

**AN ANALYSIS OF DIRECTIVE SPEECH ACTS IN  
“JOHN WICK CHAPTER 3 : PARABELLUM (2019)”  
DIRECTED BY CHAD STAHELSKI**

**A Thesis**

**Submitted in Partial Fulfillment of the Requirements  
for the S-1 Degree**

**By :**

**Marcellino Firman Arrazhi  
NPM. 1811040127**

**Study Program : English Education**



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
1444 H/2023 M**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
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1444 H/2023 M**

## ABSTRACT

### **An Analysis of Directive Speech Acts in “John Wick Chapter 3:Parabellum(2019)” Directed by Chad Stahelski**

**By:**

**Marcellino Firman Arrazhi**

**1811040127**

This research aimed to identify the directive speech acts performed in "John Wick Chapter 3: Parabellum (2019)," directed by Chad Stahelski. This research used a qualitative research method, collected data by watching the movie and reading the script, and analyzed the dialogues of each character. A total of 72 dialogues containing directive speech acts were successfully identified.

The results of the analysis showed that there were six types of directive acts in the film. The most dominant type was Asking, accounting for 47 utterances (65.27%). The second most frequent directive speech act was Commanding, with 13 utterances (18.05%). Following that, the third most frequently used type of directive act was requesting, which appeared six times (8.33%). Suggesting was the fourth most frequently used type of directive act, appearing three times (4.16%). The last two types of directive acts found in "John Wick Chapter 3: Parabellum" were advising and inviting, each appearing two times (2.77%).

After analyzing all the dialogue in the movie and identifying the types of directive speech acts based on the data, it was clear that Asking was the most dominant type of directive speech act, accounting for 47 utterances/dialogues (65.27%) out of the total 72 utterances/dialogues in the data (100%).

**Keywords:** *Analysis,Speech Acts,Pragmatic,Movie,Qualitative*

## FREE-PLAGIARISM LETTER

I am a student with the following identity:

Name : Marcellino Firman Arrazhi  
Student's Number : 1811040127  
Thesis : **An Analysis of Directive Speech Acts in”  
John Wick Chapter 3:Parabellum (2019)”  
Directed by Chad Stahelski**

I hereby declare that this thesis entitled. An Analysis of Directive Speech Acts in “John Wick Chapter 3:Parabellum(2019),is entirely my own work and based on my own research.I also declare that all materials and sources consulted in the preparation of this thesis, be they books,articles,and any other kind of document,are properly acknowledged in the footnotes and bibliography.

Bandar Lampung,July 13th 2023

The Researcher,



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**APPROVAL**

This is to testify that the following thesis:

Title : **An Analysis of Directive Speech Acts in  
"John Wick Chapter3:Parabellum(2019)"**

**Directed by Chad Stahelski**

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**ADMISSION**

A thesis entitled **An Analysis of Directive Speech Acts in “John Wick Chapter 3:Parabellum(2019)”** Directed by **Chad Stahelski**

**Marcellino Firman Arrazhi,NPM:1811040127,Study Program:English Education**,has been tested and defended in examination session held on:**Friday,July 13<sup>th</sup>2023.**

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## MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا<sup>١</sup>

“La yukallifullahu nafsan illa wus'aha.”

"Allah does not burden a person except according to his ability."

(QS.Al-Baqarah :286)

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<sup>1</sup>Muhammad Taqi-ud-Din al-Hilali and Muhammad Mushin Khan,(QS.Al-Baqarah :286),In Arabic and English translation(online) Available at: <http://www.alquranenglish.com/surah/al-baqarah>.

## **DEDICATION**

From the bottom of the My heart, this thesis is dedicated to everyone who cares and loves him. He would like to dedicate this thesis specifically to:

1. My beloved parents, Mr. Fitra Jaya and Ms. Leny Helda who always love ,support, and care about him. They both keep praying and motivating me for my life and my success.
2. My beloved both younger brother Kevin Rizky And Luiz Ghifari who keep help and support him to finish his thesis immediately so that he can graduate right away.
3. My beloved friends and almatamater UIN Raden Intan Lampung.



## **CURRICULUM VITAE**

My name is Marcellino Firman Arrazhi, but I go by the nickname Marcell. I was born on September 25, 2000, and I am the eldest child of Mr. Fitra Jaya and Mrs. Leny Helda. I have two younger brothers: Kevin Rizky, who is the second child, and the youngest, Luiz Ghifari.

My educational journey began at the age of 5 when I attended Tk Kartika Jaya (Persit) in 2005. I completed my studies there in 2006. Afterward, I continued my education for six years at SDN 2 Labuhan Ratu, and I graduated in 2012. Subsequently, I moved on to SMP Tunas Harapan in the same year and graduated in 2015 after three years. Following that, I attended SMA Gajah-Mada Bandar Lampung, and I graduated in 2018. I then pursued further studies and gained admission to UIN Raden Intan through the SPAN-PTKIN route. I was accepted into the English Education (PBI) study program.

## ACKNOWLEDGMENT

First, all praise is due to Allah, the most merciful, the most beneficent for His blessing and mercy are given to me during his study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness. This thesis entitled “An Analysis of Directive Speech Acts in “John Wick Chapter 3:Parabellum(2019)” Directed by Chad Stahelski”.

This thesis is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of student’s task in partial fulfillment of the requirement to obtain an S-1 degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people.

Therefore I am would like to express the deepest sense of gratitude to:

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2. M.Ridho Kholid,S.S.,M.pd. the Chairperson of English Education Study Program at UIN Raden Intan Lampung
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5. Sri Suci Suryawati M.Pd, the Co-Advisor, who has guided with full of patience since the first till the researcher completed this thesis.
6. All lecturers of English Education of Tarbiyah and Teacher Training Faculty who have taught the researcher a lot of valuable lessons.
7. All of his friends of PBI F 18 who always support the him.

Finally, nothing is perfect neither this thesis. Any corrections, comments, and criticisms for the goodness of this thesis are always open-heartedly welcome.

Bandar Lampung, July 13, 2023  
The Researcher,

Marcellino Firman Arrazhi  
NPM. 1811040127

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## CHAPTER I INTRODUCTION

### A. Title Affirmation

In this part will be presented the title affirmation. This section has aims that is to make it easier to understand and also access the research title of this research is “**An Analysis of Directive Speech Acts in “John Wick Chapter 3:Parabellum(2019)” Directed by Chad Stahelski**”.Analysis is an activity in which there are several sub-activities such as differentiating, parting ,sorting activities which are then classified with specific purpose, and after that in research of the relation of the right and find the meaning of that. While analysis referred to in this study is the activity of searching, categorizing and find the directive speech acts in “John Wick Chapter 3:Parabellum(2019)” Directed by Chad Stahelski” movie .

Directive speech act as an act which is used to get someone doing something is not merely giving an order or making a request,According to meaning and context of the utterance or in dialog between conversation, there are a variety of actions that can be performed through directive speech act, such as requesting, asking, commanding, suggesting,advising,inviting ,Uttering a directive means that the speaker expresses their desire/wish or her directive expression for the addressee to do something. Each speaker has strategies in speaking his, and so on.

