

**AN ANALYSIS OF DIRECTIVE SPEECH ACTS IN AMITABH
BACHCHAN SPEECH ON GRADUATION CEREMONY OF
THE DHIRUBAI AMBAN INTERNATIONAL SCHOOL 2018**

A Thesis

**Submitted as a Partial Fulfillment of The Requirement for S1-
Degree**

By:

Farras Febrina Satya

NPM. 1911040088

Study Program : English Education
Advisor : M.Ridho Kholid, S.S., M.Pd
Co-Advisor : Agus Hidayat, M.Pd



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

ABSTRACT

The moment of graduation is one of the crucial moments in a person's life, where at this time a teenager is in a transitional period towards the maturity process. In a time like this, a child needs direction and advice in continuing their life when they have completed their education studies. The thesis entitled "An Analysis of Directive Speech Acts in Amitabh Bachchan Speech on Graduation Ceremony of The Dhirubai Ambani International School 2018", has the aim of identifying the types and describing the meaning of directive speech acts contained in the speech delivered by Amitabh Bachchan at the ceremony graduation of The Dhirubai Ambani International school 2018.

This research is a pragmatic study of speech acts, specifically directive speech acts. This study used a qualitative descriptive method with the researcher as the key instrument and data sheets used as the secondary instrument. The object of this research is Amitabh Bachchan's speech in his speech. To achieve data reliability, researcher used Investigator triangulation. The results of the study show that there are fifteen (15) data in this speech containing directive speech acts, which in detail those are requestive (one utterance), requirement (four utterances), prohibitive (four utterances), permissive (two utterances) and advisories (four utterances). The data concludes that the types of directive speech acts with the highest percentage in this speech are requirements, prohibitive, and advisories.

Keywords : *Speech Act, Directive Speech Act, Speech*

DECLARATION

The undersigned below :

Name : Farras Febrina Satya
NPM : 1911040088
Majors courses : English language education
Faculty : Tarbiyah and Teacher Training

Hereby that the thesis entitled "Analysis of Directive Speech Acts in Amitabh Bachchan's Speech at The Dhirubai Ambani International School Graduation Ceremony 2018" is truly the author's own work, not a duplication or adaptation of the work of others except for parts that have been referred to and referred to in footnotes or bibliography. If in the future it is proven that there are irregularities in this work, then the full responsibility lies with the researcher.

Bandar Lampung, August 26th 2023

Author,

A handwritten signature in black ink is written over a portion of a 10,000 Indonesian Rupiah banknote. The banknote is pink and white, with the number '10000' clearly visible. The signature is cursive and appears to read 'Farras Febrina Satya'.

Farras Febrina Satya
NPM. 1911040088



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung, Tlp. (0721) 703289

APPROVAL

Title : An Analysis of Directive Speech Acts in Amitabh Bachchan Speech on Graduation Ceremony of The DHIRUBAI Ambani International School 2018

Student's name : FARRAS FEBRINA SATYA

Student's number : 1911040088

Study Program : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED

Was tested and defended in the examination session at Tarbiyah and Teacher Training Faculty, State Islamic University, Raden Intan Lampung

Advisor

M. Ridho Kholid, S.S., M.Pd
NIP. 198505122015031004

Co-advisor

Agus Hidayat M.Pd
NIP. 198806192023211011

The Chairperson of
English Education Study Program

M. Ridho Kholid, S.S., M.Pd
NIP. 198505122015031004



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung, Tlp. (0721) 703289

ADMISSION

A thesis entitled: "An Analysis of Directive Speech Acts in Amitabh Bachchan Speech on Graduation Ceremony of The DHIRUBAI Ambani International School 2018", by: **FARRAS FEBRINA SATYA, NPM: 1911040088**, Study Program: English Education, was tested and defended in the examination session held on: Thursday, December 7th 2023.

Board of examiner:

The Chairperson

: Meisuri, M.Pd

The Secretary

: Zakiyah, M.Pd

The Primary Examiner

: Dian Reftyawati, M.Pd

The First Co-Examiner

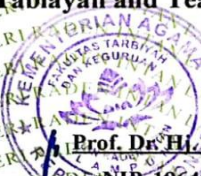
: M. Ridho Kholid, M.Pd

The Second Co-Examiner

: Agus Hidayat, M.Pd

The Dean of

Tabiyah and Teacher Training Faculty



Prof. Dr. Hj. Ni'va Diana, M.Pd
NIP. 196408281988032002

MOTTO

أَتَىٰ أَمْرُ اللَّهِ فَلَا تَسْتَعْجِلُوهُ سُبْحٰنَهُ وَتَعَالَىٰ عَمَّا يُشْرِكُونَ

Meaning :

The Command of Allah has come up; so do not seek to hasten it. All Extolment be to Him and Supremely Exalted be He above whatever they associate (with Him).

