

**AN ANALYSIS OF DIRECTIVE SPEECH ACTS IN THE *RED NOTICE*  
MOVIE SCRIPT**

**A THESIS**

*Intended to Fulfill One of the Requirements for the Award of Bachelor Degree in  
English Language Teaching and Education Universitas Islam Riau*



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**2022**

THESIS

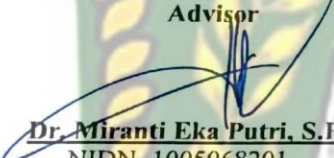
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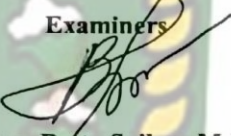
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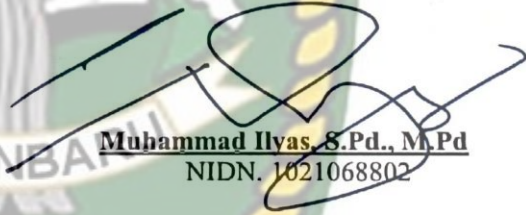
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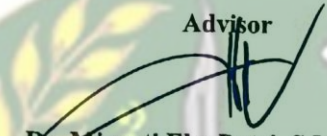
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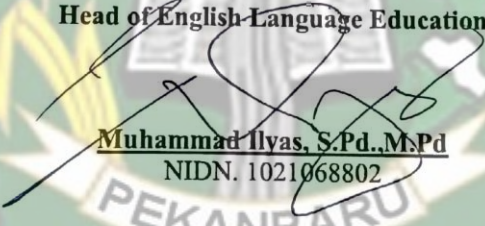
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






  
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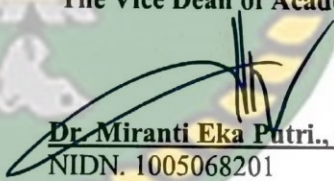
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NO	DATE	GUIDANCE AGENDA	SIGNATURE
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2.	December 25 <sup>th</sup> , 2021	Revised Chapter I	
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## DECLARATION

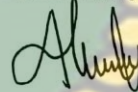
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I hereby declare this thesis is definitely from my own ideas, except the quotations (directly and indirectly) which were taken from various sources and mentioned scientifically. The researcher is responsible for the date and fact provided in this thesis.

Pekanbaru, April 10, 2022

The Researcher



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## Abstract

**ALISA RAHMADANTY, 2022, An Analysis of Directive Speech Acts in The Red Notice Movie Script.**

**Key Words:** *Analysis, Directive Speech Acts, Red Notice Movie Script*

*This research entitled “An Analysis of Directive Speech Acts In the Red Notice Movie Script” was found the types of all utterances in the movie script based on Vanderveken’s theory. The category of directive speech act found in linguistic, especially in pragmatic part. One part of pragmatic is a speech act. There are 5 kinds of speech acts one of which is directive speech act. A study about the meaning of a word by a speaker who studies the relationship between contexts that corresponds to the situation of the speaker it is called pragmatic. A speech act is a study that studies the meaning spoken both directly and in writing. The directive is the meaning of utterance which is conveyed by a speaker when they want the listener to do something.*

*The methodology of this research is descriptive quantitative method. The researcher got a source of the data from “Red Notice” movie script. The data findings were in all of the utterances in “Red Notice” movie script. The instrument of this research was documentation. The researcher downloaded, watched, classified, and calculated the utterances using Vanderveken’s theory. Otherwise, there are seven types of directive speech act such as asking, commanding, requesting, ordering, forbidding, advising, and suggesting.*

*The finding of the research showed the types of directive speech acts of each utterance. The researcher only described one character who has named is Hartley. Then, the researcher found 107 utterances in the Red Notice movie script based on seven (7) types of directive speech acts. Asking was the most dominant found because it has the highest number of percentages by having 42 data (39,2%).*

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Research

Some people just try how to speak the language fluently without learning the meaning of the language. This can be called linguistics, a language that studies meaning and grammatical structures. Linguistics is a branch of linguistics that studies the science of language, which analyzes linguistic elements such as context, form, and meaning. Where not only examine one type of language but also examine its characteristics as a whole.

Linguistic is divided into two namely micro and macro linguistics. Micro linguistic is an understanding of more specific languages, which leads their study to the internal structure in which the language itself is studied. There are several areas of micro-linguistic, namely syntax, semantic, pragmatic morphology, phonology, phonetic, and discourse analysis. Macro linguistics is the study of language extensively which is external, involving other factors outside of language. Such as in terms of social, economic, psychiatric, and other aspects. There are several fields in it, namely Sociolinguistic, Neurolinguistic, Anthropological Linguistics, Psycholinguistic, Ethnographic linguistics, and Linguistics Philosophy.

Then, to research the researcher only focuses on one kind of linguistic, namely micro linguistic, which is more specific about one part in pragmatic. The definition of pragmatic is a study about the meaning of a word by a speaker who



studies the relationship between contexts that corresponds to the situation of the speaker. So pragmatic is linguistics investigates the genesis, meanings, and consequences of signs from branches. A speech in pragmatics also pays attention to the place, time, who is telling, and to whom the speech is delivered. For instance, *the trash can is full*. The purpose of the example shows that the speaker conveys a speech to someone who is nearby with the intention that the person immediately discards it. But from these words, the listener can respond to the intentions of the speaker with a different answer. First, the listener can directly understand the intention of the speaker or it could be that the listener does not understand and immediately responds that the garbage is already full.

Pragmatic not only does understanding the meaning of words in an utterance depends on understanding what speakers mean by their speech, but it also requires understanding what speakers mean by their utterance. As a result, pragmatics is a crucial topic to learn in a linguistics study. Utterance, assumption, speech acts, suggestive, cooperation principle, civility, incivility, and roughness are all studied in pragmatics.

One of the studies in pragmatics is about speech acts. A speech act is a study that studies the meaning spoken both directly and in writing. Another definition is that speech acts are how the listener can construct the meaning provided by the speaker, allowing the listener to grasp the speaker's aim and determine the sort of speech act. We can find and observe these speech acts in movies, novels, short stories, magazines, and others. Locutionary act, illocutionary act, and perlocutionary act are the three parts of the speech act. Locutionary refers to how

the speaker is saying, illocutionary to how much the speaker says aim, and perlocutionary to whether the speaker says the effect. Illocutionary acts are commonly referred to as speech acts.

Illocutionary acts have 5 types, namely: representative, directive, commissive, expressive, and declarative. Representatives: to bind the speaker to something being true to the proclaimed proposition's reality, directives: the speaker's efforts to persuade the listener to be doing something, commissives: bind a speaker to a specific plan of action in the coming, expressive: represent the emotional condition described within honesty condition about a situation described in the intended meaning, and declarative: ensures that it declarative substance and fact are in agreement. This is Searle's (1976) cited in (Koo et al., 2019) explanation of speech act types.

The researcher used more significance which can be understanding the meaning of a speaker, namely directive speech act. The directive is the kind of illocutionary act in the speech act. The directive is the meaning of utterance which is conveyed by a speaker when they want the listener to do something. This is a direct expression that is heard by the listener. There are some types of directive speech act: command, suggestion, request, asking, warning, and others.

People until now do not realize that always convey speech related to speech act. This becomes a phenomenon that already occurs in daily life. Intended for general readers, by understanding these words the public can understand the intent and purpose conveyed by the speaker. Then, learning the language through pragmatic can help the listener to interpret the speech delivered by the speaker. In

addition, there is rarely any misunderstanding. To analyze, the researcher gets the data from a movie script. A movie script is a text that has been given several divisions to be played by someone. So that it becomes a speech delivered directly by the speaker to his audience. Believe it or not, there are some movie scripts, one of them from Red Notice Movie Script. This movie has the genre of action, comedy, and crime released in 2021. The researcher wants to take and analyze this movie because it's an interesting storyline, then the action in it that entertains the audience, the script of the film can be a media center to be researched, and this film is related to the type of directive speech act. This made it easier for readers to understand the types of directive speech acts in movie scripts.

Based on the explanation above, the researcher refers to classifying the expression of one of the characters in the Red Notice Movie Script in the type of directive speech act that is related to the English study program. So that the researcher argues to conduct a research entitled **“AN ANALYSIS OF DIRECTIVE SPEECH ACTS IN THE RED NOTICE MOVIE SCRIPT”**.

## **1.2 Identification of the Problem**

The identification of the problem in this research is to provide an understanding of how to understand easily about the type of directive speech act and what types of directive speech acts are found in the Red Notice movie script. The script of the film was taken and downloaded from the internet consisting of 177 pages selected as source data in the study. Where the researcher only chooses one character to be analyzed. Then, find the percentage of which utterances are the most dominant in the type of directive speech acts.

The film entitled Red Notice, premiered on November 12, 2021 on Netflix Application. This film is an action film that tells the story of 3 main characters named Nolan Booth, Hartley, and The Bishop where they both act to steal 3 golden eggs that have become world history at a fantastic price. The Researcher took this film because the speech in it contains a lot of speech acts. It is often found in directive speech acts. Then, the researcher only focuses of one character namely is Hartley. The researcher chooses this character because it has a conversation that requires the listener to do something. Hartley gave a lot of orders, suggestions, and others. so this is related to the type of speech act directive.

Speakers often say something they want their audience to do. So the reason researcher analyzed this film because this is related to the type of speech directive act where the speech act directive has 7 types, namely commanding, requesting, ordering, advising, forbidding, suggesting, and asking.

This research is for general readers because by understanding the type of directive speech act, the people can develop their knowledge of the language. Then to the utterances of what the speaker says so that there is no misunderstanding. In addition, people can more easily understand the type of speech act directive by watching movies. For example, “*you should practice your English every day.*” This is the suggestion utterance which is one type of directive speech act. The meaning and response of this utterance for someone by advising to continue to practice English so that the listener can speak fluently.