Speech acts is one branch of pragmatic as branch of linguistic study that discuss about the act of asking others through an utterance. It means that the speaker asks the hearer to do something by what he or she said. So the speaker must see the hearer that he headed. The hearer must have same background knowledge with the speaker so get the intention. The same background knowledge means that the people who understand intended meaning.

Directive is the form of speech that his or her speakers intends to influence in order for the partner to take actions such as suggestions, request, and commands.<sup>1</sup> Directive speech act is usually used in a movie. Movie is one of human product literature terms. It

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<sup>1</sup> George Yule, “Pragmatic,” *New York: Oxford University Press.* (1996).



can express someone's thought, 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.

It can be concluded that this research aim to examine the types of films John Wick: Chapter 3 - Parabellum. This movie becomes the subject of the research because in it there are some linguistic phenomena, one of which is directive speech acts. In addition, this research not only categorizes the types of directive speech acts, but also analyzes the implied meanings. This research is also interested in analyzing the principles of cooperation violated by the characters in the film which can cause the occurrence of directive speech acts.

## **B. Background of the Problem**

Language is important aspect which cannot be separated from life to communicate to each other to fulfill her or his own needs. People use language in their speech, either spoken or written. Communication is one way to express of mind, ideas, emotion and feelings. It can also express it by using body or gesture movement, action, signal and sound, Yule states that humans continue to manipulate their resources to explain new objects and situations that have occurred to them to create new expressions and speech.<sup>2</sup> this phenomenon can be described as human productivity, as humans are capable of producing an infinite number of new word of Sentence and utterances in their own language.

According to Adamson Linguistics is the study of these knowledge systems in all their aspects: how is such a knowledge system structured, how is it acquired, how is it used in the production and comprehension of messages, how does it change over time, Linguists consequently are concerned with a number of particular questions about the nature of language.<sup>3</sup> What properties do all human languages have in common? How do languages differ, and to what

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<sup>2</sup> Donald Ary, "Ibid" (n.d.): 442.

<sup>3</sup> H. D. Adamson, "Linguistics and English Literature: An Introduction," *Cambridge Introductions to the English Language* (2019): p.13.

extent are the differences systematic, i.e. can we find patterns in the differences How do children acquire such complete knowledge of a language in such a short time, What are the ways in which languages can change over time, and are there limitations to how languages change What is the nature of the cognitive processes that come into play when we produce and understand language.

The study of pragmatics is very interesting because you learn the meaning of sentences by including the context. Pragmatics is the study in which there is a belief that what is communicated is more than what is said. Consequently, it has more to do with analyzing what people mean by their expressions than with what the words or phrases in those expressions might mean on their own. If the listener cannot grasp the intent of each utterance, a misunderstanding will result.

A successful communication only can be achieved if the hearer and the speaker are able to understand thoughts, desire and feeling of each other. Yule, stated that communication depends on not only recognizing the meaning of words in an utterance, but recognizing what speakers mean by their utterances<sup>4</sup>. Some ways to understands meaning in communication is by learning about speech acts. According to Searle Speech act refer to linguistic communication which present intentional behavior.<sup>5</sup>

Yule proposes that speech acts is performed action via utterance. He claims that performing an action via utterances is commonly given more specific labels, such as complaint, command, apology, invitation, and promise or request.<sup>6</sup> Directives utterance is type of speech acts in which the speakers use to get somebody to do something.They can be ordering, commanding, suggesting, requesting, and prohibiting,etc.<sup>7</sup>Kreidler states that directive utterance

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<sup>4</sup> George Yule, "The Study of Language, 3rd Ed," *New York: Cambridge University Press* (2006): p.10.

<sup>5</sup> John R. Searle, "A Classification of Illocutionary Acts," *Language in Society* 5, no. 1 (1976): 1–23, D.

<sup>6</sup> Yule, "The Study of Language, 3rd Ed."

<sup>7</sup> Andria K. Wisler, "'Of, by, and for Are Not Merely Prepositions': Teaching and Learning Conflict Resolution for a Democratic, Global Citizenry," *Intercultural Education* 20, no. 2 (2009): 127–133.

is the utterance which has the intention the speaker tries to get the listener to perform some acts that in future time.<sup>8</sup>

Just like Austin state The speech acts of any language provide its speakers with culture-specific categories of verbal interaction. Speech acts can shed a great deal of light on broader cultural themes, but equally the significance of any particular speech act category can only be fully understood in broader cultural context.<sup>9</sup> Further, Cultures may differ in rules as to when particular speech acts are appropriate to perform. The speech act is part of the pragmatics that studies utterances. A speech act is a sentence made up of two words, speech and action. A speech act cannot change social reality simply by describing a given reality. The speech act is usually used to make statements, give orders, ask questions, or make promises. Two main ideas are at the heart of speech act theory: the first holds that the meaning of an utterance is distinct from the function that the utterance performs; the second is that all utterances amount to the performance of an action.

Directives express the speaker's attitude toward some prospective action by the hearer and his intention that his utterance, or the attitude it expresses, be taken as a reason for the hearer's action.<sup>10</sup> A directive speech act is intended to get a conversation partner to do what the speaker says. They are used to get the recipient to do something. They can be influenced by who the speaker/listener is, what their condition is, and what the purpose of the statements is. People usually give advice, orders, questions, requests, permissions, prohibitions, etc. Directives are often applied when the speaker wants the recipient to do something, and they are used in many interactions. People give advice when they want to recommend the recipient to take the action. The consequence of compliance is desirable and beneficial to the recipient. People make a request when they want the listener to do something. However, the listener can agree and disagree. People

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<sup>8</sup> Charles W. Kreidler., "Ntroducing English Semantic," *London: Routledge* (1998).

<sup>9</sup> J. L. Austin, "How Do to Things with Words.," *London: Oxford University Press.* (1962).

<sup>10</sup> Robert M. Harnish Kent Bach, "Linguistic Communication and Speech Acts," *San Fransisco State University* (n.d.): 41.

give orders when they want to tell someone to do something. It requires an environment where the speaker has authority over the listener. People then ask a question when they want to get information from the listener. for example:

Context: When John Wick and his dog running of the time to escape the assassinate, John finally make a decision to take a taxi and go to New York public library and John say to taxi driver:

“01”

:00:04:20-00:04:23

John: The New York Public Library.

Driver: You got it.

DSA (05) Cmd/Ask/Sug/Inv/Req/Adv.

John Wick commanding the taxi driver to take them to the New York public library.

This dialogue above is example that found in the movie how the directive speech acts actually works in this movie, and what is the researcher what to find and analyze. Many people like watching movie, in Indonesian itself not only like Indonesian movie, but maybe western movie, Eastern movie, etc. When we watch western movie and not all Indonesian people understand the language or do not understand the every utterance's meaning which speaker said in dialogue in the movie, so the researcher watch the movie and analyzing it and make the category what kind of type and the most dominant speech acts in this movie.

That's why the researcher choose Movie as media the movie the researcher chose is “John Wick Chapter 3: Parabellum(2019)” as the object of the study, there are some reason why the researcher choose in analyzing this movie first, “John Wick Chapter 3: Parabellum(2019)” with media film rating this movie 89% and audience give this film 86% makes the movie itself is interesting to watch, because the movie a lot of the benefit to take, and have a special effect and full of action every minute to makes the audience curious or get pumped about the story from the start to the end, John Wick 3 has earned \$174.5 million worldwide after two weeks of release. This figure is also claimed to have exceeded the total income

of John Wick 2 which reached USD 171.5 million or equivalent to Rp. 2.4 trillion.