(Q.S An-Nahl : 1)¹

¹ Abdullah Yusuf Ali, The meaning of Holy Al-Qur'an, (Maryland: Amma Publication, 1987)

DEDICATION

All praise to the beneficent Allah SWT for His abundant blessings upon me. From the bottom of my heart with tremendous love and gratefulness, I dedicate this thesis to:

1. Allah SWT, the one who always guided me, the one who is the reason for my existence and destined me to complete this thesis.
2. Rasulullah PBUH who has guided the way of the ummah from darkness to bright times, hopefully we will destined with his intercession at the end of the day.
3. My parents, Joni Satya, S.E and Desrina, Amd, who support me with love and affection, who have always been one of the best support systems in my life, who always shower me with love and affection, who always give me motivation and encouragement, and who always pray for my happiness. Let me dedicate an immense gratitude for both of them who have raised me with meaningful life lessons, I couldn't have done it without both of them. May both of them always be given health and blessings in life.
4. The one whom I will always cherish and respect, My beloved lecturers. Also, My Alma Mater UIN Raden Intan Lampung which has contributed a lot for me to develop myself and my knowledge.
5. My colleagues whom I cannot mention one by one, who have struggled together in joy and sorrow. May your days always be blessed by God.

CURRICULUM VITAE

Farras Febrina Satya was born in Tangerang on February 10th 2002, is the only daughter of Mr. Joni Satya, S.E and Mrs. Desrina, Amd. She started her education at elementary school SDN Cipondoh 02 Tangerang then moved to SDN 05 Muaradua in 2012. She continued her studies at SMPN 01 Muaradua in 2013, was accepted by invitation at SMAN 01 Muaradua in 2016, and entered Raden State Islamic University Intan Lampung in 2019 through the SPAN-PTKIN.

In 2018, Farras represented OKU Selatan Regency in the National School Debate Championship in Palembang. In 2019, Farras also took part in the Bujang Gadis OKU Selatan competition, where she earned the title as Gadis Intelegensia OKU Selatan 2019. Farras also has teaching experience for 2 years at LKP English Education Center Muaradua from 2020 to 2022. During her journey as a student at English Education, the author has completed 40 days of KKN-DR in Buay Rawan village, OKU Selatan, and has carried out PPL at SMAN 2 Bandar Lampung in 2022 for 40 days.

ACKNOWLEDGMENT

Let the authors praise the presence of Allah SWT, the most gracious, and the most merciful. There are no words to express my gratitude so that this thesis can be completed properly. Shalawat and greetings also may always be devoted to the great Prophet Muhammad PBUH, who has guided the ummah's path from darkness to the brightness as today.

Yet, in the process of completing this thesis, the author also received assistance, support, and guidance from various parties, both in the form of material and moral assistance. On this occasion, the author would like to thank all parties who have helped in completing this thesis, with all humility the author would like to thank:

1. Mrs. Prof. Dr. Hj. Nirva Diana, M.Pd as the Dean of the Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung
2. Mr. M. Ridho Kholid, M.Pd., Head of the Department of English Language Education, Faculty of Tarbiyah and Teacher Training UIN Raden Intan Lampung and Author First Advisor. The researcher owe a thousand of gratitude for the time and motivation that has been given in helping the writer to complete this thesis.
3. Mr. Agus Hidayat, M.Pd., as Second Advisor who has been very helpful in directing the writer and spent a lot of time for the writer in completing this thesis. I would not have finished this thesis without his guidance.
4. Ms. Yulan Puspita Rini S.S, M.H, as a secretary of Secretary of the English Department
5. Mr. Yuspik M.Pd, as the Validator who validated the thesis which was developed by the Researcher.

