CHAPTER 1

INTRODUCTION

This chapter is the general view of the research which describes by the researcher. This chapter consists of background of the research, setting of the research, limitation of the research, formulation of the research, purpose of the research, significance of the research, and definition of key terms. The complete explanation can be read on the following content of the research.

1.1 Background of the Research

In daily life, humans use language as a means of communication. A human cannot be separated from communication. The purpose of communication is to express our point of view in communication By using language, humans express their thoughts, ideas, and feelings. When humans use language, they make utterances. The acts that occur in utterances can be a promise, order, apology, request, etc. (Ermalina, Rahayu Pipit, Eripuddin, 2015). Language can be used as a medium of communication to deliver human feelings and thoughts. Besides being used as a medium of communication, language has an important role in literature. For communication to be meaningful, speakers should be able to express their intended meaning appropriately and hearers should be able to interpret what the speakers mean by their utterances. However, in some cases, what the speakers intend to say is sometimes different from the hearer's interpretation which leads to misunderstanding. For that reason, both speakers and hearers need to understand how to convey a message and how to interpret it.

A speech act is a sub-field of linguistic study. According to Yule, a speech acts can be defined as the acts of communication or actions performed via utterances Pragmatic, which studies the meaning of utterances According to Cruse (2006:16) pragmatic is focused on an aspect of information (in the widest sense) conveyed through language which are not encoded by generally accepted convention in the linguistic form used but which none the less arise naturally out of and depend on the meaning conventionally encoded in the linguistic form used, taken in conjunction with the context in the forms are used (emphasis added). Speech acts are one of five main topics in the study of pragmatics.

A speech act is defined as an action performed via utterances (Yule, 1996:47). In accordance with that, Austin (1965: 94) states that a speech act is an act that refers to the action that is performed in making an utterance. It means, when someone is saying something, he is uttering and doing something simultaneously. In other words, a speech act is an act of achieving goals through utterances.

A speech act is generally divided into three levels. Yule (1996: 48) says that there are three related acts that producing an utterance will consist. They are locutionary, illocutionary, and perlocutionary. Locutionary act is the basic act of utterance which express the real meaning of the utterance. Illocutionary is the act of saying something with a communicative purpose behind it. Perlocutionary is the act of saying something to make an effect on the hearer. A speech act is very important for us because a speech act is to make us understand what message that discovered in every utterance.

The three levels of speech act differ in the occurence of frequency. the three kinds, illocutionary is the one discussed more (Yule, 1996:47). It means that illocutionary occur more often in communication. The illocutionay speech act is classified into five; representatives, directives, commissives, expressive, and declarations. Of the five classifications, the researcher chose directive speech acts as the object of the study. Kreidler (1998: 190) says that directive speech acts are kinds of speech acts in which the speaker attempts to get the hearer to perform some act or refrain from performing an act.

There are some reasons why studying the directive speech act is important. First, directive speech acts always occur in daily communication. Humans express commands, make requests, and give suggestions to others. They do it among them in their speech. Second, the directive speech act is about directing someone else to do or not to do something. As it consequence, speakers need extra attempts to make it happens and hearers need to be more alert of inaccurate interpretation. Both speakers and hearers need to understand directive speech acts very well to make meaningful communication. For those reasons, studying the directive speech act is urgent especially for language learners. By understanding speech acts, a speaker is expected to be able to convey the intended meaning and the hearer is expected to be able to interpret the meaning accurately. If the message is delivered with the right action and is interpreted accurately, then communication will be effective.

One of the ways to learn directive speech is to look directly at the example of a conversation in the social life of the community. Since the movie is a

3

representation of social life, the researcher decides to use a movie as a source of the material. The researcher will identify the utterances in the movie categorized to directive speech acts in it. Some of the advantages of making a movie as a medium are that it is more attractive with audio and visuals, and is easier to obtain including the script.

In this research, the researcher chooses the movie "The Boy Who Harnessed The Wind". It is a 2019 British drama movie, directed by and starring Chiwetel Ejiofor. The researcher chose this movie as a source of material because not only may the movie contain a directive speech act, but also has a good story. The story in the movie is relevant to the current situation of education in the pandemic of Covid 19. Students today are much less care of education as the effect of covid 19.

They have limited meetings and shorter duration in their lesson. On the other hand, the story in the movie tells about a boy who lives in a barren area struggles for education which later with his work hard enables him to make a windmill to water the crops in his village. It proves how education and works hard play important roles in our life. Based on that explanation, the researcher is interested to conduct research with the title of this research as "Directive Speech Acts in"The Boy Who Harnessed The Wind" movie".

1.2 Setting of the Research

Based on the background of the research above, the researcher focuses this research on speech acts found in "The Boy Who Harnessed The Wind" movie.

1.3 Limitation of the Research

Based on the setting of the research, the researcher limits the study only on kinds of directive speech acts that are found in "The Boy Who Harnessed the Wind" movie. This movie uses two languages; Chichewa and English, but the researcher only analyzes and identifies directive speech acts in the English language only.

1.4 Formulation of the Research

Based on the limitation of the research above, the researcher formulate this research on What are kinds of Directive Speech Acts found in "The Boy Who Harnessed the Wind" movie?.

1.5 Purpose of the Research

Based on formulation of the research, this research is conduct to know kinds of directive speech acts used in "The Boy Who Harnessed the Wind" movie.

