**AN ANALYSIS OF DIRECTIVE ILLOCUTIONARY ACTS PERFORMED IN “ROMEO AND JULIET” MOVIE: PRAGMATICS APPROACH**

**Fadil Juliano1, Rohit La Ami2, Arman Syahadan3, Afriana Afriana4**

**1234English Literature Department Faculty of Social and Humanities Putera Batam University**

1email: pb201210060@upbatam.ac.id,

2email: pb201210065@upbatam.ac.id,

3email: pb201210069@upbatam.ac.id,

4email: afriana@puterabatam.ac.id.

**ABSTRACT.**

 It is impossible to rule out the execution of the directive action while waiting for the interlocutor to perform an act. The speaker must take directive action in order to persuade the interlocutor to do something. This study is concerned with the implementation of directive speech acts and seeks to identify the various types and forms of directive speech acts. The goal of this research was to help readers understand the discussion of linguistics, particularly directive acts. In practice, this research should assist speakers in carrying out their intentions through directive actions. Thus, by comprehending the directive speech act, the interlocutor should be able to grasp the speaker's intention. The purpose of this research was to analyze the types and forms of directive acts in Romeo and Juliet movie. It was a qualitative research. The theory applied in determining the types of directive acts by Searle & Vanderveken (1985). The method used in data collection was the observation method. From the results of observations found 20 directive act utterances. The results of the research conducted on the collected data, found five types of directive acts, namely asking, ordering, forbidding, permitting, and praying. Of all these types, the type of directive that appeared the most was asking because the characters in the movie Romeo and Juliet conveyed a lot of utterances that demanded the interlocutor to provide information. On the other hand, the data showed that the type that appeared the least was praying because there were only a few prayer scene in the movie and the characters rarely pray outside that scene. The forms of directive act were interrogative, imperative, declarative.

**Keywords** : ***Pragmatics, Speech act, Directive act*.**

1. **INTRODUCTION**

Language is a sound that is used to communicate or interact with other living things. According to Yule (1988) the language we use has two functions. They are transactional and interactional. Transactional means that language serves the expression of 'content' between users, whereas interactional serves the expression of social relationships and personal attitudes between users. Thereof, there is science called pragmatic. Pragmatics is a branch of psychology that believes that what is communicated is more important than what is stated. The meaning of the words or phrases produced by the speakers in communication has a deeper significance than the actual meaning of the words or phrases. According to Searle (1970) There are three types of speech acts, such us locutionary acts, illocutionary acts, and perlocutionary acts. Illocutionary acts are the kind of speech that connected to the motive of the speaker. The goal behind each individual act determines the category that each illocutionary act structural. Directive act is the classification that is mostly used to persuade the other person to react. The objectives of this research are To find out the types and form of directive illocutionary acts performed in “Romeo and Juliet” movie.

Thereupon, when a speaker anticipates a response, the speaker performs directive acts to the interlocutor to carry out the desired activity. Utterance which given by a speaker in order to persuade a listener to do something are directive acts. According to Searle (1970) It implies that a speaker uses directive acts to persuade an interlocutor to take action. Asking, ordering, demanding, requesting, begging, praying, entreating, inviting, permitting, and advising are examples of directive acts. The movie "Romeo and Juliet" is chosen as the data source in the present research. The researcher choose the topic of directive speech acts and the film "Romeo and Juliet" as data sources because no other researcher have previously studied it. And also according to researchers the movie is interesting to analyze. The theory used in this research in classifying the types of directive acts using theory by Searle & Vanderveken (1985). and using the theory of Shopen (2007) to identify the form of directive acts. And will use “Romeo and Juliet” as the data source.

1. **Pragmatics**

Pragmatics is the science that studies implied meaning in a speech Yule (2010). Pragmatics learned the meaning of an utterance not only based on sentence structure or linguistic elements but also based on the context of an utterance. The context of an utterance can affect the meaning of the utterance. According to the explanation, the study of pragmatics is related to utterance, meaning, and context. The elements work together to ensure the presence of pragmatics. The explanation already proves that pragmatics is in order to conform with the definition underpinning what a person said and the context defines the speech. As a result, all pragmatic discussions require utterance and context to show the original meaning. Speech acts are the pragmatics discussion that heavily belongs to the impact made by utterance.