6. All lecturers of the English Education Study Program at UIN Raden Intan Lampung who have taught the author from the first year of study to the last year of study.
7. Researcher's Parents, Joni Satya, S.E, and Desrina, Amd who always pray for and provide support for the success of the writer.
8. Researcher's friends in Class G of English Language Education Islamic State Raden Intan Lampung 2019 who always support the author to complete this thesis.
9. Researcher's friends, Nuflihin Surya Adam, Diana Ayu Lestari, Fadilla Ramanda, Siti Meymunah, Putri Eka Fitoura, Ega Monica, Alma Rosida Hudayani, Defri Setia Ningrum and Lissa Nur Hidayah who always provide support and enthusiasm in completing this research.
10. Mr. Amitabh Bachchan, who has delivered a very positive and meaningful speech which is the reason for researcher to make their research
11. Tawan Vihokratana, who became the motivation of the researcher in completing this research.
12. Seventeen Lee Jihoon, Seventeen Yoon Jeonghan, BTS Jung Hoseok, Stray Kids Lee Felix, CARAT Lampung, STAY Lampung, Engene Lampung, Going Seventeen, Jocie B ASMR, Spotify, which has become a safe place for researcher when doing this research.
13. And, last but not least, Farras Febrina Satya, thank you very much for continuing to be enthusiastic, never stop fighting, and never give up from God's grace in completing this research.

Thus gratitude which the author wants to convey from the author, may Allah SWT repay all of the kindness, support, and enthusiasm that has been given to the author. The writer realizes that this research is still far from being perfect and there are many

shortcomings, which due to the limited knowledge and theory the writer has mastered, therefore the writer expects criticism and suggestions from readers for improvement and perfection of the author's work in the future. Hopefully this thesis can be especially useful for readers and writers.

Bandar Lampung, August 26th 2023

Author,

Farras Febrina Satya

NPM. 1911040088

TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
DECLARATION	iii
APPROVAL	iv
ADMISSION.....	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDGMENT.....	ix
LIST OF CONTENTS	xii
LIST OF TABLES	xv
LIST OF APPENDICES.....	xvi

CHAPTER I INTRODUCTION 1

A. Title Confirmation.....	1
B. Background of the Problem	3
C. Focus and Sub-Focus of The Research ..	7
D. Problem Formulation.....	7
E. Objective of the Research.....	8
F. Significance of the Research.....	8
G. Relevant Research.....	9
H. Research Method	13
I. Systematics of the Discussion.....	21

CHAPTER II LITERATURE REVIEW23

- A. Pragmatic 23
- B. Scoope of Pragmatic25
- C. Speech Act35
- D. The types of Speech Act37
- E. Directive Speech Act40
- F. The types of Directive Speech Act41
- G. Speech..... 46

CHAPTER III DESCRIPTION OF THE RESEARCH OBJECT48

- A. General Description of the Object48
- B. Fact and Data Display51

CHAPTER IV ANALYSIS OF THE RESEARCH52

- A. The Types of Directive Speech Acts in Amitabh Bavhchan’s speech on graduation ceremony of The Dhirubai Ambani International school 201852
- B. The Types of Directive Speech Acts in Amitabh Bavhchan’s speech on graduation ceremony of The Dhirubai Ambani International school 201865

CHAPTER V CONCLUSION AND SUGGESTION.....78

A. Conclusion.....	78
B. Suggestion.....	79
APPENDICES.....	81
REFERENCES.....	95

LIST OF TABLES

	Page
Table 1.1 The Data Sheet of The Types of Directive Speech Act	19
Table 1.2 The Data Sheet of Frequency of Directive Speech Act	19
Table 4.1 The Data Sheet of Frequency of Directive Speech Act	63

LIST OF APPENDICES

	Page
Appendix 1 Speech By Amitabh Bachchan in Dhirubai Ambani International School Graduation Ceremony in 2018	81
Appendix 2 Table. 1 The Data Sheet of The Types of Directive Speech Act.....	86
Appendix 3 Table. 2 The Data Sheet of The Types of Directive Speech Act	94

CHAPTER I

INTRODUCTION

This chapter contain and explicate the title confirmation, background of the problem, focus and sub-focus of the research, formulation of the problem, objective of the research, significance of the research, relevant research, research method align with the systematic of the discussion.