### 1.3 Focus of the Problem

This research focuses on the analysis of the type of directive speech acts in the Red Notice movie script. There were seven indicators which were described in this research namely, asking, commanding, requesting, ordering, forbidding, advising, and suggesting used by Vanderveken (1990:189) theory.

### 1.4 Formulation of the Problem

This study is an attempt to analyse the directive speech act in Red Notice Script Movie. Specifically, it seeks to answer the following question:

1. What types of directive speech acts are found in Red Notice Movie Script?
2. What is the most dominant of directive speech act used by the Red Notice movie?

### 1.5 Objective of the Research

Based on the formulation of the problem, the objectives of the research are:

1. To find out the types of directive speech acts produced by the Red Notice movie script.
2. To know the most dominant of directive speech act used by the Red Notice movie.

### 1.6 Significance of the Research

By high expectations, the researcher provided valuable and useful new knowledge for the researcher itself, the general reader, and the next researcher.

### 1. The Researcher Itself

This research shall provide insight to the researcher, improve her craft as a beginning English teacher and imbue the real essence of teaching English amidst the evolving cultural landscape.

### 2. For General Reader

For readers, the researcher hopes can provide many benefits as well as allow new knowledge about pragmatics. Especially understanding the more detailed type, namely about speech acts. To communicate better and be able to understand every meaning that is in the sentence and speech of a person.

### 3. The next Researcher

Findings of this research may be used as references as they venture on research parallel to the current undertaking.

## 1.7 Assumption

In terms of the preceding explanation, the researcher assumes that there are types of directive speech acts that found in the Red Notice Movie Script and the most dominant type used is an asking speech based on Vanderveken (1990:189) theory.

## 1.8 Definition of the Key Terms

For better understanding of this study, the following terms are defined. Some terms are defined operationally and conceptually.

1. **A speech act** is a component of a pragmatic examination of speech (Fitria 2019). In addition, speech acts is a phrase that describes how speakers use language to carry out their planned acts and how listeners understand the intended meaning from what they hear. When people make utterances like a remark, greeting, ask, protest, invite, apologies, or refuse, they are performing a speech act stated by (Sari Luksiana Hutajulu, 2019).
2. **A directive speech act** is that where a speaker attempts to persuade someone else to do it (Sumedi and Rovino 2020). Moreover, directives are spoken acts that are used to persuade someone to do something. They convey the speaker's desires (Yule, 1996: 54) in (Restuadi et al., n.d.).
3. According to (Kiuk & Ghozali, 2018b) **A movie script** provides conversation in a specific setting. The speech act is one of the scenarios which always appears in the interaction between the characters in the movie that may be investigated.

### 1.9 Grand Theories

The researcher used some theories which are related to the research. There are some experts such as Austin (Yayat, 2009) in (Nur et al. 2019) states that three kinds of speech acts are locutionary act, illocutionary act, and perlocutionary act. While in the illocutionary act there are five kinds are discussed by Searle's (1976). Then, the researcher gets the information on the type of directive speech act from Vanderveken (1990:189).

## 1.10 Research Methodology

This section is a discussion of the research process and procedures employed in this study. The research design describes the scientific method of movie script analysis and the process of extracting the data to answer the problem being sought for in this study.

### 1.10.1 Research Design

Research design is a scheme or plan of action for meeting the objectives of the study. This study aimed to analyse directive speech act in Red Notice Movie Script. It employs a descriptive method by using Red Notice Movie Script as the source of the data.

According to (Vaezi et al., 2019) understanding the learning process in an academic setting and carrying out evaluations that study academic design theories is the goal of research design. In particular, the research design is a design for collecting and processing data to achieve research objectives based on research variables and problems.

The design of this research was by using a descriptive quantitative method. The quantitative approach is a nature of science, and the descriptive approach can be used to identify its foundations (Rahi 2017). The researcher used the quantitative method because want to find the type of speech act directive in the Red Notice movie script and calculate which type is often used or the most dominant which only examines one character. There are seven types of directive speech acts stated by Vanderveken (1990:189) theory namely, asking,



commanding, requesting, ordering, forbidding, advising, and suggesting. To get the data, the researcher provided some formulas in the quantitative method. The percentage of directive speech acts in the Red Notice movie script is calculated using the formula of (Della and Sembiring 2018).

$$P = \frac{F}{N} \times 100\%$$

Description:

P = The proportion of people who say something

F = The frequency with which people say things

N = The overall number of Directive Speech Acts that have been enacted

### 1.10.2 Source of the Data

The main source of the data was Red Notice Movie Script. The researcher downloads the movie script through link from internet at <https://scrapsfromtheloft.com/movies/red-notice-transcript/>. Then, to watch the movie, the researcher downloads the movie “Red Notice” at <http://75.119.133.1/download-film-red-notice-2021-full-movie-sub-indo/#close>.

However, the researcher streams the movies on the Netflix Application. It is a platform to watch movies that provide Indonesian and English subtitles. Usually, it can be seen from

<https://www.netflix.com/us/title/81161626?s=a&trkid=13747225&t=wha&vlang=en&clip=81507884>.

### 1.10.3 Instrument of the Research

Instrument is a tool that is used to get the data, in which the researcher

used herself to collect the data. Then, in the research instrument the researcher used documentation in the form of a movie script entitled Red Notice. Where the researcher only analyzed one character who has the name is Hartley. The researcher used Red Notice as the object of the data and all utterances. Besides, the researcher also used a movie script as the source of the data used by Vanderveken (1990:189) theory.

#### 1.10.4 Data Collection Technique

Data collection technique is the process of collecting data by providing information accurately. An explanation for the data collection approach was the method utilized by the researcher, as stated by (Dewi 2021).

About the preceding explanation, the researcher uses some ways to collect the data and to get the final result of the percentage obtained after classifying the type of directive speech act in the Red Notice Movie Script as the source data. To collect the data, there are some steps that be used by the researcher, there are:

1. The researcher downloaded the Red Notice Movie. [http://75.119.133.1/download-film-red-notice-2021-full-movie-sub-  
indo/#close](http://75.119.133.1/download-film-red-notice-2021-full-movie-sub-indo/#close).
2. Then, the researcher downloaded the transcript.
3. Next, the researcher re-watched the Red Notice movie by checking the accuracy of subtitled to each of speech in the script.
4. Then, the researcher selected the dialogue which is contain the directive speech act.

5. The last step is the researcher classify the directive speech into 7 types of directive speech act in tabular form.

#### 1.10.5 Data Analysis Technique

The process of finding and looking for data from previously developed research questions is known as data analysis. It entails conducting research and preparing documentation, so that the researcher and reader can easily understand the content.

There are several steps in analysing the data, they are:

1. The first stage, the researcher made a name for all utterances in the movie script and choose the name of one character which has the name is Hartley.
2. Next step, the researcher picked the utterances from a movie script where the language is used in the English language.
3. Subsequently, the researcher classified every utterance of one character in the movie script while watching the film that used the Netflix application to see his expression. Then group it with the type of directive speech act.
4. At the final of analyzing the data, the researcher calculated the dominant utterances based on the type of directive speech act in the Red Notice Movie Script.

**Table 1.1**  
**Sample of Data Analysis of the Directive Speech Acts in the Red Notice**  
**Movie Script**

No.	Time	Hartley's utterances	Type of directive
1.	<b>41 Hartley</b> 00:04:48,583 → 00:04:49,625	<i>You should listen to her.</i>	Suggesting
2.	<b>62 Hartley</b> 00:06:06,291 --> 00:06:08,041	<i>Show it to me.</i>	Commanding
3.	<b>71 Hartley</b> 00:06:42,833 --> 00:06:46,583	<i>Hey, sorry, big man, but there's no food or drink in the museum.</i>	Forbidding

Based on the table 1.1, it shows that there are utterances of the type of directive speech act. First is "*you should listen to her*" is a speech giving suggesting to others. Second, "*show it to me*" this is a commanding speech. Third, "*Hey, sorry, big man, but there's no food or drink in the museum*" this is forbidding part when Hartley gave the ban to others who violated it. After classified the type of speech directive in all speeches in the movie script, the researcher found the largest number of percentages to find out which type is often used.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter concern with the theoretical elements that used to answer the research question. This section also contains the previous study related to the topic of the research and theoretical framework.

#### 2.1 Relevant Theories

##### 2.1.1 Speech Act

Generally, to understand some languages learners need to know more vocabulary but how we can understand the meaning from the language or from what the speaker says or we can say speech act. According to (Tutuarima et al., 2018) the study of the intended meaning of a spoken and written utterance is known as speech acts. In addition, stated by Yule (1996:47) cited in (Kirk and Ghozali 2018a) a speech act is defined as a group of people acting out their emotions via the use of speech.

Further, a speech act occurs when a speaker makes his utterances explained by (Sihombing et al. 2021). However, the explanation of (Putri & Ramendra, 2019) a speech act is a notion concerning utterances that can be used to modify, express, convey, or even compel somebody to agree and appropriately respond to the speaker's utterances. Based on (Novianti et al., 2018) the research of the purpose speaker meaning that people communicate to conduct an act is known as a speech act.

From the explanation above, it can be concluded that a speech act is something that someone does when they want to utter some utterances. When it can change the meaning, expression, and more. As well as learning the meaning conveyed by the speaker so that the listener can understand the meaning and purpose of the expression.

The study of speech acts is necessary for people because the purpose of researching speech acts is to help us understand what information is understood in each sentence. The quality of the speaker to send that message via interaction is also determined by the speech act. If humans can able to comprehend the meaning of language, we will be able to act effectively. As a result, if people communicate or converse with several other people, the speaker not just talks directly (this expression has no purpose) however, the speaker should be understood by the listener.

### **2.1.2 The Kind of Speech Acts**

From the concept of the speech acts above, now will explain the kind of speech acts. According to Austin (Yayat, 2009) cited in (Nur et al. 2019) there are three types of speech acts: locutionary act, illocutionary act, and perlocutionary act.

