

## **Directive speech acts in the school slogans**

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### **ABSTRACT**

The purpose of the research is to identify directive illocutionary acts in school slogans. This study aims to investigate several categories of directive illocutionary speech acts in the school slogans at *MTS Negeri 3 Tangerang*. In conducting this research, we used qualitative descriptive methods by referring to Searle's speech acts theory. The results showed that three kinds of directive speech acts are utilized in the school slogans; advising twenty utterances, commanding one utterance, and requesting two utterances. Based on the results, the most dominant type of directive speech acts used was advising with 20 occurrences. It means that the school provides a lot of advice to their students (addressee) through these school slogans. In addition, context and co-context have a very important role in understanding the slogans, thus the slogan found contains more to the philosophy of life and educational values.

**Keywords:** *Directive; Speech act; School; Slogan*

### **1. Introduction**

A slogan is a sentence or phrase that expresses an idea in spoken or written text (Masela, 2018). Language has an important role in a slogan. Slogan language serves to

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influence readers. In addition, slogans contain stories to invite or ask readers to do something (Hidayati, 2019). Therefore, the use of language in school slogans is a very important aspect. It can motivate students to be enthusiastic about learning and more disciplined.

According to Searle (1969), speech acts is all linguistic communication contains linguistic acts. Therefore, language is not only a symbol but also has other meanings that serve to express thoughts or ideas to the reader. Yule (as cited in Nadeak, Sunggingwati, & Valiantien, 2017) contends that speech act is the speaker's action which is carried out by means of an expression such as a promise, complaint, praise, apology, or request. It can also be seen in the school slogans. School slogans are not only used as language materials like advice, motivation, and warnings but are also used to shape student attitudes.

There are some previous studies examining the directive speech acts (e.g. Della & Sembiring, 2018; Fitria, 2019; Oktoberia & Hamzah, 2012; Tesaindra, 2017). Mostly, the studies are more viewed from the perspective of the movies and their results are more dominated by the commanding type. In this research, we want to prove whether with the different object, namely school slogans, the results will be the same.

In addition, this research also focuses on the directive speech acts analysis, especially in the school slogans, because the research that examines directive speech acts analysis in the school slogans is still rarely found (Masela, 2018). Moreover, the researchers want to know whether the results of the directive speech act analysis on the school slogans are the same as the analysis of films. As Yule (2020) said that the physical context (the location) and the linguistic context will determine the analysis results.

## **2. Literature review**

### *2.1. Speech acts*

The speech act is a sub-discipline of pragmatics that investigates the language from the aspects of actual usage (Rahma, 2018). In connection with speech acts, there are three kinds of speech acts that a speaker can uses, namely (1) locutionary speech acts, (2) illocutionary speech acts, and (3) perlocutionary speech acts (Austin, 1962). The locutionary act is the literary meaning of an utterance (Yi-xuan, 2016). Specifically, locutionary act is the saying of the words with the intended meanings (Huang, 2017). In addition, according to Huang (2007) the basic act of speaking is a locutionary act.

Second, the illocutionary act is when we say a thing, we commonly tell it with some aims in mind. Briefly, an illocutionary act attributes to the kind of function the speaker aims to fulfil or the action type the speaker expects to achieve in the course of producing an utterance. In short, it is an act accomplished in speaking. Here is an illocutionary act such as refusing, swearing, ordering, apologizing, joking, thanking, promising, blaming, giving permission, congratulating, accusing, nagging, and naming (Huang, 2007).

Lastly, the perlocutionary act is the effect an utterance may have on the addressee. Perlocution is an act in which the illocution produces a certain effect at or exerts a certain effect on the receiver. For example, when a bank robbery occurs, a robber might say the words to the cashier to open the safe. The effect of this action is known as the perlocution effect (Huang, 2007).

Referring to the explanations above, the researchers are interested in carrying out a research study related to speech acts, especially illocutionary speech acts. Because the illocutionary speech acts happen when the speakers say a thing, the speakers commonly tell it with some aims in mind and it is very interesting to analyze. As mentioned by Searle (1976), the basic unit of human linguistic communication is the illocutionary act.