A. Title Confirmation

Title confirmation is a section that contains an explanation of the keywords related to the terminology contained in the title of the thesis and explains what is meant by the title of the thesis. This section is very important because it is intended to avoid misunderstandings in understanding the title of the thesis that the researcher is referring to. To clarify the main subject of this thesis, it is necessary to explain the meaning of the important words contained in the title "*An analysis of Directive Speech Act of Amitabh Bachchan speech at graduation ceremony of the Dhirubai Ambani International School 2018*". The following is an explanation of those important words :

1. Analysis

Analysis is a detailed study or careful examination of an object that aims to identify, fractionate, differentiate, and as long with categorize things in certain classifications, hence the information that contain in the object is easier to understand. For the reason that this activity aims to find out the imperative facts in an object, this analytical activity is the essence in a research.

2. Directive Speech Act

When people express their ideas or emotions through the utterances, people not only produce utterances that contain grammatical structures and words, but people tend to perform actions by their utterances. One branch of linguistics that discusses this is phenomena is pragmatics. In pragmatic it is describe that the actions performed through the utterances that utter by the speaker are called as speech act. The speech act are given more specific six labels such as apologies, complaints, compliments, invitations, promises and requests. Directive speech acts are included in the class of speech acts. Directive speech act is a type of speech act that speakers use to get someone else to do something, furthermore it also use to express the wants of the speaker, which is aim to request, ask, require, prohibit, permissive and advise the listener.

3. Speech

Speech is an activity of speaking in front of many people which is usually carry out in certain activities such as welcoming guests, commemorating big days, graduation celebrations and various other activities. Speech should be delivered by a leaders or person who are considered important and influential because the purpose of delivering a speech is to provide information, advice, motivation, direction, and knowledge. Speech is two-way, which is mean, the speaker must pay attention to the speaker even though the speaker dominates the conversation. The speaker must listen to the messages conveyed by the speaker in the form of words (verbal) or not words (non-verbal) so that what is conveyed can be understood perfectly.

B. Background Of The Problem

Language play a great parts in our life, it is because language is one of the media to communicate with each other. Despite of being a tool of communication, language is also a tool for conveys ideas, thought, suggestion, opinion, belief, feeling, emotion, minds, knowledge, and many other things. Language is strongly linked with the utterance that deliver by the speaker to the listener. Therefore, it is important for us to be able to understand what someone is trying to convey to us through language. As for the reason it is because often people deliver the ideas and emotions in the way that difficult to understand. Sometimes there are hidden meanings that the speaker tries to convey to the listener when conveying language. For further understanding, let's take a look into this illustration meticulously, in an argument, person A says, "*Please don't get me wrong*", even though the sentence that the person said was in the form of a statement, but actually this utterance has the meaning of requesting, so that someone who is arguing with him or her doesn't misunderstanding him / her. Based on pragmatic approach, the utterance that deliver by the speaker to the listener which perform action are called speech acts. Speech act is one of the branches studied in pragmatics. Pragmatics is a branch of linguistics that studies the relationship between contexts outside of language and the meaning of utterances conveyed by speakers which are then interpreted by listeners, both written and oral through the interpretation of situations in which the utterances are spoken and conveyed. One general classification system divides into five general types of functions performed by speech acts : declarations, representative, expressives, directives, and commissives.¹

Directives are those classification of speech acts that speakers use to get someone else to something. They express what the speaker wants.² Aside from being an utterance spoken or written by

¹ George Yule, *Pragmatics*, (New York: Oxford University, 1996), p.53.

² *Ibid.*

the speaker, directive speech acts also convey the commands conveyed by the speaker to the listener. They express the speaker's wish or intention for the listener to do something. Because of its nature this kind of speech act usually found in a speech. There are six categories of expression that can be concluded as the kinds of directive speech act such as requestives, questions, requirements, prohibitive, permissive and advisories. Directive speech act that intend to make the listener to perform some action is called as requestive. Question is a type of directive speech act in which the speaker intend to make the hearer provide the certain information. Requirements is a sorts of directive speech act that aims to make the listener do something with the authority of the speaker. Prohibitive is a directive speech act that intends to prohibit the addressee to do something. Permissive is a classification of directive speech act to allow the listener to act or do something. Directive speech act that aims to make the listener do something is state as Advisories.

Based on the explanation above, it can be concluded that conducting research on directive speech acts is very grounded, here is some reason for that, directive is a type of speech act which is closely related in our daily life. Almost every day, we hear or convey this type of speech act in our daily conversation. Based on the function and type of directive speech act, this can be a way for speakers to get the attention of their listeners while communicating with each other so that the speaker wish or intend for the listener to do something can be conveyed. However, often directive speech acts are used by the speaker in a hidden way. It is because when we utter the directive speech acts, we should concern about the situation and context as well with the listener condition. Because in the end of the day directives speech acts are intended to make someone do something, so that's why some aspect should be considered such as the speaker, the listener, things that speaker want to convey, and also the time of conversation.