Second reason is that movie contain of differences background of characteristic, From previous researches above, the researcher will conduct the research about directive speech acts in “John Wick Chapter 3:Parabellum(2019)” Movie . to make it different from previous related research, the most of all research is speech act focus in the Main Character and side character that have influence in the story so in this research, the researcher will use the theory from Searle and focusing in directive speech acts.

John Wick: Chapter 3 – Parabellum contained a lot of phenomena about Directive Speech acts, therefore it was important to find the the type of directive speech acts. In other words, the movie was chosen by the researcher as the subject of the research. The researcher believed various data would be found from the subject. The researcher was interested to find out the utterances that contain directive speech acts, The researcher was also interested to analyze and categorize it. The researcher used Saerle’s theory because he was a linguist who initiated the speech acts theory.

### **C. Focus and Sub-focus of the Research**

This research is focused on analysis directive speech acts about kinds of directive in “John Wick Chapter 3:Parabellum(2019)” Movie which will be limited on directive speech acts based on searle’s theory.<sup>11</sup> Meanwhile, the sub-focus of this research is about what is the dominant type of directive speech act that found in the movie.

### **D. Problem Formulation**

Based on the background above, there are two problems that are formulated, as following:

1. What are kinds of Directive Speech Act found in “John Wick Chapter 3:Parabellum(2019)” movie?
2. What are the dominant Category of Directive Speech Act found in “John Wick Chapter 3:Parabellum(2019)” movie?

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<sup>11</sup> Searle, “A Classification of Illocutionary Acts.”

### **E. Objective of the Research**

The objectives of the study are follow:

1. To find out the kinds of directive speech in “John Wick Chapter 3:Parabellum(2019)” movie.
2. To know how is directive speech act is actualized in “John Wick Chapter 3:Parabellum(2019)” movie

### **F. Significance of the Research**

The result of this study expected to give contribution theoretically and practically.

1. Theoretical significance.

Based on the purpose of the study, the result of this study is expected to give some contribution to all people who watching the movie who want to study English. Therefore, the result of this study gives more explanation about directive speech.

2. Practical significance.

- a. For researcher, this research is able to improve the researcher’s ability to comprehend this study and understand about the movie and the story of the movie itself.
- b. For reader, the result of this study can be used as reference to study directives speech acts and as additional knowledge in sociolinguistic, pragmatic, and others.
- c. For other researcher, the result of this research can be used as one of the references and information for further researcher related with the field

### **G. Relevant Research**

The first research was conducted by Friska Pandini, in this research she investigates about “Directive Speech Act in Jumanji Movie”, The researcher used Searle theory in analyze Jumanji movie. In this analyze the researcher find five kinds of directive speech act. Namely, 01 data (0,01) belong to request, 36 data (31,30%) belong to commad, 23 data (25,18%) belong to

suggestion, 05 data (0,04%) belong to advice, 50 data (43,47%) belong to asking. So, the amount totals of data are 115.<sup>12</sup>

The second research, the researcher take review of related literature from the other research as a comparison. The first research was conducted by Asmi Yuniati, she investigates about “Directive Speech Act in the Movie “The Message” by Moustapha Akkad”. The result of study showed that 213 utterances of directive of speech acts were successfully identified. There are command 182 data or 85.44%, order 2 data or 0,94%, request 10 data or 4.70 %, and suggestion 19 data or 8.92 %.<sup>13</sup>

Third is from Suryanti, Afriana about An Analysis Of Directive Speech Acts Found In Cinderella Movie, The researcher used observational method, non-participatory and note taking technique method in collecting the data. The result of this research showed that the characters in “Cinderella” movie used all classes of directive speech acts. The most frequently used is command which had 36 data (69,2%) meanwhile the least used is request which had only 1 data (1,9%).

The fourth is from Tira Nur Fitria An Analysis Of Directive Speech Acts Found In Koi Mil Gaya The research is conducted by using a qualitative approach. This research describes the phenomenon, the data, the situation, as it is really found. The technique of data collection in this research is a documentary study. From the result of this study, the researcher finds that there are 246 utterances of directive speech act produced by the characters in the movie as 196 data. The form of the directive act can be found in utterances which contain words, phrase, clause, and sentences. From the analysis shows that in “Koi Mil Gaya” movie shows a directive speech act which contains three aspects, they are command, request, and suggestion. First, in command, there are 165 data (utterances) or 84.18 %. Second, in suggestion, there are 20 data/utterances or 10.20 %. Third, in a request there

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<sup>12</sup> Friska Pandini, “Directive Speech Act in Jumanji Movie” (2020).

<sup>13</sup> Asmi Yuniati, Sayyidatul Fadhillah, and Muhammad Nafi Annury, “Directive Speech Acts in The Movie ‘The Message’ By Moustapha Akkad,” *Vision: Journal for Language and Foreign Language Learning* 7, no. 2 (2018): 80.

are 11 data//utterances or 5.61 %. While the most dominant type of directive speech act is in command.

The last is from Febi Rosella Wijaya about An Analysis Of Directive Speech Acts In The Fault In Our Stars Movie Script The result of analysis shows that the illocutionary acts with directive speech acts of suggest is the most frequently in the movie script (3, 50%). The least frequently used locutionary with the directive speech acts of order in the movie script (0, 0%). This study is expected to give some useful insights in understanding what directive speech acts is. The researcher hopes people can not only produce speech acts in their daily activities, but also understand whyand how people react or response directive speech acts.<sup>14</sup>

From previous researches above, the researcher will conduct the research about directive speech acts in “John Wick Chapter 3:Parabellum(2019)” Movie . to make it different from previous research, the researcher will use the theory from Searle and focusing in directive speect acts.

## H. Research Method

### 1. Research Design

This research is a qualitative descriptive research since the researcher described a certain object which is the case is the idiomatic expressions found on “John Wick Chapter 3:Parabellum(2019)” Directed by Chad Stahelski”movie. According to Uwe Flick, the classification and interpretation of linguistic material in order to make statements about implicit and explicit dimensions and structures of meaning in the material and what is represented in it is defined as qualitative data analysis. It means that qualitative data analysis is described, emphasizing the transition from data to meanings or representations.<sup>15</sup>

Qualitative data does not include counts or measures, but it

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<sup>14</sup> Jauhar Helmie Febi Rosella Wijaya, “AN ANALYSIS OF DIRECTIVE SPEECH ACTS IN THE FAULT IN OUR STARS MOVIE SCRIPT,” *Jurnal JOEPALLT: Journal of English Pedagogy, Linguistics, Literature, and Teaching*. 7 (2019): p.1.

<sup>15</sup> Uwe flick, “Qualitive Data Analysis,” (*London: SAGE, 2014*) (2014): 5.



does include about and kind of human communication (written, audio, or visual) as well as behavior, symbolism, and cultural artifacts.<sup>16</sup> In addition, Manicas & Secord says the aims of qualitative research is to understand the nature of phenomenon in a specific, static context while viewing it from a certain, fixed viewpoint.<sup>17</sup> It means that qualitative research is a kind of research that focuses on the subject's phenomenon about the current situation in order to clarify it.