#### **1. Locutionary Act**

It's an act that's delivered by saying something. In the sense that when a person acts something, then he has his characteristics in conveying it. So that this speech gives a literal meaning.

(Fala and Kumala, n.d. 2018) explain the definition of locutionary act as follows:

The locutionary act is the expression of a speech of a certain meaning and choice. "It's hot here," for instance. That statement is intended to tell the recipient that the room's situation or the weather is hot without attempting to persuade or persuade an addressee.

It means that a locutionary act is the expression of a phrase of a certain meaning and choice. As the example given above, the speaker acts while stating something appropriate to the circumstances of the time. However, this does not affect the receiver. The receiver is just paying attention.

In addition, the form of the utterance that seemed to have the true meaning is known as the locutionary act explained by (Putri and Ramendra 2019b). The basic act of speech, or making a meaningful language statement, is known as the locutionary act. People wouldn't usually make well-formed statements for no reason. We create every speech with a specific purpose in mind stated by (Mufiah, Yazid, and Rahman, n.d. 2018).

## 2. Illocutionary Act

An illocutionary act is an activity by the speaker in producing a given utterance. The illocutionary act explains how the entire utterance should be taken in the dialogue, which is why learning illocutionary is so crucial (Setiani, Utami, and Siliwangi Bandung 2018). (Situmorang

and Handayani 2020) states that an illocutionary act (or do something) establishes the function of the intent.

According to (N. N. Rahayu and Parmawati 2020) explain that illocutionary act is:

Illocutionary act is one of the pragmatic analyses that are commonly used in everyday speech or learning to write, that also means that it depends on the situation and condition when the speaker (or writer) conveys towards the listener (or reader) or what the speaker (or writer) means. The Illocutionary act is intimately associated with the language that we do every day.

It means that the illocutionary act is among the pragmatic evaluations which are common are used in daily communication as well as trying to write, which indicates that this depends on the context or characteristics whenever the speaker (or writer) conveys to listeners (or viewer) or even what the person speaking (or writer) means. The Illocutionary act is strongly connected to that same language that humans already use.

Furthermore, the intended meaning of the speaker's remark is referred to as illocutionary deeds made by the speaker (Ramadhani, Indrayani, and Soemantri 2019). It means that the true message of something like the speaker's remark is referred to as illocutionary acts. In addition, "the simplest type of human conversation is the illocutionary act, which consists of declarations, inquiries, instructions, agreements, and apologizes, among other things". (Searle & Vanderveken, 1985, p. 1) cited in (Ari et al. 2018).



### 3. Perlocutionary Act

The perlocutionary act is indeed an affected link between two situations, with the source being the speaker's words and the consequence being the interlocutors' reactions (Nirmala 2020). It's an act that the speaker does while saying something. It is what people want to achieve by uttering something to get the hearer to know, get the hearer to do something. But from that action, the listener gets an effect or action that is by the conditions of the time. For instance, (Arfiawati and Hum 2021) The consequence of a speech is referred to as a perlocutionary act. Surprisingly, the result of the speech or what the speaker stated is the perlocutionary deed (Revita 2020).

Regarding the explanation previously can be concluded that a perlocutionary act it's an act that a speaker does while saying something. This can have both effect and impact on the listener. So that it can make the listener feel happy, sad, anxious, and others. When speakers say something with action, they want the listener to do something.

## 2.2 Types of Directive Speech Acts

Searle (Winarti, et al., 2015: 307) cited in (Lewier, Rutumalesy, and Sapulette 2020) declarative, decisive, commissive, expressive, and directive are the five categories in which these illocutionary activities are classified. This research focused on directive speech acts, which are frequently utilized

by speakers in everyday conversation. According to (Oktavia, Suwandi, and Setiawan 2020) using the theory of (Yule, 1996: 93) which explains the type of directive speech act there are 4 of them: requests, ordering, command, and giving suggestions for example:

### 1. Requests

(1) *Do you want to ask, do the layers of eggs remind of something that has a structure or layers that can be compared? if you look at the structure of the egg, you will remember the structure of the earth to you*

Speech (1) depicts the request directive speech act. The crowd listened to the teacher's words. Indirect means, the teacher hopes to pique the audience's interest in the subject raised, notably the egg's help in increase, which can be compared to the earth's formation. The speech act is a request for information speech act.

### 2. Command

(2) *Sign here. Then stamp search using your right hand. Wait ahead*

The meaning of the phrase is that the sentence "**sign here**", then the next sentence "**wait ahead**", indicates that the speech act is giving an order to someone.

### 3. Ordering

(3) *Yes, you sent a message, but don't call, I'm afraid he's busy*

The meaning of the phrase is that the speech act of "**just send a message, don't call**" is a directive speech act of ordering someone. So don't call, for fear that someone to be contacted is busy.

#### 4. Giving Suggestion

(4) *Looks like we are faster just the observations alone? I'll be with Ica, Selo, and David. How?*

The meaning of the above phrase is that the sentence from "**looks like we are faster just the observations alone**" is a directive speech act of giving advice. So that these observations can be carried out and completed quickly.

(Nadeak, Sunggingwati, and Valiantien 2017) states that this research used Yule's (1996) theory which has several types in the speech act directive, including: commands, orders, requests, suggestions, asking, advising, begging, forbidding, recommending, questioning, pleading, praying, entreating, inviting, insisting, etc. An example of a conversation, as follows:

Data 2. Young Judy Hopps: (unfazed) Kindly return my friend's tickets.  
Young Gideon Grey: **Come and get them!** But watch out, 'cause I am a fox, and like you said in your dumb little stage play, us predators used to eat prey!  
And our killer instinct's still in our den-nuh.

The meaning of this conversation is that Judy wants to save her friends from Gideon Grey, as this discussion implies. He tells Gideon Gray to do anything he wants. When Judy shouted a polite smile to Gideon Gray and

asked him to return my friend's ticket, it was clear why Gideon Gray can do so and stop torturing his friends since Judy witnessed her buddy delighted, weeping, and firing at Gideon Gray.

Based on (Basra and Thooyibah 2017) use theory from John R. Searle to determine the type of directive speech act when a speaker uses directive authority in their speech, it signifies that they are trying to persuade someone to do something. Speech acts with the directing force include things like giving commands and orders. One of the instances is:

[1] Get out of here! (commands)

(Onyango Oloo, Onyango Ochieng, and Owino Rew 2019) explain that directives, on the other hand, are acts that attempt to get the hearer to do something. This research used Searle (1969) theory which has several types, there are: requesting, questioning, commanding, ordering, and suggesting. An example if a mother tells his son, "**Close the door**". A directive speech act is included in the statement. In this situation, the speaker gives a command that to the hearer, the son, to close the door.

Then, according to (Sumedi and Rovino 2020b) directive speech acts are acts used by speakers to get other people to do or achieve something being discussed. Furthermore, this research use Yule's (1985) theory. Searle argued that the act of asking, commanding, requesting, ordering, permitting, begging are included in directive speech act. There are example based on Teacher's utterances, namely:

### 1. Asking

*“Who is absent today?”*

The meaning of the above statement is that a teacher asked to be notified of anyone who did not come at that time. The utterance is part of asking for words in the type of directive speech act.

### 2. Questioning

*“Do you know what is something?”*

The purpose of the utterance, is a speech act of the questioning part which is given with the aim of immediately getting an answer to the question.

### 3. Commanding

- (1) *“Now, please listen to me and repeat after me”.*
- (2) *“If you don’t understand, you can ask question”.*
- (3) *“You have to find the name of objects”.*

The purpose of the three words above is a direction given so that someone who hears can do it immediately. First, the words **"please listen and repeat"**. Second, **"you can ask question"** and the last one is **"you have to find"**. These three utterances are directive speech acts of commanding someone.

Explanation of directive speech act by (Yule 1996) in (Rahayu, Arifin, and Ariani 2018).

Explain that the directive speech act is an expression that is conveyed directly by the listener. The goal is for them to do what

the speaker says. There are four types contained in the speech act directive, namely: commands, orders, requests, and suggestions

Examples:

Gimme a cup of coffee. Make it black. (Commanding or ordering)

Could you lend me a pen please? (Requesting)

Don't touch that. (Forbidding)

(Yule, 1996, p.54)

Broadly speaking this theory is taken from a pragmatic book whose character is taken from one of the journals. Pragmatics itself grew in Europe in the 1940s then developed in America in the 1970s. The character was named Yule who made a book about pragmatics in 1996. Yule developed a theory about direct speech and indirect speech. It then connects pragmatics with linguistics. By connecting forms between linguistics in sentences and how the circuit can be formed grammatically.

Explanation by (Nindysari & Nugroho, 2013) the researcher used Vanderveken (1996:189) theory which has seven types, they are: asking, commanding, requesting, ordering, forbidding, advising, and suggesting.

### 1. Asking

Asking for information about or for an answer to (ask her about it, ask him his name, just asking). The directive "ask" can be used in two different ways. Someone can be asked to perform something or asked a question (e.g. "ask whether," "ask why," "ask whom"), for instance "**Where are we going?**" The term **where** denotes the act of asking something.

## 2. Commanding

Commanding necessitates authorities, or at the very least the appearance of organized strength. Thus, to issue an instruction is to require something of the hearer while using a level of leadership or power over him (particular manner of achievement), whereas to deliver a command is to simply give instruction from a place of authority.

Such as "Fly the plane!" The term "**fly the plane**" denotes a commanding action.

## 3. Requesting

Requesting is commonly taken as the paradigm directive, however, this unique manner of success is not primal,

For example: "**Could you tell her Archer's here?**" I've found the narrative she's looking for." The phrase **could** you expresses a request.

## 4. Ordering

An authority directive or instructions of doing something is given by order.

For example: "**Can't it wait?**". The phrase **can't** it shows the act ordering.