Graduation is the beginning and the end of a journey in someone life. This interesting period will make one feel varieties

of feelings at the same time. As for some people they feel a lot of joy during their graduation, because they see graduating as an ecstatic thing and a prideful achievement. But, at the same time, most of them will also mixed-feeling through their lungs which can be in form of sadness, fear, distress and pressure. Nearby graduation day about to take a place, people are fronted with a sequence of truth and question. Start from the sadness that comes when they realize that their joyful life in college will shortly change, they have to leave their friends and the closeness in campus life, they have to deal with the fact that their daily life will change after graduation. Along with that, this feeling of sadness then goes along by various sorts of questions that began to pop up in their heads, such as *"what do I want to do?"*, *"how to find a job?"*, *"where do I want to live?"*, *" should I attend graduate school?"*, and *"how can I start paying off my loan?"*. In this kind of situation, it is reasonable for someone to feel overwhelming and worry about their future. Concerning about this situation often the college invite some influential speaker during the graduation events to deliver their speech, which hopefully can encourage the graduate towards their perception about how the live after college life should be.

Speech is a formal talk given to an audience. A speech is an interactive process that attempts to do some work on a specific occasion: to introduce the speaker to listeners, to share knowledge with them, to convince them of the rightness or wrongness of certain attitudes and actions, or to celebrate with them some special moments.³ It can be understood if the speech involves two parties, those are the speaker and the listener. The listener must listen to the message conveyed by the speaker in the form of words or not so that what is conveyed can be understood perfectly. And because the function of speech is to provide information, advice, motivation, warning, and knowledge, speeches are usually

³ Michael Osborn, Suzanne Osborn, Randall Osborn, Public Speaking, (Boston : Pearson education, 2007). P.13

delivered by leaders or people who are considered influential to deliver command, suggestion, advice, or request to their listeners.

In this analysis, data is taken from a speech delivered by Amitabh Bachchan on May 28 2018, at the Dhirubai Ambani International School graduation ceremony entitled "*Power of Dreams*". Amitabh Bachchan is one of the most influential veteran actors and politicians in India. During his career he has won numerous accolades, including four National Film Awards as Best Actor, Dadasaheb Phalke Award as lifetime achievement award and many awards at international film festivals and award ceremonies. He also has won sixteen Filmfare Awards and is the most nominated performer in any major acting category at Filmfare, with 42 nominations overall. The Government of India honoured him with the Padma Shri in 1984, the Padma Bhushan in 2001 and the Padma Vibhushan in 2015 for his contributions to the arts. The Government of France honoured him with its highest civilian honour, Knight of the Legion of honour, in 2007 for his exceptional career in the world of cinema and beyond.⁴

There are several things that are taken into consideration by researcher when making Amitabh Bachchan's speech as the subject of this research, for instance, this speech was delivered by the figure of Amitabh Bachchan who is one of the world's important figures. Through his speech there were so many messages included in the form of directive speech acts which of course can motivate students who are in a transitional phase or in their last year at school or college. In addition, this speech is delivered by speakers in English, therefore this speech can of course be one of the media used by teachers in carrying out learning activities, especially in learning directive speech acts. Considering the delineation above, the researcher has decided to conducting the research entitled, "AN ANALYSIS OF DIRECTIVE SPEECH ACTS IN AMITABH BACHCHAN

⁴ Wikipedia. "*Amitabh Bachchan*".
http://en.wikipedia.org/wiki/Amitabh_Bachchan Diakses pada Maret 07, 2022.

SPEECH ON GRADUATION CEREMONY OF THE DHIRUBAI AMBANI INTERNATIONAL SCHOOL 2018", by focusing on the speech act especially directive speech act that concern with the form that speaker convey with intend to requestives, questions, requirements, prohibitive, permissive and advise the listener in to do or from to do something.

C. Focus and Sub focus of the Research

The focus of this study is to analyze directive speech acts in utterances with Amitabh Bachchan's utterances at the 2018 Graduation Ceremony of The Dhirubai Ambani International School as the subject. In this regard, the sub-focus of this study analyzes the types of directive speech acts contained in these utterances along with give an explanation of the meaning of directive speech act found in these utterances.