1. **Speech Acts**

Speech acts is first introduced by Austin (2010). According to Yule in  Sari & Mubarak (2020), speech act is an action  taken by the interlocutor because of the utterances conveyed  by the speaker. Words can do more than just beat around the bush. With the words one can change a condition from bad to good or affect one's plans in the future. In other words, one can force interlocutor to do an action by speech. An important lesson learned from speech act theory is that when we use language, we take action in more modern language, the core use of language in interaction is a form of collective action.

1. **Illocutionary Acts**

Illocutionary is the result of classification by Searle (2011) based on Austin's theory. In his book entitled “essays on the philosophy of language”, illocutionary acts are actions in an utterance to be conveyed to the interlocutor. A person can ask the other person to do an action through an utterance. The interlocutor is required to understand
the meaning contained in the utterance. Therefore, understanding the meaning in the utterance is important to avoid misunderstanding in a communication. Not only the interlocutor, the speaker is also required to convey the meaning of a well.  (Cutting, 2002) said that an utterance can be understood properly depending on the listener's understanding of the function or purpose of the utterance

Searle classifies speech acts into locutionary acts, illocutions, and perlocutionary. From these three types, Searle developed and researched more illocutionary acts. There are five types of illocutionary acts. This division is based on the function of each type. Those are representative, declarative, commissive, expressive, and directive. A directive speech act is an utterance that is conveyed with the intention of the interlocutor to do an action. And it is done in the form of asking, ordering, begging, inviting, and requesting.

1. **Directive Acts**

According to Cutting (2002), directive acts is words delivered by the speaker with the aim that the interlocutor do an action. It is a type of speech act where the intention of an utterance conveyed by the speaker causes the interlocutor to take an action (Muhartoyo & Kristani, 2013). In other words, the speaker tries to force and influence the interlocutor to do an action that is in accordance with the speaker's intention by conveying an utterance.

1. **Types of directive acts**

All types of directive acts in an utterance have their own purpose or function.

1. Asking

There are two types of ask that are discussed in the book "Foundation of illocutionary logic”. First, *ask* is used to ask something to the other person. Utterance is conveyed in the form of a question and asks the other person to perform a speech act. The questions spoken can be in the form of yes-no questions and also wh-questions. Second, *ask* is used to ask the other person to take an action.

1. Forbidding

Forbid is an order in the form of denial. Utterance that is conveyed to the interlocutor to avoid or does not take an action. It does not allow doing something. By saying it an action can be undone. Also, the speaker conveys the utterance to the other person to keep him from a problem.

1. Permitting

This type of directive act is used in order to allow or give permission to the interlocutor to perform an action. This type is the opposite of forbid. As mentioned above forbid does not order or avoid the interlocutor to take action while permit grants someone's request. This means that the speaker agrees with the other person's actions.

1. Praying

Pray is something religious. Pray is done by people to communicate with God. Someone with the speech delivered can ask for anything and is also not limited by time whether it is about the past, present or future. The language used in pray is not limited, meaning that someone can use the language they know.

1. **Forms of directives act**
2. Interrogative

The interrogative is used in the form of a question (G. Yule, 1996). The sentences end with a question mark (?). This includes direct speech because the speaker utters an utterance with the aim of the other person providing the information or news that is being asked. There are two types of interrogations. first yes-no question, in this form the questioner does not need a long answer from the interlocutor. All it takes is a "yes" or "no" answer. Also, it begins with an auxiliary. The second is the wh question. In this form the questioner requires a longer answer or information than the previous one.

1. Imperative

In conversation, someone tends to command  in the form of a question as a form of politeness.  *Can you get me some water?* even though the sentence is conveyed in the form of a question, the speaker is not asking the other person's ability but asking him to carry out the commands implied in the utterance. This includes indirect speech. But this becomes direct speech if it is delivered in the form of a command such as *eat the food !* (Yule, 1988).