Cresswell adds qualitative methods are scientifically different from quantitative methods even though the processes are almost the same. However, the qualitative methods depend on text and image, have unique steps in data analysis, and draw on various designs.<sup>18</sup> Therefore, the research that is conducted by the researcher will rely on the text of the utterances in the movie to describe the phenomena of directive speech act. Specifically, the researcher is intended to analyze the utterances and find a type of directive speech act in John Wick Chapter 3: Parabellum (2019) Movie.

In order to give a detail explanation or describe the directive speech acts that found on "John Wick Chapter 3: Parabellum (2019)" Directed by Chad Stahelski" movie, the researcher will use descriptive research design. According to Moleong, descriptive design is a research method that involves attempting to visualize and comprehend an object as in the fact.<sup>19</sup> In other words, descriptive research design suits the focuses of the research that will describe the directive speech acts of the subject.

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<sup>16</sup> Graham R. Gibbs, "Analyzing Qualitative Data," (*London: SAGE, 2018*) (2018): p.3.

<sup>17</sup> Jeane W. Anastas, "Research Design for Social Work and the Human Services," (*New York: Columbia University Press, 2000*) (2000): 123.

<sup>18</sup> J. David Creswell, "Research Design: Qualitative, Quantitative and Mixed Methods Approaches, *Journal of Chemical Information and Modeling*," *Los Angeles: SAGE Publications, Inc.* (2018): p.254.

<sup>19</sup> Lexy J. Moelong, "Metode Penelitian Kualitatif," (*Bandung: PT. Remaja Rosdakarya, 2014*) (2014): p.5.

## 2. Research Procedure

The research procedure is the procedure that the researcher should know and follow in conducting this research. The procedure of this research as follows:

### 1) Pre-Field Stage

This stage is an activity that the researcher does before collecting the data, namely:

- a. Arrange the research.
- b. Determine the focus of the research.
- c. Prepare for the theory and the method in conducting the research.
- d. Seminar proposal.

### 2) Field Work Stage

At this stage, the researcher does the research, by:

- a. Watch and read the script from the movie.
- b. Collect the data.

### 3) Data Analysis Stage

All of the data which already found during the research will be analyze and the data of the research will be validated. The steps of this stage, namely:

- a. Categorize the data based on the theory.
- b. Describe and interprets the Directive Speech acts.
- c. Make a conclusion of the research.

## 3. Research Instrument

Instrument is a tool that is used to gather the data in the research. In this research, the researcher will use the document and the researcher herself as the key instrument since the researcher analyzed a movie. As Lincoln and Guba presents a point out concept of human as an instrument due in qualitative research, the researcher is the only instrument flexible enough to capture the complexity, subtlety, and ever-changing situation which is the human experience.<sup>20</sup> It means

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<sup>20</sup> Karin Klenke, "Qualitative Research in the Study of Leadership," (*Emerlad Group Publishing Limited, 2016*) (2016): 140.

that only the researcher has the characteristics necessary to cope with a situation. Meanwhile, the term 'document' refers to a variety of textual and visual items. The document used in this research is John Wick Chapter 3:Parabellum(2019). The researcher as the human instrument collected the data, identifying the data, classified the data, and the data is calculated to find out which types of idiomatic expressions. In order to analyze the data, the researcher will use Searle and Creswell theory.<sup>21</sup>

According to Arikunto, the researcher is the most powerful instrument in qualitative research because of the researcher himself as an instrument.<sup>22</sup> Therefore, the researcher collects, watches, and analyzes the data on its own without any assistance from participants which is different compared to quantitative research. The researcher utilizes a note-taking sheet to process all of the conversation related to directive speech act. Regardless, the researcher also uses Google Keep on mobile phones to make the data more efficient, and make it easily accessible.

This Research used non-participant observation. The researcher used an observation notes to get the data and observes the directive speech acts used in the movie "John Wick Chapter 3:Parabellum(2019)". After that the researcher used documentation to support the data collecting about the directive speech acts used in the movie "John Wick Chapter 3:Parabellum(2019)" Directed by Chad Stahelski". The researcher collected the utterances data in form of script. In line with the definition of documentation, that is process of searching the data. It is about note, book, newspaper, magazine, etc. The researcher uses this method to obtain data which is related to this study. Those documents include the actors' name and the utterance of conversation that contain of directive speech act.

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<sup>21</sup> John Creswell, "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.3rd Edition," By *SAGE Publications. Inc* (2009).

<sup>22</sup> Suharsimi Arikunto, "Prosedur Penelitian Suatu Pendekatan Praktik," *Jakarta: Rineka Cipta* (2013): p.192.

#### 4. Data Source

The primary data are being collected as the researcher collects information directly from the sources, while the secondary data consist of documents. The data source for this research is the movie "John Wick Chapter 3: Parabellum (2019)," directed by Chad Stahelski. The researcher is currently using all actors' utterances that contain the type of directive speech acts. The utterances are being transcribed by the author after watching the film. The researcher is downloading the movie and the script. After that, the researcher is completing the transcripts of this movie because there are no names of each character in the transcripts.

#### 5. Data Collection Technique

In this study, the researcher two instruments to obtain the data in order to answer the problem of this research. The researcher used the theory of Sugiyono in collecting the data. The instruments that used in this research are observation and documentation.<sup>23</sup> First is do observation. As stated by Creswell, observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.<sup>24</sup>

The researcher used this method to find out the kinds of directive speech act in the "John Wick Chapter 3: Parabellum(2019)" movie. The researcher would learn some information in collecting the data. Sugiyono classifies observation into two types in the process of collecting data; they are participant observation and non-participant observation. Participant observation is an observation where the investigator becomes participant respondent of particular group of organization. While, non-participant observation is procedure in which the investigator observes in a natural setting and it is not an actual participant in a particular group

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<sup>23</sup> Sugiyono, "Metode Penelitian Pendidikan (Ed.25)," (*Bandung: Alfabeta CV, 2017*): 204.

<sup>24</sup> Creswell, "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.3rd Edition."

or organization in this research, the researcher used non-participant observation because the researcher itself also the research instrument.

The researcher used an observation notes to get the data and observe the directive speech acts used in the movie “John Wick Chapter 3: Parabellum (2019)” movie. After that the researcher used documentation to support the data collecting about the directive speech acts used in the movie “John Wick Chapter 3: Parabellum (2019)” movie.. The researcher will collect the utterances data in form of script. In line with the definition of documentation, that is process of searching the data. It is about note, book, newspaper, magazine, etc. The researcher uses this method to obtain data which is related to this study. Those documents include the actors’ name and the utterance of conversation that contain of directive speech act.

