AN ANALYSIS OF DIRECTIVE SPEECH ACT USED

BY *HUA MULAN* AS A MAIN CHARACTER IN MOVIE MULAN (2020)

THESIS

This Thesis is Submitted to Fulfill the Requirement for

'sarjana' Degree in English Language Education

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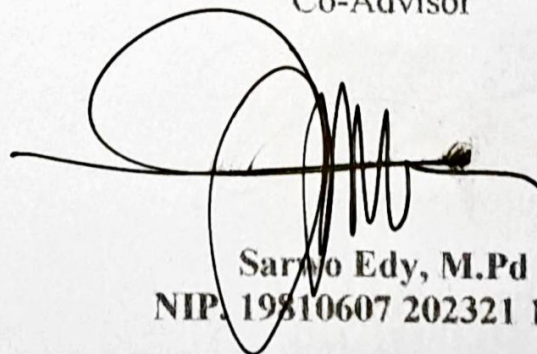
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Curup, 20 February 2024

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MOTTO

Whenever you give up something for the sake of Allah,

Allah gives you something better.

So remember me, I will remember you. And thank me, and never be ungrateful.

O believers! Seek comfort in patience and prayer. Allah is truly with who are patient

(Al-Baqarah 152-153)

DEDICATION

With determination and hard struggle finally I script and reach my ideals and with sense of love I decide my thesis to

- ✓ My beloved father Ali Amri, who always by my side and who have grown me from birth, and give me motivation, suggestion, love, prayers, support and everything that the researcher need in finishing this thesis.
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PREFACE

All of praises be to Allah SWT, help and support from all of lecturers, family and friends that the researcher had finally finished writing her thesis entitle *"An Analysis of Directive Speech Act Used by Hua Mulan As A Main Character In Movie Mulan (2020)"*.

This thesis is submitted as a part of the completion for undergraduate degree of strata-1 (S1) in English Study Program of State College for Islamic Studies (IAIN) Curup. The researcher realizes that this thesis is far from being perfect, therefore the researcher appreciates any suggestions and critics for being perfect in the future.

Last but not least, the researcher does that this thesis will be useful to those who interested in this field of the research.

Curup, 20 February 2024

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ABSTRACT

Riska Aulia Amri : **"An Analysis of Directive Speech Act Used by *Hua Mulan* As A Main Character In Movie Mulan (2020)"**

Advisor : Jumatul Hidayah, M.Pd

Co-Advisor : Sarwo Edy, M.Pd

The researcher analysed about directive speech act in movie *Mulan* (2020) and the form of directive speech act in every utterance or sentence which is used by main character is *Hua Mulan*. A directive speech act is kind of speech act where the speaker intends the listener to do something. A directive speech act is commonly referred to as an imperative or command, interrogative or request, and declarative. The researcher determined the part of the dialogue that presented the use of directive speech act (command, request, suggesting, and order). This research aimed to find the forms of directive speech act, the functions and the factors that influence the use of directive speech act. The object of this research was a directive speech act in the movie script. The researcher used qualitative research design with content analysis method and for the instrument of based on Yule's theory. The result showed that there were 4 forms of directive speech act and there were 14 utterances that used by *Hua Mulan* in the movie. The most dominant form of directive speech act used by main character is command. Because command has found in 8 utterances and it is the highest position of the forms of directive speech acts.

Keywords: *Directive Speech Act, Mulan (2020), Qualitative*

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CHAPTER I

INTRODUCTION

A. Background

  Mulan is an American period war action drama movie by Niki Caro with a screenplay by Elizabeth Martin, Lauren Hynek, Rick Jaffa and Amanda Silver, and produced by Walt Disney Pictures. The movie is a live-action remake of the 1998 animated movie of the same name produced by Disney but this movie based on the Chinese legend is *Hua Mulan.* Although this is remake, according to the director, this movie tells more about the character of *Hua Mulan* which is actually based on a Chinese legend of a woman that disguised as a man and fought succeeded her father who is elderly. There are several scenes that are not the same as the animated version because the director wants to focus with the main character and based on the true story is *Ballad of Mulan*.

  This movie raises Asian culture, which is China and present a different story from other cultures and depict the characteristics of East Asian women. It all can be seen from the costumes of the players and the shooting location. Although there are many different stories about *Mulan*, the original text tells of a brave women warrior known as *Mulan*, a Chinese warrior during the northern and southern dynastic period (between 420 and 589 AD). The director Niki Caro also made several research trips to China before the movie began. She talked to the historian and studied the original story.

"I obviously didn't realize how important this story is to the people of Mainland China, all school children learn it," said Caro. "(*Mulan*) means so much that a lot of the places I go, people will say, 'Yes, she is from my village.' It's incredible, it's so amazing and scary at the same time, "she said. The fact is the story of *Mulan* was only passed down orally so it leaves no room for mistake and no historical evidence to prove the existence of *Mulan*.[1]

The researcher chosen this movie because they have an interesting story based on legend and the movie uses full English on it, while for the roles most of them come from China or with the same cultural background, which is Asia but is very fluent in English. The actresses use English as a foreign language but as speakers of Asian people. Now learning English does not only come from native speakers but can also come from non-native speakers, such as this research which uses the Mulan movies as research material, especially directive speech acts. There are various forms of directive speech acts spoken by *Hua Mulan* as the main character in the movie and become one of the variations of directive speech acts by speakers of English as a foreign language which will later be useful as input in consuming learning materials that can be used by English students who are all over Indonesia. Fang states that global English refers to English when it is used as a means of communication across diverse identities of the users (either native or non-native ones), lingual varieties, cultures and geographies.

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[1]Wikipedia, *Mulan 2020.* Accessed at https://en.wikipedia.org/ wiki/Mulan_(2020_film) on October 15th 2020.

[2] Because the big theory of English education as a foreign language that is currently in force is the global English theory.

In the global English principle, learning English must be balanced, such as input from native speakers with westernized versions, there is also input from speakers of English as a second language such as Singapore, India, Malaysia, etc. and also from speakers of English as a language, foreign countries such as China, Indonesia, Japan, South Korea, etc. within Asia.

Through language, humans can communicate and provide expressions and expressions. In the world there are many countries and there are also many different languages. Even countries with different cultures and ethnicities may have more than one dialect in speaking, such as Indonesian and Chinese which have a diversity of languages and dialects. To integrate different languages in the world, the world also has an international language, namely English. English as an international language makes it easier to communicate and discuss certain topics, wherever they are spoken, even with different backgrounds and cross-cultural backgrounds.

The researcher analysed the directive speech act in the dialogue used by the main character because usually directive speech act is often encountered in everyday life, but now it can also be found in movies. It commonly happens in conversation between one person and more with the intention of getting someone to do something in conveying his speech. Movie is one of human product literature terms. It can express someone's thought,

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[2] Fang, F. (Gabriel). (2020). *Re-Positioning accent attitude in the global Englishes paradigm*. Routlage Taylor and Francis Group.

feeling, and meaning sense. In general, every movie has script and specific aim of the movie. In the movie, there are so many utterances which have different meaning from each other. Furthermore, we have to know what their conversational purposes are. Understanding the meaning of conversation is needed in order to avoid misunderstanding.

Speech act is a study that deals with how to do things with words. Every word belonged to human language represents the actual world, which means, there must be things, actions, or even characteristics in the actual world that can be seen, or felt when you say the words. It can be defined as the communication of human beings. According to Yule, the speech act is an action performed via utterances.[3] Analysing the speech act means analysing an utterance. In producing a speech act, a speaker can influence a listener.

A Speech act is divided into two there are direct and indirect. The researcher discussed part of directive speech act. There are five forms of directive speech acts based on Searle in Yule; they are command/ order, request, suggestion, warning, and prohibition.[4] Directive here can be applied in different forms, different functions, and also different situations.

The directive here means the type of speech acts that used by speakers to get other people to do something. Searle in Yule states that there are at least five forms of directive speech acts. They are command or order, request,

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[3] Yule, George. (1996) *Pragmatics.* Oxford University Press, p.47
[4] *Ibid*, 53-54

suggestion, warning, and prohibition.[5] The directive can be applied in different forms, different functions, and also different situations.

A directive speech act is commonly referred to as an imperative or command, interrogative or request, and declarative. A request is commonly referred to as a 'request' and a directive such as what is commonly referred to as an 'order' does share important characteristics: they both prospect a non-verbal action from the speaker. The difference between them is that an imperative or command does not give the speaker the option of complying or not complying, whereas a request does. Every directive speech act has meaning from what they say can be through words or actions. The directive speech act is not only implied in daily conversation but also in the movies. In the movies, so many types of directive speech acts are performed by characters. It means that when a speaker expresses something via what they say which is called utterances. They actually perform an action though their utterance. It can also be performed in a conversation or a dialogue which is performed by the speaker and hearer in the movie. This thing happens because the main point of speech act is the utterance or conversation.

Based on the same previous research, the researcher found that there are several studies that discussed about directive speech act. First research was made by Muhartoyo; Keilly Kristani these present researches about directive speech act in the movie "*sleeping beauty*". This research is conducted to identify the directive speech act performed in the movie and it

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[5] *Ibid*

would find out how often the directive speech act performed and which type of directive speech act that are most frequently used in the movie. This researcher used the data collection by watching movie, analysing the body movement and the dialogues of each character, and reading the script and library research.[6] Another research has been done by Asmi Yuniati and friends, with their tittle "Directive Speech Acts in The Movie "*The Message*" By Moustapha Akkad". This research is aimed to explain about the classifications and the contribution of directive speech acts in the "*The Message*" by Moustapha Akkad to EFL learner in understanding the expression of giving command. [7]

Another research has been done by Yuni Astria with her tittle *"Pragmatics Analysis on Directive Utterances in the Film of Forrest Gump"* this research explains about structural forms of directive utterances not only as an imperative but also as interrogative and declarative. The purposes of this research are to analyse the function of directive utterances, to identify the implied meaning (implicature), and to know the relationship between structural form and general communicate function of directive utterances in the film Forrest Gump. [8]

The different from those previous researches above, the researcher focused to analyse about directive speech act that used by *Hua Mulan* as a

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[6] Muhartoyo; Keilly Kristani, (2013) *Directive Speech Act in the Movie "Sleeping Beauty".* English Department, Faculty of Humanities, Binus University.

[7] Yuniati Asmi and friends, (2018) *Directive Speech Acts in The Movie "The Message" By Moustapha Akkad.* Journal For Language and Foreign Language Learning. State Islamic University of Walisongo Semarang.

[8] Astria,Yuni, (2010) *Pragmatics Analysis in Directive Utterances in the Film "Forrest Gump".* English Department, Stain Curup .

main character in the movie "*Mulan* (2020)" and the forms of directive speech act in every utterance and sentence that she used. The subject is *Hua Mulan* as a main character in the movie. This study also focused on finding out what forms of directive speech is the most dominant used, the functions of the directive speech acts that used by main character and the factors influence the use of directive speech acts.

Based on the data from pre-observation of the movie, the researcher has been found that there were several dialogues from *Hua Mulan* which were part of forms of directive speech act. Here is the example of conversation in the home between Mulan and her sister Xiu when she was combing her sister's hair.

Hua Mulan : Don't panic, there's spider crawling in your hair.

Xiu : You know, I'm afraid of spiders. This is not one of your tricks, is it, Mulan?

