

## **CHAPTER II**

### **REVIEW RELATED LITERATURE**

This chapter offers the findings of a thorough review of the literature on the subject. It consists of six parts, namely pragmatics, speech acts, classification and types of directives speech acts, movie, and the previous study.

#### **A. Pragmatic**

Pragmatics is indeed a branch of linguistics that focuses on the study of how context contributes to the interpretation and understanding of meaning in communication. While other branches of linguistics, such as syntax and semantics, analyse the structure and literal meaning of language, pragmatics goes beyond that by examining how meaning is conveyed through social and situational factors. Pragmatics acknowledges that language is not merely a set of static rules and definitions but a dynamic tool used by individuals to express their intentions, convey information, and interact with others. It recognizes that meaning in communication is not solely derived from the words or phrases used, but also relies heavily on the context, including the speaker's intentions, the listener's interpretation, the shared background knowledge between them, and the social and cultural norms at play. According to (Yule, 1996) Pragmatics is the study of speaker meaning. Pragmatics, as a discipline within linguistics, explores the relationship between language and context to understand how meaning is constructed and interpreted in communication. It recognizes that the meaning of a sentence or utterance goes beyond its literal or linguistic meaning and is shaped by the intentions of the speaker and the situational context in which it is used.

In pragmatics, the focus is on studying how speakers use language as a tool to convey their intended meaning and how listeners interpret that meaning based on the context in which the communication takes place. This context includes various factors such as the shared knowledge between the speaker and listener, the social and cultural norms, the physical setting, and the specific communicative goal. It is necessary to investigate the meaning that the speaker intends to communicate to the listener who communicates in a context other than the language and the aim of the speech. This means that a linguistic meaning can help support the context.

In line with (Leech, 1983) states that Pragmatics is the study of meaning in relation to the speech situation. It indicates that when humans communicate an utterance, it is dependent on their situation to make the information the speaker intends to transmit to the hearer comprehensible. Another opinion, pragmatics is especially interested in the relationship between language and context (Paltridge, 2000). Pragmatic also describe as meaning in context: e.g. the relationship between what we say, what we mean, and what we understand according to a particular context or situation (Paltridge, 2000). In pragmatics, the investigation of context is essential to uncover the layers of meaning that go beyond the literal interpretation of words and phrases. It acknowledges that language is used to achieve specific communicative goals, and the intended meaning is often conveyed through implied information, shared assumptions, and cultural conventions.

Moreover, according to (Yule, 1996) the study of pragmatics involves investigating various aspects of communication, such as implicature,

presupposition, speech acts, politeness, and deixis. Here's a brief explanation of some key concepts within pragmatics:

### 1. Deixis

Deixis deals with words or expressions whose meaning depends on the context of the utterance. (Yule, 1996) stated that deixis is a technical term (from Greek) for one of the most basic things we do with utterance. It means 'pointing' via language. These include pronouns (e.g., "he," "she"), demonstratives (e.g., "this," "that"), and adverbs of place and time (e.g., "here," "now"). The interpretation of deixis relies on the speaker and listener's spatial and temporal location.

### 2. Presupposition

Stated by (Yule, 1996) Presupposition is something the speaker assumes to be the case prior to making an utterance. It mean presupposition deals with the assumptions or beliefs that a speaker assumes the listener shares or takes for granted. These assumptions often play a significant role in shaping the meaning of an utterance. For instance, if someone says, "I regret eating that cake," the presupposition is that the speaker ate the cake.

### 3. Implicature

According to (Yule, 1996) stated that implicature refers to the additional meaning conveyed beyond the literal interpretation of an utterance. It involves understanding what a speaker intends to imply or suggest indirectly. For example, if someone says, "It's cold in here," the implicature could be that they want someone to close the window.

#### 4. Speech Acts

Speech acts focus on the performative aspects of language, considering how utterances are used to perform actions (Yule, 1996). Utterances can function not only as statements but also as requests, commands, apologies, promises, etc. For example, saying "Can you pass me the salt?" is a request.