## 6. Data Analysis

In qualitative study, the activities of collecting and analyzing data, developing and modifying theory, elaborating or refocusing research questions, and identifying and dealing with validity threats are usually going on more or less simultaneously, each influencing all of the others. In addition, the researcher may need to reconsider or modify any design decision during the study in response new developments. Qualitative research requires a broader and more complaint model of design than the more conventional designs.<sup>25</sup>

In this study, the researcher used some steps to analyze the data after collecting the data are completed. Technique of data analysis comes from the interpretation of the data collection. In analysis the data, the researcher found the data from observing the movie, and the documentations of the research. Besides, the researcher used the Creswell’s model in this

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<sup>25</sup> John W. Best & James V. Khan, “Pearson New International Edition Research in Education: Tenth Edition),” (*England: Pearson Education Limited, 2014*) (2014): 253.

research, Those are two steps in the process of analyzing and interpreting qualitative data. The steps of analyzing data would be ordered as follow:<sup>26</sup>

- a. First prepare and organize the data for analysis, in this study initial data management consist of organizing the data, typing field notes. This research used movie and movie script as the media that to be analysed by using speech act analysis to find out the types of directive speech acts in that movie.
- b. Then, explore and code the data. Coding systems were used in observational studies to facilitate the categorizing and counting of spesific, predetermined behavior as they occur. This research provided coding of the data used to analyse this movie script. Besides that, this research also used the directive speech act to analyse the data script and the researcher had classified the coding.

## 7. Trustworthiness of the Data

In this research, it requires to emphasize the validity and reliability to check the accuracy of the findings. Validity is the degree of accuracy between the data that occurs in the object of research and the result that can be reported by the researcher. Thus, valid data are data that are not different between data reported by researchers and data that actually occurs in the object of research.<sup>27</sup> Stain back in Sugiyono defines reliability as the consistency and stability of the data or findings. From a positivistic perspective, reliability typically is considered to be synonymous with the consistency of data produced by observations made by different researchers. In qualitative research, there are four criteria that can be selected to check the validity and reliability of data such as credibility, transferability, dependability, and also confirmability. In this research, the researcher only utilizes

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<sup>26</sup> John W. Creswell, "Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research: 4th Edition," (London: Pearson Education Limited, 2014) (2014): 261–262.

<sup>27</sup> Sugiyono, "Op," *cit* (n.d.): p.267.

credibility to check the trustworthiness of the data. Credibility test can be conducted in several ways, such as follows :

- a. Extending the Scope of Observation  
the researcher needs to extend the observation, which means the researcher is required to be back in the field to do more observation with the same source or the new one.
- b. Increasing Persistence  
it means the researcher can re-check whether the findings are correct or wrong
- c. Triangulation  
Triangulation can be divided into several criteria such as source triangulation, method triangulation, time triangulation, and theoretical triangulation. Source triangulation is defined as a method used to test credibility data by checking data from several sources such as observations, documentation, and interviews. Secondly, Method triangulation means that a method is carried out to check the data from the same source with different methods. Thirdly, time triangulation is an occasion where the researcher checks the data at different times and situations. Lastly, theoretical triangulation means the researcher uses several theories related to research in analyzing data such as articles, journals, books, etc.
- d. Negative Case Analysis  
Negative cases are cases that do not match or differ from the results of the study up to a certain point in time. Conducting a negative case analysis means that the researcher looks for data that is different or even contradicts the data that has been found. If there is no more data that is different or contradicts the findings, it means that the data found is reliable

## **I. Systematics of the Discussion**

The systematic discussion of this research describing bellow:

### **CHAPTER I INTRODUCTION**

In this chapter discussion about the Title affirmation ,Background of problem, Focus and sub -focus of the research, Problem formulation, Objectives of the research ,Significant of Research, Relevant of Research ,Research Method, and also Systematics of Discussion.

### **CHAPTER II LITERATURE REVIEW**

In this chapter discussion about Literature reviews of the research. The contains of this chapter are the frame of several theories used in the research like, Pragmatic , Speech Acts Theory, Types of Speech Acts, Movie , John Wick Chapter 3:Parabellum(2019) movie.

### **CHAPTER III DESCRIPTION OF THE RESEARCH OBJECT**

In this chapter discussion about General Description of the Object in this research. in this case is the John Wick Chapter 3:Parabellum(2019) movie, Facts and Data Display

### **CHAPTER IV FINDING AND DISCUSSION**

This chapter contains the data analysis and research finding. The data analysis would describe the analysis of research data by presenting the fact and data found. And the research finding would describe the result of the analysis that answers the research formulation and conclude the phenomena that occur based on the researcher's reflection.

### **CHAPTER V CONCLUSION AND RECOMENDATION**

This chapter contains the conclusion and suggestions. The conclusion will provide the summary related to



all the findings of the research that have a connection to the research problem. And the suggestion contains about the recommendation to the next researchers who are interested in this topic.

## CHAPTER II

### LITERATURE REVIEW

#### A. Linguistics

Each human language is a complex of knowledge and abilities enabling speakers of the language to communicate with each other, to express ideas, hypotheses, emotions, desires, and all the other things that need expressing. Linguistics is the study of these knowledge systems in all their aspects: how is such a knowledge system structured, how is it acquired, how is it used in the production and comprehension of messages, how does it change over time, Linguists consequently are concerned with a number of particular questions about the nature of language. What properties do all human languages have in common? How do languages differ, and to what extent are the differences systematic, i.e. can we find patterns in the differences How do children acquire such complete knowledge of a language in such a short time, What are the ways in which languages can change over time, and are there limitations to how languages change What is the nature of the cognitive processes that come into play when we produce and understand language.<sup>28</sup>

The part of linguistics that is concerned with the structure of language is divided into a number of subfields:

1. Phonetics - the study of speech sounds in their physical aspects
2. Phonology - the study of speech sounds in their cognitive aspects
3. Morphology - the study of the formation of words
4. Syntax - the study of the formation of sentences
5. Semantics - the study of meaning
6. Pragmatics - the study of language use.

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<sup>28</sup> H. D. Adamson, "Linguistics and English Literature: An Introduction."

## **B.Pragmatics**

The study of pragmatics is very interesting because you learn the meaning of sentences by including the context.<sup>29</sup> Pragmatics is the study in which there is a belief that what is communicated is more than what is said. Consequently, it has more to do with analyzing what people mean by their expressions than with what the words or phrases in those expressions might mean on their own. What Yule wants to emphasize here is that the meaning that speakers hold is more than the words they say. To understand the meaning of the speakers, we can also pay attention to the context. Therefore, pragmatics also deals with context. This agrees with Leech who says that "Pragmatics is the study of meaning as it relates to language situations". Pragmatics is not only about language, but also about learning the outer meaning of the sentence or phrase. What was involved was such an interpretation of what people mean in the right context and how that context affects what is said. In these studies we also need to examine what implication of the listener is expressed by the speaker.

Here the term language understanding is used in the way favoured by workers in artificial intelligence to draw attention to the fact that understanding an utterance involves a great deal more than knowing the meanings of the words uttered and the grammatical relations between them. Above all, understanding an utterance involves the making of inferences that will connect what is said to what is mutually assumed or what has been said before.<sup>30</sup> We cannot simply judge the meaning through the words people say. Beyond those words, there are some aspects of context that we need to be aware of. In line with this, Richard and Schmidt echoes that pragmatics is the study of the use of language in communication related to sentences and the context and situations in which they are used.

Pragmatics is a subfield of linguistics—the study of language—that focuses on implied and inferred meanings. This branch of linguistics involves many concepts, including these major areas:

1. Conversational implicature

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<sup>29</sup> Yule, "Pragmatic."

<sup>30</sup> S. C. Levinson, "Pragmatics," *Cambridge: (Cambridge University Press.)* (1983): p.21.