Hua Mulan : Don't move, if you hold very still… I will squash it.[9]

The words spoken by Mulan were called warning utterance in the directive speech acts. The word "Don't panic" is used by Mulan to calmly warn her sister if a spider crawls on his hair. In the second word also has the same meaning. If her sister cannot be silent then Mulan will squeeze him.

There are many ways to express directive speech acts. Those are some of the ways used by the subject to express them to listeners. Based on this phenomenon, the speaker must also be able to produce forms of directive

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[9] Justtoplist, *"Mulan (2020) subtitles"* February 17, 2023, https://justtoplist.com/2021/03/mulan-subtitles-download-english.html.

speech act that are in accordance with the actions taken and can be conveyed in various ways and according to its use to achieve an interactive communication. In the directive speech acts, the intention of the speaker is to ask listeners to do something. So when a speaker says something, he or she has to say it in a way that matches the words and actions that are conveyed. Therefore, the researcher chose the directive speech act in analyzing the dialogue used by *Hua Mulan* as the main character and it was all in accordance with Yule's theory used by researchers on the subject.

B. **Research Question**

Based on the background, there are three research questions that are formulated and they are as follow:

1. What forms of directive speech act mostly dominant that used by *Hua Mulan*?

2. What are the functions of the directive speech acts used by *Hua Mulan*?

3. What are the factors that influence the use of directive speech acts used by *Hua Mulan*?

C. **Objective of the Research**

1. To know what forms of directive speech act used by *Hua Mulan*.

2. To know what are the functions of the directive speech acts used by *Hua Mulan.*

3. To know What factors that influence the use of directive speech acts used by *Hua Mulan*

D. Limitation of the Research

Based on the problem of the research, the limitations of the research are:

1. This research focuses on every utterance that used by *Hua Mulan* as a main character.

2. This research focuses on the directive speech acts including forms, functions and factors that influence the use of directive speech act based on the theory to be used.

E. Significance of the Research

1. Student

The researcher hopes that the students will understand the various forms of directive speech acts used by the main character in the movie. It is not only through words but also actions and meanings that are spoken. They also need to know about directive speech acts not only in everyday life but also found in the movie. By watching and analysing the speech from the movie will improve students' ability in language learning, especially in the field of directive speech act which is part of the pragmatic.

2. Lecturer

The results of this study will offer more information and references for lecturers regarding the forms and use of directive speech acts in the movie. This research will become one of the materials for teaching especially for directive speech act. For the lecturer who uses global English theory can present various variations of western versions of

directive speech acts, versions for speakers of English as a foreign language. so that is where the essence of global English occurs with the material of directive speech act input native speakers and non-native speakers combined.

3. Other researcher

To other researchers, it is able to improve their knowledge, understanding and experience in analysing movies which not only analyse words or sentences but also the meaning of each utterance that used by the main character contained in the movie. Researchers will get more information and references about directive speech acts in the movie. This research is one that contributes and presents the material of directive speech act for learning English in the Asian context. Because Asian does not only learn English like native speakers but with global English.

F. Definition of the Key Terms

1. Pragmatics

Pragmatics is a branch of linguistics study. It focuses on the study of the meaning of utterances. Pragmatics distinguishes two intents or meaning in each utterance or communicative act of verbal communication. One is the informative intent or the sentence meaning and the other the communicative intent of speaker meaning.[10] There are many approaches for studying pragmatics such as deixis, implicature, presupposition,

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[10] G. N. Leech, (1983) *Principles of Pragmatics*, London: Longman, 1983, p.61

speech acts, and conversation structure. The meaning of pragmatics is depending on the speaker, condition, and time. So, the addresses must be understood about what people mean by their utterances and what the words or phrases in those utterances might mean by themselves.

2. Speech Act

A speech act is a phrase that consists of two words, speech, and act. A speech act is utterances that can be classified into three aspects i.e. locutionary act, illocutionary act, and perlocutionary act[11]. Speech acts can change the social reality not only describing a given reality. As Yule state that speech act can perform five basic kinds of action, there are declarative, representative, expressive, directive, and commisive.

3. Directive

The directive is used when the speaker wants the listener to do things for him or her. Directives are those kinds of speech acts that speakers use to get someone else to do something. Directives are often used by speakers in daily conversation. In using directive, the speaker attempts to make the world fit the word via the listener. An example is taken from Yule as follows: "*Give me a cup of coffee. Make it black.*"

The example shows the direction to the listener to do what the speaker said that is to make a cup of coffee and to make it black. This speech act embodies an effort to direct the listener towards the speaker's goal. Searle in Yule states that there are at least five forms of directive

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[11] James OT. Pragmatics in Contextualization. Lunar Press, p.78

speech acts. They are command or order, request, suggestion, warning, and prohibition.[12] The directive can be applied in different forms, different functions, and also different situations.

4. Movie

Movie or film is the text that contains a series of photographic images that lead to the illusion of movement and action in real life. Movie scripts are a means of communication for an artist or script writers to express their ideas.[13] That can be in the form of written language as well-spoken language. Other than that, speech acts also describe or tell the audience what the actor is doing the film and the meaning that is imprinted through the actions of the actor.

5. Mulan (2020)

Mulan is an American period war action drama film by Niki Caro with a screenplay by Elizabeth Martin, Lauren Hynek, Rick Jaffa and Amanda Silver, and produced by Walt Disney Pictures. The film is a live-action remake of the 1998 animated film of the same name produced by Disney, the animated film itself based on the Chinese legend *Hua Mulan*. Although this is a remake, according to the director, this film tells more about the character of *Hua Mulan* which is actually based on a Chinese legend. There are several scenes that are not the same as the animated version.

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[12] *Ibid*, 53-54

[13] Danesi, Marcel. (2010). *Pengantar Memahami Semiotika Media*. Yogyakarta: Jalansutra, Cetakan I, p.134

Hua Mulan was a very active woman and often ran here and there, chasing a chicken up to the roof and destroying things around her which irritated the residents of her village and embarrassed her family because at that time a woman's duty was only to "be quiet, graceful, elegant and polite." Until one day when the Rounan tribe led by Bori Khan (Jason Scott Lee) and his companion who was a magician Xian Lang (Gong Li) invaded China. The Emperor (Jet Li) issued a decree requiring each family to include one male family member in the military and help withstand attacks from the Rounan Tribe.

G. Research Organization

The systematic of this research follow: chapter I, the researcher discussed about the introduction of the research. It consists of background, research question, object of the research, limitation of the research, significance of the research, definition of the key terms and research organization. In chapter II, the researcher discussed about review of related literature that's all about Pragmatics, speech act, directive speech act, synopsis of Mulan Live Action (2020), and review of the related findings. In chapter III, the researcher described about the methodology used for the research, technique of collecting data and how to analysis the data. Chapter IV, the researcher described about the finding and discussion for this research. And the last chapter V discusses about conclusion and suggestion of the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Pragmatic

According to Tarigan pragmatic is the science of all aspects of meaning that are not included in semantic theory or in other words that discuss all aspects of the meaning of speech that cannot be explained completely by direct reference to the conditions of the truth of the spoken sentence.[14] Kridalaksana says pragmatics is the aspects of language use or context outside of language that contribute to the meaning of utterances. [15]

Cruse in Cummings explains that pragmatics can be considered to deal with aspects of information conveyed through language that are not encoded by generally accepted conventions in the linguistic forms used, but which also arise naturally depending on the meanings conventionally encoded by the context in which these forms are used.[16]

There are some definitions of pragmatics that state by Yule. First, pragmatics is a study of utterance as communicated by a speaker and interpreted by a hearer. Second, pragmatics is a study of contextual meaning. It requires a consideration of how speaker organizes what he or she wants to say. Third, pragmatics is a study of how the listener gets the implicit meaning of the speaker's utterances. The last, pragmatics is the study of the expression

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[14] Tarigan, H. G.(2015) *Pengajaran Pragmatik.* Bandung: CV. Angkasa, p. 31

[15] Harimurti Kridalaksana, (2008) *Kamus Linguistik,Fourth Editio,* Jakarta: Gramedia Pustaka Utama, p. 198

[16] Cummings, L., (2007) *Pragmatics and adult language disorders: past achievements and future directions. Seminars in Speech and Language*, p.2

of relative distance. It is assumed as the study of the relationship between linguistic forms and the user of those forms. [17]

According to Yule**,** the advantage of studying language via pragmatics is people can convey their intended meaning, their assumption, their goals, and kinds of action for example that they perform when they are speaking. [18]In addition, pragmatics is the study of the conditions of human language use that have a close relationship with the context of society and pragmatics is the study of the meaning of utterances in relation to context and involves how speakers produce utterances to convey their intentions and how listeners interpret them. It all starts when a conversation takes place with the aim that the utterance can be understood by the listener.

B. Speech Act

Speech act is a part of pragmatics. Rustono defines that speech act is an activity of performing an act of speech by utilizing sentences. Uttering a particular utterance can be seen as performing an action (influencing, ordering) in addition to uttering the utterance.[19] Speech act is a part of pragmatics that studies about speech. Speech act is a phrase consisting of two words, namely speech and action. Speech acts can change social reality not only describe the existing reality. Speech acts are usually used to make statements, give orders, ask questions, or make promises. There are two main ideas at the core of speech act theory: the first states that the meaning of an

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[17] George Yule, (1996) *Pragmatics*, New York: Oxford University Press, p. 3

[18] *Ibid,* p.4

[19] Rustono. (1999) *Pokok-pokok Pragmatik*. Semarang: IKIP Semarang, p. 31

utterance is different from the function performed by the utterance, the second is that all utterances are the same as the performance of an action.[20]

Austin in Cutting defines state that acts as actions that are done in saying something, which is done by saying something.[21] This is in line with Yule argues that speech acts are actions performed through speech. Speech acts are actions performed through utterances.[22] Furthermore, Searle defines that the production or issuance of sentence marks in certain conditions is a speech act, and speech acts are units of speech.[23]

Based on the opinions above, it can be concluded that speech acts are actions that are performed by a speaker in uttering a sentence. The function of speech act is to state the speaker's intention to the listener a pragmatic element that involves the speaker and the listener. Speech acts refer to the actions performed through language when people communicate. They go beyond the mere conveying of information and encompass the various intentions and effects of speech.

C. The Classification of Speech Acts

There are several explanations of the various types of speech acts from several theories that I got, the first of which is Yule in his book "The study of language" published in 1996 a prominent linguist, identified five main types of speech acts. Speech acts are the basic units of communication and are used

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[20] Bublitz, Wolfram, Neal R. Norrick, (2012) *Foundaions of Pragmatics*. Germany: GmbH & Co. KG, p. 40

[21] Cutting, J. (2008) Pragmatics and Discourse: *A Resource Book for Students* (2nd Ed.). New York: Routledge, p. 13

[22] *Ibid,* p. 47

[23] Searle, J.R (1969) Speech *Acts: An Essay in the Philosophy of Language*. London: Cambridge University Press, p.16

to convey meaning in conversation. Here are the five types of speech acts according to Yule:[24]

1. Representatives

   These speech acts are used to convey information about the world, express beliefs, and make statements that can be either true or false. Examples include assertions, claims, descriptions, and opinions.

2. Directives

   Directives are speech acts used to get the listener to do something or to influence their behaviour. They are often requests, commands, suggestions, or invitations, and they seek to elicit a specific response or action from the listener.