1.6 Significance of the Research

1. English Students

   Since speech act is a sub-part of lingustic,the result of this research is expected to be helpful in understanding directive speech acts. Supported with clear explanation and examples, this research gives better undertsanding on the topic.

2. Future researchers

   The result of this research can be used as an additional reference for the future researcher with the same topic.

1.7 Definitionof the Key Term

1. Speech Act

   Speech act is action performed via utterences. (Yule, 1996:47).In this study, speech act is in accordance with that defenition that is the action someone performs when utterring atterances.

2. Directive speech act

   A directive speech act is that in which the speaker tries to get the addressee to perform some act or refrain from performing an act. (Kreidler, 1990:189). It means that a directive speech act is a kind of speech act by which the speaker directs the hearer to or not to perform an action.

   3. "The Boy Who Harnessed The Wind" is a 2019 British drama movie, directed by and starring Chiwetel Ejio in his feature directorial debut. This movie tells about a boy who struggles for education. Facing obstacles doesn't make him stop permitting knowledge. He lives in a Burren area among poor people. All the people in his village are suffering from hunger because of the extreme climate. Dry leads to failure on their crops. With the knowledge of the boy, he gets a solution to their problem.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the review of related theories of the research. The review of related theories is very important to discuss because of that the researcher interested to explain more in this chapter to make clear in understanding about Directive speech. This part consists of review of related theories of Directive speech, review of related findings about Directive speech, and conceptual framework.

2.1 Review of Related Theories

2.1.1 Speech Act

A speech act is an action performed by a speaker while speaking. When a speaker says something, at the same time he/she performs an act. The act that he performs can be in many forms, such as promise, request, command, thanking, etc. A speaker may perform an act of promise when saying "I'll be there tomorrow morning", or perform an act of request when saying "would you please pass the paper, please?". Those acts that a speaker performs through the utterances are called speech acts.

According to Yule, (1996:47)speech acts is the action performed by a speaker via utterances. In accordance with that Searle, (in Donal, 2015:471) states that the speech act is based unit of language used to express meaning, an utterance that expresses an intention. It can be concluded that speech acts are an action of

making efforts in achieving goals through utterances. A speaker makes utterances to achieve goals through it.

According to Sandock (2003:53), the speech act is acts done in the process of speaking that said by the speaker. It can be said the utterance of the speaker contains an act. Besides, According to further Mey (2009:1015) a speech act, thought is not merely an expression of thought it is the vocalization of a certain representation of the world (external or internal) aimed at making official the display of an intention to change a state of things and at changing things by the public display of that intension. A speech act is a public utterance; it can not be a silent thought and its effect is obtained in virtue of its being a public thought.

According to Sbisa (2002:421), speech act theory is one of the fields in the philosophy of language in which consideration of context was introduced earliest. Therefore, based on these opinions, it can be said that speech act is usually used by the speaker because speech acts as a functional language. In addition, a speech act is an utterance but is not only to show the thought or idea and opinion of something, but it is a certain representation of the word.

At any time a speaker produces an utterance, there will be three related acts in it (Yule, 1996:48) :

a. Locutionary

Locutionary is a speech act that expresses the basic meaning of an utterance. it means that locutionary tells the true meaning, as it is based on the lexical meaning without intending to do something behind the speech or to influence the hearer. Yule states that locutionary act is the basic act of utterance. It

is the act of producing a meaningful linguistic expression. Leech (1996: 199) states that locutionary act is performing the act of saying something. For example, when someone says "The weather is hot", in this case, the speaker wants to give information to the hearer that the weather is cold.

b. Perlocutionary acts

Perlocutionary acts are creating an utterance with a function with intending it to have an effect. The speaker utters something in the assumption that the hearer will recognize the speaker's utterance. Perlocutionary act is understood as the hearer's act as the response to the speaker's utterance. In the utterance *"the weather is hot",* a speaker may intend that a hearer turns on the fan. The act of the listener turning on the fan is the impact of the speaker's speech. Therefore, it can be concluded that it is the speaker who turns on the fan by his utterance.

 c. Illocutionaryacts

Illocutionary act is the act of making utterances with some functions in the speaker's mind. He or she might utter to make a statement, an offer, an explanation, or for some other communicative purpose. The illocutionary act is performed via the communicative force of an utterance, such as promising, apologizing, offering. This act is also called the act of doing something in saying something. For example, when someone says "*the weather is cold*", In this case, the sentence shows that the speaker might intend that the hearer close the door. It is recognized this utterance shows a request. The intention behind an utterance is also called an illocutionary force. The illocutionary force of an utterance is what it "counts as".

a. Classification of illocutionary speech act

There are five classifications of illocutionary speech acts, namely: representatives, directives, commissives, expressive, and declarations (Yule: 1996: 53).

i. Representatives

Representatives are assertions about a state of affairs in the world. It is about what the speaker believes. The statement carries the values 'true' or "false" and should match the world. if the statement matches the world then the assertions can be accepted as 'true", and, on the other hand, if not. Then it is said to be "false". Representatives include describing, claiming, hypothesizing, insisting, and predicting. For example, when someone says: "It is going to rain soon" the statement is a prediction which can be either true or false. When it rains, it matches the world and is accepted to be true. When it doesn't then it is accepted to be false.

ii. Directives

A directive is one of speech act that embody an effort on the part of the speaker to the hearer to do something, to direct him or her towards some goal (of the speaker's mostly). The illocutionary point is the end of this utterance, classical imperative. In this type of speech acts, the speaker wants to ask someone else to do something. Acts of commanding, ordering, requesting, inviting, are all examples of how the speaker expressing his or her wants.