#### 5. Politeness

Pragmatics also examines politeness strategies and how language is used to manage social relationships. Stated by (Yule, 1996) politeness is an interaction, that can be defined as the means employed to show awareness of another person's face. It has meaning that politeness explores how individuals' express politeness through politeness markers, indirect speech, and other linguistic devices to maintain face and preserve harmony in communication. For example, requesting politely: "Could you please pass me the salt?" when the speaker utters the utterances usually the speakers express their face that may reflect sincerity, with a friendly and approachable expression such as maintaining eye contact or having a pleasant smile.

Therefore, it can be concluded that pragmatics is the study of the speech meaning by the speaker's sentence or utterance with the goal to informate the hearer an understandable speaker's context in communication. pragmatics recognizes that meaning is not solely derived from the linguistic form of a sentence but also from the intentions of the speaker and the situational context. The linguistic meaning is crucial, but it is complemented and supported by the

contextual factors that influence the interpretation and understanding of the intended message. By studying language in context, pragmatics provides insights into how meaning is constructed and how communication is shaped by the interplay between language and the surrounding context. Afterward, the researcher will explain in detail about the speech acts that mainly is the subject of this research.

## **B. Speech Acts**

Speech acts are one of the topics in the study of pragmatics. In simply speech act are defined as an action that done by says something. When a speaker utters an utterance, it is not only to say the words but also to perform the act of that utterance; for example, “I promise to you that I will return your money soon.” In saying that utterance, at the same time, the speaker does an action (promising). The speaker promises to return the hearer’s money as soon as possible. The term of speech act was proposed for the first time by John Langshaw Austin. This then underlines the birth of speech act theory. When someone says something they are also does something, (Austin, 1962) states In his book by the title *How to Do Things with Words* that speech acts is a theory in which “to say something is to do something, or in saying something we do something, and even by saying something we do something”.

According to (Yule, 1996) states that actions performed via utterances are generally called speech acts. This theory appears from the fundamental insight that language is not merely used to explain a word but also to perform an action. It means that understanding speaking and interpreting meanings of certain utterances is not enough because identifying an act also must be done

furthermore, (Searle, 1969) states that the production or issuance of a sentence token under certain conditions is a speech act, and speech acts are the basic or minimal units of linguistic communication. It means that when we are done speaking, a language performs speech acts such as making statements, giving commands, asking questions, and making promises. Thus, we can associate speech acts with the study of language and meaning by viewing speech acts as the basic unit of communication. Based on the arguments presented above, it is possible to conclude that a speech act is an utterance from the speaker that carries a meaning to indicate the speaker's intention of an action to achieve a specified goal.

(Austin, 1962) states that in producing an utterance, a speaker can perform three related acts. In line with (Yule, 1996) he also distinguish speech act into the locutionary act, illocutionary act and perlocutionary act same as Austin.

#### 1. Locutionary Act

(Austin, 1962) states that locutionary act is roughly equivalent to uttering a certain sentence with certain sense and reference, which again is roughly equivalent to meaning in the traditional sense. The locutionary acts are acts of speaking in the construction of speech, such as uttering certain sounds or making certain marks, using specific words and using them in accordance with the grammatical rules of the language from which they are drawn, and with certain senses and specific references as determined by the rules of the language from which they are drawn. (Leech, 1983) formulates the locutionary act as *s* says to *h* that *X*, in which *s* refers to the speaker, *h*

refers to the hearer, and X refers to the certain word spoken with a certain sense and reference. For example, in the sentence “I’ve just made some coffee”, the locutionary act is that the speaker utters the statement (declarative) that s/he just made some coffee (Yule, 1996).

## 2. Illocutionary Act

(Austin, 1962) says that illocutionary act is an utterance (informing, ordering, warning, undertaking, &.,i.e.) which has a certain force. It is a performance of stating something. A speaker does not just make meaningless phrases when speaking. S/he creates an utterance with a particular purpose in mind. The formulation of illocutionary act in saying X, s asserts that P (Leech, 1983). P refers to the proposition or basic meaning of an utterance. In Yule’s example “I’ve just made some coffee”, the speaker makes an offer or statement (Yule, 1996).