1. Declarative

Speech belonging to in this form usually  to be conveyed in a statement (G. Yule, 1996). The utterances that are conveyed only in one direction without expecting a reply from others. But this form can also mean a request, for example *that place is very beautiful* the sentence can mean a request if it is conveyed by a family who is going on vacation. The sentence means that the family wants to take a vacation  to the place. Then, an utterance in the form of a statement can be just an information or opinion without the need for reciprocity from the listener and can also mean a request depending on the context of the utterance.

1. **METHOD**

There are two types of research methods used, namely quantitative and qualitative. These two methods have different philosophical foundations that both have different aims and results. This research is carried out by using qualitative method. According to Creswell (2013), qualitative research has a low degree of variation when compared to quantitative methods but it has unlimited depth of discussion. Qualitative research is a method used to solve or understand the meaning of a social problem (Nugrahani, 2014). There are several methods of data collection in qualitative research. In this research the method used is the method of observation. Observation is a method of collecting data on an activity, object or video (Nugrahani, 2014). The method used in analyzing the data is the pragmatic identity method by Sudaryanto (2015). The context of an utterance is important in the use of this method. This method is used in analyzing a conversation or interaction in which the context or situation of the utterance affects the meaning.

1. **RESULT AND DISCUSSION**
2. **Type of Directive acts**
3. **Asking**

**Data 1**

Capulet family 1: **Do you not choke to see Lord Tybalt bested by a Montague     dog?**

Capulet family 2: Leave it. The quarrel is between our masters.

The speaker does not admit that the prince of the Capulet family lost to the Montague family. Then, speaker asks his friend for his dissatisfaction. On the other hand, the interlocutor did not really respond to his friend words. The speaker asked with the aim of getting the answer. As Searle & Vanderveken (1985) stated, the directive act of asking can be used to ask questions of the interlocutor, in order to get answers of questions.

**Data 2**

Benvolio : Good afternoon, my cousin.

Romeo  **: Is it so?** I thought it should be night.

Benvolio : Not much past 4:00.

The speaker gets a good afternoon greeting, but speaker hesitates because he speaker thinks it is night. Then, the speaker asked about the time to the interlocutor. As Searle & Vanderveken (1985) mentioned, the directive act of asking it is to ask a question. In addition, the interlocutor answered the question by telling what time it is.

**Data 3**

Benvolio  **: What sadness lengthens Romeo’s hours?**

Romeo : I lack the thing which, if I had it, would make them short.

Benvolio : I see. You’re in love.

The speaker asks about what sadness the interlocutor has that can make it feels like the time it is so long. As argued by Searle & Vanderveken (1985) the directive act of asking can be used to ask questions of the interlocutor, in order to get answers of questions. Then, after getting the answer of the question the speaker knows that the interlocutor is in love.

1. **Forbidding**

**Data 4**

Benvolio **: Stop! Put down your sword!** You know not what you do.

Tybalt : hold up there

 Two hostile families met on the street and fought. The speaker delivered an utterance to forbid them to stop fighting. The utterance was conveyed with the intention of prohibiting the action taken by the listener. Based on the theory by Searle & Vanderveken (1985), forbidding is an action conveyed by the speaker through his speech which causes the interlocutor not doing the action.

**Data 5**

Tybalt : It’s him, that villain Romeo.

Capulet: **Content thee, gentle coz.** Let him alone.You heard the prince’s  warning at the joust.

 The conversation above happened at a dance party. Tybalt as the interlocutor saw something that made him angry. Capulet as the speaker saw the interlocutor who wanted to intercede, forbidding him because it could violate the agreement with the prince. According to Searle & Vanderveken (1985), forbidding is an action conveyed by the speaker through his utterance which causes the interlocutor not doing the action.

**Data 6**

Man 1              : **Stop! I beseech you, sir**. In heaven's name. Say now, are you a holy  man of God?