Directives speech acts embody an effort on the speaker's side to get the hearer to do something or to direct him or her to what the speaker wants. Directive speech acts are those kinds of speech acts that are used by speakers to get someone else to do something. They express what the speaker wants. There is control by the speakers over the hearer. Example: "Don"t touch that!". The words have meaning and contain a command which orders the hearer not to touch something.

iii.   Commisives

Commisives are kinds of speech acts that operate a change in the world by means of creating an obligation. According to Yule (1996:54) commissives as kinds of speech acts in which the speakers commit themselves to do some action in the future. Commisive is operated by means of creating an obligation. This obligation is created in the speaker, not in the hearer, as in the case of the directive. We can compare between a request and a promise, the focus of the obligatio created is different, the promise creates an obligation in the promiser while the request does so in the requiree.

This kind of illocutionary act commits the speaker to some future course of action. Point of this is thespeaker himself intends to do something. Commissives include promise, vow, pledge, covenant, contract, guarantee, embrace, and swear.

Example : I will be back soon.

The utterance is a promise. By saying this, the speakers commit themselves to be back soon.

11

iv.   Expressives

Expressive is a kind of speech act that states what the speaker feels. The form of expression can be statements of pleasure, pain, like, dislike, joy, or sorrow. In this case, the speaker makes the words fit with the situation which his or her feeling also includes in it. Acts of thanking, apologizing, congratulating are all examples of what the speaker feels. They can be caused by something the speaker or the hearer does, but they are about the speaker's experience. For example, "Congratulations!". The meaning is congratulating that is uttered by the speaker to someone.

v.   Declaratives

Declarative is that kind of speech act that is used to change the world via their utterance. Declaration is a kind of speech acts that change the situation via the speaker''s utterance. In order to perform a declaration correctly, the speaker has to have a special institutional role, in a   specific context. Declarations works when the speakers have an institutional role, a specific cotext.Example:

Priest   : I now pronounce you husband and wife.

Referee   : You're out

Jury Foreman : we find the defendand guilty.

It can be concluded that declarative are kinds of speech acts uttered by someone with authority to be obeyed.

2.1.2 Direct and indirect speech acts

Speech acts can be performed directly and indirectly. This division is carried out based on the relationship between the structural forms of sentence and their communicative functions. There are three general structural forms of the sentence; declarative, interrogative, and imperative. The three structural forms have their basic functions. Declarative functions as delivering statements, interrogative functions as a question, and imperative functions to give commands or requests.

In some situations, a structural form can have another communicative function instead of its basic one. It means declarative functions as giving command or request instead of delivering a statement, and so do interrogative and imperative. If a speech act has a direct relationship between the structural form of a speech and its communicative functions, it is called a direct speech act. Meanwhile, if a speech has a direct relationship between the structural form of a speech and its communicative functions, it is said to be an indirect speech act.

A direct speech act is a speech act that is delivered directly and clearly and functions as a basic function of the structure of the form. Yule (1996) states that a direct speech act is a speech act with a direct relationship between a structure and a function. The following is an example of a direct speech act:

Table 1.1 examples of direct speech act

Sentence or utterance	Structure	Function
You wear a seatbelt	*Declarative*	*Statement*
Do you wear a seatbelt?	*Interrogative*	*Question*
Wear a seatbelt	*Imperative*	*Command/request*

The indirect speech act is a speech act that is conveyed indirectly and not explicitly so that it is not easily identified. Yule (1996) says that the indirect speech act is a speech act without a direct relationship between a structure and a function. It means that sometimes a structure does not indicate a function as it should. Declarative can have a function to express command or request and interrogative can have a function to command or request as well. The following are examples of indirect speech acts:

Table1.2 example indirect speech acts

Sentence or utterance	Structure	Function
a. *You are standing in front of the Tv.*	*Declarative*	*Command/Request*
b. *Do you have to standing in front of the Tv?*	*Interrogative*	*Command/Request*
c. *You'd make a better door than a window.*	*Declarative*	*Command/request*

Sentence a. You are standing in front of the tv has a declarative structure. It may function as a command/request when a speaker intends to request the

hearer to move away. Since the structure does not have a direct relationship to its function, command, or request instead of a statement, it is then understood as an indirect speech act. The same thing happens as illustrated in the sentence b do you have to stand in front of the tv is basically a question that structurally can be answered with yes or no. In fact, it is possible to function as an indirect speech act of request. Whether a speech act is direct or indirect, it may indicate politeness. Yule (1996) says that the indirect speech act is associated with greater politeness. Performing a speech act in a polite way is consider to be more appropriate.

2.1.3 Politeness

Being polite is very important in communicating. Basically, humans want to be respected and treated well by others, including when communicating. For this reason, in communicating one must maintain the norms of politeness to avoid feeling offended, angry, depressed and so on which have the potential to damage harmony in communication.