2. Cognitive pragmatics
3. Intercultural pragmatics
4. Speech acts

### **C.Speech Acts**

Speech acts consist of two words speech and acts. Speech act theory originated from the works of the Oxford philosopher of ordinary language John Langshaw, Austin . He stated that in uttering things, one is not only saying thing but also doing things.<sup>31</sup> Austin first presented the main tenets of theory in the lectures he gave at Oxford in the years 1952-1954 under the title “Words and deeds” and subsequently in the William James Lectures he delivered at Harvard University in 1955. However, Austin pointed out that those ideas were formed as early as 1939.<sup>32</sup> After Austin’s premature death the notes of his Williams James Lectures were edited, supplemented with earlier notes and tape-recorded lectures and published in 1962 under the title “How to do Things with Words” . In 1969 one of Austin’s pupils, the American philosopher John Searle, published his own version of the theory under the title “Speech Acts – An Essay in the Philosophy of Language”, followed by several more works dedicated to speech acts. Searle’s systematization and development of Austin’s ideas has been very influential, to the point that Searle’s interpretation of the theory is at times taken as the definitive view of speech acts<sup>33</sup>.

The speech acts of any language provide its speakers with culture-specific categories of verbal interaction. Speech acts can shed a great deal of light on broader cultural themes, but equally the significance of any particular speech act category can only be fully understood in broader cultural context. Further, cultures may differ in the rules when certain speech acts can be appropriately performed by the speaker.<sup>34</sup>

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<sup>31</sup> Nengah Arnawa, “Months Old: A Case Study on Indonesian Language Acquisition by Children, *International Journal of Language and Linguistics* Vol.3 No. 3,” (*IKIP PGRI BALI, 2016*) (2016): 117.

<sup>32</sup> Searle, “A Classification of Illocutionary Acts.”

<sup>33</sup> Neal R. Norrick Bublitz, Wolfram, “Foundations of Pragmatics,,” (*Germany: GmbH & Co. KG, 2012*) (n.d.): p.39.

<sup>34</sup> Hadher Hussein Abbood Ad-Darraj, “Offering as a Comissive and Communication, Directive Speech Act: Consequence for Cross-Cultural,,” *International Journal of Scientific and Research Publications, Vol.2 Issue 3 (2012)* (2012): 1.

Speech act is a part of pragmatics that studies about utterances. Speech act is a phrase that consists of two words, speech and act. Speech act can change the social reality not only describing a given reality. Speech act is usually used for making statements, giving commands, asking questions, or making promises. Two main ideas are at the core of speech act theory: the first hold that the meaning of an utterance is distinct from the function that the utterance performs; the second is that all utterances amount to the execution of an act.

According to Nastri, Pena and Hancock, the function of speech act is a functional unit of language that informs people to do things with words, which means the speaker performs an act of saying something in order to participate in a communication. Speech acts are all the acts we perform through speaking, all things we do when we speak, so when the speaker utters words and at the same time he/she accomplishes certain acts. Then Mey viewed, that speech act are actions happening in the world, that is, they bring about a change in the existing state of affairs. When we speak we can do all sorts of things, from aspirating a consonant, to constructing a relative clause, to insulting a guest, to starting a war. These are all, pre-theoretically, speech acts—acts done in the process speaking.

The speaker's intention in making the utterance and a recognition by the addressee of that intention under the conditions of utterance clearly plays an important role. In life we make an interaction to deliver an idea or information. Interaction and communication are two things that cannot be separated in human daily life. Both of them are very crucial in human activities. In order to perform interaction and communication, speaking a language is needed. When people speak a language, they will perform an action. Most of the time, when we speak, we do more than express propositions; we suggest, promise, offer, accept, order, threaten, assert, we perform speech acts

According to Yule, an action performed via utterances are generally called speech acts. He lists five types of general functions performed by speech acts; declaration, representatives, expressives, directives, and commissives.

1) Declarations are those kinds of speech acts that

change the world via their utterance. As the examples in illustrate, the speaker has to a special institutional role, in a specific context, in order to perform a declaration appropriately.

- a) Priest : I now pronounce you husband and wife
- b) Referee : You're out!
- c) Jury Foreman : We find the defendant guilty.

In using a declaration, the speaker changes the world via words.

2) Representatives are those kinds of speech acts that state what the speaker believes to be the case or not. Statements of fact, assertions, conclusions, and descriptions, as the examples in illustrate, the speaker representing the world as he or she believes it is.

- a) The earth is flat.
- b) Chomsky didn't write about peanuts.
- c) It was a warm sunny day.

In using a representative, the speaker makes words fit the world (of belief).

3) Expressives are those kinds of speech acts that state what the speaker feels. They express psychological states and can be statements of pleasure, pain, likes, dislikes, joy, or sorrow. As the examples in illustrate, they can be caused by something the speaker does or the hearer does, but they are about the speaker's experience.

- a) I'm really sorry
- b) Congratulations!
- c) Oh, yes, great, mmmm, ssahh!

In using an expressive, the speaker makes words fit the world (of feeling).

4) Directives are those kinds of speech acts that speakers use to get someone else to do something. They express what the speaker wants. They are commands, orders, requests, and suggestions and as the examples in illustrate, they can be positive or negative.

- a) Gimme a cup of coffee, Make it black.
- b) Could you lend me a pen, please?
- c) Don't touch that.

In using a directive, the speaker attempts to make the world fit the words (via the hearer).

5) Commissives are those kinds of speech acts that speakers use to commit themselves to some future action. They express what the speaker intends. They are promises, threats, refusals, pledges and as shown in the examples, they can be performed by the speaker alone, or by the speaker as a member of a group.

- a) I'll be back.
- b) I'm going to get it right next time.
- c) We will not do that.

In using a commissive, the speaker undertakes to make the world fit the words (via the speaker).

## **D.Directive Speech act**

### **1. The Concept of Directive Speech Acts**

Directives express the speaker's attitude toward some prospective action by the hearer and his intention that his utterance, or the attitude it expresses, be taken as a reason for the hearer's action.<sup>35</sup> A directive speech act is meant to make an interlocutor does what the speaker says. They are used to get the receiver do something, for example close the window.If this were all they expressed, they would be merely constatives with a restriction on propositional content. However, they also express the speaker's intention that his utterance

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<sup>35</sup> Kent Bach, "Linguistic Communication and Speech Acts."

or the attitude it express be taken as a reason for the hearer to act. Kreidler states that directive utterance are those in which the speaker tries to get the addressee to perform some act or refrain from performing an act.<sup>36</sup>

Directive is kind of speech act that the speaker tries to get the hearer to do something. It means that hearer does what the speaker wants. It is usually used to give order thereby causing the hearer to take a particular action, request, command, or advice. According to Jose Maria in her journal, directive speech acts is a wide and complex category such as like commands, questions, pieces of advice can be including of directive.

The typical expression of this type usually uses imperative structure; however, there are so many ways of expressing this type, they are not imperative but also interrogative and declarative structure are often used to perform directive illocutionary act. Yule defines directive speech acts are those kinds of speech acts that speakers use to get someone else to do something. They express what the speaker wants. In using directive, the speaker attempts to make the world fit the word because the speaker wants the situation.

### **E. The Form of Directive Speech**

There are three ways of expressing the directive speech act; they will be described as follows Yule.