## 3. Perlocutionary Act

According to (Austin, 1962), perlocutionary act is the achieving of certain effects by saying something, such as convincing, persuading, deterring and even, say, surprising or misleading. It concerns the effect an utterance may have on the hearer. Put slightly more technically, and a perlocution is an act by which the locution and illocution produce a specific effect or exert a particular influence on the hearer. Still another way to put it is that a perlocutionary act represents a consequence or by-product of speaking, whether intentional or not. The formulation of the perlocutionary act by saying X s convinces h that P (Leech, 1983). For example, by saying “I’ve just made some coffee”, the speaker performs perlocutionary act of

causing the hearer to account for a wonderful smell, or to get the hearer to drink some coffee (Yule, 1996).

According to (Yule, 1996) mention that one general classification system lists five types of general functions performed by speech acts they are:

a. Declarative

A declarative speech act involves utterances that bring about a change in the external situation or state of the world through the act of speaking. In other words, by making a declarative statement, the speaker accomplishes a specific action or alters the existing state of affairs. For example, let's consider a situation where a student presents their thesis proposal to a lecturer. If the lecturer responds by saying, "I approve your thesis proposal," this declarative utterance signifies a change in the status of the proposal. By expressing approval, the lecturer is effectively granting permission and transforming the proposal from a work-in-progress to an approved thesis.

It's important to note that declarative speech acts are typically performed by individuals who possess the authority to do so within a specific institutional framework. In the example above, the lecturer's declarative act of approval is carried out within the academic setting, where they hold the authority to make decisions regarding thesis proposals. Declarative speech acts play a significant role in various domains, including legal proceedings, bureaucratic procedures, and official announcements. They are used to convey information, establish



facts, assert claims, make decisions, and bring about changes in the external world through the act of speaking.

b. Representative

Representative speech acts involve statements or utterances that state what the speaker believes to be true or not. These speech acts aim to convey the speaker's perception of reality or express their beliefs about a particular situation or state of affairs. The speaker uses representative speech acts to align their words with their understanding of the world. When a speaker engages in a representative speech act, they commit themselves to the truth value of the proposition expressed. In other words, they are asserting or making a claim about the world as they see it. The speaker believes that the statement accurately represents their perception or opinion. For example, consider the statement, "You look like my mom." In this case, the speaker is describing their belief or opinion that the listener's appearance resembles that of their mother. By making this statement, the speaker is performing a representative speech act by conveying their perception of the listener's resemblance to their mother. This example illustrates how a representative speech act functions by aligning the speaker's words with their belief or understanding of a particular situation. The speaker uses language to express their viewpoint and present it as their truth.

c. Expressive

The expressive function refers to an utterance or speech act that is used to express the speaker's feelings, emotions, or psychological state.

When someone engages in an expressive speech act, their primary purpose is to communicate their internal states or subjective experiences to the listener. This can involve expressing emotions such as happiness, sadness, anger, fear, or gratitude, or conveying personal opinions, attitudes, or beliefs. In the given example, "Please forgive me for my mistake," the speaker is engaging in an expressive speech act by expressing their psychological state of apology. The speaker acknowledges that they have made a mistake and uses the utterance to communicate their remorse and desire for forgiveness to the listener. The purpose of this expressive act is to convey the speaker's feelings of regret and seek reconciliation.

Expressive speech acts often rely on both verbal and non-verbal cues to convey the speaker's emotional or psychological state effectively. These cues can include facial expressions, tone of voice, gestures, and body language. They enhance the overall communicative impact of the speech act and aid in conveying the intended expressive meaning. It's important to note that the effectiveness of expressive speech acts relies on the listener's ability to interpret and understand the speaker's intended emotions or psychological state. Successful communication in expressive speech acts involves shared cultural and contextual knowledge, as well as empathy and sensitivity to the speaker's feelings.

d. Directive

A directive is a type of speech act that involves the speaker issuing a command, request, or instruction to the listener, compelling

them to perform a particular action. It is a speech act that aims to influence the behavior or actions of the listener in accordance with the speaker's goals or desires. In the given example, "Fight them, my armies," the speaker is issuing a directive to their armies, instructing or commanding them to engage in battle with the mentioned opponents. The speaker's intention is to direct and motivate their armies to carry out the specific action of fighting.