Politeness is the act of paying attention to and protecting the faces of others in accordance with the norms in a society. A speech maybe in a situation, considered to be polite but may be not in another situation. The speaker needs to determine the relative social distance between him and the hearer to keep politeness exist in the communication. Yule (1996: 106) defines politeness as the means employed to show awareness of someone else's face. The face is technically meant the self-image of a person. Regarding to politeness, face means the emotional and social sense of a person, dealing with the hearer's need of how being treated, either independent or connected.

Brown and Levinson (1987) describe five politeness strategies in their taxonomy, namely:

a. Bald on-record strategy.

Bald record is a straight-to-the-point strategy. It usually happens between speech partners with very close relationships. Brown and Levinson stated that the bald on-record strategy is the most direct politeness strategy, clear and does not contain ambiguity so that its meaning is very clear. In line with it, Yule (1996) states that the bald on-record strategy is a strategy for asking to do something directly. This strategy is usually present in an imperative form. The addition of the phrase "please" or "would you" and so on at the end of the utterance is considered to smooth the speech so that it seems to be more polite. This attribute is called a mitigating device.

Example :

a. *Give me a pen.*

b. *Give me a pen, would you?*

Yule added that bald on-record has a tendency as a command that has an imperative form. But in reality, not all imperative sentences are commands. Imperative sentences indicate a request instead of command when spoken between two people with a very close relationship such as friends.

Bald-on-record is considered polite when the speaker has a higher social status than the hearer. In other word the speaker has the power to control the hearer's action via utterances. Bald-on-record is also considered polite in emergency situations. At this time, the Speaker can express direct commands

without having to pay attention to social status. Bald on-record can potentially threaten a person's face when speakers and hearers have an equal social relationship.

b. Positive face strategy

Positive face is the need to be treated as a person with very close distance. According to Yule (1996) positive face strategy is a politeness strategy used to convey speech to people with the need to be accepted, to be liked, and to be treated as a member of the same group. The speaker performs a speech as if the hearer would agree as to what he says since the hearer needs to be treated a member of the same group. The following sentence illustrates a positive face strategy:

- *How about letting me use your pen?*

In the sentence above, the speaker performs a speech as if the hearer will do as he says. There is less gap and hesitation in saying such the utterance. It is clear that the tendency of using a positive face strategy is to show friendliness, reader, or solidarity.

c. Negative face strategy

Negative face Negative face is the need for dependence, freedom, without attachment and coercion by others. Yule said that Negative face strategy is a politeness strategy used to convey speech to people with the need to be independent, freely take or not take an action without being imposition by other. The strategy used is usually in the form of a question using a modal verb and is formal politeness.

Example   :

- *Could you lend me a pen?*

The sentence indicates that the hearer has the independence of wheater to take action or not. The sentence indicates that the hearer has the independence of wheater to take action or not. The speaker gives the listener the opportunity to accept or reject the request. Negative face strategy is considered polite when used when communicating with people who do not have close relationships.

d. Off-record.

Off-record strategy is a politeness strategy in conveying utterance indirectly. In this strategy, the speaker utters a speech as if it is not going to the listener. He seems to be talking to himself but actually, he hopes that the listener will understand what he means.

Example   :

- *After searching in a bag, one may say*

- *Uh. I forgot my pen*

- *I wonder where I put my pen*

In the example sentence above, the speaker does not ask the listener anything. When the listener responds by offering a pen, the listener does so as if on their own initiative. Yule (1996) said that off-record strategy might be referred to as a "hint". Off-record has a very small chance of succeeding, even if it succeeds more because it has been more communicated than was said.

e. Don't do the FTA (Face Threatening Acts)

In this strategy, a speaker doesn't make a speech at all. This strategy refers to what Yule calls self-other. When someone is trying to get a pen from someone else instead of saying a word, he searches it in his bag. This act is called "self". He hopes that the hearer will offer a pen or at least care about asking what he wants. When it succeeds, the hearer offers a pen, this act is called "other". This strategy is considered to be the most polite strategy in the speech act.

2.1.4 Directive of Speech Acts

A directive is used when the speaker wants the hearer to do things for him or her. Searle gives the notion of the directive as the utterance which is used by a speaker to get the hearer to do something. The directive can be in a form of commanding, offering, requesting, asking, inviting, ordering, begging, permitting, daring, or challenging. The directive includes acts of commanding and requesting that lead for further actions of the hearers, and the actions are in accordance with the speaker's instruction.

The directive speech act is a speech act that is intended to make the addressee do something or take action as what is meant by the speaker to the addressee. When using directives, the speaker is trying to fit the world into the words. It means that the speaker tries to make the addressee do as what the words he/she utters.

The directive speech act often happens around us. They are essential actions in social interactions, as also in the movies and novels. When a speaker asks the hearer to do something, it means that the speaker performs a speech act

called with the directive. Yule (1996) states that in using directive, a speaker attempts to make the world fit the words via the hearer.

Directive speech acts are kinds of speech acts by which speakers direct hearers to do something. Kreidler (1998: 190) defines directive speech acts as kinds of speech acts in which the speaker attempts to get the hearer to perform some act or refrain from performing an act. Directive speech acts are divided into three, namely; command, request, and suggestion.

1. Command

Command is the utterance by a speaker which expresses wishes that the addressee should fulfill. It can be either obligation or prohibition. It is in line with what Kreidler says that command is the utterances by a speaker in authority which express wishes of what an addressee should or should not act as speaker wants the addressee to or not to (Kreidler, 1998: 190).