#### **a. Imperative**

Imperative is one of directive forms. The imperative is “the grammatical form directly signaling that the utterance is an order” (Tsui,). According to Lado ”imperative is a sentence or an utterance used to give command, state polite request by giving direction”. In request, it is usually stated by the word please. Generally, the use of imperative form of directive utterance occurs in the conversation between participants who have close relationship and between superior to his subordinate.

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<sup>36</sup> Charles W. Kreidler., “Ntroducing English Semantic.”



### b. Interrogative

Interrogative sentence is a sentence that is used to ask a question (Martin). Interrogative types of directive utterance are usually applied by softening the utterance; it may either use modal (can, may, must, shall, will, etc) or no modal. Making request by using interrogative forms especially with modals can make the utterance polite. This form is necessary to be applied in the daily communication, since it can soften the utterance so the hearer will be interested in the utterance and give respect to the speaker.

### c. Declarative

The last type of directive utterance is declarative sentence; it is a sentence that is used to make a statement. Declarative can be uttered in formal or informal situations and either between intimate or distant participants. In declarative type of directive utterance, there is a clear statement of wish or desire expressed by the speaker. Declarative types of the directive utterance involve embedded agent and hint.<sup>37</sup>

## 1. The Classification of directive speech acts

Yule states that directives are those kinds of speech acts that the speaker uses to get the hearer to do something. Four kinds of directive utterances can be recognized; commands, orders, requests and suggestions. They can be positive or negative. As the examples illustrate below;

### a. Request

Request is a directive speech which shows that the speaker wants the hearer to do an action. They were direct. The following are the examples of requesting "if I say jump you jump"

### b. Command

Command is an order or the authority to command. A person who is trusted to give orders for what his friend should do. In this case, speaker in authority expresses a wish that an addressee should (no) act the speaker wants to the addressee (not) to act. The speaker who commands has the right and/ or duty to command. The recipient of the

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<sup>37</sup> Yule, "Pragmatic."

command has the responsibility and/ or obligation to carry out the command.

c. Suggestion

An idea or plan put forward for consideration. something that implies or indicates a certain fact or situation When the other no one has idea but one of from they must think hard to find the idea.

d. Advice

Offer suggestions about the best course of action to someone. If there is a mistake like a usually one of from they must give the advice.

e. Asking

Say something in order to obtain an answer or some information.

In using a directive, the speaker attempts to make the world fit the words (via the hearer). According Kreidler's command is effective only if the speaker has some degree of control over the actions of the addressee. Command also means that sentence which normally have no grammatical subject, and whose verb is in imperatives. The function of command is to direct a person or people with the right to be obeyed, to do something what speaker wants.

Eggs states that command in grammatical systems is realized by the omission of the Subject and finite (verb) elements, leaving only the predicator.request is an expression of what the speaker wants the addressee to do or refrain from doing something. A request does not assume the speaker's control over the person addressed. The function of request is to ask people to do something what speaker wants in polite ways. Suggestion are the speaker's utterances to give opinions about what the address should or should not do.

The function of suggestion is to give his or her opinion to the hearer on how that orders should be having acts. The last is order, order is something that somebody is told to do by somebody in authority. A request to make or supply goods also called order. Order is a formal written instruction for somebody to be paid money or to do something.<sup>38</sup>

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<sup>38</sup> Ibid.

## **F .MEDIA**

Media is a tool that can help in needs and activities, which in its nature can make it easier for anyone who uses it. More specifically, the notion of media in the teaching process tends to be defined as graphic, photographic, or electronic tools for capturing, processing, and rearranging visual or verbal information. The existence of the media is felt to be very helpful in the teaching and learning process, this is because the teacher will be easy in teaching activities and can increase students' attention to their learning activities. In learning activities, media can be defined as something that can bring information and knowledge in the ongoing interactions between educators and students. In learning activities, media can be defined as something that can be used as a means of channeling communication and messages. In teaching and learning activities, the media is something that is very good and useful, where as something that can be a communication between teachers and students.

### **1. Types of Media**

#### **A. Visual Media**

Visual media is media that relies on the sense of sight. Usually use a projection tool or projector as an intermediary. The message to be conveyed is poured into visual form. There are two types of visual media, namely silent visual media and motion visual media. Both can be combined or used one of them. In addition, the function of visual media is also useful for attracting attention, clarifying the material presented, describing facts that may be easily digested and remembered in visual form.

#### **B. Audio Media**

Audio media can be used to channel audio messages from the message source to the recipient of the message. Audio media is closely related to the sense of hearing. Judging from the nature of the message received, audio media can convey verbal messages (spoken language or words) and non-verbal (sounds and vocalizations). Examples of audio media include radio, tape recorders, telephones, language laboratories, and others.

### C. Audio Visual Media

Audio visual media can display sound and images. This type of media is more interesting than just visuals or audio only. Combination to stimulate the senses of hearing and sight. The audio-visual media are divided into two types, namely silent and motion audio-visual media. One example of silent audio-visual media is silent TV, sound books, and sound pages. Meanwhile, examples of motion audio-visual media are TV films, sound images, and so on.<sup>39</sup>

### G .Movie

Movie is moving pictures. In the film we can also see parts of people's lives. Although not all parts of the movie represent real life, in a way we can see them as people's lives. Movies are becoming so familiar in this age.<sup>40</sup>The movie can be fun for people when people see it. Through movies, people can get inspiration, ideas, knowledge, learn something new from movies and much more. By watching the movies, the audience can start to feel, enjoy, anger, happiness, fear, sadness and many emotions. This will be of interest if someone takes their understanding of movies too seriously by looking at the movie's setting, plot, dialogue and characters.

Movie is the most popular entertainment medium in the world. movie has many interesting sides that we can see. Start with Action, Audio, Visual, Location, Situation, Technology and more. The moving image is a combination of movement, words, music and colors. movie is a form of entertainment that offers visualization through a sequence of images that provides some frames of continuous motion, and is also referred to as a term that creates a story in moving images with sound and as a form of dramatic performance, called recording Moving picture, even special effects are added to make an action.

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<sup>39</sup> W Schramm, "Definition Of Media," *Big Media Little Media*. London : Sage Public-Baverly Hills. (1977).

<sup>40</sup> Hamid Aoudah, "A Study of Social Values In The Legend Of Korra" (2016): 4.

## 1.Types of Movie

Movie itself has kinds of genre, below are the genres of movie:

- a. Action films usually often feature high-energy, physical stunts and big-budget chases, possibly involving saves, fights, fights, escapes, and destructive crises. They are stories whose central struggle takes place mainly through a clash of physical violence.
- b. Adventure films are usually exciting stories involving new experiences or exotic locations that closely resemble or are often paired with the action film genre.They can include traditional swordsmen, serial films and historical shows. they are stories whose central struggle takes place mainly through encounters with new worlds.
- c. Comedies is light-hearted action that is deliberately and consistently designed to amuse and make laugh with jokes or something funny. Stories whose central struggle provokes a hilarious outcome.
- d. Crime (gangster)are stories whose central struggle is between a criminal and society. The category contains a description of various serial killer movies.
- e. Love/romance, are stories whose central struggle is between two people who want to win or keep their partner's love.
- f. Social drama,are stories whose central struggle is the champion and a problem or injustice in society. Characters, settings, life situations and stories that involve intense character development and interaction. Drama films are probably the largest film genre with many sub-categories
- g. Epic/myth, are stories whose central struggle takes place in the midst of a clash of great forces or in the midst of great historical change.
- h. Horror films are intended to scare the viewer. Often with a chilling and shocking ending while at the same time engaging and entertaining us in one experience. They are often confused with science fiction when the threat or monster is related to a corruption of technology or when the earth is threatened by aliens.