## 2.2. Illocutionary acts

Illocutionary acts is the action intended to be carried out by an interactor (speaker) in uttering a linguistic expression, both explicitly and implicitly (Huang, 2014). Searle (in Mey, 2009, p. 1004) classifies illocutionary speech acts as follows: first, assertive. Assertive is a types of speech acts that do the speaker to the fact of the expressed proposition and thus give a truth-value. They express the beliefs of the speaker like stating, reporting, concluding, claiming, and asserting. In performing this speech act, the speaker reflects the world as he or she believes it is, so making the words suit the world of belief for example "*The Berlin Wall came down in 1989.*"

Second, expressive. Expressive is a type of speech acts that expresses the speaker's attitude or psychological state such as such as praising, thanking, congratulating, blaming, and apologizing. There is no direction of suit for this class of speech act for example "*Well done, Elizabeth!*"

Third, directive. Directive is a type of speech act that reflects the speaker's attempt to get the other person to do something. They express the speaker's wish/desire for the recipient to do something such as commands, requests, questions, advice, and orders. In using this type, the speaker aims to get some future action on the part of the recipient, thus making the world fit the words of the receiver for example "*Put the cake in the oven.*"

Fourth, commissive. Commissive is a type of speech act that binds the speaker to an action in the future. They express the speaker's motive to do something such as refusals, threats, offers, promises, and pledges. In the case, the world is fitted to words through the speaker himself or herself for example "*I'll never buy you another computer game.*"

Fifth, declarative. Declarative is a type of speech act that affects immediate change in some current circumstances. For they lean to depend on complex extralinguistic institutions for their successful performance, they can be named "institutionalized performatives". In performing this type, the speaker carries about changes in the world; that is, he or she effects a correspondence both the world and the propositional content such as nominating a candidate, excommunicating, opening a

bridge, firing from employment, and declaring war. As to the direction of fit, it is both words-to-world and world-to-words for example "*I object, Your Honor.*"

### 2.3. Context

Pragmatics analysis studies the meaning of words in the context, analyzing the parts of meaning that can be illustrated by knowledge of the social and physical world, and socio-psychological elements affecting communication, and knowledge of place and time in which the words are expressed (Cutting, 2002). It concentrates on the meaning of words in interaction and how speakers express more information than the words they utilize. The speaker's meaning is dependent on suppositions of knowledge that are distributed by both speaker and listener or hearer: the speaker sets up the linguistics message and aims or implies meaning and the listener infers the meaning and interprets the message (Brown & Yule 1983; Thomas 1995 as cited in Cutting, 2002, p.2).

According to Leech (as cited in Arrosid & Munandar, 2018), context is the background knowledge or information that is presumed to be divided by speakers and listeners and which gives to the listener's explanation of what the speaker means by a particular utterance. In this context, Hymes (as cited in Zand-Vakili, Kashani, & Tabandeh, 2012) classifies it into eight aspects, namely, settings (where the speech situation is taking place), participants (parties involved in the speech), ends (the speech acts' purpose), act sequences (form and content of speech acts), keys (spirit, tone, and manner in which a message is conveyed), instrumentalities (the linguistic and non-linguistic tools used to make the speech act possible), norms (norms or rules in interaction), and genre (the kind of the speech act) which is known as speaking.

Moreover, context; it must be the case that we interpret the words (the "text") in a specific situation (the "context") with pre-existing assumptions about a likely message. The meaning of the text is not in the words alone, but in what we think the writer/speaker intended to communicate in that context. In these two examples, the influence of the context is crucial. In these cases, it is largely the physical context, the location where we find words, phrases, and etc. When we see the word Bank on a building's wall, we interpret it in terms of a financial institution in that context. However, if you read about an overgrown steep bank by the river, you will have a different interpretation of the word bank. In this second interpretation it is the linguistic context, the peripheral words, also known as co-text, which helps us realize what is meant. Both physical context and linguistic context play important roles in how we make sense of any text (Yule, 2020).

Furthermore, Cutting (2002, p. 3) divides context into three types. The first is the situational context in which the speaker knows what she/he sees around him/her. The second is the context of background knowledge that speakers and listeners know about the world and each other. Finally, the co-textual context is what she/he knows about what she said.