Examples:

- *Open the door.*

- *Don't touch that knife!*

Sentence a is a command by which a speaker expresses what a hearer should act, to open the door. While sentence b expresses what a hearer should not act, not to touch the knife. Command normally occurs in the form of imperative sentence but also possible in all forms of sentence; imperative, declarative and interogative.

Example:

- *You must take the medicine*

However, not all the declarative sentences indicates commands. It depends on the meaning arrised from the sentence. Some predicates indicate command are: charge, command, direct, order, tell, demand(positive), and forbid (negative), (Kreidler, 1998: 190).The form of sentence indicates the expliciteness. Those in imperative forms are considered to be more explicit than those in declarative and interogative

Table 1.3form of command

Form	Examples	explicitness
Imperative	Go to the hospital. Don't touch the knife!	More explicit
Imperative with modal (must, musn't, and have to)	You must go to the hospital ! You must not touch that knife!	More explicit
Declarative : (charge, command, direct, order, tell, demand (positive), and forbid (negative).	I order you to go to the hospital. I command you not to touch that knife.	Less Explicit
Interogative	Why are you still here?	Less explicit

Command is effective only if the speaker has some degree of control over the actions of the addressee. It can be seen from their relative status such as boss

21

and employer, teacher and students, doctor and patients, and so on. For a command to be felicitous, the addressee must accept the speaker's power and must be capable of doing the act. If a hearer refuses to act as the speaker wants when he is capable of it, he/she may get consequences such as warning, punishment, etc. The command is not felicitous when a hearer is not capable of doing the act. A command of lifting a 500 pounds weight is not felicitous for an incapable person of lifting 500 pounds.

2. Request

A request is an expression of the speaker's expectation that the addressee does or not do something on the willingness of the addressee. It is concerned with the interests of the speaker. Since the speaker does not have control under the addressee, the addressee can either fulfill or not fulfill the request. Kreidler (1998: 190-191) says that request is an expression of what the speaker, not in authority, wants the addressee to do or refrain from doing

Request normally occurs in interogtive form and sometimes in declarative form. Interogative sentence with modal and ended with the word *"please"* are consider to be polite, but those in the past form are even more polite(Azar, 2002: 152).

Example:

- ***Can*** *you pass the salt, please?*   (less Polite)

- ***Will*** *you pass the salt, please?*   (less polite)

- ***Could*** *you pass me the salt, please?* (more polite)

- ***Would*** *you pass the salt, please?*   (more polite)

These predicates also indicate a request in declarative form:**appeal, ask, beg, beseech, entreat, implore, and request** (Kreidler, 1998: 191).

- *I **appeal** to you to help as much as you can*

- *We **beg** you to stay out of the way*

For a request to be felicitous, the addressee must accept the speaker's wishes. The hearer has alternatives whether to accept or to refuse the request. There is no obligation that the addressee must fulfill the request and no consequence.

3. Suggestion

Suggestion is an expression of giving an opinion to an addressee about what he/she should or should not do. The suggestion is given based on the speaker's perception of what the addressee is good to or not good to do for the sake of the addressee's interests. According to Kreidler, the suggestion is the utterance we make regarding giving our opinions to another person as to what they should or should not do. In this case, the suggestion is given to benefit the hearer. The speaker thinks that it is good for him/her to help him out of his problem.

For a suggestion to be felicitous, the addressee must accept the speaker's judgment. Thus, a speaker should have a better understanding of the topic he suggests to the hearer too. If the addressee agrees to the opinion or judgment, the suggestion is possible to be felicitous. The suggestion may come in form of a declarative sentence with/without modal. The modals indicate suggestions are *should, ought to, and had better (Azar, 2002:160)*

Example:

- *You **should** study hard*

- *You **had** better take care of the cut on your hand, or it will get infected.*

Some predicate that indicate suggestion are: ***advise, counsel, and recommend** (Positive expressions),**caution,** and **warn**(Negative expressions) (Kreidler: 1998:191).

Examples:

- *I **advise** you to be prompt; I warn you not to be late.*

2.1.5 Context of Situation

Context is very useful in understanding the meaning of a text. An utterance can be interpreted accurately only after relating it to the context in which the utterance is pronounced. Malinowski (in Halliday (1985: 7) says that context of situation is necessary to adequately understand a text. An utterance has no meaning without its context of situation Malinowski in Eggin: 89). For example:

- *You use it, you wash it!*

Without context, the meaning of the utterance becomes vague. We cannot identify who "you" refers to, what kind of use it really mean, what "it" refers to, and how "it" should be washed. Furthermore, it is not clear weather "you" use it because "you" wash it or "you" use it so that "you" owe a responsibility to wash it. There will be many things we can't understand without the context. For those who see this situation in their daily life, this text is not at all problematic. By considering the context, we can interpret the text as described bellow:

You   : the person standing at the sink preparing your food or drink'

It   : the crockery you are using.

Use   : having eaten off or drunk out of

Wash   :washing up

The Context suggests an interpretation of *if you use it, then afterwards you wash it*(Eggin, 2004: 85-86).