D. Formulation of the Problem

Derived from the background and the limitation of the problem above, this study aims to answer the following research questions :

1. What are the types of directive speech acts used in Amitabh Bachchan's speech at the 2018 Dhirubai Ambani International School graduation ceremony?
2. What are the meanings of directive speech act found in Amitabh Bachchan's speech at the 2018 Dhirubhai Ambani International School graduation ceremony?

E. Objective of the Research

This study aims to classify the types of directive speech acts used in Amitabh Bachchan's speech at the Dhirubai Ambani International School 2018 graduation ceremony along with the explanation of the meaning of directive speech found in Amitabh

Bachchan's speech at the 2018 Dhirubai Ambani International School graduation ceremony.

F. Significance Of The Research

Along with the creation of this research, it is hoped that this research would give advantages especially for students, teachers, future researcher, and also readers.

A. For Students

Pragmatics is one of the branches of linguistics studied by language learners, it is hoped that the results and discussion in this study can be an example and reference for students, so that it help language learners to understand pragmatics better, especially about directive speech acts.

B. For Teachers

For teachers, it is hoped that this research can be used as a source and example in teaching speech act material, especially about directive speech acts.

C. For The Next Researcher

For further researcher, this research provided some description of how to analyse directives. Besides, it could be used as additional information and references related to directives speech acts.

D. For The Readers

Since the object of this research is Mr. Amitabh Bachchan's speech at the graduation ceremony, which has many hidden values in it, it is hoped that the readers can understand more about the value that contain in the speech, especially in terms of directives.

G. Relevant Research

As a matter of fact, that there were many researcher that conduct the research about directive speech act, however the researcher only embed the five of them. Firstly, the research which was conducted by Dini Kristien BR Nababab entitled "*Directive speech acts in Jumanji - The next level movie : A pragmatic analysis*". This research aims to identify the categories of directive speech acts found in "*Jumanji: The Next Level*" movie, and also to explain the functions of directive speech acts found in "*Jumanji: The Next Level*" movie. In this study the writer used descriptive qualitative method. The main instrument was the researcher herself supported by the data analysis sheet. The data was applied by categorizing the data based on classification directive speech acts in the Searle's theory and function based on Leech's theory. The finding showed that, there are found twelve of directive speech acts and four function in Jumanji : The Next Level movie based on Searle's and Leech categories. The twelve directive speech acts on this movie are, command, offering, question, inviting, ordering, begging, permitting, daring, challenging, advise, prohibiting and request. While, the four function of directive speech acts on this movie are, competitive, convivial function, collaborative function, and conflictive function.⁵

Secondly, the research which was done by Asmi Yuniati entitled "*Directive Speech Acts in the movie "The Message" by Moustapha Akkad*". This research was conducted to explain the classification of Directive Speech Acts are used in the movie "*The Message*" by Moustapha Akkad and also to explain the contribution of Directive Speech Acts are used in the movie "*The Message*" by Moustapha Akkad to English Foreign Language (EFL) learner in understanding expression of giving command. It was found that in this movie there are four categories of directive speech act. Such as command, order, request, and suggestion. Command had the highest frequency (85,44%), then followed by

⁵ Dini Kristien BR Nababan, "*Directive speech acts in Jumanji - The Next Movie*", (Medan: Faculty of Cultural Science. Department of English. University of Sumatera Utara, 2021).

suggestion (8.92%), request (4.70%), and order (0.94%). In this research also discussed how the material about directive speech act can be related to the learning activity. This researched used qualitative technique to present the data, meanwhile to analysed the data they used Yule's theory of directive speech acts.⁶

Thirdly, the research conducted by Fara Della and Barnabas Sembiring in their journal with the title "*An analysis of Directive Speech Acts by Searle theory in "Sleeping beauty" movie script*". The purpose of the research was to find out the classification of Directive Speech Acts by the characters in "*Sleeping Beauty*" movie script based on the theory that proposed by Searle theory and analyse the types of directive speech acts that most frequently used in the movie script and the possible reason for it. This research is using descriptive quantitative method in its creation. The findings showed that the sorts of directive speech acts were Command, request, permission, prohibition and question. Second, the kinds of directive speech acts that most frequently used were command. In terms of types, command is in the highest rank (51 utterances) and prohibition (2 utterances) is in the lowest rank. In terms of reason, the command (51 utterances) is the most frequently used, because it usually shows the strength of each character very clearly. And also, the movie genre also influences the use of its directive speech acts itself.⁷