Directives often express the speaker's desire for the listener to comply with the given instruction or request. The language used in directives is typically imperative or command-oriented, conveying a sense of authority or urgency. The speaker may use various linguistic and non-linguistic strategies to convey the directive, such as tone of voice, body language, or explicit command verbs. The purpose of a directive is to elicit a specific response or action from the listener, aligning their behavior with the speaker's goals or intentions. By issuing directives, speakers exert influence and attempt to shape the course of events or achieve a desired outcome through the actions of others. It's important to note that the effectiveness of a directive depends on various factors, including the social relationship between the speaker and listener, cultural norms, and the context in which the directive is given. The listener may choose to comply, negotiate, or refuse the directive based on factors such as power dynamics, politeness, or personal autonomy.

e. Commissive

A commissive is a type of speech act in which the speaker commits or promises to perform a specific action in the future. It involves a declaration of the speaker's intention or commitment to carry out a particular course of action, typically with the aim of aligning their words with reality. In the provided example, the statement "I guarantee I'll be back" demonstrates a commissive speech act. The speaker makes a commitment or promise to return to the same location in the future. By using the word "guarantee," the speaker emphasizes their intention to fulfill the promise and ensure that their words align with their actions.

Commissive often involve a sense of obligation and responsibility on the part of the speaker. They convey a commitment to fulfilling a future action, indicating that the speaker intends to follow through on their promise. The use of commissives aims to establish trust and reliability between the speaker and the listener, as the speaker's commitment is expected to be honored. It is important to note that the success of a commissive speech act relies on the speaker's ability and willingness to fulfill the promised action. If the speaker fails to carry out the committed action, it may undermine trust and credibility in future interactions.

Based on the previous explanation, Yule distinguishes speech acts into three categories: locutionary acts, illocutionary acts, and perlocutionary acts. In addition to Yule's classification, there is a general system for categorizing the functions performed by speech acts. This system identifies five main functions:

directives, expressives, commissives, assertives, and declaratives. However, this research specifically delves into the analysis and detailed explanation of directive speech acts. By focusing on directive speech acts within the context of the research topic, the study aims to provide a comprehensive and in-depth understanding of the various types and characteristics of these specific speech acts. This specialized examination will contribute to the broader field of pragmatics and linguistic theory, while also offering practical insights for language learners, educators, and researchers in sociolinguistics.

### **C. Types of Directive Speech Acts**

Directive speech acts intend to produce some effects through action on the listener. The speaker is attempting to encourage the listener to do something by expressing the instruction. It attempts to persuade the listener to do something by command, order, request, and suggest. In line with (Yule, 1996) states that “Directives are those kind of speech acts that speakers use to get someone to do something”. This definition is also supported by (Searle, 1979), who also states that directives of these consist in the fact that they are attempts (of varying degrees, and hence, more precisely, they are determinates of the determinable, which includes attempting) by the speaker to get the listener to do something such as command, suggest, request. Conventionally, directive speech acts are considered the direct type. So, it is used to command, invite, forbid, and so on. In another line, directive speech acts are considered indirect, which is the purpose of giving orders, but it is not expressed in imperative words.

Meanwhile, there are many classifications of directive speech acts proposed by some authors. In this study, the researcher explains directive speech acts according to George Yule's data analysis theory. According to (Yule, 1996), He classified into four kinds of it:

#### 1. Command

A command is a speech act wherein the speaker asserts authority and instructs someone to perform a particular action. It involves the speaker conveying a directive to individuals who are obligated to comply with the given instruction. Commands typically carry an implicit expectation of a task or action to be accomplished by the recipient of the command. When issuing a command, the speaker assumes a position of authority or superiority over the addressee, granting them the right to issue orders. The primary function of a command is to direct the actions of others in order to achieve a desired outcome or fulfill a specific objective as intended by the speaker.

Importantly, the use of a command implies an inherent obligation for the recipient to carry out the task or action as directed. This obligation arises from the authority or power attributed to the speaker in a given context. The recipient is expected to recognize and acknowledge this authority, resulting in a sense of responsibility to complete the assigned task in accordance with the speaker's instructions.

Example:

- a) "I command you to keep silent."
- b) "Close your book!"