## 5. Forbidding

The conceptual antithesis of ordering is forbidding. To ban a hearer from doing anything is simply to tell him not to do it.

For example: **“Do not try to talk if you’re not dead, it’s only because you’re hit in the lung, not the heart”**.

The phrase **Do not try** shows the act of forbidding.

#### 6. Advising

Advising is when someone makes a suggestion regarding what must be done.

For instance: **“Good, here’s the deal.”** The words **good** shows the act advising.

#### 7. Suggesting

To propose in the directive form is to attempt a feeble effort to persuade somebody to do something.

For example: **“How if you put the quiz coupon in an empty space?”**. The phrase **how if** shows the act of suggesting.

Concerning the definition above, the writer concludes that the directive speech act is an expression performed by the speaker with action where the speaker tries to get the listener to do something. From some of the above theories, the researcher also found theories that are in accordance with the current research. The researcher used a theory from Vanderveken (1996:189) that explains the existence of 7 types of speech directives.

### 2.3 Relevant Studies

This section is a discussion of the literature and studies extensively reviewed by the researcher to put this present study into the right prespective.



The First research was conducted by Rosella Wijaya and Helmie (2019), entitled “*An Analysis Of Directive Speech Acts In The Fault In Our Stars Movie Script*”. This study identifies the type of directive speech act which is taken from a movie script. Then, the purpose of this research is to make the reader learn about the word and can determine which is the type of directive speech act based on the utterance in a movie script. This movie has the genre of romance, drama, and comedy released in 2014. This research used the theory from Searle (1976) to explain the definition of speech act and from Yule (1996) explain the definition of pragmatic, speech act, and the kind of speech act. The method uses qualitative research by collecting and analyzing the data from reading the dialogue in each character and watching the movie. The dominant and most widely used type of directive speech act in this movie script is suggesting.

Then, another research was conducted by (Biatrik, Natsir, and Daru Kuncara, n.d. 2020) “*The Functions Of Directive Speech Acts Of Maleficent Character In Maleficent Movie*”. This research used conversation analysis as a technique of data analysis, which included not just Maleficent speech, but also the activities that occurred during those statements. The purpose of this research is to identify the type of directive speech act and to know the function of the language used in Maleficent conversation. To achieve the study's two goals, the writer's two theories were employed. First the type of directive speech act the writer used theory from Searle (1979). There are five types namely instructing, asking, prohibiting, inquiring, and recommending are all

words that can be used to express a command. Second, the functions of language identified by Jakobson (1960) were conducted to discover language functions in each of Maleficent's directives. The research method used qualitative research. The most widely used type of directive in this study is the command.

Meanwhile, (Widya Rismayutinna, n.d. 2021) also conducted a research entitled "*An Analysis Of Directive Speech Act In 3 Years Old Children In Daily Conversation With Their Mom*". This research divided into two variables: directive speech types and directive speech functions, which is take the data from a daily conversation between 3 years old children and their mom. This study uses the descriptive qualitative method with analyzing the type of directive speech act based on the conversation used theory from Leech (1993). These goals like demanding, requesting, and begging, are good manners and fundamentally rude, and likely to produce controversy, and when they are stated, they try to compel. The most type of directive speech act on this research is a request.

Based on the previous research above, that is almost similar to the writing done today. The difference is in the focus, object, and subject of the research. This research focused only on analyzed the use of more specific speech actions, namely the type of directive speech act. While the object of the research is the film Red Notice which aired in 2021 who focused on only one character in it to classified and calculated the percentage in every utterance of the type of directive speech acts. Then, the research method the researcher

uses a descriptive quantitative method because used a formula to generate a frequency of data.

## 2.4 Conceptual Framework

**Table 2.1 Diagram**



Note: Research → The position of the research

Regarding the conceptual framework above, the researcher only focuses on using one part of linguistic namely, micro linguistic. In the part of pragmatic, which is related with speech act. Specifically the researcher uses the directive type by using the theory of Vanderveken (1990: 189) which explains that there are seven types of directive speech acts. Then, the

researcher found the type of directive speech act and know the number of types that are most dominantly used in the Red Notice Movie Script.

## 2.5 Synopsis of the Movie

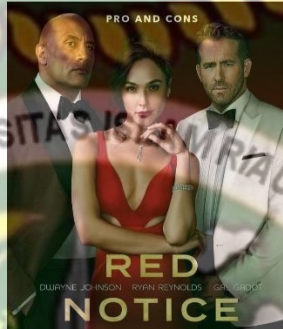


Figure 1 Cover OF Movie Red Notice

This film is an action film that tells about the robbery of the golden egg that has become the history of the world. It premiered on November 12 on Netflix directed and scripted by Rawson Marshall Thurber. The lead role is played directly by world actors named Ryan Reynolds, Dwayne Johnson, and Gal Gadot. The beginning of the story is the history of the love story of the Queen of Egypt named Cleopatra and a love affair with a Roman general named Antony who committed suicide because they were unable to live without each other. Their secret story still few know it, especially the most sought-after gift and still the puzzle of the world that is the golden egg. It remains a mystery that there are three eggs but Cleopatra's third egg has not been known to date. The egg was a gift from Antony to the Queen in the form of three eggs decorated with diamonds. So this becomes the target of people in the world because it has a fantastic price.

The theft of gold eggs in the museum is being shown by the wider community. Interpol is working with FBI Agent John Hartley (Dwayne Johnson). At first, the museum couldn't believe it, because the egg was still there. Then tested by John Hartley by pouring soda on the egg. As a result, the egg melted and turned out to be fake. Eventually, the museum closes and the perpetrator, Nolan Booth (Ryan Reynolds), tries to escape. Hartley didn't catch him at the time. Not stopping there, Hartley chased Booth to the island of Bali and managed to catch him and then bring the golden egg to a safe place. Booth was also imprisoned in Russia. When the problem was ready, Hartley was visited again by Interpol and it turned out that he was also arrested for allegedly cheating and was seen making bank transfers. Hartley was also jailed in the same place as Booth. Because they were always together, they ended up being good friends. They also tried to get out of prison. After succeeding, they took action again by taking a second egg owned by an international arms dealer named Sotto Voce. This took place in Valencia when Voce threw a mask party at his villa. This is done so that Hartley's name can be clean again and Booth can get what he wants. When he almost gets it, it turns out that there is Sarah Black or The Bishop (Gal Gadot) who gets in the way. They both failed and were held captive in the Gladiator Arena. Then the Bishop forced Booth to tell him where the third egg was. Booth finally told me it was in Egypt.

Booth and Hartley when shot several times by Voce they managed to get out because the bullet hit his handcuffs. Next, they take action to find a third

egg that is located in Argentina's deepest forest. When they got there, The Bishop followed them from behind. At the same time, Interpol and several police officers also pursued them. The three of them escaped by taking a car through the underground tunnel until finally jumping into the waterfall. Hartley told to Booth his true identity. That he's not a cop or an FBI Agent like he is also a con man in love with The Bishop. The two of them are co-workers who work together to set a strategy to get the three golden eggs. This was done to give to a billionaire father who wanted to present his daughter's wedding of three eggs. Of course, with fantastic pay. Since then Booth has felt cheated. After a few months ended, in Sardinia, the three of them met again on an island. Booth told me that the security account in which Hartley kept the money was withdrawn by the police and that their money ran out.

At the same time, Booth invites them to work together to steal something bigger. Eventually, the three of them became co-workers. But they became the most wanted criminals in the world.

In this study, the researcher only focused on one of the main actors, Hartley. Long story short, Hartley is actually a con man who teams up with The Bishop to trap Nolan Booth. There are some strategies, such as pretending to be a member of the FBI, then he felt framed so that he had to go to jail, since then Hartley was able to approach and become a good friend to Nolan Booth. This is done so that Nolan Booth wants to tell where the third golden egg is. Because it is still a mystery and only he knows his whereabouts. Finally, Hartley was able to get all three golden eggs and make a lot of money.

## CHAPTER III RESEARCH FINDINGS

This chapter presents data findings and data interpretation of the directive speech act in the Red Notice movie script.

### 3.1 Findings

In this chapter, the researcher found a type of speech directive act in the Red Notice Movie Script. Based on the Vanderveken theory (1990:189) which has seven types, namely asking, commanding, requesting, ordering, forbidding, advising, and suggestion.

To add up the percentages in each type, the researcher uses the following formula:

$$P = \frac{F}{N} \times 100\%$$

Percentage:

1. Commanding :  $\frac{34}{107} \times 100\% = 31,7\%$
2. Asking :  $\frac{42}{107} \times 100\% = 39,2\%$
3. Requesting :  $\frac{4}{107} \times 100\% = 3,7\%$
4. Ordering :  $\frac{8}{107} \times 100\% = 7,4\%$
5. Forbidding :  $\frac{8}{107} \times 100\% = 7,4\%$
6. Advising :  $\frac{6}{107} \times 100\% = 5,6\%$
7. Suggesting :  $\frac{5}{107} \times 100\% = 4,6\%$

The study discovered 107 utterances that had the type of speech directive act based on the percentage results in each form of speech directive. The percentage of 39.2 percent, the asking type becomes the most popular stance. With a proportion of 31.7 percent, the commanding type comes in second. With a proportion of 7.4 percent, the third order is the ordering type. The fourth position is the forbidding kind, which also has a percentage of 7.4 percent. Furthermore, with a rate of 5.6 percent, the fifth sort of advice. Sixth, a form of suggestion with a 4.6 percent percentage quantity. Finally, at a percentage of 3.7 percent, the seventh kind or the rarely used type, is the requesting type.