We can identify the directive speech act only when we can accurately interpret what utterances really mean by relating to the context of situation. An utterance has no meaning without context of situation. Eggins (2004:86), says that context is the environment of the language occurrence. It helps us interpret each word in an utterance. In accordance with that, Malinowski (in Halliday(1985:7) says that context of situation is necessary to adequately understand a text.

The context of the situation deals with the environment when the utterance is pronounced. In another word, context is the surrounding of a language occurrence. It refers to what Halliday calls as features of the context of situations. According to Halliday, there are three features of the context of the situation:

    a. Field

Halliday says that field refers to what is taking place and what are the participants engaged in. In short, According Eggins (2004: 103) says that field can be assumed as the topic of the situation. The topic can be such as, education, health, sport, cooking, playing, working and so on. It can be concluded that field is the situation or the activity taking place in a language.

    b. Tenor

Halliday says that tenor is the participant and their relative status. In accordance with that, Eggins (2004: 99) says that tenor is the social role relationship between the interact ant. We can say that tenor is about who are engaged in an interaction and what relative status they have. The relative status, such as, a boss and employee, teacher and students, and so on.

c. Mode

Mode is the part that a language is playing, what the language expects the participant to do, and symbolic organization of the text (Halliday, 1985;12). It deals with the form of the language (written or spoken), and the medium (audio, visual, or audiovisual). In simple terms, the mode can be interpreted as the type of the text or style of language and the media.

2.1.6 Description of Movie

The movie is a very important social communication medium to communicate about a reality that occurs in everyday life. The movie has a strong reality wrong about telling life. Movies are moving images (moving pictures). According to Effendi (1986:239) movie is defined as a result of cultural and artistic expression tools. The movie as social communication is a combination of various technologies such as photography and sound recordings, fine arts and theater arts, and literary arts architecture and music art.

According to Effendy (2000:207) suggest movie techniques, both the equipment and the arrangement have succeeded in showing the drawings are getting closer. In the dark atmosphere of the cinema, the audience is watching a story that is happening before him. If we look at the main terms of literature is

"language as a means of delivery". Often many mean that a literary work must be in writing, it is because the main requirement of delivery is "language".

2.1.7 Synopsis of The boy who harnessed the wind

The Boy Who Harnessed the Wind is a British drama movie released in 2019. It was directed by and starring Chiwetel Ejiofor. It was included in the British entry for the Best International Feature Film at the 92nd Academy Awards but was not nominated.
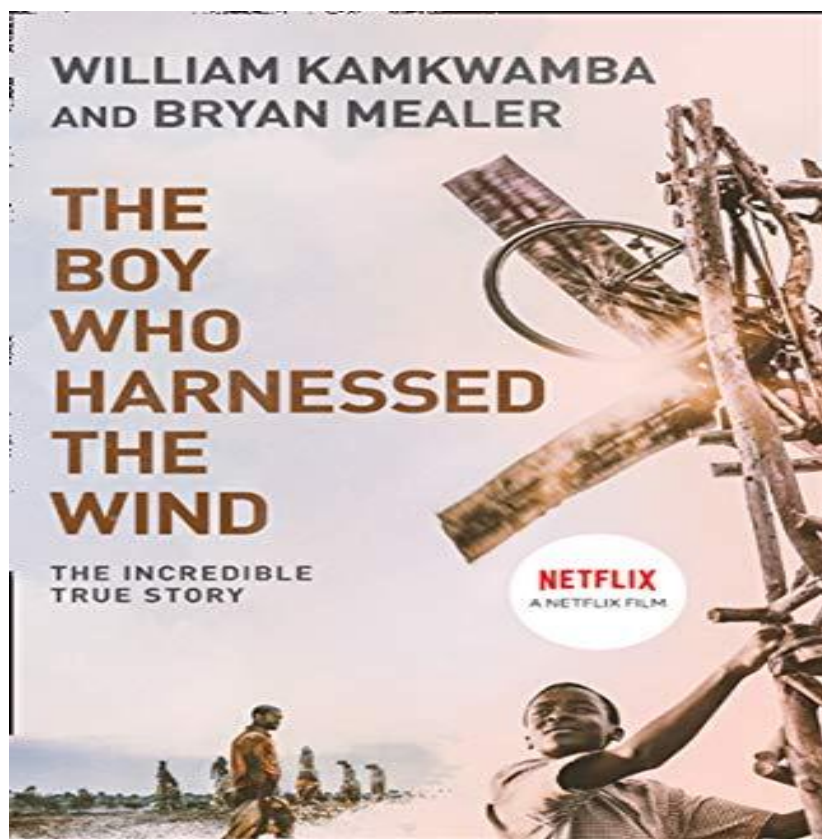
This film tells the story of a schoolboy, William Kamkwamba, who comes from a farming family who lives in the village of Wimbe, a village in Kangusu, Malawi. He repairs his neighbor's broken radio. He is very interested in things

related to electronic devices. He spends time in the junkyard looking for salvageable electronic components.

One day, due to limited funds, William was prohibited from attending school. William ends up blackmailing his science teacher, who has a secret relationship with William's sister, into letting him continue his classes and have access to the school library. The teacher finally embraced William's wish. There, he learned about electrical engineering and energy production although in the end his father found out about it and scolded him

Meanwhile, in the mid-2000s, there was an extreme drought that resulted in crop failure and famine, causing people to leave the village for a better life. Even William's sister eloped with his former teacher leaving the family. Seeing this, William had the idea to build a windmill as a power plant to turn on the ex-water engine he had picked up at the junkyard. It was purposed to irrigate the farm in their village. William managed to make a small experiment and succeeded. Then, he asked for his father's help, to build a bigger windmill. With great effort, William managed to convince his father, and then they started making the windmill.