## 2. Order

An Order is refers to the speech act of instructing or requesting someone to perform a particular action. While the terms "order" and "command" are often used interchangeably due to their similar functions, there exists a distinction between them in terms of the presence of institutional authority. Commands typically involve an authoritative figure who holds institutional power, such as a superior, a leader, or a person in a position of authority, who issues directives to subordinates or individuals under their control. These commands carry the weight of authority and imply a sense of obligation or duty to comply. On the other hand, orders encompass a broader range of situations where individuals direct others to perform or refrain from certain actions, without necessarily possessing institutional authority. In this context, the speaker may express a strong desire, make a firm request, or simply provide guidance or instructions without the backing of an official position. Orders can arise in various social interactions, such as in informal settings among friends, family members, or colleagues, where the speaker seeks compliance based on mutual understanding or personal influence.

Example:

- a) "Don't look it!" Someone says it to his friend.
- b) "Get out!"

## 3. Request

A request is a formal and courteous action to solicit something from another individual. It is characterized by its polite and respectful nature,

demonstrating consideration for the recipient. The primary objective of a request is to persuade the listener to engage in a specific action, operating under the assumption that the listener possesses the capacity to fulfill the request. The speech act of request entails employing appropriate language and tone to convey politeness and a sense of deference. Moreover, a request is a formal and courteous act of asking, driven by the speaker's belief in the recipient's capacity to fulfill the requested action. It encompasses polite language and demonstrates respect, aiming to garner cooperation and achieve the desired outcome.

Example:

- a) “Take your jacket off, please?”.
- b) “Can you help me?”

#### 4. Suggest

Suggest is a speech act that involves proposing an idea or plan to others, inviting them to consider it or take action accordingly. It shares similarities with insisting, as both speech acts involve expressing a particular viewpoint or recommendation. Suggest can be classified into two categories: directive and assertive speech acts. Suggest speech act entails urging or advising the hearer to perform a specific action or engage in a particular behaviour. It implies a desired course of action and may involve using imperative language or offering guidance. In this case, the speaker intends to influence the listener's behaviour or decision-making process.

On the other hand, assertive suggesting involves putting forth a suggestion or proposition about a situation or event that is likely to occur.



The speaker presents an idea or concept, often in a persuasive manner, to create an impression or shape the listener's perception. This type of suggesting does not explicitly instruct the hearer to take action but rather aims to influence their understanding or perspective.

Example:

- a) “I think you should go to doctor”
- b) “I suggest you to run slowly”

#### **D. Movie**

##### 1. Definition of Movie

Nowadays, movies have emerged as a prominent cultural trend, particularly those that portray everyday life circumstances. According to (Hornby) movie is a motion picture. Furthermore, movie is a form of motion picture that captures real-world images through the use of cameras or generates imagery employing animation techniques, special effects, and accompanied by music. It mean, when we watch a movie, we are essentially observing a series of images that possess the ability to move or transition from one frame to another. Movies hold significant influence as they not only provide entertainment but also offer additional elements such as moral lessons, educational content, and various other values. Through the storytelling medium of movies, viewers can gain insights into ethical dilemmas, cultural perspectives, and societal issues. Films have the capacity to convey profound messages, stimulate critical thinking, and evoke emotional responses from their audiences.

Movies serve as a means of escapism, enabling individuals to temporarily immerse themselves in different narratives, settings, and characters. They can transport viewers to distant places, different time periods, or even imaginary realms. This escape from reality can provide much-needed relaxation, inspiration, and a break from the daily routine. Movies also have the potential to shape and reflect cultural norms, trends, and aspirations. They can influence fashion, language, and social behavior, becoming a significant part of popular culture. Additionally, movies often serve as a platform for artists, filmmakers, and performers to showcase their creativity, express their perspectives, and make a lasting impact on the collective consciousness of society. In summary, movies have become an integral part of contemporary society, offering not just entertainment but also imparting valuable values, generating social impact, and serving as a platform for artistic expression. Their ability to captivate and engage audiences has made them a powerful medium through which stories, ideas, and experiences are shared and appreciated.