### 3.2 Data Interpretation

#### 3.2.1 Types of Directive Speech Acts in the Red Notice Movie Script

This section describes the types of directive speech act in the Red Notice Movie Scripts delivered by Hartley. The data is presented into table form as follows

**Table 3.1**

**Data Analysis of Directive Speech Acts in the Red Notice Movie Script (Hartley)**

No.	Time	Hartley's utterances	Type of directive
1.	41 Hartley 00:04:48,583 → 00:04:49,625	<i>You should listen to her.</i>	Advising
2.	61 Hartley	<i>Do you have thermal</i>	Asking



	00:06:01,875 --> 00:06:04,000	<i>sensors in this room?</i>	
3.	<b>62 Hartley</b> 00:06:06,291 --> 00:06:08,041	<i>Show it to me.</i>	Commanding
4.	<b>71 Hartley</b> 00:06:42,833 --> 00:06:46,583	<i>Hey, sorry, big man, but there's no food or drink in the museum.</i>	Forbidding
5.	<b>86 Hartley</b> <b>00:10:27,916</b> --> <b>00:10:29,291</b>	<i>What do you got in the bag?</i>	Asking
6.	<b>94 Hartley</b> 00:10:45,916 --> 00:10:48,750	<i>Fun's over, Nolan Booth. Give me the bag, turn around, put your hands behind your back. You're under arrest.</i>	Commanding

**Table 3.2**  
**Data Analysis of Directive Speech Acts in the Red Notice Movie Script (Hartley) continued**

7.	<b>112 Hartley</b> 00:11:30,958 --> 00:11:33,750	<i>Now shut up and give me the bag before I shoot you in the mouth.</i>	Commanding
8.	<b>158 Hartley</b> 00:16:22,708 --> 00:16:25,041	<i>So let me take a crack at who I think you really are.</i>	Suggesting
9.	<b>188 Hartley</b> 00:18:09,125 --> 00:18:12,791	<i>How does it feel to be sold out by the most wanted art thief in the world?</i>	Asking
10.	<b>201 Hartley</b> 00:20:12,500 --> 00:20:14,000	<i>Okay. What's going on?</i>	Asking
11.	<b>203 Hartley</b> 00:20:24,958	<i>What are you doing with that?</i>	Asking

	--> 00:20:26,118		
12.	<b>221 Hartley</b> 00:21:19,041 --> 00:21:22,875	<i>Listen, whatever you think this is, whatever you think I did, I didn't do.</i>	Commanding
13.	<b>230 Hartley</b> 00:21:44,833 --> 00:21:47,083	<i>Das, look at me. Look at my eyes.</i>	Commanding
14.	<b>245 Hartley</b> 00:23:37,250 --> 00:23:39,500	<i>I know how a confidence scheme works, trust me.</i>	Advising
15.	<b>256 Hartley</b> 00:24:06,583 --> 00:24:09,823	<i>Why would The Bishop go to the trouble of framing me when she already has the egg?</i>	Asking
16.	<b>269 Hartley</b> 00:24:42,041 --> 00:24:43,208	<i>So how does that work?</i>	Asking

**Table 3.3**  
**Data Analysis of Directive Speech Acts in the Red Notice Movie Script (Hartley) continued**

17.	<b>295 Hartley</b> 00:25:54,750 --> 00:25:56,059	<i>Don't do that.</i>	Forbidding
18.	<b>297 Hartley</b> 00:25:57,791 --> 00:26:01,416	<i>I know what you're doing. Listen.</i>	Commanding
19.	<b>327 Hartley</b> 00:27:47,625 --> 00:27:50,083	<i>I don't wanna do the whole prison fight thing with you... So please, no fight.</i>	Suggesting
20.	<b>329 Hartley</b> 00:27:54,458 --> 00:27:56,750	<i>Let's just go back and finish our meals.</i>	Suggesting
21.	<b>335 Hartley</b> 00:28:24,041	<i>If you ever pull shit like that again, it'll be</i>	Commanding

	--> 00:28:27,083	<i>the last thing you do.</i>	
22.	<b>366 Hartley</b> 00:29:44,708 --> 00:29:46,791	<i>What are we doing here? What do you want?</i>	Asking
23.	<b>379 Hartley</b> 00:30:26,208 --> 00:30:28,083	<i>Shut up. You deleted my life.</i>	Commanding
24.	<b>389 Hartley</b> 00:30:56,791 --> 00:30:59,059	<i>Didn't tell me what?</i>	Asking
25.	<b>394 Hartley</b> 00:31:12,375 --> 00:31:14,625	<i>When were you gonna tell me about the third egg?</i>	Asking
26.	<b>409 Hartley</b> 00:31:59,125 --> 00:32:00,958	<i>If we work together to catch her, I can do things to The Bishop you can't do.</i>	Suggesting

**Table 3.4**  
**Data Analysis of Directive Speech Acts in the Red Notice Movie Script (Hartley) continued**

27.	<b>414 Hartley</b> 00:32:15,125 --> 00:32:18,625	<i>When that happens, guess <b>who becomes number one art thief in the world again?</b></i>	Asking
28.	<b>416 Hartley</b> 00:32:23,791 --> 00:32:24,875	<i>Are you carrying your side?</i>	Asking
29.	<b>418 Hartley</b> 00:32:27,916 --> 00:32:30,750	<i>Do something. It's slipping.</i>	Ordering
30.	<b>423 Hartley</b> 00:32:49,166 --> 00:32:51,927	<i>Are we doing this together or not?</i>	Requesting
31.	<b>428 Hartley</b> 00:33:03,333 -->	<i>which means, if we're gonna beat The Bishop to the second</i>	Advising

	00:33:06,291	<i>egg, we have to be on the other side of these walls by tomorrow morning.</i>	
32.	<b>431 Hartley</b> 00:33:10,875 --> 00:33:13,083	<i>"I"? What about "we"?</i>	Requesting
33.	<b>434 Hartley</b> 00:33:23,333 --> 00:33:27,583	<i>Thanks. Clock's tickin'. We gotta get outta here. What's the plan?</i>	Asking
34.	<b>438 Hartley</b> 00:33:37,333 --> 00:33:40,666	<i>Isn't the actual plan part the most important part of the plan?</i>	Asking
35.	<b>485 Hartley</b> 00:36:31,916 --> 00:36:33,750	<i>All right, I'll bite. What's the first step?</i>	Asking
36.	<b>492 Hartley</b> 00:37:30,541 --> 00:37:32,301	<i>It's locked. We need a key card.</i>	Ordering

**Table 3.5**  
**Data Analysis of Directive Speech Acts in the Red Notice Movie Script (Hartley) continued**

37.	<b>494 Hartley</b> 00:37:33,625 --> 00:37:35,791	<i>Where'd you get that?</i>	Asking
38.	<b>498 Hartley</b> 00:38:03,625 --> 00:38:05,625	<i>What are you doing? What's step three?</i>	Asking
39.	<b>508 Hartley</b> 00:39:39,833 --> 00:39:41,625	<i>Can you fly a helicopter?</i>	Requesting
40.	<b>513 Hartley</b> 00:40:03,833 --> 00:40:05,873	<i>Go!</i>	Commanding
41.	<b>528 Hartley</b>	<i>Don't give me that</i>	Forbidding

	00:42:55,875 --> 00:42:57,958	<i>shit. You were gonna leave me?</i>	
42.	<b>530 Hartley</b> 00:43:00,458 --> 00:43:02,250	<i>I said, "Go," but I didn't mean without me.</i>	Commanding
43.	<b>601 Hartley</b> 00:48:10,625 --> 00:48:12,958	<i>Well, clearly you have this whole thing figured out. You wanna walk me through it?</i>	Asking
44.	<b>619 Hartley</b> 00:48:59,666 --> 00:49:01,916	<i>So, what kinda security surveillance are we looking at?</i>	Asking
45.	<b>637 Hartley</b> 00:49:50,625 --> 00:49:52,958	<i>How are we gonna get his voice and his facial?</i>	Asking
46.	<b>652 Hartley</b> 00:50:40,958 --> 00:50:43,416	<i>So if we don't get his thumbprint, we can't get the egg.</i>	Advising

**Table 3.6**  
**Data Analysis of Directive Speech Acts in the Red Notice Movie Script (Hartley) continued**

47.	<b>658 Hartley</b> 00:51:40,583 --> 00:51:43,166	<i>You don't have to do that. I'm standing right next to you.</i>	Forbidding
48.	<b>661 Hartley</b> 00:51:47,375 --> 00:51:49,916	<i>We're not partners. This is a marriage of convenience.</i>	Ordering
49.	<b>668 Hartley</b> 00:52:37,833 --> 00:52:40,041	<i>Speak for yourself. I'm going in.</i>	Commanding
50.	<b>688 Hartley</b> 00:53:57,666 --> 00:53:59,546	<i>Don't care. I'm not letting you out of my sight.</i>	Commanding
51.	<b>695 Hartley</b>	<i>You trust your</i>	Asking

	00:54:26,500 --> 00:54:27,416	<i>partner?</i>	
52.	<b>707 Hartley</b> 00:55:18,833 --> 00:55:21,416	<i>You're coming with me. Party's over.</i>	Commanding
53.	<b>728 Hartley</b> 00:56:50,041 --> 00:56:52,375	<i>Now's the time. He's speechifying.</i>	Commanding
54.	<b>733 Hartley</b> 00:57:06,958 --> 00:57:09,416	<i>Don't put your hands on me, peasant.</i>	Forbidding
55.	<b>735 Hartley</b> 00:57:13,083 --> 00:57:15,458	<i>I don't need your apologies, I need a washroom.</i>	Commanding
56.	<b>758 Hartley</b> 00:59:57,541 --> 00:59:58,583	<i>What are you doing?</i>	Asking

**Table 3.7**  
**Data Analysis of Directive Speech Acts in the Red Notice Movie Script (Hartley) continued**

57.	<b>760 Hartley</b> 00:59:59,833 --> 01:00:02,166	<i>Well, mission accomplished. Find the print.</i>	Commanding
58.	<b>778 Hartley</b> 01:01:34,416 --> 01:01:36,101	<i>Don't say that.</i>	Forbidding
59.	<b>779 Hartley</b> 01:01:36,125 --> 01:01:37,684	<i>Shut up.</i>	Commanding
60.	<b>781 Hartley</b> 01:01:39,416 --> 01:01:42,625	<i>I need you to understand, The Bishop is behind this entire thing. She set me up.</i>	Commanding
61.	<b>785 Hartley</b>	<i>We're not friends.</i>	Ordering