Alongside with that, there is a study entitled, "*Analysis of Directive Speech Act found in Koi Mil Gaya*" whereby aim to find out the type of directive speech acts and to find out which directive speech acts most frequently used in "*Koi Mil Gaya*" movie, this research written by Tira Nur Fitria. In this research she used qualitative approach. From the analysis shows that in "*Koi Mil*

⁶ Asmi Yuniati, "*Directive speech acts in the movie "The Message" by Moustapha Akkad*", (Semarang: Faculty of Education and Teacher Training Faculty. Department of English education. Walisongo state Islamic university, 2018).

⁷ Fara Della, Barnabas Scrimbing, "An analysis of Directive Speech Acts by Searle theory in "Sleeping beauty" movie script", *Journal of English Education and Teaching (JEET)*, Vol.2, No.1, 2018, p. 22-24.

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 are 11 data / utterances or 5.61 %. While the most dominant kind of directive speech act is in command.⁸

And, the last one, is a research entitled, "*Directive speech acts in the school slogans*", conducted by Yasir Mubarok, Dhea Nur Anggraeni, and Sugiyo. Whereby the purpose of this research is to investigate some categories of directive illocutionary speech acts in the school slogans at MTS Negeri 3 Tangerang. This research, used qualitative descriptive methods by referring to Searle's speech acts theory. The results showed there are three kinds of directive speech acts in the school slogans; advising twenty utterances, commanding one utterance, and requesting two utterances.⁹

By way of analysed the research above, it can be concluded that there are several similarities along with the differences, between the previous research with this research. The similarity is that the researcher analysed the directive speech act. Meanwhile the differences lie on the purpose of the research and the subjects of the research being analysed. The first research is focused in identify the kinds of directive speech acts found in "*Jumanji: The Next Level*" movie, and also the functions of directive speech acts found in "*Jumanji: The Next Level*" movie. The second research is focused in the classification of Directive Speech Acts are used in the movie "*The Message*" by Moustapha Akkad and the contribution of Directive Speech Acts are used in the movie "*The Message*" by Moustapha Akkad to English Foreign Language (EFL) learner in understanding expression of giving command. The third research is focused in the classification of Directive

⁸ Tira Nur Fitria, "Analysis of Directive Speech Act found in Koi Mil Gaya", Journal of Pragmatics Research, Vol. 01, No.2 2019, p. 89-99.

⁹ Yasir Mubarok, Dhea Nur Anggraeni, and Sugiyo, "Directive speech acts in the school slogans", *Englisia: Journal of Language, Education, and Humanities*, Vol. 8, No. 2, 2021, p. 148-160.

Speech Acts by the characters in “*Sleeping Beauty*” movie script and the kinds of directive speech acts that most frequently used in the movie script and the possible reason for it. The fourth research is focused in the type of directive speech acts and directive speech acts most frequently used in “*Koi Mil Gaya*” movie. The fifth research is focused to investigate some categories of directive illocutionary speech acts in the school slogans at MTS Negeri 3 Tangerang. Meanwhile this research focused on analysing the classifications of directive speech acts, the types of directive speech acts that frequently used, and the functions of directive speech acts in Amitabh Bachchan's speech at the 2018 Dhirubai Ambani International School graduation ceremony. Apart from that, this research also discusses how the speech video that being the object of this research can contribute as a media in teaching and learning activities for English foreign language (EFL), especially in studying the directive speech acts.

H. Research Method

1. Research Design

Research methodology is a venture that aims to find out the results of a specific problem, where the problem referred as a research question. To find or explore research questions, the researcher face various problems, all of which can only be solved effectively if using the systematic research methodology. If researcher is not carried out the research systematically, it improbable to find out the final result. In order to plan the overall research process and so that the research can be completed on time and the research going in the right direction, the researcher must be careful in choosing the methodology. Since this research is related to subjective assessment of attitudes, opinions and behaviour. Along with the emphasizes the insights and impressions of researcher as the instrument. Hence the research methodology used in this study is a qualitative method.

