different from the other previous research.

## **1.2 Theoretical Framework**

### **1.2.1 Pragmatics**

Leech (1998) defines pragmatics as the field of study that analyses the relations between language and situations. It means that pragmatics is a study of meaning, which focuses more on the intent of the speaker and how the listener interprets it in a particular context or situation. Pragmatics mainly deals with a person's skill in understanding the meaning of conversations. This includes recognizing the speaker's reference, connecting new information to prior knowledge, interpreting what is said based on background information about the speaker and the topic, and making inferences to understand what the speaker implies but does not explicitly state (Kreidler, 1998, p. 190). Pragmatics is important to learn because it can help people to identify the meanings of what other

people say when they are interacting, such as the purpose, the assumption, or even their actions (Yule, 1996, p. 4).

### **1.2.2 Speech Act**

Speech acts are any actions that are done or occur through utterances (Yule, 1996, p. 48). It means that when the speaker produces an utterance, it can cause the hearer to take any kind of action. The action that the hearer takes depends on the context and how the hearer itself interprets the utterance.

When an action is performed by producing a speech, it consists of three associated acts. Those are the locutionary act, the illocutionary act, and the perlocutionary act. Austin defines in Kedler (1998, p. 180) that locutionary is every utterance that is spoken by the speaker in any expression or meaning. Illocutionary is an utterance that consists of the purpose of the speaker communicating with the hearer. Finally, perlocutionary is the effect of the utterance produced by the speaker.

It is important for people to learn about speech acts. It is because understanding how language functions in context requires a focus on the actions performed through speech, not just the words or sentences themselves (Searle, 1969, p. 16). When someone states a speech act, they not only deliver information but also carry out an action. For example, saying "I promise" does not just convey information about the promise, it actually makes the promise and has to be realized by an action. Therefore, learning speech acts can help people to communicate more effectively, interpret the speaker's intentions, and adjust their use of language according to various situations.

### **1.2.3 Types of Illocutionary Speech Acts**

There are various types of illocutionary speech acts. Yule (1996) classified speech acts in five categories. Those are declaration, representation, expressive, commission, and directive.

#### **1. Declarations**

According to Yule (1996, p. 54), declarations are when the world could change through words. It means that an utterance can be indicated as a declaration when, after the utterance has been spoken by someone, the status or situation of something has changed. It is influenced by the speaker who produces the utterance, who has some power or plays an important role.

#### **2. Representative**

Representative is the types of speech acts that utter information about the world, regardless of whether the speaker actually believes what they are saying to be true or false (Yule, 1996, p. 53). In other words, representatives are statements made by a speaker about the world around them.

#### **3. Expressive**

Expressive is the kind of speech act that utter the speaker feeling. This kind of utterance is usually motivated by the speaker's emotions. Such as anger, happiness, pleasure, and so on (Yule, 1996, p. 53).

#### **4. Commissive**

Commissive is a speech act used by speakers to commit to do certain actions in the future (Yule, 1996, p. 54). These speech acts express the speaker's intention and their willingness to make a promise or commitment.

## **5. Directive**

A directive speech act is a type of speech act where the speaker tries to make the listener to do or forbids from a certain act (Kreidler, 1998, p. 192). It means that this kind of speech act is used by people to make others take specific actions, such as making a request, giving an order, making a suggestion, or providing advice. The success of directive speech depends on various factors, such as the hearer's ability and the context of the situation.

For example: (a) Lift this 500-pound weight.

(b) Close the door (Kedler, 1998, p. 192).

Sentence (a) in the example above is indicated as a directive utterance where the speaker instructs the listener to lift a heavy weight. However, if the listener is physically unable to lift such a heavy weight, the utterance would be inappropriate or out of context. Sentence (b) is another directive utterance because it shows the speaker wants someone to do something, which is to close the door. But its success depends on the state of the door. If the door is already closed, giving this instruction is pointless; it is making the utterance irrelevant.

### **1.2.3 Types of Directive Speech Act**

In this research, the directive speech act will be the main focus of the researcher. The directive speech act in this research is classified according to Kreidler's (1998) theory. Kreidler's (1998) proposed that there are three types of directive speech acts. They are commands, requests, and suggestions.

#### **1. Command**

A command is an utterance that refers to a statement or speech act where one person with authority gives an instruction to another person to perform or not

perform a certain action (Kreidler, 1988, p. 190). This kind of utterance can be effective only if the speaker has certain authority and control over the actions of the listener (Kreidler, 1988, p. 190). It means that when the command utterance is spoken to the addressee, it is only effective or successful if the person has a certain level of authority over the addressee. Command usually happens when someone gives an order or when it is forced on someone else to perform a particular act.