Man 2 : I am a novice, but I serve God, yes.

 A priest's messenger assigned to deliver a message to Romeo passed through an old hut. Suddenly a man stopped him. The man was in a state of fear. he forbade him to leave before healing her sick son. In this case, the speaker forbade the interlocutor to continue his journey. According to Searle & Vanderveken (1985), forbidding is an utterance that is conveyed to the interlocutor not to take the action.

1. **Ordering**

**Data 7**

Servant : The prince! The prince!

The prince       : Rebellious subjects! Stop this! Enemies to peace would stain the pleasure of a tournament with bitter blood? **Throw your ill tempered weapons to the ground... and hear the sentence of your angry prince.**

 The speaker came towards the chaotic crowd. The crowd instantly stopped when the prince had come to the scene. The speaker angrily stopped the fighting going on. Through the above utterance, the prince ordered them to throw their swords. Then, the interlocutor responded by doing as ordered. Based on the theory of Searle & Vanderveken (1985), an order is an action conveyed by the speaker through his speech which causes the interlocutor to be affected and take an action. Then, the interlocutor performed an action in accordance with the orders conveyed by the speaker.

**Data 8**

The prince: Three civil brawls, bred of a foolish word by thee, Lord Capulet or Montague, have thrice destroyed the calm of our streets. If ever you disturb our town again, your lives will pay the price for the offense**.  You, Capulet, you go along with me. And, Montague, come you this afternoon. And now, on pain of death, all fighting men depart.**

 Fighting took place on the streets. The speaker stopped the fight. The above statement was conveyed by the prince. The prince approached the two fighting families and gave orders to the two families to meet him. By using the theory by Searle & Vanderveken (1985), the utterance is included in the order. the speaker with his power could give orders and be responded to directly by the interlocutor.

**Data 9**

Romeo**: Just listen.** She must gain her mother's word to make confession later on today. Let her but come to Father Laurence's cell. There she will be absolved and married, too.

The old lady **:** This afternoon, a bride?

 An old lady came to Romeo's house. He came to break the news about Juliet to Romeo. In the above statement, Romeo arranged a wedding plan that would take place in the church. Rome as the speaker ordered the old lady to take Juliet secretly to church in the afternoon. The old lady agreed to the order and returned home. With the approval of the old lady as the interlocutor, the speech conveyed by the speaker affected the interlocutor who responded with an action. Searle and Vanderveken (1985) stated, order is a type of utterance that is conveyed to cause other to take an action.

1. **Permitting**

**Data 10**

Romeo : Oh, Father, know my heart's desire is set on the fair daughter of rich Capulet. As mine on hers, so hers is set as well. And how we met and woo'd, and how I fell I'll say as we walk back. **But this I pray, you consent to marry us today.**

Father : Holy St. Francis! What a change is here.

 After Romeo and Juliet decided to plan their wedding secretly. So the next morning, Romeo met his father and told him about the marriage. The above statement was conveyed by Romeo to his father with the intention of getting permission as well as marrying the two of them. In this condition, the speaker conveyed utterances with the aim of the interlocutor giving permission to the speaker to take an action. According to Searle and Vanderveken (1985), This interaction included the type of directive act, namely permit.

**Data 11**

Old lady **: Good sir, I desire some talk with you.**

Mercutio : What tired old bawd is this? And who is he that wears the hated coat of Capulet?

Romeo : Go to. I would walk a while with her.

 Romeo and Juliet's wedding time was drawing near. The old lady as a messenger from Juliet met Romeo at his residence. She was accompanied by a bodyguard. In a hurry, the old lady approached the fence of the house. Romeo saw the old woman's arrival from the window and immediately ran to meet her. The above utterances was delivered by the old lady to romeo. She asked permission to chat privately with Romeo. Speakers conveyed utterance with the aim of getting permission to the interlocutor. Based on the theory by Searle & Vanderveken (1985), permit is an utterance that is conveyed by the speaker to the other person with the aim that the speaker is allowed to take an action.