	01:01:52,291 --> 01:01:53,333		
62.	<b>786 Hartley</b> 01:01:53,416 --> 01:01:55,291	<i>We're not work wives.</i>	Ordering
63.	<b>787 Hartley</b> 01:01:55,375 --> 01:01:57,267	<i>We're not any kind of wives.</i>	Ordering
64.	<b>793 Hartley</b> 01:02:14,958 --> 01:02:16,601	<i>You're under arrest.</i>	Commanding
65.	<b>800 Hartley</b> 01:02:40,833 --> 01:02:43,166	<i>Let's grab that egg and get out of here.</i>	Commanding
66.	<b>802 Hartley</b> 01:02:45,083 --> 01:02:46,767	<i>What you talking about?</i>	Asking

**Table 3.8**  
**Data Analysis of Directive Speech Acts in the Red Notice Movie Script (Hartley) continued**

67.	<b>828 Hartley</b> 01:06:09,250 --> 01:06:10,809	<i>You can't ever tell anybody about this.</i>	Forbidding
68.	<b>848 Hartley</b> 01:07:38,083 --> 01:07:40,875	<i>Shut up.</i>	Commanding
69.	<b>870 Hartley</b> 01:08:48,208 --> 01:08:50,875	<i>There is no bond between us. I barely know the guy.</i>	Commanding
70.	<b>871 Hartley</b> 01:08:50,958 --> 01:08:52,916	<i>Booth, tell her we're not friends.</i>	Commanding
71.	<b>894 Hartley</b> 01:10:01,833	<i>Why is his shirt off?</i>	Asking

	--> 01:10:03,708		
72.	<b>932 Hartley</b> 01:12:31,791 --> 01:12:34,666	<i>You should have took that deal when she offered it to you in prison.</i>	Advising
73.	<b>934 Hartley</b> 01:12:36,958 --> 01:12:38,601	<i>Oh, how did I get us caught by her boyfriend?</i>	Asking
74.	<b>955 Hartley</b> 01:13:48,208 --> 01:13:50,583	<i>Oh, we're partners now? No, our partnership ended when you let The Bishop go all shock therapy on me.</i>	Commanding
75.	<b>960 Hartley</b> 01:14:05,333 --> 01:14:07,000	<i>What do you mean, "you lied"?</i>	Asking
76.	<b>974 Hartley</b> 01:14:49,250 --> 01:14:50,250	<i>You hear that?</i>	Asking

**Table 3.9**  
**Data Analysis of Directive Speech Acts in the Red Notice Movie Script (Hartley) continued**

77.	<b>986 Hartley</b> 01:15:53,083 --> 01:15:56,083	<i>Vámonos. Vámonos. They're telling me to run.</i>	Commanding
78.	<b>997 Hartley</b> 01:16:40,708 --> 01:16:41,958	<i>Don't run?</i>	Asking
79.	<b>1005 Hartley</b> 01:17:07,916 --> 01:17:09,708	<i>Where are we headed? Where's the third egg?</i>	Asking
80.	<b>1008 Hartley</b> 01:17:15,750 --> 01:17:17,208	<i>What do you mean, you can't tell me?</i>	Asking
81.	<b>1010 Hartley</b>	<i>Take me to the third</i>	Commanding



	01:17:23,916 --> 01:17:25,375	<i>egg, Booth.</i>	
82.	<b>1033 Hartley</b> 01:18:52,416 --> 01:18:53,791	<i>I'm asking you to help me. <b>Help me catch The Bishop and clear my name, and I will help you become the number one art thief in the world again.</b></i>	Suggesting
83.	<b>1075 Hartley</b> 01:22:12,833 --> 01:22:14,916	<i>How can you be sure the egg is actually there?</i>	Asking
84.	<b>1095 Hartley</b> 01:23:02,958 --> 01:23:04,750	<i><b>There's no bunker. There's shit here.</b></i>	Ordering
85.	<b>1097 Hartley</b> 01:23:07,041 --> 01:23:08,416	<i><b>Tell me, what does the map say?</b></i>	Commanding

**Table 3.10**  
**Data Analysis of Directive Speech Acts in the Red Notice Movie Script (Hartley) continued**

86.	<b>1103 Hartley</b> 01:23:22,291 --> 01:23:23,476	<i>Can I see this?</i>	Requesting
87.	<b>1107 Hartley</b> 01:23:30,000 --> 01:23:32,640	<i><b>You know what's not kind? Dragging me out in the middle of nowhere,</b></i>	Asking
88.	<b>1114 Hartley</b> 01:25:19,708 --> 01:25:21,291	<i>How are we gonna get through this?</i>	Asking
89.	<b>1117 Hartley</b> 01:25:38,458 --> 01:25:39,833	<i>Is that your father's watch?</i>	Asking
90.	<b>1127 Hartley</b> 01:27:22,291 -->	<i>We're not here to steal anything.</i>	Commanding

	01:27:24,166		
91.	<b>1131 Hartley</b> 01:27:32,166 --> 01:27:34,250	<i>How about we just shut up? And by we, I mean you.</i>	Ordering
92.	<b>1134 Hartley</b> 01:27:39,708 --> 01:27:41,541	<i>How are we gonna find this egg?</i>	Asking
93.	<b>1187 Hartley</b> 01:31:07,500 --> 01:31:09,416	<i>Go, go, go!</i>	Commanding
94.	<b>1218 Hartley</b> 01:36:58,791 --> 01:37:00,375	<i>Who are you calling an idiot?</i>	Asking
95.	<b>1220 Hartley</b> 01:37:10,250 --> 01:37:12,291	<i>Did you just choose me over the egg? Well, it kinda looks like you did.</i>	Asking

**Table 3.11**  
**Data Analysis of Directive Speech Acts in the Red Notice Movie Script (Hartley) continued**

96.	<b>1258 Hartley</b> 01:38:59,291 --> 01:39:00,708	<i>Stand up. Told you how this was gonna end.</i>	Commanding
97.	<b>1265 Hartley</b> 01:39:41,083 --> 01:39:41,916	<i>Look at him.</i>	Commanding
98.	<b>1278 Hartley</b> 01:40:14,291 --> 01:40:17,291	<i>And the third egg, well, the only way for us to get our hands on it was if you led us right to it, which you did.</i>	Advising
99.	<b>1285 Hartley</b> 01:40:31,916 --> 01:40:34,666	<i>Appreciate that. What'd you think? You think it was too much?</i>	Asking
100.	<b>1297 Hartley</b> 01:41:04,833	<i>The egg.</i>	Commanding

	--> 01:41:05,833		
101.	<b>1306 Hartley</b> 01:41:35,333 --> 01:41:37,416	<i>Booth, don't be too hard on yourself. You're good, really good, better than most.</i>	Forbidding
102.	<b>1367 Hartley</b> 01:45:41,375 --> 01:45:43,250	<i>Great. Glad you approve. What do you want?</i>	Asking
103.	<b>1382 Hartley</b> 01:46:20,791 --> 01:46:22,458	<i>Cut the shit.</i>	Commanding
104.	<b>1382 Hartley</b> 01:46:20,791 --> 01:46:22,458	<i>What's the offer?</i>	Asking
105.	<b>1391 Hartley</b> 01:46:41,208 --> 01:46:44,208	<i>The fact that you think the two of us would ever team up with you. Get off the boat.</i>	Commanding

**Table 3.12**  
**Data Analysis of Directive Speech Acts in the Red Notice Movie Script (Hartley) continued**

106.	<b>1403 Hartley</b> 01:47:14,708 --> 01:47:15,833	<i>What are we stealing?</i>	Asking
107.	<b>1407 Hartley</b> 01:48:09,083 --> 01:48:10,541	<i>What could possibly go wrong?</i>	Asking

Based on the table 3.1, it can be seen that the utterances delivered by a figure Hartley, which contains the type of directive speech act found in the red notice film script. In the first utterance, “*You should listen to her*”. the speech contains the type of directive advising section. because

the speech gives advice that is recommended for the listener to do it immediately. The second utterance, *“Do you have thermal sensors in this room?”*. It is a type of asking, where someone asks a question to get information. The third utterance, *“Show it to me”*. It's a commanding type. Because Hartley was then a member of the FBI, it was entitled to order others who worked in the museum to do as they were told. Because they still don't get clear information. The fourth said, *“Hey, sorry, big man, but there's no food or drink in the museum”*. It's part of the forbidding. This is forbidden because it is a rule not to bring it to the museum.

The fifth said, *“What do you got in the bag?”*. One type of asking section, asking something out of curiosity about the contents in the bag. The sixth said, *“Fun's over, Nolan Booth. Give me the bag, turn around, put your hands behind your back. You're under arrest”*. Type of commanding section, because Hartley as a member of the FBI has the right to order to detain thieves who are carried out in the museum. The seventh speech, *“Now shut up and give me the bag before I shoot you in the mouth”*. This is a type of commanding part because it gives orders again a second time to be done immediately.

The eighth saying, *“So let me take a crack at who I think you really are”*. This is the type of suggestion because Hartley proposes to find out the background of the thief. The ninth speech, *“How does it feel to be sold out by the most wanted art thief in the world?”*. One type of asking. Because you only ask questions to get answers. The tenth word is,

*“Okay. What's going on?”*. Type in the asking section, where someone only asks questions. The eleventh saying, *“What are you doing with that?”*, type of asking as well. Where someone asks a question to get information because the listener wants to do something confusing. The twelfth saying, *“Listen, whatever you think this is, whatever you think I did, I didn't do”*. It's a commanding type. Because Hartley ordered to hear his explanation. That's not what he did that evil thing. The thirteenth saying, *“Das, look at me. Look at my eyes”*. It is a type of command, where a person instructs his audience to do that.