3. Commissives

   Commissives are speech acts that commit the speaker to a particular course of action or future behaviour. They involve promises, vows, oaths, and threats, where the speaker takes on an obligation to do something or assures that they will perform a certain action.

4. Expressives

   That conveys the speaker's emotions, feelings, or attitudes towards a situation. Examples include apologies, thanks, congratulations, and condolences. These speech acts focus on the speaker's internal states and emotions.

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[24] George Yule, (1996) *Pragmatics*, New York: Oxford University Press, p. 53-54

5. Declarations

Declarations are speech acts that bring about a change in the external world simply by stating it. By making the statement, the speaker transforms the situation or context. Examples of declarations are pronouncing someone married, firing someone from a job, or christening a ship.

Understanding these different types of speech acts is crucial for effective communication and interpreting the intended meaning behind people's utterances. Speech acts can often be indirect, and their meaning may depend on the context and the relationship between the speakers.

While according to John Searle, an American philosopher presented a comprehensive classification of speech acts in his influential work "Speech Acts: An Essay in the Philosophy of Language," categorized speech acts into five main types based on their illocutionary force and the functions they serve in communication. Here are the five types of speech acts according to Searle:[25]

1. Assertives (also known as Representatives)

Assertives are speech acts that aim to convey information and make statements about the world. They are intended to represent the speaker's beliefs or knowledge as true or false. Examples include stating, claiming, describing, and asserting.

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[25] Searle, J.R. (1969) *Speech Acts: An Essay in the Philosophy of Language*. London: Cambridge University Press, p. 12-20

2. Directives

   Directives are speech acts that are intended to get the listener to do something. They involve making requests, giving commands, offering invitations, and making suggestions. The primary purpose of directives is to influence the behaviour of the listener.

3. Commissives

   Commissives are speech acts that commit the speaker to a future course of action. They involve promises, pledges, vows, and offers, where the speaker takes on an obligation to perform a certain action or bring about a future state of affairs.

4. Expressives

   Expressives are speech acts that express the speaker's psychological states, emotions, attitudes, or feelings towards a situation. Apologizing, thanking, congratulating, and sympathizing are examples of expressives.

5. Declarations

   Declarations are speech acts that bring about a change in the external world simply by the act of making the statement. They create new social realities or change the current state of affairs. Examples include pronouncing someone married, resigning from a position, or christening a ship.

   Searle's taxonomy of speech acts has been highly influential in the field of pragmatics and the philosophy of language. It provides a systematic framework for understanding the diverse functions of language in

communication and how speakers use language to perform different types of actions. And the last from John L. Austin, a British philosopher of language, is known for his influential work on speech act theory. In his book "How to Do Things with Words," These concepts are fundamental to understanding speech acts. While Paul Grice expanded upon Austin's work, George Yule, in his book "Pragmatics," also discusses these concepts within the context of language pragmatics. Austin introduced the concept of speech acts and categorized them into three main types:

1. Locutionary Act

   This refers to the basic act of producing sounds or written symbols to form words, phrases, and sentences with conventional meanings. In other words, it is the act of uttering a linguistic expression. It encompasses the literal meaning of the words used, as well as their grammatical structure. In simpler terms, it's what is said. For example, if someone says, *"It's raining,"* the locutionary act is the production of the sentence with the literal meaning that rain is falling from the sky.

2. Illocutionary Act

   The illocutionary act is the intended communicative force or function of the utterance. This refers to the speaker's intention in producing the utterance. It is the function or force behind the utterance, such as stating, requesting, commanding, or apologizing. The illocutionary act is what the speaker aims to achieve by making the utterance. Using the same

example, if someone says, "It's raining," the illocutionary act might be to inform the listener about the current weather condition. It represents the speaker's purpose or intention in making the statement. Austin further classified illocutionary acts into various types, including:

a. Assertives: Making statements, stating facts, describing, and asserting.

b. Directives: Giving commands, making requests, offering invitations, and asking questions.

c. Commissives: Making promises, offers, pledges, and expressing commitments.

d. Expressives: Conveying emotions, feelings, attitudes, and psychological states.

e. Declarations: Bringing about changes in the external world through the act of speaking, such as pronouncing someone married or resigning from a position.

3. Perlocutionary Act

The perlocutionary act refers to the effect or impact of the utterance on the listener or the recipient of the speech act. It represents the response or reaction evoked in the listener as a result of the speaker's words. Unlike the illocutionary act, which focuses on the speaker's intention, the perlocutionary act focuses on the listener's reaction. For example, if someone says, "It's raining," the perlocutionary act might be that the listener takes an umbrella

before going out. Austin's speech act theory has been highly influential in linguistics and philosophy of language, providing valuable insights into the various dimensions of communication and the ways in which language is used to perform actions beyond the transmission of information.

Yule's theory, like Austin's, emphasizes that understanding a speech act involves not only recognizing the words used (locutionary act) and the speaker's intention (illocutionary act) but also considering the effect on the listener (perlocutionary act). These concepts are essential in pragmatics for analyzing how language is used to accomplish various communicative goals and how utterances function beyond their literal meanings.

D. Directive

Searle states that directives are attempts by the speaker to get hearer to do something such as ordering, commanding, requesting, advising, and recommending. They express what the speaker wants. According to Yule, directive is when the speaker attempts to make the world fit the word via the listener. The following sentences are the example of directive[26]:

    a. *You may ask.*

    b. *Would you make me a cup of tea?*

    c. *Freeze!*

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[26] Yule, George. (1996) *Pragmatics.* New York: Oxford University Press, p.21

For example (a) is a suggestion that has a function to get the listener to do something as what the speaker suggests or suggests someone to ask. Meanwhile, in example (b) in saying an interrogative sentence, the speaker has the intention to perform a request that has a function to get the listener to do something that the speaker wants or requests someone to make him/her a cup of tea. The speaker does not expect the listener to answer the question with „yes" or „no", but the action of making him/ her cup of tea. And (c) is a command to someone to freeze something.

E. Form of Directive Speech Act

Directive speech acts are a specific subset of illocutionary acts that involve utterances intended to get the listener to do something. The speaker's intention with directive speech acts is to influence the behaviour of the listener in some way, whether it's to perform an action, refrain from an action, or consider a particular course of action. As Yule states that there are four forms of directive speech acts. They are command, request, suggestion, and order. The classification will be described as follow[27]:

a. Command

The command is effective only if the speaker has some degree of control over the actions of the addressee. In this case, the speaker in authority, express a wish that an addressee should (no) act the speaker wants the addressee (not) to act. Chaika states that "commands shares virtually the same preconditions as questions".

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[27] Yule, George. (1996) *Pragmatics.* New York: Oxford University Press, p.222

1. The speaker who commands has the right and/ or duty to command.

2. The recipient of the command has the responsibility and/ or obligation to carry out the command.[28]

In this type, the speaker issues a direct command to the listener, expecting them to comply without negotiation or question. The speaker's intention is to have the listener follow the command. For example:

"Close the door."
"Stand up and present your report."

b. Request

Request is an expression of what the speaker wants the addressee to do or refrain from doing something. The speaker seeks the listener's cooperation or action. For example: A request does not assume the speaker's control over the person addressed for example:

"Would you type this letter for me, please?"

"Do you mind if I use the computer?"

c. Suggestion

Suggestion is the speaker's utterance to give an opinion or advice about what the addressee should or not should not do. *Why don't we* and *Let's go* are used to state a suggestion to do something together. Suggestions are often tactful ways of giving commands, for example

"Let's go to the movie!"

"Why you don't leave me alone"

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[28] Chaika, Elaine. (1994) *Language the Social Mirror.* Rowkey Massachuserts: Newburry House Published, p. 183

"It's better for you to go there right now".

In this type, the speaker offers guidance, advice, or suggestions to the listener. The speaker's intention is to influence the listener's behaviour or decisions. For another example:

"You should consider taking a break and relaxing."

"I suggest you try the new Italian restaurant in town."

d. Order

Orders are the most forceful type of directive speech act. They are used to tell the listener to do something and the listener is expected to obey immediately. For example:

"Get out of my way!"

"Stop that right now!"

F. The Function of Directive Speech Act

Directive speech acts serve various functions in communication, and different theories have identified these functions. Here are some of the functions of directive speech acts based on linguistic theories:

1. Requesting Action

One of the primary functions of directive speech acts is to request the listener to take a specific action or do something. It is a way of asking for help, favours, or cooperation. For example:

"Can you please pass me the remote?"

"Would you mind picking up some groceries on your way home?"

2. Giving Commands or Orders

Directive speech acts can also be used to give direct commands or orders to the listener, expecting them to follow without negotiation or refusal. For example:

"Shut the window."

"Turn off the lights."

3. Offering Invitations

Directive speech acts can involve inviting the listener to an event, activity, or gathering. The speaker expresses the desire for the listener to attend. For example:

"Would you like to come to my birthday party?"

"I invite you to join us for the conference next week."

4. Providing Advice or Suggestions

Directive speech acts can be used to offer guidance, advice, or suggestions to the listener, aiming to influence their decisions or behaviour. For example:

"You should see a doctor if you're feeling unwell."

"I suggest you take some time to consider your options."

5. Making Offers or Promises

Directive speech acts can involve making offers or promises to the listener, indicating the speaker's commitment to a future action or behaviour. For example:

"I'll help you with your project tomorrow."

"I promise to be there for you when you need support."

6. Warning or Prohibiting

Directive speech acts can be used to warn the listener about potential dangers or to prohibit them from doing something. For example:

"Be careful while crossing the road."

"Don't touch the hot stove; it's dangerous."

7. Expressing Wishes and Desires

Directive speech acts can be used to express wishes, hopes, or desires, sometimes implying a request for the listener to fulfil them. For example:

"I wish you could come to my graduation ceremony."

"I hope you enjoy your vacation."

These functions of directive speech acts play a crucial role in interpersonal communication, allowing speakers to interact, influence, and coordinate actions with others effectively. The success of a directive speech act often depends on the listener's willingness to comply or act upon the speaker's intentions.

G. **The Factors that Influence the use of Directive Speech Acts**

Directive speech acts are communicative actions aimed at getting the listener to do something. These can include requests, commands, suggestions, advice, and invitations. The use of directive speech acts is influenced by various factors, including[29]:

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[29] Yule, George. (1996) *Pragmatics.* New York: Oxford University Press, p.120

1. **Culture:** Different cultures have varying communication norms and expectations regarding the use of directness or indirectness in speech acts. Some cultures prefer more direct requests, while others may employ indirect or polite language to make a request.

2. **Social Status and Power:** The social status and power relationship between the speaker and the listener can influence the style of directive speech acts. In hierarchical situations, individuals with higher authority may use more direct commands, while those with lower status may use polite requests.

3. **Context:** The context in which the communication takes place plays a significant role. In informal settings among friends or family, people might use more direct and casual requests. In formal or professional settings, language may be more polite and indirect.

4. **Familiarity and Intimacy:** The level of familiarity and intimacy between the speaker and the listener can influence the style of directive speech acts. Close friends or family members may use more direct and informal language, while acquaintances or strangers might use more polite language.

5. **Gender:** Research has suggested that gender can influence the use of directive speech acts. For instance, some studies have shown that women tend to use more polite requests compared to men.

6. **Personality and Communication Style:** Individual personality traits and communication styles can also play a role. Some people may

naturally prefer more direct communication, while others may lean towards being more indirect or diplomatic.