With the help of friends and a few villagers, they built a very large windmill and succeeded in bringing water to their farm. Because of William's work, they were able to produce a successful harvest. News of William's work in making windmills began to spread. Eventually, William received a scholarship to attend school and got a degree from Dartmouth College.

2.2 Review of Related Findings

There are five previous relevant researches that the researcher uses as supporting references and comparison to conduct this research. Although the are ssimilar in some cases, they also differ in some aspects. The following are the previous related findings and their differences from this research.

First research was a journal by Ghasella Makhpirokh Haucsa (2020), *Illocutionary Speech Acts Analysis in Tom Cruise's Interview*". This research aimed to find out occurance of classification of illocutionary speech acts in Tom Cruise's Interview based on Yule's theory. Ghasella found out that the representative speech acts was categorized as the most performed speech in that interview. Meanwhile, the percentage of the illocutionary speech acts occurance in Tom Cruise's interview is: representative (48.7%), expressive (38.5%), commissive (7.7%), directive (5.1%), and declarative (0%).

Second research was conducted by Erma Nurhayati (2017), *"Directive Speech Act Analysis in Kung Fu Panda 3 Movie (Pragmatics Approach)"*. The result of the research showed of 82 total of data, all kinds of directive speech acts were found. 54 data belong to command, 11 data belong to request, 9 data belong to suggestion, and 8 data belong to warning. It implies that 65.85% are command, 13.41% are request, 10.98% suggestion, and 9.75% warning of 100% data.

The thirdresearch was a journal by Lidia Oktoberia (2012), *"Directive Speech Acts Used in Harry Potter And The Deathly Hallows Movie Script Bride Wars"*, from Program Study English Language and Literature FBS Padang State University. This research used two movies of a kind to compare them both in

types of directive speech. The research showed that in Harry Potter-The Deathly Hallow movie, the research used 97 data of utterances (24 request or 24,7 %, 20 suggestions or 20,6%, 48 commands or 49,5, and 5 orders or 5,2%). In Bride Wars movie used 86 data of utterances (30 request or 35,3%, 23suggestions or 25,9%, 22 commands or 25,9%, and 11 orders or 12,9%). Researcher found that command was the most used type of directive speech acts.

The fourth research was conducted byKeilly Kristani (2013),*"Directive Speech Acts In The Movie "Sleeping Beauty"*. This research was not only to find directive speech acts but also perlocutionary acts. In supporting her research, she used the theory ofJucker and Taavitsainen (2008), who devided directive speech acts into 20 sub categories; 1) Advising, 2) admonishing, 3) asking, 4) begging, 5) challenging, 6) daring, 7) demanding, 8) dismissing, 9) excusing, 10) forbidding, 11) instructing, 12) inviting, 13) ordering, 14) permitting, 15) recommending, 16) requesting, 17) requdiring, 18) suggesting, 19) urging and 20) warning. The result of the research showed that there were 118 utterances belong to directive speech acts. The most frequently used illocutionary aspect is in ordering and suggesting sub-categories with total three occurrences in each sub-category. The writers did not find any illocutionary aspect under daring, excusing, instructing, inviting, requiring, urging and warning sub-categories. The most frequently used perlocutionary aspect is in ordering sub-category with total 27 utterances. The least used perlocutionary aspect is in dismissing, inviting and permitting directive speech acts with total one utterance in each sub-category. The most frequently used sub-category of directive speech acts is ordering directive speech acts with

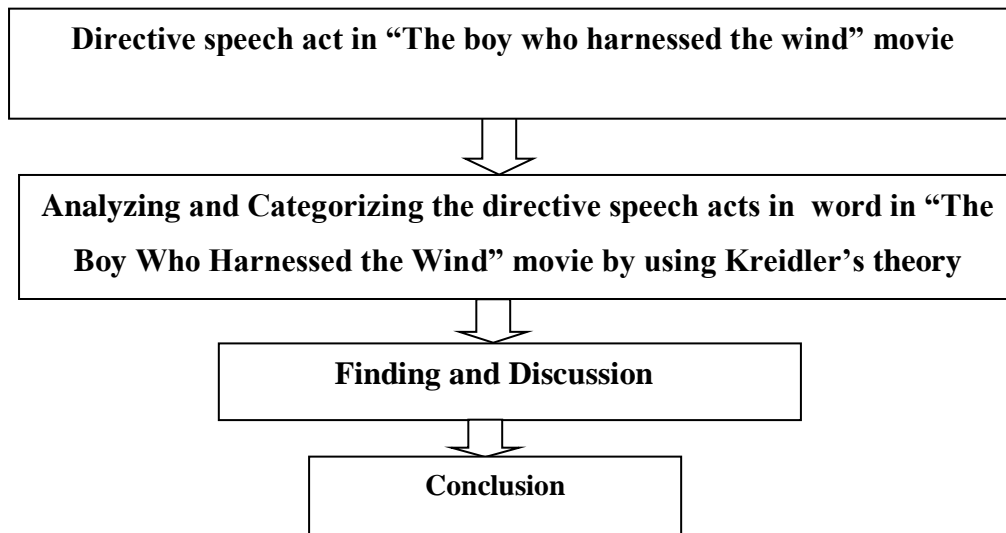21.6% and the least used sub-category of directive speech acts is inviting directive speech acts with 0.7%.