For example: (a) I'm telling you not to waste your time on that.

(b) Don't waste your time on that. (Kreidler, 1998, p. 190).

In both examples, the speaker is giving the listener an instruction not to spend time on something. These statements can be identified as effective commands because the speaker is assumed to have the authority to give those kinds of instructions. Commands can also be spoken with various degrees of explicitness (Kreidler, 1998, p. 190). It means when someone is giving a command or an order, they can choose to communicate it in different levels of clarity and detail. In other words, the utterance used to convey the command can be direct and specific or more indirect or not detailed.

## **2. Request**

A request is an utterance that consists of an expression of what the speaker wants the listener to do or refrain from doing (Kreidler, 1998, p. 190–191). It means that when someone makes a request, they are communicating their wants for the listener to perform certain actions or to forbid them to do something. When someone makes a request, it does not automatically mean that the speaker has some kind of control or authority over the listener.



For example : I appeal to you to help as much as you can.

In the sentence above, there is a directive utterance, and it can be seen that the speaker tried to ask for help, but it seems like the speaker does not have authority over it. So, the addressee has the right to follow or refuse the request from the speaker. The word “appeal” indicates the sentence is a request utterance. The sentence shows that the speaker wants someone to do an action, which is asking for help.

### **3. Suggestion**

Suggestion is an utterance that we give to an interlocutor to give our thoughts on what they should or should not do (Kreidler, 1998, p. 191). It means a suggestion is an utterance made to someone to deliver guidance or advice on what should or should not be done based on the speaker's perspective.

For example : We suggest you pay more attention to what you’re doing (Kreidler, 1998, p. 191).

The utterance “We suggest you pay more attention to what you’re doing” above shows the speaker is advising the listener to be more focused and careful about their actions or tasks. It can also be indicated as a suggestion utterance by the use of the word “suggest” in the sentence.

According to Kreidler (1998, p. 191), these types of directive speech acts (command, request, suggestion) can be summarized as follows: to determine if an utterance is directive or not, it depends partly on the choice of predicate (should, demand, suggest, etc.) and depends on the situation, the participants, and their relative status. Feasibility conditions include the feasibility of the action and the ability of the addressee. For a command to be acceptable, the addressee must accept

the speaker's authority. In other words, the addressee must recognize the speaker's right to state the command. For requests, speakers state their wishes, and for suggestions, speakers state their judgment.

#### **1.2.4 Function of the Directive Speech Act**

There must be a message contained in someone's utterance when they use directive speech acts in communication. When someone states a directive, the act certainly has intention and function. In discovering the functions of the directive speech acts, the researcher applied the theory from Bach and Harnish (1979, pp. 47–49). There are six functions of directive speech act according to this theory, they are:

##### **1. Requestives**

Requestives involve the speaker expressing a wish for the hearers to take a particular action. The purpose is to influence the listener's behavior based on the wish expressed by the speaker, and the choice of verbs can differ in their strength, which indicates urgency or seriousness. Specific verbs, such as "please and beseech, convey a sense of manner and appeal to requests. Requestive functions of directive speech acts consist of (petition, plead, pray, ask, beg, implore, insist, invite, request, solicit, summon, supplicate, tell, urge).

##### **2. Questions**

A question is a specific type of request for information. There is a difference between test questions (which seek answers) and rhetorical questions (which aim to convey ideas). The function of questions in directive speech acts consists of (query, question, quiz, inquire, interrogate). "Interrogate" indicates a degree of

force, while "quiz" and "request" focus more on the topic than the content of the question.

### **3. Requirements**

Requirement aims to make the hearer act on the belief that the utterance itself serves as sufficient reason to perform the action that involves commanding or dictating. The requirements function of directive speech acts consists of (direct, enjoin, instruct, order, bid, charge, command, demand, dictate, prescribe, and require).

### **4. Prohibitives**

Prohibitives are basically requirements not to perform certain actions, which are distinguished by a separate grammatical form and a different category from other speech acts. Prohibitive functions of directive speech acts consist of (prohibit, proscribe, enjoin, forbid, restrict).

### **5. Permissives**

Permissives assume the speaker's authority, expressing the belief and intention that the utterance alone is sufficient reason to perform the action. This category usually includes granting permission or removing prohibitions, with the speaker's attitude expressed being less important than the utterance itself. Permissive functions of directive speech acts consist of (pardon, release, sanction, agree to, allow, dismiss, excuse, exempt, authorize, bless, consent to, forgive, grant, license).