## 2. *Turning Red* Movie

*Turning Red* is a 2022 American computer-animated fantasy comedy film produced by Pixar Animation Studios and distributed by Walt Disney Studios Motion Pictures. It was directed by Domee Shi in her feature directorial debut, written by Shi and Julia Cho, and produced by Lindsey Collins. The voice stars of this film are; Rosalie Chiang as Meilin "Mei" Lee, a 13-year-old girl, Sandra Oh as Ming Lee, Mei's strict and overprotective mother, Ava Morse as Miriam Mendelsohn, a singing tomboy with braces

who is one of Mei's best friends, Maitreyi Ramakrishnan as Priya Mangal, a mellow girl who is one of Mei's best friends, Hyein Park as Abby Park, an energetic and aggressive girl and the shortest of Mei's best friends, and also still many others supportive voice cast in this movie. Based on 275 reviews collected in Rotten Tomatoes, *Turning Red* currently has an 95 % "fresh" rating from critics, with an average score of 8.0/10 meanwhile 7.0 points out of 10 by IMDb.

Furthermore, *Turning Red* is a story set in 2002 about 13-year-old Mei Lee residing with her parents, Ming and Jin. She assists in caring for their family temple dedicated to Mei's maternal ancestor, Sun Yee, while striving to make her mother proud. Mei keeps her interests like she and her friends Miriam, Priya, and Abby are fans of the boy band 4\*Town. She kept her secret from her strict and overprotective mother, Ming. One evening, Ming accidentally humiliates Mei in public when Ming discovers Mei's crush on Devon, a 17-year-old clerk at the local convenience store.

Following the incident, Mei experiences a vivid nightmare about red pandas. When Mei wakes up the following day, she finds she has transformed into a large red panda. Mei hides this from her parents and realizes that her transformation occurs when she is in a state of heightened emotion. Even when she changes back into her human form, her hair remains red, so she wears a touque to school to conceal it. Ming initially believes that Mei is experiencing her first period, but again Ming humiliates Mei at school, causing Mei to transform into a red panda and make her run home in panic and tears.

Ming and Jin explain that Mei's ability to transform is inherited from her maternal line, bestowed upon them by Sun Yee to protect them during wartime. However, this ability has become inconvenient and potentially dangerous in modern times. A red moon ritual must be performed to seal the red panda spirit into a talisman. The ritual is scheduled to take place in a month. Until Mei's friends eventually know about her transformation too, but they find it endearing. Mei discovers that focusing on her friends helps her control her transformations.

Ming allows Mei to resume her everyday life but refuses to let Mei attend 4-Town's upcoming concert. Unbeknownst to Ming, Mei and her friends secretly raise money for concert tickets by exploiting the popularity of Mei's red panda form while lying to Ming about how Mei is spending her time. Mei agrees to attend the school bully Tyler's birthday party as the red panda to earn the last \$100 needed. At the party, Mei is upset after hearing that the concert will take place on the night she has to do the red moon ritual. She angrily attacks Tyler when he insults her family, frightening the other kids. Then at the right time, Ming caught on Mei's secret activities and accused her friends of corrupting and taking advantage of her. Overwhelmed with guilt and unable to confront her mother, Mei fails to defend her friends.

To Ming's dismay, Mei's grandmother and aunts arrive to assist with the ritual. As Mei prepares for the red moon ritual, Jin finds videos of Mei as the red panda with her friends. She encourages Mei not to be ashamed of this side of her and to embrace it. Just as Mei's red panda form is about to be sealed during the ritual, Mei decides to keep her powers and defies the ritual

to attend the concert at the SkyDome. In her escape, she accidentally breaks Ming's talisman, causing Ming to transform into a red panda. At the concert, Mei reconciles with her friends and discovers that Tyler is also a fan of 4-Town. However, an enraged Ming, now in kaiju-sized red panda form, interrupts the concert, intending to force Mei back.

Mei and Ming engage in a heated argument about freedom, leading to an unfortunate incident where Mei accidentally knocks her mother. Mei's grandmother and aunts respond by breaking their talismans and transforming them into red pandas to assist in carrying Ming to a new ritual circle. Help by Mei's friends and 4-Town, who join together in song to complete the ritual too, all people are united in transporting Mei, Ming, and Mei's woman family to the astral realm. Mei and her mother reconcile in the astral realm. Mei aids her mother in repairing her relationship with Mei's grandmother, whom Ming had previously harmed in anger before her transformation. The Mei woman family sealed their red pandas in new talismans, but Mei decided to keep her red panda, and Ming accepted that she had her path.