The last research was conducted by Asmi Yuniati (2018) "Directive Speech Acts in the movie "THE MESSAGE" by Moustapha Akkad". The result of the study showed that 213 utterances of a directive of speech acts were successfully identified. There are command (182 data or 85.44%), order (2 data or 0.94%), request (10 data or 4.70 %), and suggestion (19 data or 8.92%).

The researchers above are different from this research. The differences are in terms of the theory used in analyzing the utterances and the movie. This research usesKreidler's theory. The movie with the title "the boy who harnessed the wind". These two points make this research different from those conducted by another researcher. In this research, the researcher is interested to analyze directive speech acts in "the boy who harnessed the wind" movie.

2.3 Conceptual Framework

The conceptual framework is very important for researchers. This is because the conceptual framework serves to assist researchers in determining work steps in a study. In other words, a Conceptual framework is a scheme of research that will be conducted by the researcher, This research applied Qualitative research especially analytical research. This research is concerned with directive speech, According to Sugiyono (2011 :15) state that the qualitative research is a research method that used to examine the condition of the natural object, where the researcher is the key of the instrument, sampling is done by purposive data, collection technique by triangulation, data analysis is inductive or

qualitative with the result emphasizing on significance and purpose rather than generalization. The scheme of the conceptual framework will be shown by the following figure :

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│  Directive speech act in "The boy who harnessed the wind" movie │
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                              ⇓
┌────────────────────────────────────────────────────────────────┐
│  Analyzing and Categorizing the directive speech acts in  word  │
│  in "The Boy Who Harnessed the Wind" movie by using Kreidler's  │
│  theory                                                         │
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                              ⇓
          ┌──────────────────────────────────────────┐
          │          Finding and Discussion          │
          └──────────────────────────────────────────┘
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              ┌──────────────────────────────┐
              │          Conclusion          │
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CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discusses about the research design, setting of the research, population and sample, instrumentation of the research, technique in collecting the data, procedure of the research, technique of analyzing the data. The complete explanation can be read on the following this chapter.

3.1 Research Design

To conduct research It needs a research design. According to Cresswell (2009:3) research design is a plan and the procedures for research to detailed methods of data collection and analysis. This research design was to answer the question and the purpose of the research. In this research, the researcher used descriptive qualitative research. It is a method of research use to describe and analyze the objects relate to reality.

According to Sugiono (2015:15) says that qualitative research methods are research methods used to examine natural objects and the results of qualitative research emphasize meaning rather than generalizations. Therefore, the researcher uses a qualitative design in which the data were collected, classified, and analyzed to get the result. Sugiyono, furthermore states that qualitative research is research to describe and analyzes phenomena, events, social activity, attitude, belief, perception, and people thinking, either in individual or in a group. This research aims to analyze the directive speech acts that occurred in "The Boy Who Harnessed the Wind" movie.

3.2 Setting of the problem

The researcher analyzed the Directive speech in "The Boy Who Harnessed the Wind" movie on June 14th, 2021. The researcher has researched by analyzing and described the directive speech acts found in "The Boy Who Harnessed the Wind" movie.

3.3 Instrument of the Research

An instrument is needed to get the data. According to Ary (2010:200), "Selecting appropriate and useful measuring instruments is critical to the success of any research study." It means that to do research, it needs an appropriate and useful instrument. This research instruments were "The Boy Who Harnessed the Wind" movie and its the script.

3.4 Technique of Collecting Data

There are some techniques to collect data. Creswell (2012:233) outlines four general techniques of collecting data for qualitative research, namely; observations, interviews, documentation, and audiovisual materials. According to Widoyoko (2012:33) collecting data of the researcher is intended to get the data, explanation, facts, and accurate information. There are two kinds of data based on their sources; primary data and secondary data. Primary data are data obtained or collected by a researcher directly from the field ((Hasan 2002:82)). It means that primary data are obtained from the first source. Secondary data are obtained or collected by a researcher from existing sources. They are not obtained directly from the original sources but rather from existing sources which contain related information about the subject of the research and are used to support primary data

(Hasan:85). Secondary data can be obtained from library materials, literature, previous research, books, and so on.

In this research, the primary data are "The Boy Who Harnessed the Wind" movie, the script, and the observation sheet. The secondary data are journals and books that support the research. The purpose of collecting the data is to find the data and to get information about the research. This method is carried out by some steps :

1. The researcher downloads the movie entitled "The Boy who Harnessed the Wind" and its script.

2. The researcher watches the movie and crosschecking the utterances in it by observing the script for several times.

3. The researcher identifies directive speech acts by analyzing context of situation according to Kreidler's theory, they are command, request and suggestions.

4. Presenting and interpreting the findings

3.5 Technique of analyzing Data

The researcher analyzed and categorized the kinds of Directive speech act found in The Boy who Harnessed the Wind movie by using Kreidler's theory about directive speech then listing all utterances of the directive speech found in the movie based on the observation sheet validation from linguists. Then, the researcher concluded.