## 2.4. Slogan

Short text that summarizes an idea and is associated with a person company, product, or organization is a slogan. The slogan is written by somebody as a medium to states the text meaning. Slogans also become part of language because they communicate and interact with meanings (Qoriah, 2018). Khulel (2012 as cited in Hapsari, Islam, & Ulum, 2015, p. 26) “slogan is an unforgettable phrase, clause, or sentence used especially in educational institutions as a repetitive expression of an idea”.

In the school, slogans can be on a variety of topics relating to schools such as child education slogans, anti-bullying slogans etc. In brief, educational slogans provide a representation of the educational values itself. Educational slogans are also a simple way to advertise the purpose and a school's mission (Masela, 2018).

## 3. Method

In this study, the researchers use a descriptive qualitative analysis method. We identify twenty-three school slogans. The researchers are interested in analyzing the meaning of these slogans, especially illocutionary acts; directives. According to Austin (in Amalia, Wuryandari, Mulyana, & Waljinah, 2019), someone not only has to do with saying something, but also does an act related to saying something. Therefore, slogans are not only written, but also slogans are indirectly an invitation to do so.

Hereafter it describes types of directive illocutionary acts of twenty-three school slogans that are used by MTS Negeri 3 Tangerang, Indonesia. The first step is collecting the slogan. Then, the second step is to classify types of directive illocutionary acts of those slogans, and the last step is analyzed and described it.

## 4. Findings and discussion

As mentioned above, this paper focuses on directive illocutionary acts that are used by MTS Negeri 3 Tangerang. Based on the scope of the study, directive illocutionary acts are classified into five categories such as advising, requesting, commanding, ordering, and questioning. Based on data sources, the authors found twenty-three school slogans, which can be categorized into three classes of directive illocutionary acts. The frequency and distribution is fully presented in Table 1.

**Table 1**

Directive illocutionary acts in school slogans.

No.	Types of directive illocutionary acts	Frequency
1.	Advising directive illocutionary act	20
2.	Requesting directive illocutionary act	2
3.	Commanding directive illocutionary act	1
4.	Ordering directive illocutionary act	0
5.	Questioning directive illocutionary act	0
<b>Total</b>		<b>23</b>

Based on data sources, the researchers found twenty-three school slogans. From twenty-three school slogans, there are only three types of directive illocutionary acts, namely advising, requesting, and commanding. Meanwhile, the ordering and questioning directive illocutionary acts are not found in school slogans at MTS Negeri 3 Tangerang.

As seen in table 1, the advising directive illocutionary act is more commonly found in school slogans, which are around twenty slogans. Furthermore, the commanding illocutionary act is found to be only one slogan. For the requesting directive illocutionary act, 2 slogans were found. In the following sub-section, each of the categories is demonstrated in more detail.

#### 4.1. Advising

Advice is speech that is used by a person to provide an idea to the minds of others. This means that advice is a set of ideas and conclusions obtained from the speaker's condition to solve the speaker's problem (Ruminda & Nurhamidah, 2018). When giving advice, the speaker does not need to pay attention to whether the recipient will act or not. It can serve to merely inform (Kaufmann, 2011). Additionally, the advice is the utterance we make to others to give our opinion on what they must or must not do (Kreidler, 1998).

#### Data 1

No	Indonesia	English
1.	<i>"Membaca buku dapat merubah hidupmu selamanya"</i>	<i>"Reading can change your life forever"</i>

As shown in Data 1, it is the advising directive illocutionary acts that the speaker does not need to pay attention to whether the receiver will act or not. Through a slogan "*membaca buku dapat merubah hidupmu selamanya*", the speakers (the school) intend to suggest to the addressee (students) that reading books can change a person's life by giving new knowledge and adding insight to oneself.

#### Data 2

No	Indonesia	English
2.	<i>"Baca satu buku dapat sejuta ilmu"</i>	<i>"Read one book to get a million knowledge"</i>

As can be seen in Data 2, the slogan above can be regarded as belonging to the advising directive illocutionary acts. Speech is used by somebody (the school) to provide ideas to the minds of others (students). Through the slogan "*baca satu buku dapat sejuta ilmu*", the speaker intends to suggest to the addressee that reading a book

will get a lot of knowledge. By reading one book, we will get a lot of knowledge. Even though the target students may not do it. In fact, it is important to make the suggestion to them (the students). Therefore, this slogan can be classified as a directive.