- i. The fantasy and supernatural film genres are not usually synonymous with the horror genre.
- j. Musical movie is a film with cinematic forms that clearly emphasize song and dance routines, usually with a music or dance performance integrated as part of the film's narrative, or are films that focus on combinations of music, dance, song, or choreography.
- k. Science fiction, are stories whose central struggle is generated from the technology and tools of science conceivable world.
- l. Thriller, are stories whose central struggle pits an innocent hero against a deadly enemy intent on killing him. Based on the types of these films, this study considers the John Wick film Chapter 3: Parrabelum, which combines typed action with touch crime.

## **2. John Wick Chapter 3: Parrabellum Movie**

John Wick: Chapter 3 – Parabellum (alternatively known as John Wick: Chapter 3 or simply John Wick 3) is a 2019 American neo-noir action thriller film directed by Chad Stahelski and written by Derek Kolstad, Shay Hatten, Chris Collins, and Marc Abrams, based on a story by Kolstad. It is the sequel to John Wick (2014) and John Wick: Chapter 2 (2017), and is the third installment in the John Wick franchise. It stars Keanu Reeves as the eponymous character, alongside Halle Berry, Laurence Fishburne, Mark Dacascos, Asia Kate Dillon, Lance Reddick, Anjelica Huston, and Ian McShane. In the film, John Wick goes on the run from a legion of assassins after a bounty is placed for his murder.

The third installment was announced in June 2017, Much of the returning cast and crew was confirmed in February 2018, with new members joining that May. Filming began that month and lasted through November, taking place in New York City, Montreal, and Morocco, Parabellum was theatrically released in the United States on May 17, 2019, by Lionsgate. It grossed \$326 million worldwide, becoming the highest-grossing film of the franchise in just 10 days, and received positive reviews from critics, with praise for the action

sequences, visual style, and Reeves's performance. A sequel, *John Wick: Chapter 4*, is set to be released on March 24, 2023.<sup>41</sup>

### 3. Synopsis movie

John Wick makes his way through Manhattan before he is labeled "excommunicado" for the unauthorized killing of High Table crime lord Santino D'Antonio on the grounds of the New York Continental Hotel before this, he sends his dog to safety with the concierge, Charon, at the very same hotel. At the New York Public Library, John retrieves a marker medallion and a rosary. He is injured in a fight with another hitman and seeks medical treatment from an underworld doctor, but his \$14 million bounty activates before the doctor can finish, forcing John to complete the suturing himself. Upon leaving, he is quickly pursued by various gangs of assassins, all of whom he kills.

John meets with the "Director", the head of the Ruska Roma crime syndicate, where he presents the rosary and demands safe passage to Casablanca. As John was once one of them, the Director reluctantly helps. Meanwhile, a High Table Adjudicator meets with New York Continental manager Winston and the Bowery King, notifying them that they both have seven days to resign from their positions for helping John and indirectly going against the rules of the Table. The Adjudicator enlists Zero, a Japanese assassin, and orders him to stab the Director through both of her hands as penance for aiding John. In Casablanca, John meets Sofia, a former friend and manager of the Moroccan Continental. John presents a Marker, which he obtained after helping her to protect her daughter, and demands to be directed to the "Elder" — the only person above the High Table. Sofia begrudgingly takes John to Berrada, her former boss, who tells John he may find the Elder by wandering through the desert until he can no longer walk. In exchange, Berrada asks for one of Sofia's dogs. When she refuses he shoots the dog, which survives due to its bulletproof vest. Sofia wants to kill Berrada, but only wounds him at

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<sup>41</sup> Chad Stahelski, "John Wick: Chapter 3 – Parabellum," *Lionsgate* (2019).

John's warning. They fight their way out of the kasbah and drive into the desert, where she leaves John.<sup>42</sup>

Seven days later, the Adjudicator and Zero confront the Bowery King, who refuses to abdicate his position. In response, Zero's students slaughter his men while the King is slashed seven times with a wakizashi as penance. Meanwhile, John collapses in the desert and is brought to the Elder, who asks why he is there; John states that he wants to live to keep the memory of the love he once had with his late wife. The Elder agrees to forgive John's transgressions if he kills Winston and remains subservient to the High Table for the remainder of his life. To show his fealty, John severs his ring finger and gives his wedding ring to the Elder.

John returns to New York and is attacked by Zero and his students before reaching the protection of the Continental. The Adjudicator arrives, but Winston refuses to abdicate and John refuses to kill him, leading the Adjudicator to revoke the Continental's neutral status and send both Zero and an army of heavily armed High Table enforcers to kill John and Winston. Winston provides John with weapons and the assistance of Charon and his staff. After killing all the enforcers, John is ambushed by Zero and his students, and John proceeds to kill all but two students who surrender with honor after being beaten. Zero battles John but is eventually defeated and left to die. The Adjudicator agrees to a parley with Winston, who offers fealty to the High Table. John arrives and Winston shoots him, causing him to fall off the roof. Winston reassumes his manager position. The severely injured John is secretly collected and delivered to the heavily wounded Bowery King in an underground bunker; the two agree to join forces against the High Table.

#### **4. Benefit of Movie in Language Teaching**

The movie or especially English movie has become a significant role in college English language teaching. Because movie acquiring a variety of information, such as the picture, text, animation, etc. A movie became the most popular literary work

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<sup>42</sup> Chad Stahelski, "John Wick Chapter 3: Parrabelum," *Lionsgate* (2019), [https://en.wikipedia.org/wiki/John\\_Wick:\\_Chapter\\_3\\_-\\_Parabellum](https://en.wikipedia.org/wiki/John_Wick:_Chapter_3_-_Parabellum).



that most people over the world like movies, from children to adults. Using movies have become an effective teaching method in Language Teaching. Based on Xi-Chun and Meng-jie, interest is the best teacher. When a person is interested in something, they have a huge ability to comprehend it and learn more about it.<sup>43</sup> It means that when students who have a strong interest in English movies will be interested in the language used in movies, which will encourage them to imitate and pursue their enthusiasm for movie language.

Movies also boost student's communicative competence by suppressing the typical classroom atmosphere, bringing greater happiness to students, and achieving a combination of language teaching and practical application. Students can expand their vocabulary by watching movies and listening to the dialogue repeatedly, allowing them to remember more practical words. Moreover, movies that replay genuine life, learning, and life scenes in their full application of the plot will not make students feel tired or bored, but will instead boost their morale, giving them more options for oral expression. Bringing movies in language teaching can help students to improve their intercultural communication ability. For example, when the students using English movie, it can assist students gain a broad understanding of Western culture, social systems, and historical people and also meet their curiosity of Western culture. After all, teaching through movies can increase students' enthusiasm in learning, broaden their knowledge, and improve their English skills, thus all of which help to raise the level of language teaching.

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<sup>43</sup> Shi Xi-Chun and Chen Meng-Jie, "The Influence of English Movies on English Listening Teaching in College, 2015)," (*Sino-US English Teaching, Vol 2. NO. 11* (2015): 822.

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