The fourteenth speech, *“I know how a confidence scheme works, trust me”*. When Hartley gives advice that he knows how fraudsters work, they can work together later to catch the fraudster. Fifteenth speech, *“Why would The Bishop go to the trouble of framing me when she already has the egg?”*. It's an asking section because it only asks questions. The sixteenth saying, *“So how does that work?”*. The type of asking section is also where a person wants to get information from the listener. The seventeenth utterance, *“Don't do that”*. The type of forbidding that Hartley forbids his friend to do. For fear of unwanted things happening. The eighteenth saying, *“I know what you're doing. Listen”*. It is a type of command where the speaker tells the listener to hear it first. The nineteenth saying, *“I don't want to do the whole prison fight thing with you... So please, no fight”*. This is the type of suggesting part because the speaker persuades the listener not to do that. The twentieth saying, *“Let's*

*just go back and finish our meals*". One type of suggesting part is where someone persuades the speaker to do something. The twenty-first saying, *"If you ever pull shit like that again, it'll be the last thing you do"*. Type of command, because the speaker doesn't want it to happen again. So the speaker gives orders for the speaker to know what to do. The twenty-second saying, *"What are we doing here? What do you want?"*. The type part of asking because asking questions in order to get answers from others immediately.

The twenty-third said, *"Shut up. You deleted my life"*. Speech is a type of commanding because the speaker requires the listener to do that. The twenty-fourth said, *"Didn't tell me what?"*. It is a type of asking because the speaker asks questions. The twenty-fifth saying, *"When were you going to tell me about the third egg?"*. This is the type of asking part because the speaker asks a question with the aim of wanting to get the information immediately. The twenty-sixth speech, *"If we work together to catch her, I can do things to The Bishop you can't do"*. This is the type of suggesting part because the speaker persuades and advises the listener to do it together.

The twenty-seventh speech, *"When that happens, guess who becomes number one art thief in the world again?"*. Type of asking, just give a question as well as ask the speaker to show something. The twenty-eighth said, *"Are you carrying your side?"*. It is the type of asking part because the speaker wants to ask the listener for something. The twenty-

nine said, *“Do something. It's slipping”*. It is a type of ordering part because it gives instructions by commanding the listener. The thirtieth speech, *“Are we doing this together or not?”*. The type part of the request, because the speaker actually wants to ask the listener to cooperate. Speech to thirty-one, *“which means, if we're gonna beat The Bishop to the second egg, we have to be on the other side of these walls by tomorrow morning”*. It's a type of advising because the speaker suggests doing that.

The thirty-second saying, *“I”? What about “we”?*. The type part of requesting is when the speaker asks again to do his mission together. The thirty-third saying, *“Thanks. Clock's tickin'. We gotta get outta here. What's the plan?”*. Type part of asking because it asks a question to get an answer. The thirty-fourth speech, *“Isn't the actual plan part the most important part of the plan?”*. Type of asking because the speaker only wants to ask questions. The thirty-fifth said, *“All right, I'll bite. What's the first step?”* This is the type of asking part because the speaker wants to get the answer immediately from the listener. The thirty-sixth said, *“It's locked. We need a key card”*. The type part of ordering is because it gives instructions for someone to do something.

The thirty-seventh said, *“Where'd you get that?”*. The type part of asking is because the speaker asks a question to get an answer. The thirty-eighth said, *“What are you doing? What's step three?”* The type part of asking is also where the speaker asks because he wants to know what the next step should be. The thirty-ninth said, *“Can you fly a helicopter?”*. It

is a type of requesting because the speaker asks that the listener can take it. The fortieth word, "Go!". One type of commanding part is because the listener is required to do so.

The forty-first saying, "Don't give me that shit. You were gonna leave me?". It's a type of forbidding that means it's not right to do that. The forty-second utterance, "I said, "Go," but I didn't mean without me". It is a type of commending because it gives commands that must be done by the listener. The forty-third utterance, "Well, clearly you have this whole thing figured out. You wanna walk me through it?". It is a type of asking when the speaker asks a question to the listener about should the speaker do something. The forty-fourth speech, "So, what kinda security surveillance are we looking at?". This is the type of asking part because the speaker wants to get the answer immediately. The forty-fifth speech, "How are we gonna get his voice and his facial?". This is also the type of asking part when the speaker asks a question to find out how to do it.

The forty-sixth speech, "So if we don't get his thumbprint, we can't get the egg". Part type of advising because Hartley gives advice on what to do to get something. The forty-seventh said, "You don't have to do that. I'm standing right next to you". This type of part is forbidding because the speaker forbids or does not need to do that. The forty-eighth said, "We're not partners. This is a marriage of convenience". The type part of the ordering, when the speaker gives instructions that they are not partners in carrying out the mission. The forty-ninth said, "Speak for yourself. I'm



*going in*". Part of the commanding when Hartley demands his audience to obey what he says. The fifty said, *"Don't care. I'm not letting you out of my sight"*. This type of commanding part is also when Hartley gives orders that he will hold the criminal until the party is over. The fifty-first saying, *"You trust your partner?"*. This is the type of asking part when the speaker only asks questions to the other person.

The fifty-second speech, *"You're coming with me. Party's over"*. Part of the commanding type when Hartley has to hold the criminal who is with him. The fifty-third saying, *"Now's the time. He's speechifying"*. Part of the commanding type is also when Hartley tells his partner to do his mission at the right time. The fifty-fourth said, *"Don't put your hands on me, peasant"*. It's the kind of forbidding part when the speaker forbids the waiter to do that. The fifty-fifth saying, *"I don't need your apologies, I need a washroom"*. Type on the commanding part because the speaker just wants to clean himself in the bathroom. The fifty-sixth saying, *"What are you doing?"*. It is a type of asking when the speaker is curious about what the other person is doing. The fifty-seventh said, *"Well, mission accomplished. Find the print"*. One type of commanding part was when Hartley told his partner to immediately look for him so that the locked door at that time could be opened.

The fifty-eighth saying, *"Don't say that"*. Part type of forbidding because the speaker doesn't want his interlocutor to say that. The fifty-ninth saying, *"Shut up"*. One type of commanding part is because the

speaker demands his audience to avoid something. The sixtieth saying, *“I need you to understand, The Bishop is behind this entire thing. She set me up”*. It's the type of commanding part because Hartley wants his interlocutor to do something when Hartley doesn't actually do the evil act. The sixty-first saying, *“We're not friends”*. It is the type of ordering section when the speaker gives instructions that they have nothing to do with each other. The sixty-second saying, *“We're not work wives”*. Part of the ordering type is also when the speaker reiterates that he or she is not cooperating with criminals.

The sixty-third utterance, *“We're not any kind of wives”*. This type of ordering is also because the speaker wants the listener to do something after the speaker gives instructions again. The sixty-fourth saying, *“You're under arrest”*. Part type of commanding when Hartley demands the criminal be detained and this is the strategy from Hartley to make the police with him. The sixty-fifth utterance, *“Let's grab that egg and get out of here”*. It is a type of commanding part because the speaker demands the listener to do it as quickly as possible. The sixty-sixth utterance, *“What you talking about?”*. This is the type of asking part when the speaker asks a question to get something from the listener.

The sixty-seventh utterance, *“You can't ever tell anybody about this”*. This is the type of forbidding part because Hartley doesn't want the listener to tell this happened to everyone. The sixty-eighth utterance, *“Shut up”*. Part of the commanding type, when the speaker demands the listener

to do that. The sixty-ninth utterance, *“There is no bond between us. I barely know the guy”*. This is the type of commanding part when Hartley confirms to his interlocutor, he has nothing to do with the criminal. This is done so that the listener immediately does something. The seventieth utterance, *“Booth, tell her we're not friends”*. This type of commanding part because Hartley gave instructions for the listener to do that immediately.

The seventy-first saying, *“Why is his shirt off?”*. One type of asking section when the speaker only asks questions out of curiosity. the seventy-two speech, *“You should have taken that deal when she offered it to you in prison”*. This is the type of advising section when the speaker makes suggestions that should be made by the listener. The seventy-third saying, *“Oh, how did I get us caught by her boyfriend?”*. One type of asking when Hartley questions something he doesn't know. The seventy-fourth utterance, *“Oh, we're partners now? No, our partnership ended when you let The Bishop go all shock therapy on me”*. This is a type of commanding part because the speaker wants the listener to do the next mission himself. The seventy-fifth saying, *“What do you mean, "you lied"?”*. One type of asking section is when the speaker asks a question because he is confused about what the listener means.

The seventy-sixth saying, *“You hear that?”*. Is the type of asking when the speaker asks something to the other person. The seventy-seventh utterance, *“Vámonos. Vámonos. They're telling me to run”*. One type of

part commanding because someone else is demanding Hartley to do that. The seventy-eighth said, *“Don't run?”*. This is a type of forbidding part because it is a prohibited thing to do. The seventy-ninth said, *“Where are we headed? Where's the third egg?”*. When Hartley asked to get the information immediately. The eightieth saying, *“What do you mean, you can't tell me?”*. It is the type of asking part when the speaker does not understand what the other person is referring to.

The eighty-first saying, *“Take me to the third egg, Booth”*. It is the type of commanding part when the speaker demands his listener to tell the information. The eighty-second saying, *“I'm asking you to help me. Help me catch The Bishop and clear my name, and I will help you become the number one art thief in the world again”*. It's the type of suggesting part because the speaker tries to persuade his audience to do something. The eighty-third says, *“How can you be sure the egg is actually there?”*. One type of asking part is because it questions something that Hartley doubts about his interlocutor. The eighty-fourth said, *“There's no bunker. There's shit here”*. It's the kind of commanding part when Hartley insists that there's nothing there and there's no need to look for the golden egg anymore.