### Data 3

No	Indonesia	English
3.	<i>“Membaca membuat hidup jadi lebih mudah”</i>	<i>“Reading makes life easier”</i>

As illustrated in Data 3, the advising directive utterances above are said by the school to the students. The slogan advises the listener (students) to read books in order to have broad knowledge and thoughts to make life easier.

### Data 4

No	Indonesia	English
4.	<i>“Kejujuran adalah kebijakan yang paling mulia”</i>	<i>“Honesty is the most noble policy”</i>

As presented in Data 4, the slogan above can be categorized into the advising directive. A directive is a kind of speech act that commits the speaker to do some future action. The speaker delivers suggestions to someone else to do something. Besides that, the speaker intends to encourage their readers to be honest people. Because being honest is a noble and important attitude for everyone to have. So, they have to be honest in every action, both big and small.

### Data 5

No	Indonesia	English
5.	<i>“Pendidikan bukanlah milik orang yang kaya. Pendidikan adalah milik orang yang mau belajar mencari kebenaran, menemukan kekuatan, dan mampu membawa perubahan”</i>	<i>“Education does not belong to the rich. Education belongs to people who want to learn to seek truth, find strength, and be able to bring about change”</i>

As given in Data 5, the speakers explain to the listener about what they must or they must not do. The slogan proposes the listener that education does not belong to the rich, but it belongs to people who are willing to learn and are able to bring changes in the future. The utterance can be categorized in the act as a suggestion or advice.

### Data 6

No	Indonesia	English
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6. *“Buku adalah jembatan untuk menghubungkan pengetahuan dengan kehidupan nyata”* *“Books are a bridge to connect knowledge with real life”*
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As seen from Data 6, the sample above can be categorized as the advising directive. The slogan suggests to the listener that in the book there are so many sciences which this knowledge can be useful for real life.

#### Data 7

No	Indonesia	English
7.	<i>“Membaca buku membuka jendela dunia”</i>	<i>“Reading opens windows to the world”</i>

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As listed in Data 7, the sample above can be categorized as the advising directive. The slogan suggests to the students that reading books are a way to open our horizons so that they can find out more about the world that they didn't know before.

#### 4.2. Requesting

Requesting is an expression of what the speaker wants the recipient to do or not do. Requesting does not assume the speaker's control over the intended person (Kreidler, 1998). Similar to Kreidler (1998), Rue states (in Ruminda & Nurhamidah, 2018) that the requesting is asking somebody to act or not act something or to express a need or desire for something. In addition, Searle (Ruminda & Nurhamidah, 2018) claims that “the essence of request is to try to get the listener to do something and there is no need to commit or oblige him or her to do it.” In short, requesting is a type of speech acts that is a human politely asking someone for something.

#### Data 8

No	Indonesia	English
8.	<i>“Awali semua dengan doa”</i>	<i>“Start all with prayer”</i>

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Based on the Data 8, the sample above can be categorized as the requesting directive. The word “start” in the slogan above means to begin (something or to do something) (Collins, 2021c). From the definition above, it can be concluded that the speaker attempts to request the target to ask students to start something with a prayer. In harmony with Kreidler (1998), Ruminda and Nurhamidah (2018), they said that request does not assume the speaker's control over the target person and the requests are only to try to get the listener to do something and there is no obligation to commit or oblige



them to do so. In short, requesting is speech acts that are human politely asking for things to others like on the data above.

#### Data 9

No	Indonesia	English
9.	<i>"Kembangkan bakatmu untuk meraih cita-citamu"</i>	<i>"Develop your talents to achieve your goals"</i>

As shown in Data 9, the sample above can be categorized as the requesting directive. The word "develop" in the slogan above means to grow or bring to a later, more elaborate, or more advanced stage (Collins, 2021b). It can be concluded that the speaker, especially the school advises their students to develop the talents to achieve their goals without coercion. It is harmony with the requesting directive theory that the requesting is asking somebody to act or not act something or to express a need or desire for something.

#### 4.3. Commanding

Commanding is a speech act that is normally used by someone with power (Ruminda & Nurhamidah, 2018). Kauffman (Kaufmann, 2011) commands are taken as ordering source, while the modal base is consisted by what the speaker and the hearer jointly take to be possible future courses or event. Similarly, Kreidler (1998) demonstrated that a command is effective only if the speaker has a certain level of control over the actions of the receiver.