### **6. Advisory**

An advisory involves the speaker expressing a belief in the goodness of the recommended action. The purpose is for the listener to act on the speaker's belief,

and the strength of the advice can vary. Some advice implies a particular reason for the advised action, such as a warning. The advisory function of directive speech acts consists of (urge, warn, admonish, advise, propose, recommend, caution, counsel, suggest).

However, there are the same term found in both types and functions of directive speech acts. When discussing types of directive speech acts, it is categorizing the different ways speakers can try to get listeners to do something. In another hand, discussing functions, it is focusing on the purpose or intention behind these speech acts.

### **1.2.6 Context**

Context is an essential factor in human interaction. Context can influence the interpretation and meaning of spoken or written utterances. A conversation or communication can run correctly if the participants understand the context. According to Leech (1983, p. 13), there are some aspects of the circumstances that must be considered in understanding the context of an utterance, as follows:

#### **1. Addressers or addressees (speaker or hearer)**

The "addresser" is the speaker who produces the utterance, while the "addressee" is the receiver or hearer.

#### **2. The context of the utterance**

Leech stated that context can include elements from the physical or social environment associated with a statement. In this case, context refers to the prior knowledge shared by both the speaker and the listener, and this shared knowledge affects how the listener interprets the speaker's intended meaning in a statement.

### **3. The goal of utterance.**

The goal of the utterance carried by the speaker is to convey the intended meaning of the utterance. Leech also stated that the function of an utterance is often more useful than focusing on the speaker's intention in saying it. The point is that the use of the term "goal" is more neutral than "intention" in certain contexts because "goal" does not bind the user to deal with conscious volition or motivation. Instead, "goal" can be used generically to refer to activities that are oriented towards achieving a certain target or result. Meanwhile, the term "intention" can be misleading as it tends to emphasize volition or motivation which may be more personal or specific. By using the term "goal", we can avoid misinterpretation or confusion in communication.

### **4. The utterance as a form action.**

Leech stated that the concern of grammar is with abstract static elements such as sentences and propositions. Whereas pragmatics focus on how verbal acts are used in real-life contexts and situations.

### **5. The utterance is a product of a verbal act.**

There are two meanings of the term utterance in pragmatics. One refers to the result of a spoken act, such as the words spoken in a certain way. "Would you please be quiet?" she said politely, for example. This is different from the actual verbal act. The phrases "sentence" and "question" refer to grammatical aspects, whereas "utterance" refers to specific examples of these elements in certain contexts.

### **1.2.7 Synopsis The Menu Movie**

The Menu movie was released in November 2022 and tells the story of a couple, Margot and Tyler, as well as high-class people who visit a remote island to dine at Hawthorne. Hawthorne is a luxury restaurant owned by celebrity and famous chef Julian Slowik. He serves dishes with a beautiful concept that can make anyone who eats at Hawthorne feel pampered. At first, the menu still looks normal, but in the next few dishes, the guests start to get suspicious and terrified because they have experienced many horrible things, such as murder and violence. In the fourth course, Slowik introduced the next course, called The Mess. He gave a narration of the menu, and suddenly Jeremy did something shocking. The guests were then terrified, and one of the guests, Richard, tried to escape from the venue. Richard, who rebelled to get out, was forcibly restrained until his finger was cut off. Slowik said this was part of the menu, and the guests were chosen for a reason. The reason is because of his hatred for the rich and those who take advantage of others.

### **1.3 Review of Previous Studies**

In this research, the researcher has reviewed at least five previous studies to support this research. They are:

First, the researcher reviewed research conducted by Astri Shabrina (2020) entitled *Directive Speech Act Used By English Teachers In Madrasah Sumatera Thawalib Parabek*. In this research, there are descriptions of the types and functions of directive speech acts taken from English Teachers in Madrasah Sumatera Thawalib Parabek. She uses the observations-note-taking and recording methods to determine the data that will be analysed. This research found that there are 81 directive utterances stated by the teachers toward the students. There are 56 command's

utterances, 20 request's utterances and 5 suggestion's utterances. There are 69.14% commands in this research, which is the most dominant type of directive speech acts found in this research. In addition, the functions of directive speech acts used by teachers are request, question, requirement, prohibition, permissive, and advice. The most dominant function of directive speech act in this research is requirement with a percentage of 59.26% used by the teachers. However, since the researcher analyzing directive speech act using english language, but the researcher use non-native speaker as the object of the research.