**Data 12**

Juliet : Whatever news you bring, cast off your gloom, and if your tale be glad, then do not punish me by wearing such a mask of tragedy.

Old lady : I'm so weary, **let me rest awhile.** Oh, my bones ache after the day I've had.

 Old lady as a speaker rushed into the room. Juliet as the interlocutor saw her and immediately rushed over to the old lady. The interlocutor thought that the old lady would give bad news. Because of his curiosity, the interlocutor continued to force the speaker to convey the information. The speaker's gloomy face was not because of the bad news but that he was exhausted. The above speech was conveyed by the speaker to get a little rest time. The speaker conveyed it in the form of a permit (Searle & Vanderveken, 1985).

1. **Praying**

**Data 13**

Friar laurance : Or if they don’t, and here I’ll guess it right, our Romeo hath not          been in bed tonight.

Romeo : That last is true, but a sweet rest was mine.

Friar laurance: **God pardon sin.**

The sentence "God pardon sin" uttered by Friar Laurance in their conversation in the morning in the form of a prayer means forgiveness of sins against Romeo who had

done wrong thing which caused Romeo to be seen early in the morning. Praying is a form of communication with God. The speaker makes a wish he wants to God (Searle & Vanderveken, 1985).

**Data 14**

Friar Laurence **: I pray the heavens smile upon this act, and do not punish us with later sorrow.**

Romeo  **: Amen.**

 The above conversation took place in a church. The planned wedding took place soon. Speakers one and two were waiting for Juliet to come over. The utterance above was an expression of guilt from the first speaker against the plan they made. The first speaker prayed and was approved by the second speaker. The word that is conveyed in the form of a request to God is praying (Searle & Vanderveken, 1985).

**Table 1.** Types of speech act

|  |  |  |
| --- | --- | --- |
| **NO** | **Type of speech act** | **Frequency** |
| **1** | Asking | 3 |
| **2** | Forbidding | 3 |
| **3** | Ordering | 3 |
| **4** | Permitting | 3 |
| **5** | Praying | 2 |
| **Total: 14** |

**CONCLUSION**

 Directive act is an utterance delivered by the speaker with the aim of the interlocutor doing an action. The phenomena contained in the data source are analyzed using descriptive qualitative methods. This method is very suitable for use with the object of research in the form of language or utterance. This study focuses on 5 types of directive acts, namely asking, forbidding, ordering, permitting, and praying. From the research results, asking is the most type of directive act appeared. While the type of directive act that rarely appears is praying.

**REFERENCES**

Creswell, J. W. (2013). *Qualitative inquiry & research design choosing among five approaches* (Third edit). SAGE.

Hidayat, A. (2016). Speech Acts: Force Behind Words. English Education, 9(1), 1–12.

Muhartoyo, M., & Kristani, K. (2013). Directive Speech Act in The Movie “Sleeping Beauty.” *Humaniora*, *4*(2), 949. https://doi.org/10.21512/humaniora.v4i2.3536

Nugrahani, F. (2014). Metode penelitian kualitatif dalam penelitian pendidikan bahasa (vol. 1, issue 1).

Oktavia, S., Suwandi, S., & Setiawan, B. (2020). Directive Speech Act in Interactive Videos of Indonesian Language Learning in Senior High School. *International Journal of Multicultural and Multireligious Understanding*, *7*(11), 157. https://doi.org/10.18415/ijmmu.v7i11.2163

Searle, J. R. (2011). *Speech acts an essay in the philosophy of language 34th ed.*Cambridge university press.

Searle, J. R., & Vanderveken, D. (1985). *Foundations of Illocutionary Logic.* In *International Studies in Philosophy* (Vol. 21, Issue 3). Cambridge university press. https://doi.org/10.5840/intstudphil198921355

Sudaryanto. (2015). *Metode dan aneka teknik analisa bahasa.* Sanata dharma university press.

Yule, G. (2010). *The Study of language* (Fourth edi). Cambridge university press