#### Data 10

No	Indonesia	English
10.	<i>"Budayakan senyum, sapa, salam, sopan, santun"</i>	<i>"Cultivate smiles, greetings, courtesy"</i>

As summarized in Data 10, the slogan "*Budayakan senyum, sapa, salam, sopan, santun*" carries an assertive illocutionary force that is an indicator of the commanding directive. The commanding directive illocutionary act is the word "cultivate". According to the Collins dictionary, the definition of "cultivate" is to develop or improve (something) by giving special attention to it (Collins, 2021a). From this definition, it can be concluded that the speaker is to command the addressee to always smile, greet, be polite when interacting with other people. In addition, it is for character building so that good social interactions are established, such as respecting elders, teachers, and friends. In summary, the utterance of the speaker (the school) shows that the speaker wants the hearers (students) to cultivate smiles, greetings, courtesy.

The speaker does the command in utterance data 10 directly because the speaker has higher power than the hearers. In brief, the speaker invokes the power of the position through that slogan. Kreidler (1998), Ruminda and Nurhamidah (2018) argue that a command is effective only if the speaker has a certain level of control over the actions of the receiver and it is usually used by someone who has power.

From all the data above, it can be concluded that there are only three types of directive illocutionary acts, namely advising twenty data, requesting two data, and commanding one data. While, the ordering and questioning directive illocutionary acts are not found in school slogans at MTS Negeri 3 Tangerang.

The results show that the advising directive illocutionary act dominates in school slogans at MTS Negeri 3 Tangerang. This indicates that the school as the speaker provides a lot of advice to students to read a lot and so on. Furthermore, these slogans are a simple way to advertise the purpose and a school's mission especially in the students' building character. In contrast to previous papers, Della and Sembiring (2018), Tesaindra (2017) found that the most dominant type of directive speech act used was command type on the movie. This proves that context plays a very important role in the way of understanding any text like the directive illocutionary acts analysis in the school slogans.

In the previous papers, most authors stated that the most dominant type of directive speech act used was command type. This proves that context plays a very important role in the way of understanding any text (slogans). In line with Yule's statements, he argues that the physical context, the location where we find words, phrases, etc, and linguistic context (the surrounding words, also known as co-text, that helps us understand what is meant) play an important role in a text (Yule, 2020). Because the slogans are in school so that the words, phrases, or sentences in the slogan emphasize advice or suggestion rather than command. In addition, Hymes (as cited in Zand-Vakili et al., 2012) said that participants (the school and their student), ends (the school's purpose especially in the students' character building), norms (norms or rules in the speech acts) also play an important role in understanding a text, especially the school slogans. As a whole, social factors and dimensions of contexts support directive speech acts. In summary, it can be concluded that the school slogans found contain more to the philosophy of life and educational values.

## **6. Conclusion**

This research unveils that there are three kinds of directive speech acts utilized in the school slogans; advising twenty utterances, commanding only one utterance, and requesting two utterances. The most dominant type of directive speech acts used was advising with twenty occurrences. This study has demonstrated that the school as the speaker provides a lot of advice to hearer (students) to read a lot and so on. Besides, advice is used by the school to provide an idea to the minds of students to solve the students' problem. When giving advice, the school does not need to pay attention to

whether the recipient will act or not. It can serve to merely inform only and it is represented in the school slogans.

Commanding utterance is the following category that appears in the school slogans. The school uses this category of speech act when they instruct or order their students. This speech act is normally used by someone with power, in this case, the school to their students through the school's slogans. However, only one commanding directive illocutionary act was found. This proves that the task of educational institutions is to provide encouragement and motivation to their students. So that the results of the research are more dominated by advising than commanding directive illocutionary act. It illustrates that the school gives much advice to their students on what they must or must not do via the school slogans.

The last category found in the school slogans is requesting. From the research results, requesting found two utterances. The school utilizes this category of speech act is to try to get the students to do something and there is no need to oblige them to do it. In short, requesting is used by the school to ask their students for something cordially.

Finally, the school slogans found contain more to the philosophy of life and educational values because context plays a very important role. The results might have been different if the context were different. As research conducted by Kurniawan (2018), the results show that the majority of airlines' slogans emphasize more only profit, because the focus of the airlines' slogans itself is on business.

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