Second, the researcher reviewed a journal article by Tira Nur Fitria (2019) entitled *An Analysis Of Directive Speech Found in "Koi Mil Gaya" Movie*. This research examines the use of directive speech acts in the movie "Koi Mil Gaya" and identifies the most frequently used types. The study finds that command is the most dominant type, followed by suggestion and request. The research adopts a qualitative method and collects the data through a written text. The researcher found three types of directive speech act contains in the movie. First, there are 165 or 84.18 % commands. Second, there are 20 or 10.20 % data/utterances for suggestion . Third there are 11 or 5.61% data for requests. Command is the most dominant type of directive speech act found in this research. However, in this research, the researcher analysed the directive speech act through the subtitle translation that the researcher download from the internet. Therefore, this researcher less authentic

Third, the researcher analysed Metilda Labrena Br Karo's (2019) study, *An Analysis Of Directive Speech Acts Used By Louisa Clark As The Main Character In The Me Before You Movie*. This study examines the many sorts of directive speech acts and describes how they function in the film. The researcher employed

Yule and Cutting's classification of directive speech acts. The researcher did an observation while gathering data. The researcher then analysed the data using the discourse analysis technique. The researchers discovered five sorts of directive speech acts utilized by the main character after identifying the data, including order, suggestion, request, forbidding, and inviting. Then there are three acts with the function of directing speech. This research is provide what was the influence of each utterances. The gap of this study that the researcher found is this study only focuses on the utterances use of one character, and does not analyse the utterance use of other characters in the movie.

Fourth, the researcher examines an article titled *Directive Speech Act In President Joko Widodo's Speech Related To Handling Coronavirus (Covid-19) In Indonesia (Pragmatic Study)* by Desi Novita Sari And Asep Purwo Yudi Utomo (2020). This study looks at the directive speech acts utilized by Indonesian President Joko Widodo in his remarks about the handling of Covid-19. The research distinguishes various types of directive speech acts, including commands, requests, notifications, prohibitions, and asking. The researcher's procedure included recording, observation, and note-taking. The researcher then purposefully selected the data from the youtube video to answer the research questions. According to this analysis, Jokowi utilized directive speech acts with classification in making his presidential statements: asking for 3 times, inviting for 3 times, pleading for 1 time, ordering 4 times, and prohibiting 1 time. Based on the data, it is possible to conclude that Jokowi's directive speech acts are mostly commanding. This research use various data collection methods, such as recording, observation, and note-taking



techniques that can increase validity of the findings. However, it is hard to figure out whose theory was implied in this research.

Finally, the researcher analysed a research that is conducted by Marisa Anggraini (2022). The writer analysed the types of *Directive Speech Acts Found In A Movie Entitled Fall That Released In 2022*. This research used a descriptive qualitative method by Creswell (2018). The research applied the theory from Yule (1996) to analyse the types of directive speech acts in the utterance. Then, to collect data from the movie, the writer uses observation method and non-participation techniques from Sudaryanto (2015) theory. The writer found that 21 directive speech act in the movie. Those were 3 command, 7 order, 5 request data, 4 suggestion, and 2 advice. The most dominant type of directive speech acts found in the movie is directive speech acts of request. However, this research only analyse the types of directive speech act and provides limited explanation of the utterances in the data analysis.

The previous studies that have been mentioned above help the researcher find several guidelines to support this research. Some of the studies above have similar topics to this research. Although the previous studies above also discuss the directive speech acts, but the data that the researcher used in this research are different. The source of data in this research is a movie entitled *The Menu*. After reading those previous studies, the researcher also found several gaps. There is a previous study that analysed the directive speech acts in the movie only in one character. Two previous studies used non-english speaker as the object of their researches. One previous study only have one research question.

Therefore, this research will fill the gap in the previous study by analyzing the use of directive speech acts in all the characters in movie where all the characters speak English as native speaker. This researcher also has more than one research question.

### **1.3 Research Question**

This research is focused on directive speech acts, which are to identify the types of directive speech acts and analyse the implicit meaning spoken by the characters in the film *The Menu*. Based on the problem identification above, the researcher states the research questions in this study:

1. What are the types of directive speech acts contained in the *The Menu* movie?
2. What are the functions of directive speech act in *The Menu* movie?

### **1.5 Objective of the Study**

Based on the research question what are the types and function of directive speech act found in *The Menu* movie, the objective of the research is:

1. To identify the types of directive speech acts as found in the movie called *The Menu*.
2. To identify the function of directive speech acts as found in the movie called *The Menu*.

### **1.6 Scope of the Study**

The object of this study is utterances spoken by all characters in a movie called *The Menu* that contain the directive speech acts. Therefore this research focuses on identifying the types and functions of directive speech acts found in a movie called *The Menu*. In analyzing the types of directive speech acts in the data,

the researcher uses the theory of Kreidler (1998). While in analyzing the function of directive speech, the researcher uses theory of Bach and Harnish (1979).