7. **Perceived Threat:** The perception of a potential threat or negative consequences can affect the directness of directive speech acts. If the speaker believes that a direct request might be met with resistance or conflict, they may choose a more indirect approach.

8. **Cognitive and Emotional Factors:** Cognitive factors, such as the speaker's beliefs about the listener's willingness to comply, and emotional factors, such as politeness or empathy, can influence the choice of directive speech acts.

9. **Desired Outcome:** The speaker's intention and desired outcome also play a role. If the speaker wants a quick and direct response, they may use a more direct speech act. Conversely, if they want to give the listener more flexibility or choice, they may use a more indirect form.

H. Context

According to Cruse the central topics of linguistic pragmatics are those aspects of meaning which are dependent on context. Therefore, context is important concept in pragmatic analysis because pragmatics focuses on the meaning of words in context or interaction and how the persons involved in the interaction communicate more information than the words they use. They state that the essential element in the interpretation of an utterance is the

context in which it is uttered.[30] Therefore, analyzing the meaning of an utterance cannot ignore the context since the meaning of an utterance will be different if the context is different. It will establish the interpretation of the utterance. Besides, identifying the speech act being performed by a particular utterance can only be done if people know the context in which the utterance takes place. Context is a background knowledge shared by the speaker and listener in delivering and understanding their utterance.

Meanwhile, Mey gives an example of utterance; "It's a long time since we visited your mother." The utterance will have a totally different pragmatic meaning when it is uttered at the coffee table after dinner in a married couple's living room than when it is uttered by a husband to his wife while they are standing in front of the hippopotamus enclosure at the local zoo, which of course can be considered as a joke.[31] According to Nunan context refers to the situation giving rise to the discourse and within which the discourse is embedded. He adds that there are two types of context: [32]

a. Linguistic Context

The linguistic context is the language surrounding or accompanying the piece of discourse under analysis. It refers to the words, utterances and sentences surrounding a piece of text.

[30] Cruse, A. (2006) *A Glossary of Semantics and Pragmatics.* Edinburg: Edinburg University Press Ltd, p. 3
[31] Mey, J. L. (1993) *Pragmatics: An Introduction*. Oxford: Blackwell Publisher Ltd, p. 39
[32] Nunan, D. (1993) *Introducing Discourse Analysis.* London: Penguin Group, p. 65

b. Non- Linguistic Context

Non- linguistic context is experiential context within which the discourse takes place. It refers to the real world context in which the text occurs. There are six components of nonlinguistic context. They are the type of communication event, the topic, the purpose of the event, the setting, the participants and the relationship between them and the background knowledge and the assumption underlying the communicative event. On the other hand, Holmes states that in any situation linguistic choices will generally reflect the influence of one or more of the following components:[33]

1. The participants: (1) who is speaking and (2) who are they speaking to?

2. The setting or social context of the interaction: where are they speaking?

3. The topics: what is being talked about?

4. The function: why are they speaking?

Holmes‟ theory of context is used because is simpler and the theory consists of four components which are enough to analyze a speech act.

I. **Movie**

Movie or film is the text that contains a series of photographic images that lead to the illusion of movement and action in real life. Movie scripts are a

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[33] Holmes, J. (1995) *An Introduction to Sociolinguistics*. New York: Longman Publishing, p. 12

means of communication for an artist or script writers to express their ideas.[34] Movie is a series of moving pictures, often telling story, usually shown in a theater or television. Movie is an important part of human life. Movie becomes major sources of entertainment, education, and knowledge. As the entertainment, movie is a good solution of troubles and problems. Movies invite audiences to come into new world, new life as if the viewer's live there. They orientate it as a literal art, communication and literature. For education and knowledge, it can be used for media in teaching a learning process. So movie is form of entertainment that telling a story by sequence of images giving the illusion of continuous movement. That can be in the form of written language as well-spoken language. Other than that, speech acts also describe or tell the audience what the actor is doing the film and the meaning that is imprinted through the actions of the actor.

J. Synopsis of "*Mulan*" 2020 Movie

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[34] Danesi, Marcel. (2010). *Pengantar Memahami Semiotika Media*. Yogyakarta: Jalansutra, Cetakan I, p.134

Mulan is an American period war action drama movie by Niki Caro with a screenplay by Elizabeth Martin, Lauren Hynek, Rick Jaffa and Amanda Silver, and produced by Walt Disney Pictures in 2020. The movie is a live-action remake of the 1998 animated film of the same name produced by Disney, the animated film itself based on the Chinese legend *Hua Mulan*. Although this is a remake, according to the director, this film tells more about the character of *Hua Mulan* which is actually based on a Chinese legend. There are several scenes that are not the same as the animated version.

Hua Mulan was a very active woman and often ran here and there, chasing a chicken up to the roof and destroying things around her which irritated the residents of her village and embarrassed her family because at that time a woman's duty was only to "be quiet, graceful, elegant and polite." Until one day when the Rounan tribe led by Bori Khan (Jason Scott Lee) and his companion who was a magician Xian Lang (Gong Li) invaded China. The Emperor (Jet Li) issued a decree requiring each family to include one male family member in the military and help withstand attacks from the Rounan Tribe.[35]

K. Review of Related Finding Research

Based on the same previous research, the researcher found that there are several studies that discussed about directive speech act. First research was made by Muhartoyo; Keilly Kristani these present studies about directive speech act in the movie "*sleeping beauty*". This research is conducted to

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[35] Wikipedia, *Mulan 2020.* Accessed at https://en.wikipedia.org/ wiki/Mulan_(2020_film) on October 15th 2020.

identify the directive speech act performed in the movie and it will find out how often the directive speech act performed and which type of directive speech act that are most frequently used in the movie. This researcher used the data collection by watching movie, analysing the body movement and the dialogues of each character, and reading the script and library research.[36] Another research has been done by Asmi Yuniati and friends, with their tittle "Directive Speech Acts in The Movie "*The Message*" By Moustapha Akkad". This study is aimed to explain about the classifications and the contribution of directive speech acts in the "*The Message*" by Moustapha Akkad to EFL learner in understanding the expression of giving command. [37]

The third research has been made by Erma Nurhayati with the title is "Directive Speech Act Analysis in Kung Fu Panda 3 Movie (Pragmatic Approach)". This research studies about directive speech acts in Kung Fu Panda 3 Movie. The objectives of this research are to know the kinds of directive speech acts and the forms of directive speech act. In this research, the researcher explained the research focused on analysing the types of directive speech act based on Searle categories and the form of directive speech act in every utterance or the sentences which are used by the actors and actress in Kung Fu Panda 3 movie. [38]

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[36] Muhartoyo; Keilly Kristani, (2013) *Directive Speech Act in the Movie "Sleeping Beauty"*. English Department, Faculty of Humanities, Binus University.

[37] Yuniati Asmi and friends, (2018) *Directive Speech Acts in The Movie "The Message"* By Moustapha Akkad. Journal For Language and Foreign Language Learning. State Islamic University of Walisongo Semarang.

[38] Nurhayati Erma, (2017) "*Directive Speech Act Analysis in Kung Fu Panda 3 Movie (Pragmatic Approach)"*. English Letters Departement Islamic Education and Teaching Training Faculty The State Islamic Institute of Surakarta.

Another research has been done by Yuni Astria with her tittle *"Pragmatics Analysis on Directive Utterances in the Film of Forrest Gump"* this research explains about structural forms of directive utterances not only as an imperative but also as interrogative and declarative. The purposes of this research are to analyse the function of directive utterances, to identify the implied meaning (implicature), and to know the relationship between structural form and general communicate function of directive utterances in the film Forrest Gump. [39]

The different from those previous studies above, the researcher focused to analyse about directive speech act that used by *Hua Mulan* as a main character in the movie "Mulan (2020)" and the forms of directive speech act in every utterance and sentence that she used. The subject is *Hua Mulan* as a main character in the movie. This research also focused on finding out what forms of directive speech is the most dominant used, the functions of the directive speech acts that used by main character and the factors influence the use of directive speech acts.

[39] Astria,Yuni, (2010) *Pragmatics Analysis in Directive Utterances in the Film "Forrest Gump".* English Department, Stain Curup .

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design of this study was qualitative method since it provides a systematic, factual, and accurate description of a situation. Cresswell states that qualitative research in education and other areas concentrates on the study of human behavior and social life in natural settings[40]. In a qualitative research approach, attitudes, views, situation and behaviour are evaluated subjectively. In such a setting, research is the result of the researcher's perception and insight. Such a research methodology yields outcomes that are either non-quantitative or not subjected to a rigorous quantitative analysis. The results of qualitative research are described rather than calculated to demonstrate the data. The research design is qualitative since the researcher collects and examines data that is verbal in nature. According to Bogdan and Biklen, the data collected is in the form or words or picture rather than numbers. [41]

As a result, this study described the phenomena of the speech acts used by *Hua Mulan's* as a main character in the movie. Furthermore, because the data were gathered in the form of words rather than numbers, the research was descriptive qualitative.

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[40] Creswell, John W. (2017) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 4th Edition*, Sage, Newbury Park.
[41] Bogdan, Robert C. dan Biklen Kopp Sari, (1982), Qualitative Research for Education: An Introduction to Theory and Methods. Allyn and Bacon, Inc.: Boston London. P. 28

B. Object of the Research

The object of data in this research is directive speech act were gathered in the script of movie's Mulan that used by *Hua Mulan* as a main character which is released in 2020. It is American period was action drama film by Niki Caro and produced by Walt Disney Pictures. The movie is a live-action and remake of the 1998 animated movie as the same name produced by Disney. The movie tells more about the character of *Hua Mulan* which is actually based on a Chinese legend.

The qualitative data may appear in the form of discourses, sentences, clauses, phrases, or words[42] Based on the theory, the data of this research are taken from the script uttered by main character containing of directive speech act proposed by Yule (see Chapter 2).

C. Technique of Data Collection

The data in this research were collected from script *Hua Mulan* as a main character from Mulan movie's that was directed by Niki Caro (2020). This is some steps of collecting data and will describe as follows:

1. The researcher watched and replayed the movie for several times to understand the whole story by using a laptop.

2. After the researcher watched and replayed the movie then finds the script from the book.

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[42] Y. Asmi, F. Sayyidatul. (2018). *Directive Speech Acts in The Movie 'The Message' By Moustiapha.* Semarang: Journal For Language and Foreign Language Learning

3. The researcher compared the script from the book with the dialogue in the movie that used by *Hua Mulan* and check whether the dialogue matches with the book or not.

4. The researcher determined the parts of the dialogue that presented the use of directive speech act (command, request, suggesting and order).

5. The researcher transcribed the dialogue that presented use of directive speech act (imperative, interrogative, and declarative).

D. Research Instrument

The researcher makes the format of instrument analysis in table form based on Yule's theory. The table can be seen in the explanation below:

Table 3.1
Instrument of Document Analysis Based on Yule's Theory

No	Theory	Dialogue	Context	Form of Direct Speech			
				C	R	S	O
1.	The speaker in authority, express a wish that an addressee should (no) act the speaker wants the addressee (not) to act. That "commands shares virtually the same preconditions as questions.						
2.	The speaker seeks the listener's cooperation or						

No	Theory							
	action.							
3.	Suggestion is the speaker's utterance to give an opinion or advice about what the addressee should or not should not do.							
4.	Orders are the most forceful type of directive speech act. They are used to tell the listener to do something and the listener is expected to obey immediately.							