Later on, the Lee family works together to raise funds for the restoration of the SkyDome after the incident, and Mei's relationship with Ming gets better after the incident before. Mei finds a balance between her responsibilities at the temple and spending quality time with her friends, including Tyler, who has joined the group.

## E. Previous Study

Several previous studies related to this topic were about directive speech acts. The previous studies have their classifications in their research. In this research, the writer explains each of the earlier studies briefly as follows:

One of them was conducted by (Hidayat, 2018) with the title “Expressive Speech Acts in “The Fate of The Furious” Movie”. After, the research conducted, the researcher found that the result of the research is that there are nine kinds of expressive speech acts. They are apologizing, thanking, praising, blaming, welcoming, pleasure, like, dislike, and sorrow. From the nine kinds of expressive speech acts that were found by researcher, praising expressions were the most often appear in the movie script. From the finding, the researcher found that the expressions that are stated in the The Fate of The Furious movie express feeling indirectly

The second previous study was conducted by (Novita, 2018) with the title “A Pragmatic Analysis of Teacher’s Directive Speech Acts in Teaching English (A Descriptive Study at Sma Negeri 3 Surakarta in The Academic Year Of 2017/2018)”. The result of this research is concerns with directive speech acts produced by teacher in teaching English, In this research, there are 108 directive utterances produced by English teacher during teaching and learning process. This study shows that there are four kinds of directives, include requirement (37.04 %), questions (36.11 %), requestives (22.22 %), and prohibitives (4.63 %). This study also shows that there is teacher’s reason in using directive speech acts during teaching and learning process, that is, to maximize students’ acquisition in learning English.

And the last previous study was conducted by (Muna, 2021) Her study entitled “An Analysis of Directive Speech Acts in The “Justice” Movie by Richard Gabai”. The result of her study shows that there are 275 directive speech acts found in the “Justice” movie based on Searle’s theory. 61 utterances are included as command, 51 utterances are categorize into request, 16 utterances involve into permission, 12 utterances are included as prohibition, and 135 utterances are classified as question. In the result above, the types of directive speech acts that most frequently used in the “Justice” movie is question.

In contrast to the aforementioned previous study, this research adopts a distinct approach. It leverages a movie, specifically the dialogue exchanged by the characters in the film *Turning Red* as the primary source of data. The primary objective of this research is to conduct an analysis of directive speech acts, employing Yule's theory as the theoretical framework. This theory classifies directive speech acts into four main categories: command, order, request, and suggest. By utilizing a movie as the data source, this research offers a unique perspective and context for studying directive speech acts. The rich and dynamic interactions between characters within the film provide a diverse range of speech acts, allowing for a comprehensive examination of the various forms of directives utilized in different situations. The application of Yule's theory in this research enables a systematic categorization and analysis of the directive speech acts based on their specific characteristics and functions. Through this approach, the researcher aims to provide a thorough understanding of how command, order, request, and suggest speech acts are employed in the *Turning Red* movie.

Overall, this research contributes to the existing body of knowledge by exploring directive speech acts in a film setting, utilizing a specific theoretical framework, and shedding light on the communication dynamics portrayed within the movie. While from the previous related studied that mentioned above the research was conducted by (Hidayat, 2018) with the title “Expressive Speech Acts in “The Fate of The Furious” Movie”, study about expressive speech act. Expressive speech act is another type of speech act beside directive speech acts. Next, the different from the research was conducted by (Novita, 2018) with the title “A Pragmatic Analysis of Teacher’s Directive Speech Acts in Teaching English (A Descriptive Study at Sma Negeri 3 Surakarta in The Academic Year Of 2017/2018)” is the result of this research is concerns with directive speech acts produced by teacher in teaching English while from this research will focus on the directive speech acts produced by the characters in Movie. Another differences from the previous study that was conducted by (Muna, 2021) with the title “An Analysis of Directive Speech Acts in The “Justice” Movie by Richard Gabai”. The result of this study shows about directive speech acts based on Searle’s theory while in this research uses Yule.