The eighty-fifth utterance, *“Tell me, what does the map say?”*, was a commanding type, when Hartley told his audience to tell him what directions of the map they saw in the search for the golden egg. His eighty-sixth speech, *“Can I see this?”*, was the type of requesting part

when Hartley asked to look at the map and compass as they were in the forest in search of the golden egg. The eighty-seventh saying, *“You know what's not kind? Dragging me out in the middle of nowhere”*. One type of asking when Hartley questions something that makes him start to get upset. The eighty-eighth utterance, *“How are we going to get through this?”*. It was the asking type because Hartley didn't know how to open a locked door at the time. The eighty-ninth utterance, *“Is that your father's watch?”*. Part of the asking type when Hartley wants to get information from the clock his audience has. The ninetieth saying, *“We're not here to steal anything”*. It's a commanding type. Hartley insists not to steal anything there, but they are only looking for a third golden egg.

The ninety-first saying, *“How about we just shut up? And by we, I mean you”*. It's a type of ordering section. Hartley gave instructions with a command to be done. The ninety-second saying, *“How are we going to find this egg?”*. This is the asking type because Hartley asks questions about something he does not know about the existence of the egg. The ninety-third said, *“Go, go, go!”*. Part of the commanding type is because Hartley demands his audience do something when their mission is caught by the police. The ninety-fourth said, *“Who are you calling an idiot?”*. It's one type of asking part when Hartley is curious who is said to be an idiot by his teammates. The ninety-fifth utterance, *“Did you just choose me over the egg? Well, it kinda looks like you did”*. One type of asking when

Hartley was curious was when his friend saved him more than the golden egg.

The ninety-sixth saying, *“Stand up. Told you how this was gonna end”*. It's part of the commanding type when Hartley demands the listener to do that. This was done to the criminal who had originally trapped Hartley until it was placed. The ninety-seventh saying, *“Look at him”*. It's the commanding type when Hartley tells the criminal who turns out to be his lover to see the co-worker he cheated on. Hartley turns out to be a fraudster who also cooperates with criminals who were originally thought to trap Hartley. It turns out that his colleague friend so far named Nolan Booth was deceived and all the strategies had been planned. saying ninety-eight, *“And the third egg, well, the only way for us to get our hands on it was if you led us right to it, which you did”*. One type of advising part because Hartley advised his lover to do that in doing the action to deceive Nolan Booth.

The ninety-ninth saying, *“Appreciate that. What'd you think? You think it was too much?”*. One type of asking part when Hartley asked if what he had done was too much to his teammates all along. The hundredth word, *“The egg”*. It was the commanding type because Hartley demanded his partner's friend immediately give the golden egg. The One-hundredth utterance, *“Booth, don't be too hard on yourself. You're good, really good, better than most”*. That's the kind of forbidding part when Hartley forbids Nolan Booth to think hard after what has happened. The hundred

and second utterance, *“Great. Glad you approve. What do you want?”*. One type of part is asking when Hartley meets Nolan Booth again and asks what Booth wants when he meets Hartley with his girlfriend. The hundred and third utterance, *“Cut the shit”*. type of commanding. Hartley did not want to hear any more offers made by Nolan Booth.

The one hundred and fourth utterance, *“What's the offer?”*. This is the type of asking when Hartley is curious about the offer given by Nolan Booth for the target to be stolen next. The one hundred and fifth utterance, *“The fact that you think the two of us would ever team up with you. Get off the boat”*. Part type of commanding because Hartley didn't want to accept the offer and had Booth off the ship. The sixth-hundredth utterance, *“What are we stealing?”*. One type of asking when Hartley finally received an offer to work with Nolan Booth for his next target. The one hundred and seventh utterance, *“What could possibly go wrong?”*. One type of asking section when Hartley just asks for answers.

Based on the data findings, the researcher concluded that there are several types of directive speech acts are found in the Red Notice movie script, namely asking, requesting, commanding, ordering, forbidding, suggesting, and advising. This is in accordance with the theory from Vanderveken (1990: 189) which explains 7 types of directive speech acts.

### 3.2.2 The Percentation of Directive Speech Act in the Red Notice Movie Script

After the researcher analysed the directive speech act delivered by Hartley in Red Notice movie script, it can be concluded that the presentation of the directive speech act can be seen in the table below:

**Table 3.13**  
**Percentage of Directive Speech Act in the Red Notice Movie Script**

No.	Types of Directive Speech Act	Freq	Character	Percentage
1.	Commanding	34	<b>Hartley</b>	31,7%
2.	Asking	42		39,2%
3.	Requesting	4		3,7%
4.	Ordering	8		7,4%
5.	Forbidding	8		7,4%
6.	Advising	6		5,6%
7.	Suggesting	5		4,6%
<b>TOTAL</b>		107		100%

Regarding the percentage based on table 3.13, the researcher found one type that, there is the most dominant of directive speech act delivered by Hartley in Red Notice Movie Scripts. The First, there are 34 data (31.7%) that contain the commanding type. Then, the second types is asking where the percentation is (39.2%). Third, there are 4 data (3.7%) in the requesting type. Fourth, there are 8 data (7.4%) that contain the ordering type. Fifth, as many as 8 data (7.4%) whose speech contains the type of forbidding. Sixth, as much as 6 data (5.6%) in the



advising type. Seventh, there are 5 data (4.6%) that contain the type of suggesting. of all the percentages obtained in the 7 types, the one type that is most dominantly used is the asking type which has 42 data with a percentage of 39.2%.



## CHAPTER IV

### CONCLUSION AND SUGGESTION

In this chapter, the data analysis result is taken from the analyzing process through data concerning the directive speech acts used by Hartley in Red Notice Movie script. The researcher analysed according to the theories. The researcher divided the content into two points. They are conclusion and suggestion. The explanation of each point is presented below:

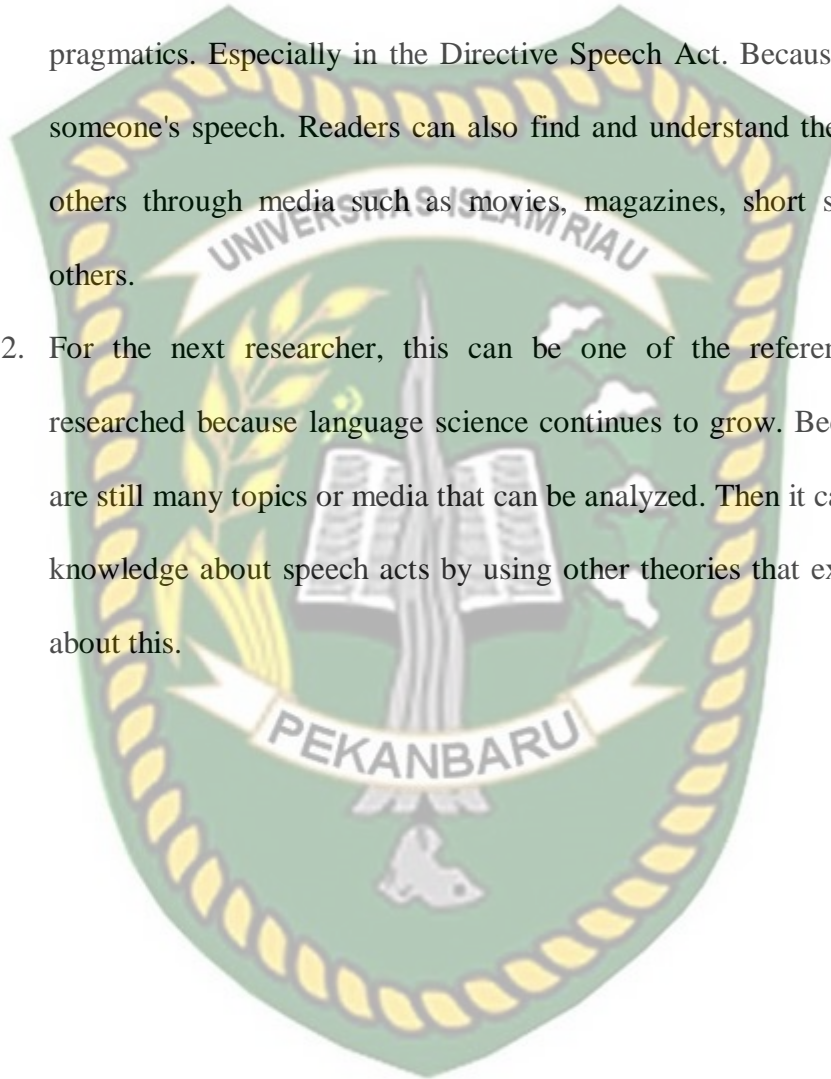
#### 4.1 Conclusion

The conclusion of this study is that researcher focused on finding the type of speech act directive contained in the Red Notice Movie Script based on the Vanderveken theory (1990: 189). There are 7 types in the speech directive act, namely asking, commanding, requesting, ordering, forbidding, advising, and suggestion. From the discovery, the researcher found the existence of one hundred and seven (107) speeches. Then, the researcher found one type that is most dominantly used is asking. This can be known because the researcher used the formula from (Della and Sembiring 2018) to find the percentage amount. Speech in the asking type amounted to 42 with a percentage of 39.2%. From these results, it can be seen that asking has the highest number of other types.

#### 4.2 Suggestion

Based on the conclusion above, the researcher proposes some suggestions for the general reader and for the next researcher, namely:

1. For general readers, the researcher suggests readers can better understand the intent conveyed by others. So that readers can develop their knowledge by studying linguistics that is more specific about pragmatics. Especially in the Directive Speech Act. Because it's about someone's speech. Readers can also find and understand the speech of others through media such as movies, magazines, short stories, and others.
2. For the next researcher, this can be one of the references to be researched because language science continues to grow. Because there are still many topics or media that can be analyzed. Then it can add new knowledge about speech acts by using other theories that explain a lot about this.



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