Table 3.2
Instrument of Document Analysis Based on Yule's Theory for The Function of Directive Speech act

No	Theory	Scene/ Dialogue	Form of Directive Speech Act	Function
1.	Request the listener to take a specific action or do something.			
2.	Directive speech acts can also be used to give direct commands or orders to the listener, expecting them to follow without negotiation or refusal.			
3.	Directive speech acts can involve putting forward			

	an idea for the listener's consideration without a strong sense of obligation. The speaker expresses the desire for the listener to attend or to do something.			
4.	Directive speech acts can be used to offer guidance, advice, or suggestions to the listener, aiming to influence their decisions or behaviour.			
5.	Directive speech acts can involve making offers or promises to the listener, indicating the speaker's commitment to a future action or behaviour.			
6.	Directive speech acts can be used to express wishes, hopes, or desires, sometimes implying a request for the listener to fulfil them.			

Table 3.3
Instrument of Document Analysis Based on Yule's Theory for The
Factors Influence The Use of Directive Speech act

No	Theory	Scene/ Dialogue	Form of Directive Speech Act	Influence Factors Analysis
1.	**Culture:** Different cultures have varying communication norms and expectations regarding the use of directness or indirectness in speech acts.			
2.	**Social Status and Power:** The social status and power relationship between the speaker and the listener can influence the style of directive speech acts.			
3.	**Context:** The context in which the communication takes place plays a significant role. In informal settings among friends or family, people might use more direct and casual requests.			
4.	**Familiarity and Intimacy:** The level of familiarity and intimacy			

	between the speaker and the listener can influence the style of directive speech acts.			
5.	**Gender:** Research has suggested that gender can influence the use of directive speech acts.			
6.	**Personality and Communication Style:** Individual personality traits and communication styles can also play a role.			
7.	**Perceived Threat:** The perception of a potential threat or negative consequences can affect the directness of directive speech acts.			
8.	**Cognitive and Emotional Factors:** Cognitive factors, such as the speaker's beliefs about the listener's willingness to comply, and emotional factors, such as politeness or empathy, can influence the			

	choice of directive speech acts.			
9.	**Desired Outcome:** The speaker's intention and desired outcome also play a role. If the speaker wants a quick and direct response, they may use a more direct speech act.			

E. Technique of Data Analysis

The data analyzed by using content analysis. According to Guba and Lincoln, content analysis is an analysis using any technique that is used to draw a conclusion by discovering message characteristic objectively and systematically. The steps of collecting the data will be taken as the following the data in this research is analysed as follow[43]:

1. Watching the movie of Mulan (2020)

2. Observing the utterances in the movie to find out the directive speech act in the movie Mulan (2020).

3. Underlining the script of directive speech act in the movie Mulan (2020).

4. Analysing and identifying the database on form of directive speech act. The form of bellow:

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[43] Guba, E., & Lincoln, Y. (1994*). Competing Paradigms in Qualitative Research. Thousand Oaks*: Sage Publications.

a. Command

b. Request

c. Suggestion

d. Order

5. Classifying the data based on the type of directive speech act, they are: command, request, suggestion and order.

F. The Trustworthiness of the Data

In this research, researcher must obtain data are credible. In qualitative research, there are some ways that can be chosen to develop the credibility the data. According to Moleong there are four criteria to check the data credibility, there are:[44]

1. Credibility is aimed at achieving the data validation through carefully and comprehensively watching and rewatching the selected data in accordance with the research question so that the data can be considered credible.

2. In using transferability, the researcher had to provide all information needed the watchers in understanding the finding the information was obtained through watching, interpreting, and analyzing Mulan movie's manuscript.

3. Moleong also states that in dependability, the researcher watched the data carefully and frequently in order to understand the whole story of Mulan movie and to make correct interpretation.

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[44] Moleong, L. (2011) *Metode Penelitian Kualitatif (Edisi Revisi)*. Bandung: PT Remaja Rosdakarya, p. 324

4. Conformability is a teaching to determine the objectiveness of the research by making discussion with other researcher or order advisor and asking the expert about the validity of the data.

To increase the credibility of the data, triangulation was applied. Triangulation is a technique that utilizes something outside of the data to check, verify, and compare the data findings.[45] One of the forms of triangulation is investigator triangulation which involves using multiple researchers to interpret the data in order to minimize and understand any differences the researchers may have. It was applied by some students of English Language and Literature majoring in linguistics to verify the collected data or to check whether the researcher was correct in making the categorization of the data in the datasheet.

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[45] *Ibid,*p. 330

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

In this chapter, the researcher wants to explain the overall findings and analysis of the research which includes the most dominant forms of directive speech acts in the movie "Mulan" used by *Hua Mulan* as the main character, the function of directive speech acts used and the factors that influence the use of directive speech acts by *Hua Mulan* as the main character. The data were taken from the movie "Mulan (2020)" by Niki Caro and some dialogues used by the main character *Hua Mulan* as well as the movie script obtained from the internet. All data found in this research were analyzed using Yule's theory of directive speech acts. The detailed information can be seen in the finding below:

Table 4.1

Instrument of Document Analysis Based on Yule's Theory

No.	Theory	Dialogue	Context	Form of Directive Speech Act			
				C	R	S	O
1.	The speaker in authority, express a wish that an addressee should (no) act the speaker wants the addressee (not) to act. That "commands shares virtually the same preconditions as questions.	1. Mulan: **Don't panic**. *There's a spider crawling in your hair.*	Mulan's sister named Xiu was very afraid of spiders and at that time she ordered her sister to calm down and not panic because her sister would protect her.	√			
		2. Mulan: **Don't worry,** *if you hold very still… I will squash it.*	Mulan told her sister not to worry because she would squash the spider if her sister held on for a while.				

		3. *Mulan: Xiu, **look at my face.** What am I feeling.*	Mulan was going to do an arranged marriage organized by her family and the matchmaker. The situation became very awkward and confusing. She asked her sister to see how her facial expression was and how she felt because she really did not know what would happen there.				
		4. *Mulan: **Just talk to her** like you're talking to me now.*	Mulan tries to convince Honghui that he can do it as men do in general and hopes to be more confident as he does to her when speaking.				
		5. *Mulan:You idiot. Now everyone sees it. **You must hide your chi!***	Mulan was quite worried because her strength began to be revealed and known by her friends. She emphasized to herself to cover her chi so that there would be no noise that could cause problems later.				
		6. *Mulan: **Listen to me, all of you.** We will live. I guarantee it.*	Mulan instructs her friends to listen to her and believes that all will be well and she promises to protect them all.				
		7. *Mulan: Commander Tung, **we must ride to the emperor.** His life is in danger.*	In the night Mulan returned to the camp and began to have the courage to report what was really happening to the emperor.				
		8. *Mulan:**Ambush!***	The soldiers began to spread out and attack the enemy. The commander orders				

			some of the soldiers to protect Mulan so that she can enter and save the emperor.				
2.	The speaker seeks the listener's cooperation or action.	1. *Mulan: I'm Hua Mulan.* **Forgive me.**	Mulan suddenly appeared by apologizing to the commander and other soldiers because she began to reveal her true identity and did not want to hide it anymore but the soldiers and the commander could only be silent and surprised who *Hua Jun* really was who was Mulan's fake identity.		√		
		2. *Mulan: That's what Böri Khan wants you to believe.* **Please, you have to listen to me.**	Mulan told the commander and all the soldiers what really happened between the Emperor and Böri Khan and the reasons behind the previous war.				
		3. *Mulan: You can still take the noble path. It's not too late.* **Please, I need your help.** *Where's the emperor?*	Mulan pitiful and begged the witch to tell her where the emperor was. She knows that what has happened to the witch is the enemy's fault and it is not too late and the witch can change just like what she has gone through.				
		4. *Mulan:* **Forgive me, father.** *I stole your horse... I*	Mulan returned to her hometown after the war and met her father. She apologized for everything that				

No.	Theory	Scene/Dialogue	Context				
		stole your sword, I stole your armor.	happened before and after her return. She admitted that she had disappointed her family, especially her father.				
3.	Suggestion is the speaker's utterance to give an opinion or advice about what the addressee should or not should not do.	*Mulan: Our last apple. You need it more than I do. **We should be there by now.***	Mulan was hungry but gave her horse the last of the food because she wanted to get to the location on time and hoped that the horse she was riding would still be able to walk.			√	
4.	Orders are the most forceful type of directive speech act. They are used to tell the listener to do something and the listener is expected to obey immediately.	*Mulan: Nothing. **Leave me alone.***	Mulan was bathing in the lake and suddenly Honghui approached her to join her while she was worried that if he got closer and talked to her then all the secrets would be revealed therefore Mulan told him to leave her alone for fear of being found out if she was actually a woman with power or her chi.				√

Tabel 4.2
Instrument of Document Analysis Based on Yule's Theory for The function of Directive Speech act

No.	Theory	Scene/Dialogue	Form of Directive Speech Act	Function
1.	Request the listener to take a specific action or do something.	*Mulan: You can still take the noble path. It's not too late. **Please, I need your help.** Where's the*	Request (R)	The speaker is making a request for help, which is a form of directing someone to take a certain action, in this case providing help.

		emperor?		
2.	Directive speech acts can also be used to give direct commands or orders to the listener, expecting them to follow without negotiation or refusal.	1. *Mulan:* ***Don't panic****. There's a spider crawling in your hair.* 2. *Mulan:* ***Don't worry****, if you hold very still…*	Command (C)	The speaker is giving direct command or instruction to someone and telling her not to panic. It is a directive aimed at influencing the listener's behavior and specifically to avoid worrying.
		Mulan: Xiu, ***look at my face****. What am I feeling.*		It is a directive that instructs or commands someone to direct their attention towards the speaker's face.
		Mulan:You idiot. Now everyone sees it. ***You must hide your chi!***		The speaker is giving direct command or instruction to herself and telling should hide her chi. This is a clear directive that aims to influence the speaker's actions.
		Mulan: ***Listen to me, all of you.*** *We will live. I guarantee it.*		The speaker is giving a direct command or instruction to a group, directing all individuals to pay attention and hear what they have to say.
		Mulan: Commander Tung, ***we must ride to the emperor****. His life is in danger.*		The speaker is giving a direct order or instruction, indicating that "we" should ride towards the kingdom and save the emperor. This is a directive that aims to influence the actions of others in the group to do as the speaker says.
		Mulan: ***Just talk to her*** *like you're talking to me now.*		The speaker gives a direct command or instruction, advising someone to engage in a conversation with the

			person referred to as "her" in a specific way, similar to the way they are currently talking to the speaker.
		*Mulan:**Ambush!***		Give the instructing or alerting others to be on guard or to respond to an imminent ambush. This was a direct and urgent instruction from her to split up and start attacking because the enemy had entered the kingdom area.
3.	Directive speech acts can involve putting forward an idea for the listener's consideration without a strong sense of obligation. The speaker expresses the desire for the listener to attend or to do something.	*Mulan: Our last apple. You need it more than I do.* ***We should be there by now.***	Suggestion (S)	The speaker makes a suggestion or recommendation, indicating that "we should" be at a certain location or event. The use of "we should" implies a function as a suggestion or direction,
4.	Directive speech acts can be used to offer guidance, advice, or suggestions to the listener, aiming to influence their decisions or behaviour.	*Mulan: Nothing.* ***Leave me alone.***	Order (O)	The speaker is giving a direct order to someone to stop interacting with her or stop bothering her. It is a clear order that aims to influence the other person's actions and decisions.
5.	Directive	*Mulan: I'm Hua Mulan.* ***Forgive***	Request (R)	The speaker is making a request or plea for the

speech acts can be used to express wishes, hopes, or desires, sometimes implying a request for the listener to fulfil them.	*me.*		listener to forgive her. It is a direct request aimed at influencing the listener's actions.
	*Mulan: That's what Böri Khan wants you to believe. **Please, you have to listen to me.***		The speaker is making a request or plea for the listener to listen to her first cause there are the reasons why everything happens.
	*Mulan: **Forgive me, father.** I stole your horse… I stole your sword, I stole your armor.*		The speaker apologizes directly to her father. It is a directive that clearly aims to influence the listener's actions directly and the speaker hopes that the listener will forgive her for everything that has happened.

Table 4.3
Instrument of Document Analysis Based on Yule's Theory for The Factors Influence the Use of Directive Speech act

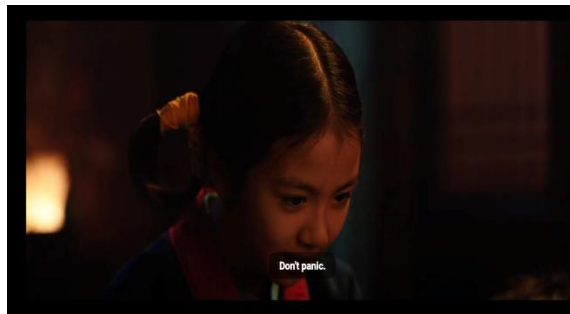| No.	Theory	Scene/Dialogue	Form of Directive Speech Act	Influence Factor Analysis
1.	**Social status and power**: The social status and power relationship between the speaker and the listener can influence the style of directive speech acts.	*Mulan: That's what Böri Khan wants you to believe. **Please, you have to listen to me.** Commander Tung: Sergeant, hand me my sword. Mulan: Kill me if you must. But first, listen. The garrison attacks were just to distraction…*	Request (R)	Mulan told the commander and all the soldiers what really happened between the Emperor and Böri Khan and the reasons behind the previous war. She dared to say this because she felt she had power and a strong relationship with the commander and her soldiers, so she hoped they would all listen to her and start taking actions that would

				later be directed by Mulan.
2.	**Context**: The context in which the communication takes place plays a significant role. In informal settings among friends or family, people might use more direct and casual requests.	*Mulan: Xiu, look at my face. What am I feeling.*		When marriage organized has arranged by Mulan's family and the matchmaker, the situation become very awkward and confusing. She asked her sister to see how her facial expression was and how she felt
		Mulan: Listen to me, all of you. We will live. I guarantee it. Because I will protect you. We'll protect each other. We'll fight for each other.	Command (C)	The situation is quite tense at that night because the soldiers will fight against the enemy tomorrow. Mulan instructs her friends to listen to her and believes that all will be well and she promises to protect them all. Protect and take care of each other. She speaks more casually to her friends so that the listeners will do what she says.
		Mulan: Commander Tung! Sergeant Qiang: What is the meaning of this? Mulan: Commander Tung, we must ride to the emperor. His life is in danger.	Command (C)	At night Mulan returned to the camp and began to have the courage to report what was really happening to the emperor. She told the commander and all the soldiers to go there and save the emperor because his life was in danger.
		Mulan: The streets are empty! Why are there no guards?		The context in which communication takes place and

		Ambush! *Commander Tung: Protect the emperor! Clear her path! Don't leave her side! She must get through.*		begins plays a very important role because the situation there was very tnese.. The soldiers began to spread out and attack the enemy. The commander orders some of the soldiers to protect Mulan so that she can enter and save the emperor.
3.	**Familiarity and intimacy**: The level of familiarity and intimacy between the speaker and the listener can influence the style of directive speech acts.	*Mulan: **Don't panic**. There's a spider crawling in your hair. Xiu: You know I'm afraid of spiders. This's not one of your triscks, is it Mulan?*	Command (C)	The conditions were quite tense between the siblings. Mulan's sister named Xiu was very afraid of spiders and at that time she ordered her sister to calm down and not panic because her sister would protect her. That's where the conversation began and the actions carried out between the speaker and the listener.
		*Mulan: **Don't worry**, if you hold very still… I will squash it.*		Mulan will help her sister as long as she calms down.
		*Mulan: **Forgive me, father.** I stole your horse… I stole your sword, I stole your armor. And the sword… I lost it. The sword is gone. Now I understand how mush that sword means to you.*	Request (R)	After long journey, Mulan returned to her hometown after the war and met her father. She apologized for everything that happened before and after her return. She admitted that she had disappointed her family, especially

		Zhou It is my daughter that means everything to me. And it is I should apologize.		her father, and that incident made her realize that the sword she lost meant a lot to her father.
4.	**Gender**: Research has suggested that gender can influence the use of directive speech acts.	*Honghui:Why not? I can't believe all this time you've been keeping your skill a secret. What else have you been hiding? Mulan: Nothing.* ***Leave me alone.*** *Honghui: Hua jun, we started off on the wrong foot. Can we be friends? Mulan: I'm not your friend.*	Order (O)	At night Mulan was bathing in the lake and suddenly Honghui approached her to join her while she was worried that if he got closer and talked to her then all the secrets would be revealed therefore Mulan told him to leave her alone for fear of being found out if she was actually a woman.
		Commander Tung: Have you seen Hua Jun? Hua Jun? Mulan: I'm Hua Mulan. ***Forgive me.*** *Cricket: He's a girl? Commander Tung: You're an imposter. You've betrayed the regiment. You've brought disgrace to*	Request (R)	After the war occurred due to the iceberg ruins the situation was suddenly tense because Mulan suddenly appeared by apologizing to the commander and other soldiers because she began to reveal her true identity and did not want to hide it anymore but the soldiers and the commander could only be silent and surprised who *Hua Jun* really was who was Mulan's fake identity.
5.	**Perceived Threat**: The perception of a potential threat or negative	*Mulan:You idiot. Now everyone sees it.* ***You must hide your chi!***	Command (C)	Mulan strength began to be revealed and known by her friends. She emphasized to

	consequences can affect the directness of directive speech acts.			herself to cover her chi so that there would be no noise that could cause problems later. This factor can affect the directness of directive speech acts between potential threat and negative consequences that will happen.
6.	**Cognitive and emotional factors**: It such as the speaker's beliefs about the listener's willingness to comply, and emotional factors, such as politeness or empathy, can influence the choice of directive speech acts.	*Honghui: Lucky you. I mean, how do you even begin to know how to talk to a woman… let alone be married to one?* *Mulan: **Just talk to her like you are talking to me now.*** *Honghui: Yeah, I wish it was that easy.*	Command (C)	Mulan tries to convince Honghui that he can do it as men do in general and hopes to be more confident as he does to her when speaking.
		Xianniang: No. It's too late for me. *Mulan: You can still take the noble path. It's not too late. **Please, I need your help.** Where's the emperor?*	Request (R)	When Mulan arrived at the palace, nobody is there and only the witch. Mulan pitiful and begged the witch to tell her where the emperor was. She knows that what has happened to the witch is the enemy's fault and it is not too late and the witch can change just like what she has gone through. She wishes the witch could do what Mulan asks and make a decision straight away.

7.	**Desired outcome**: The speaker's intention and desired outcome also play a role. If the speaker wants a quick and direct response, they may use a more direct speech act.	*Mulan: Our last apple. You need it more than I do.* ***We should be there by now.***	Suggestion (S)	At that time it was getting dark. Mulan had not found the camp and she was hungry but gave her horse the last of the food because she wanted to get to the location on time and hoped that the horse she was riding would still be able to walk.

1. MULAN: **Don't panic.** There's a spider crawling in your hair. (03:36)

   XIU: You know I'm afraid of spiders. This is not one of your tricks, is it, Mulan?

   a. The form of directive speech act that used by *Hua Mulan* is **command.**

   b. In this statement, the speaker is giving direct command or instruction to someone and telling her not to panic. This is a clear directive that aims to influence the listener's actions.

   c. The factors that influence the use of the word belong to the type of familiarity and intimacy because at that time the conditions were

quite tense between the siblings. Mulan's sister named Xiu was very afraid of spiders and at that time she ordered her sister to calm down and not panic because her sister would protect her. That's where the conversation began and the actions carried out between the speaker and the listener.

2. MULAN: **Don't worry**, if you hold very still... I will squash it. (03:46)

   a. The form of directive speech act that used by *Hua Mulan* is **command.**

   b. In this statement, the speaker is giving direct command or instruction to someone and telling not to worry. It is a directive aimed at influencing the listener's behavior and specifically to avoid worrying.

   c. The factors that influence the use of the word belong to the type of familiarity and intimacy between siblings. Mulan told her sister not to worry because she would squash the spider if her sister held on for a while.

3. MULAN: Xiu, **look at my face.** What am I feeling? (16:16)

   XIU: I have no idea.

   a. The form of directive speech act that used by *Hua Mulan* is **command.**

   b. In this statement, it is a directive that instructs or commands someone to direct their attention towards the speaker's face. It is a command for the listener to perform a specific action, which is a characteristic of directive speech acts.

   c. The factors that influence the use of the word belong to the type of context because at that time Mulan was going to do an arranged marriage organized by her family and the matchmaker. The situation became very awkward and confusing. She asked her sister to see how her facial expression was and how she felt because she really did not know what would happen there.

4. MULAN: Our last apple. You need it more than I do. **We should be there by now.** (27:50)

   a. The form of directive speech act that used by *Hua Mulan* is **suggestion.**

   b. In this statement, the speaker makes a suggestion or recommendation, indicating that "we should" be at a certain location or event. The use of "we should" implies a function as a suggestion or direction, which is a characteristic of directive speech acts.

   c. The factors that influence the use of the word belong to the type of desired outcome from the speaker because at that time Mulan was hungry but gave her horse the last of the food because she wanted to get to the location on time and hoped that the horse she was riding would still be able to walk.

5. HONGHUI: Lucky you. I mean, how do you even begin to know how to talk to a woman... let alone be married to one?

   MULAN: **Just talk to her like you are talking to me now.** (38:42)

   HONGHUI: (CHUCKLES) Yeah, I wish it was that easy.

a. The form of directive speech act that used by *Hua Mulan* is **command.**

b. In this statement, the speaker gives a direct command or instruction, advising someone to engage in a conversation with the person referred to as "her" in a specific way, similar to the way they are currently talking to the speaker. This is a command that aims to influence the listener's actions, which is characteristic of directive speech acts.

c. The factors that influence the use of the word belong to the type of cognitive and emotional from the speaker because Mulan tries to convince Honghui that he can do it as men do in general and hopes to be more confident as he does to her when speaking. Cognitive factors, such as the speaker's beliefs about the listener's willingness to comply, and emotional factors, such as politeness or empathy, can influence the choice of directive speech acts.

6. MULAN: You idiot. Now everyone sees it. **You must hide your chi!** (41:16)

a. The form of directive speech act that used by *Hua Mulan* is **command.**

b. In this statement, the speaker is giving direct command or instruction to herself and telling should hide her chi. This is a clear directive that aims to influence the speaker's actions.

c. The factors that influence the use of the word belongs to the type of perceived threat because at that time Mulan was quite worried because her strength began to be revealed and known by her friends. She emphasized to herself to cover her chi so that there would be no noise that could cause problems later. This factor can affect the directness of directive speech acts between potential threat and negative consequences that will happen.

7. HONGHUI: Why not? (BREATHES SHARPLY) I can't believe all this time you've been keeping your skill a secret. What else have you been hiding?

MULAN: Nothing. **Leave me alone.** (43:05)

HONGHUI: Hua Jun, we started off on the wrong foot. Can we be friends?

MULAN: I'm not your friend.

a. The form of directive speech act that used by *Hua Mulan* is **order.**

b. In this statement, the speaker is giving a direct order to someone to stop interacting with her or stop bothering her. It is a clear order that aims to influence the other person's actions and decisions.

c. The factors that influence the use of the word belong to the type of Gender. The situation was quite tense at night because Mulan was bathing in the lake and suddenly Honghui approached her to join her while she was worried that if he got closer and talked to her then all the secrets would be revealed therefore Mulan told him to leave her alone for fear of being found out if she was actually a woman with power or her chi. She speaks more likely to use direct language or more subtle order so the listener will do what she says.

8. MULAN: **Listen to me, all of you.** We will live. I guarantee it. Because I will protect you. We'll protect each other. We'll fight for each other. (56:33)

MULAN: Except for you, Yao. I might take the opportunity to kill you myself. (ALL LAUGHING)

a. The form of directive speech act that used by *Hua Mulan* is **command.**

b. In this statement, the speaker is giving a direct command or instruction to a group, directing all individuals to pay attention and

hear what they have to say. It is a directive aimed at influencing the actions of the listeners.

c. The factors that influence the use of the word belong to the type of context. The situation is quite tense at that night because the soldiers will fight against the enemy tomorrow. Mulan instructs her friends to listen to her and believes that all will be well and she promises to protect them all. Protect and take care of each other. She speaks more casually to her friends so that the listeners will do what she says.

9. COMMANDER TUNG: Have you seen Hua Jun? Hua Jun?

MULAN: I'm Hua Mulan. **Forgive me.** (WARRIORS MURMURING FAINTLY) (01:12:33)

CRICKET: He's a girl?

COMMANDER TUNG: You are an imposter. You've betrayed the regiment. You've brought disgrace to the Hua family.

a. The form of directive speech act that used by *Hua Mulan* is **request.**

b. In this statement, the speaker is making a request or plea for the listener to forgive her. It is a direct request aimed at influencing the listener's actions, which is characteristic of directive speech acts.

c. The factors that influence the use of the word belong to the type of gender. After the war occurred due to the iceberg ruins the situation was suddenly tense because Mulan suddenly appeared by apologizing to the commander and other soldiers because she began to reveal her true identity and did not want to hide it anymore but the soldiers and the commander could only be silent and surprised who *Hua Jun* really was who was Mulan's fake identity. The commander and sergeant were disappointed and told her to leave without a word. She could only leave with a broken feeling because she had disappointed her troops.
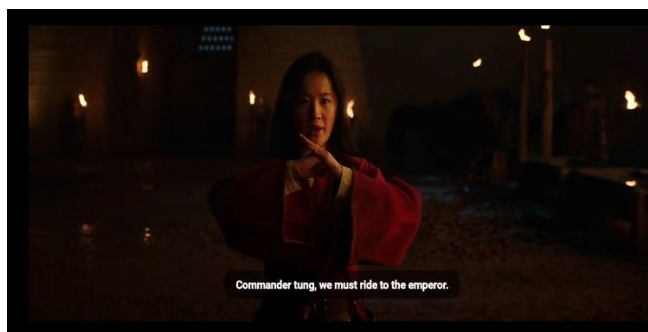
10. MULAN: Commander Tung! (01:16:57)

SERGEANT QIANG: What is the meaning of this?

MULAN: Commander Tung, **we must ride to the emperor. His life is in danger.** 01:17:02

COMMANDER TUNG: The emperor's life has never been safer.

a. The form of directive speech act that used by *Hua Mulan* is **command.**

b. In this statement, the speaker is giving a direct order or instruction, indicating that "we" should ride towards the kingdom and save the emperor. This is a directive that aims to influence the actions of others in the group to do as the speaker says.

c. The factors that influence the use of the word belong to the type of context. In the night Mulan returned to the camp and began to have the courage to report what was really happening to the emperor. She told the commander and all the soldiers to go there and save the emperor because his life was in danger.

11. MULAN: That's what Böri Khan wants you to believe**. Please, you have to listen to me.** (01:17:07)

COMMANDER TUNG: Sergeant, hand me my sword.

MULAN: Kill me if you must. But first, listen. The garrison attacks

were just a distraction. Khan has our army focused on the Silk

Road...so he can sneak into the Imperial City and kill the emperor.

Böri Khan is already far ahead.

a. The form of directive speech act that used by *Hua Mulan* is **request.**

b. In this statement, the speaker is making a request or plea for the listener to listen to her first cause there are the reasons why everything happens. It is a direct request aimed at influencing the listener's actions to do something, which is characteristic of directive speech acts.

c. The factors that influence the use of the word belong to the type of social status and power. Mulan told the commander and all the soldiers what really happened between the Emperor and Böri Khan and the reasons behind the previous war. She dared to say this because she felt she had power and a strong relationship with the commander and her soldiers, so she hoped they would all listen to her and start taking actions that would later be directed by Mulan. After initially explaining the incident they began to strategize and prepare for the next action.

12. MULAN: The streets are empty! Why are there no guards? (01:22:23)

MULAN: **Ambush!** (01:22:48)

COMMANDER TUNG: Protect the emperor! Clear her path! Don't leave her side! She must get through.

a. The form of directive speech act that used by *Hua Mulan* is **command.**

b. In this case, it serves the function of a command or directive, specifically instructing or alerting others to be on guard or to respond to an imminent ambush. This was a direct and urgent instruction from her to split up and start attacking because the enemy had entered the kingdom area.

c. The factors that influence the use of the word belong to the type of context. The context in which communication takes place and begins plays a very important role. The soldiers began to spread out and attack the enemy. The commander orders some of the soldiers to protect Mulan so that she can enter and save the emperor.

13. XIANNIANG: No. It's too late for me.

MULAN: You can still take the noble path. It's not too late. **Please. I need your help.** Where's the emperor? (01:26:32)

a. The form of directive speech act that used by *Hua Mulan* is **request.**

b. In this statement, the speaker is making a request for help, which is a form of directing someone to take a certain action, in this case providing help. Included in the category of directive speech acts because they are intended to influence the behavior of the listener to immediately do.

c. The factors that influence the use of the word belong to the type of cognitive and emotional. Mulan pitiful and begged the witch to tell her where the emperor was. She knows that what has happened to the witch is the enemy's fault and it is not too late and the witch can change just like what she has gone through. She wishes the witch could do what Mulan asks and make a decision straight away.

14. LI: Mulan! I'm so happy for you. (LI SOBS)

MULAN: (WHISPERS) **Forgive me, Father.** I stole your horse... I stole your sword, I stole your armor. (CRIES SOFTLY) And the sword... I lost it. The sword is gone. Now I understand... (SNIFFLES) how much that sword means to you. (01:40:31)

ZHOU: It is my daughter that means everything to me. And it is I should apologize.

a. The form of directive speech act that used by *Hua Mulan* is **request.**

b. In this statement, the speaker apologizes directly to her father. It is a directive that clearly aims to influence the listener's actions directly and the speaker hopes that the listener will forgive her for everything that has happened.

c. The factors that influence the use of the word belong to the type of familiarity and intimacy. Mulan returned to her hometown after the war and met her father. She apologized for everything that happened before and after her return. She admitted that she had disappointed her family, especially her father, and that incident made her realize that the sword she lost meant a lot to her father, but her father had forgiven everything because she was his daughter who meant a lot to him and family.

B. Discussion

In this part, researcher found answers to several research questions. For all these explanations were obtained from observations and several findings made starting from watching the movie, noting the dialogue spoken by the main character and the context of the events in the movie. The researcher also analyze and determine what parts are contained in the types of directive speech acts, what are the functions of these types of directive speech acts and what factors influence the use of these words in accordance with the theory obtained and which will be used.

Form of directive speech acts that used by *Hua Mulan* in the movie are command, request, suggestion, and order. From the previous subchapter it can be noted that main character uses all of forms of directive speech act that proposed by Yule. But most of them are **command**. While the other three forms are request, suggestion and order can be found too in the movie. There are 14 utterances used by the main character *Hua Mulan* which are part of directive speech acts. The researcher found 8 utterances are identified as command, 4 request utterances, 1 order, and I suggestion utterance.

Command is the most dominant form of directive speech acts that used by *Hua Mulan* in the movie. Command is used in the dialogue number1, 2, 3, 5, 6, 8, 10, and 12. Command becomes considerable because in this movie the conversations between the speaker and hearers with the speakers have a higher status is also considerable. The reason speakers employ commands and directive speech acts is to show power and to give strong orders. Command is uttered to get someone to do something.

Request is used in the dialogue number 9, 11, 13, and 14. Request is an expression of what the speaker wants the addressee to do or refrain from doing something. The speaker seeks the listener's cooperation or action. Request expression is influenced by social status. In request, the listener can either obey or refuse it.

Suggestion is used in the dialogue number 4. Suggestion is the speaker's utterance to give an opinion or advice about what the addressee should or not should not do. In this type, the speaker offers guidance, advice, or suggestions to the listener. The speaker's intention is to influence the listener's behaviour or decisions. The last one of form of directive speech act is order. Order is only used in the dialogue number 7. Orders are the most forceful type of directive speech act. They are used to tell the listener to do something and the listener is expected to obey immediately.

Some of the factors that can influence the using of directive speech acts and some of them are not and it all depends on the context, situation and function of the utterances spoken by the speaker or hearer. But there is several factors accordance with researchers' findings based on Yule's theory are:

a. **Social status and power**. People in positions of the authority or with higher social status are more likely to use directive speech acts. For example, in dialogue number 11 when Mulan felt she had power and a strong relationship with the commander and her soldiers, so she hoped they would all listen to her and start taking actions that would later be directed by her.

b. **Context** is one of the factors in the occurrence of directive speech acts and it occurs when the speaker is communicating with the listener according to the location where the conversation happens. For

example, in dialogue number 3, 8, 10, and 12. One example in the scene Mulan is talking to the commanders and the soldiers is about strategies to save the emperor because he is in danger.

c. **Familiarity and intimacy**, the level of familiarity and intimacy between main character and the listener can influence of utterance such with family and friends. For example, in dialogue number 1, 2 and 14. Several dialogues spoken by Mulan in intimate situations such as talking to her sister at the beginning scene and to her father at the last scene she asks her father for forgiveness.

d. **Gender**, societal expectations regarding gender roles can influence communication styles. In dialogue number 7 and 9 when Mulan disguises herself as a man and talks to her friends and when Mulan's identity is revealed in front of the soldiers and commanders.

e. **Perceived threat**, the perception of a potential threat or negative consequences can affect the directness of directive speech acts between the speaker and the listener. In dialogue number 6, Mulan was quite worried because her strength began to be revealed and known by her friends. She emphasized to herself to cover her chi so that there would be no noise that could cause problems later.

f. **Cognitive and emotional** is the speaker's beliefs about the listener's willingness to comply, and emotional factors, such as politeness or empathy, can influence the choice of directive speech acts. in dialogue 5 and 13 when Mulan tries to convince Honghui that he can do it as

men do in general and hopes to be more confident as he does to her when speaking. Mulan pitiful and begged the witch to tell her where the emperor was. She knows that what has happened to the witch is the enemy's fault and it is not too late and the witch can change just like what she has gone through. She wishes the witch could do what Mulan asks and make a decision straight away.

g. **Desired outcome** is the speaker's intention and desired outcome also play a role. If the speaker wants a quick and direct response, they may use a more direct speech act. In dialogue 4 this situation Mulan was hungry but gave her horse the last of the food because she wanted to get to the location on time and hoped that the horse she was riding would still be able to walk.

CHAPTER V

CONCLUSION AND SUGGESTION

C. **Conclusion**

Researchers analyze linguistic phenomena in the form of direct speech acts used by the main character in the movie Mulan (2020). The findings of speech acts are directly explained in the first part. This is the result of a discussion of the findings that have been analyzed by the researcher. Based on Yule's theory, directive speech act divided into four parts, namely command, request, suggestion and order. The researcher found that there were 14 utterances which were forms of directive speech acts used by the main character and the researcher makes it according to the research question which is developed in the form of an explanation:

1. The most dominant form of directive speech act used by *Hua Mulan* is command. The researcher found 8 command words used by Mulan in the movie. Command is defined as a statement or utterance in which the speaker directly and explicitly instructs or directs the listener to perform a specific action or to behave in a certain way. In the remainder there are 4 requests, 1 order and 1 suggestion sentence on the dialogue that used by *Hua Mulan*.

2. The function of directive speech act used by *Hua Mulan* is generally based on the use of each type of directive speech act. Such commands are meant to influence or bring about a particular action from the listener, and they are characterized by their imperative and directive

nature. The speaker typically expects compliance or obedience from the listener when issuing a command. The second is Requests are a type of directive speech act, and they are characterized by their intent to influence the listener's actions or responses. Requests can be expressed in various ways, such as using polite language or more direct forms, depending on the social context, cultural norms, and the relationship between the speaker and the listener. While orders are characterized use to tell the listener to do something and expected to obey immediately. The speaker expects immediate compliance with the order. The use of orders may also convey a sense of urgency or a high level of importance associated with the requested action. The last is suggestion is characterized by their non-imperative and less direct nature compared to commands or requests. While they still aim to influence the listener's behavior or decision-making, they leave room for the listener to consider and potentially choose whether or not to follow the suggested action.

3. There are seven factors that can influence the using of directive speech acts are:

   a. Social status and power

   Social status and power relationship between the speaker and the listener can influence the style of directive speech acts. People in positions of the authority or with higher social status are more

likely to use directive speech acts. For example, a boss instructs an employee or teacher giving directions to students.

b. Context

Context is one of the factors in the occurrence of directive speech acts and it occurs when the speaker is communicating with the listener according to the location where the conversation happens. It can be in formal or professional settings. The situational context, including the physical setting and the social environment can impact the use of directive speech acts. In certain contexts, such as emergencies or authoritative settings, direct commands may be more common.

c. Familiarity and intimacy

The level of familiarity and intimacy between main character and the listener can influence of utterance such with family and friends. The nature of the relationship between the speaker and the listener affects the tone and directness of directive speech acts. Close relationships may involve more direct communication, while more formal or distant relationships may require more indirect language.

d. Gender

Societal expectations regarding gender roles can influence communication styles. Research suggested that gender may exhibit different preferences for directness in speech acts and may affect how request are formulated between the speaker and the listener.

e. Perceived threat

The perception of a potential threat or negative consequences can affect the directness of directive speech acts between the speaker and the listener.

f. Cognitive and emotional

Cognitive factors, such as the speaker's beliefs about the listener's willingness to comply, and emotional factors, such as politeness or empathy, can influence the choice of directive speech acts.

g. Desired outcome

The speaker's intention and desired outcome also play a role. If the speaker wants a quick and direct response, they may use a more direct speech act.

D. Suggestion

This study was conducted to analyze the directive speech acts used by the main character *hua mulan* in the movie Mulan (2020) using a pragmatic approach based on Yule's theory. Based on the conclusion of the research, the researcher gives some suggestions as follows:

1. To the students of English education, the researcher would like to suggest to the students to conduct further research by using different viewpoints or other data sources. Since many of the researchers used movies as It is hoped that there will be further research on directive speech acts by using data sources from daily conversations or even books or novels. And should also pay more attention to the concept of

pragmatics, especially directive speech acts because it requires a deep understanding, and not only studying the themes of words, but also the meaning of speakers through their speech. By understanding pragmatics, they can understand different speech acts under certain social conditions and contexts.

2. For other researchers, other researchers can conduct further research on directive speech acts because the findings of this study still need to be enriched because researchers do not cover all aspects of directive speech acts and forms of directive speech acts in terms of pragmatic studies both in terms of function and use of these speech acts and other researchers can use other theories obtained in accordance with the study and understanding of pragmatics.

3. For the lecturer, this research provides some findings regarding directive speech acts from the dialog used by the main character in the movie Mulan (2020s) ranging from the forms of directive speech acts, functions and factors that influence the use of directive speech acts based on Yule's theory. The researcher hope to provide more information and some references that can later be used as a source of further research and can be developed with other data sources through this research.

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APPENDIXES

Table 3.1
Instrument of Document Analysis Based on Yule's Theory

No	Theory	Dialogue	Context	Kind of Direct Speech			
				C	R	S	O
1	The speaker in authority, express a wish that an addressee should (no) act the speaker wants the addressee (not) to act. That "commands shares virtually the same preconditions as questions.						
2	The speaker seeks the listener's cooperation or action.						
3	Suggestion is the speaker's utterance to give an opinion or advice about what the addressee should or not should not do.						
4	Orders are the most forceful type of directive speech act. They are used to tell the hearer to do something and the hearer is expected to obey immediately.						

Table 3.2
Instrument of Document Analysis Based on Yule's Theory for The Function of Directive Speech act

No	Theory	Scene/ Dialogue	Kind of Directive Speech Act	Function
1.	Request the listener to take a specific action or do something.			

No	Theory	Scene/ Dialogue	Kind of Directive Speech Act	Influence Factors Analysis
2.	Directive speech acts can also be used to give direct commands or orders to the listener, expecting them to follow without negotiation or refusal.			
3.	Directive speech acts can involve putting forward an idea for the listener's consideration without a strong sense of obligation. The speaker expresses the desire for the listener to attend or to do something.			
4.	Directive speech acts can be used to offer guidance, advice, or suggestions to the listener, aiming to influence their decisions or behaviour.			
5.	Directive speech acts can be used to express wishes, hopes, or desires, sometimes implying a request for the listener to fulfil them.			

Table 3.3
Instrument of Document Analysis Based on Yule's Theory for The Factors Influence The Use of Directive Speech act

No	Theory	Scene/ Dialogue	Kind of Directive Speech Act	Influence Factors Analysis
1.	**Culture:** Different cultures have varying communication norms and expectations			

	regarding the use of directness or indirectness in speech acts.			
2.	**Social Status and Power:** The social status and power relationship between the speaker and the listener can influence the style of directive speech acts.			
3.	**Context:** The context in which the communication takes place plays a significant role. In informal settings among friends or family, people might use more direct and casual requests.			
4.	**Familiarity and Intimacy:** The level of familiarity and intimacy between the speaker and the listener can influence the style of directive speech acts.			
5.	**Gender:** Research has suggested that gender can influence the use of directive speech acts.			
6.	**Personality and Communication Style:** Individual personality traits and communication styles can also play a role.			
7.	**Perceived Threat:** The perception of a potential threat or negative consequences can affect the directness of directive speech acts.			
8.	**Cognitive and Emotional Factors:** Cognitive factors, such			

	as the speaker's beliefs about the listener's willingness to comply, and emotional factors, such as politeness or empathy, can influence the choice of directive speech acts.			
9.	**Desired Outcome:** The speaker's intention and desired outcome also play a role. If the speaker wants a quick and direct response, they may use a more direct speech act.			

*Catatan Validator:

Menurut validator, instrumen ini sudah memiliki konstruk teori yang bagus karena berbasis pada rujukan teori yang sudah mapan dan generalizable. Instrumen ini sudah valid dan sudah siap digunakan

Curup, 16 Januari 2024

(Rully Morgana, M.Pd)

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Nomor : 591 Tahun 2023

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	:	a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
		b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	:	1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
		2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
		3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
		4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
		5.	Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
		6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
		7.	Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	:	1.	Surat Rekomendasi dari Ketua Prodi TBI Nomor : B.76/In.34/FT.5 /PP.00.9/9/2023
		2.	Berita Acara Seminar Proposal Pada Hari Kamis, 12 Oktober 2023

MEMUTUSKAN:

Menetapkan

Pertama	:	1.	Jumatul Hidayah, M.Pd	19780224 200212 2 002
		2.	Sarwo Edy, M.Pd	19810607 202321 1 011

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A   : **Riska Aulia Amri**
N I M   : 17551056
JUDUL SKRIPSI   : **An Analyisis of Directive Speech Act used by *Hua Mulan* as a Main Character in Movie Mulan**

Kedua	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berla ku ;

Ditetapkan di Curup,
Pada tanggal 17 Oktober 2023
Dekan,

Sutarto

Tembusan :
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

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DOSEN PEMBIMBING II	: SARWO EDY, M.Pd
JUDUL SKRIPSI	: AN ANALYSIS OF DIRECTIVE SPEECH ACT USED BY HUA MULAN AS A MAIN CHARACTER IN MOVIE MULAN
MULAI BIMBINGAN	:
AKHIR BIMBINGAN	:

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING I
1.		Bimbingan judul proposal/skripsi	
2.		Bimbingan Bab I	
3.		Revisi research question + theory	
4.		Bimbingan Bab II & III	
5.		Revisi Bab II & III	
6.		Acc Instrumen + Penelitian	
7.		Acc Bab IV	
8.		Acc Bab V	
9.			
10.			
11.			
12.			

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
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- Lembar **Belakang** Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II

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JUDUL SKRIPSI	: AN ANALYSIS OF DIRECTIVE SPEECH ACT USED BY HUA MULAN AS A MAIN CHARACTER IN MOVIE MULAN
MULAI BIMBINGAN	:
AKHIR BIMBINGAN	:

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING II
1.		Bimbingan judul proposal skripsi	
2.		Bimbingan Bab I Acc	
3.		Revisi background	
4.		Bimbingan Bab II & III	
5.		Revisi Bab III blueprint	
6.		Acc instrumen + Penelitian	
7.		Acc Bab IV	
8.		Acc Bab V	
9.			
10.			
11.			
12.			

KAMI BERPENDAPAT BAHWA SKRIPSI INI
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BIOGRAPHY

Riska Aulia Amri is a daughter of Mr. Ali Amri and Ms. Heni Mursidah (almh). She was born on February 14, 1998 in Jakarta. She is a strong, friendly and cheerful girl. She loved listen to the music and watches some movies. She studied at SDN 134 Rejang Lebong when she was at elementary school.

She continued her studied at Ar-Rahmah Islamic Boarding School Selupu Rejang for 3 years. Her senior high school was in South Tangerang at Almubarak high school. After completing the 3-year school period then she returned to Curup in 2016. In 2017 she continued her higher level of school at one of the university in Curup, namely IAIN. She took English Study Program (TBI) because she loved learn language and someday she will explore the world and learn the various foreign languages that exist in various countries of the world.