Qualitative research is research that intends to comprehend the phenomena that is experienced by research subjects such as behaviour, perception, motivation, action, and others. This aligns with the definition that is stated by C.R Kothari that, qualitative research, is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind. Qualitative research is especially important in the behavioural sciences where the aim is to discover the underlying motives of human behaviour.¹⁰ And in its implementation, qualitative research emphasizes more on interpretation, in line with the further explanation by John W. Creswell, the process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data.¹¹ Since this study is conducted to determine the types and explain the meaning of directive speech acts used in Amitabh Bachchan's speech at the 2018 Dhirubai Ambani International School graduation ceremony, the research method used in this study is a descriptive qualitative technique in data analysis.

2. Data and Data Source

a. Data

Data has become an important part of human daily life. With data people can find out various kinds of information based on what they need. In addition, data also has various functions that make people get and also summarize research results the way easier. In this study used data in the form of words or sentences. Since in qualitative research data relates to data expressed in words rather than numbers and statistics. The data of this study is taken from

¹⁰ C.R Kothari, *Research methodology methods & techniques* (New Delhi: New Age International, 1985), p.3

¹¹ John.W Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches Third Edition* (Los Angeles: Sage, 2009), p.4.

Amitabh Bachchan's speech at The Dhirubai Ambani International School's Graduation in 2018. The data used in this study are words, sentences, utterances, or expressions that contain directive speech acts

b. Data Source

One of the characteristics of the data in qualitative research is descriptive. Data can be in the form of phenomena and events which are then analysed in the form of categories. Regarding with the purpose of the creation of this research is to interpret and categorize. Therefore, data that are relevant to the research objectives were selected. And, the data that used as a source in this research is Amitabh Bachchan's speech at The Dhirubai Ambani International School Graduation in 2018. The data was obtained by watching the video of the speech and analysing the transcript. Along with that, the researcher also interpret and categorize all forms of utterances that contain directive speech acts to get the data.

3. Data Collecting Technique and Instrument

a. Data Collecting Technique

Data collecting technique is a research stage when researcher apply scientific techniques to obtain systematic data for analysis purposes. In qualitative studies, there are five types of data collection techniques is it including with interviews, questionnaires, observation, forum group discussions, and documentation. The data for this research are collected by using a documentation approach. Documentation is a data collection technique by tracing historical documents or data about a person or an event. In order to obtain quality data, researcher need to have theoretical sensitivity to interpret all of these documents. The data can be in the form of documents (e.g., newspapers, minutes of meetings, official reports) or private documents (e.g., personal journals and

diaries, letters, e-mails) along with audio and visual materials, photographs, art objects, videotapes, website main pages, e-mails, text messages, social media text, or any forms of sound.¹²

There are several steps that must be followed in analysing the directive speech acts in the video and transcript that are the object of this research. First, the researcher watched Amitabh Bachchan's speech at The Dhirubai Ambani International School's Graduation in 2018. Then, the researcher analysed the data containing the directive speech acts of speech by reading the speech transcript, and identified the types of directive speech acts based on the expert classification in chapter two. When analysing the types of directive speech acts in the text, the researcher rewrites and extracts sentences in the form of quotations, and collects them according to their respective types or groups and puts them into a list of subcategories. After that, the researcher rewatch the speech conscientiously, this serves to understand dialogue, expressions, gestures and body language (movement) that is not contained in the speech script. Furthermore, all these processes are carried out in order to gain a deep understanding of the ideas related to the directive speech act variations in speech. After collecting quotations related to the analysis of directive speech acts into a list of tables, the researcher finally draws conclusions.

b. Instrument

One of the characteristics of qualitative research is with humans as instruments. The researcher or with the help of others person is the main data collecting tool.¹³ Humans as

¹² John.W Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches* Third Edition (Los Angeles: Sage, 2007), p.129.

¹³ Lexy,J.Moeloeng, *Metodologi Penelitian Kualitatif* (Bandung: P. Remaja Rosda Karya 2002),p.10.

the main instrument is required to determining the focus of research, selecting informants as data sources, collecting data, assessing data quality, analysing data, interpreting data, and drawing conclusions from their findings. Human, in this context is the researcher is the main instruments use in this research, which examine Amitabh Bachchan's speech at The Dhirubai Ambani International School's Graduation in 2018, and then scrutinize all aspects of directive speech acts in it. To complete and optimize the role of researcher as the main instrument in this study, researcher use tools that can help in analysing the data. Such as laptops, notes, and stationery. In relation with the tools that have been mentioned, to make it the process of collecting data and identifying data simpler the researcher also uses a help of data sheets.

4. Data Analysis

An activity that aims to process data with the aim of finding useful information that can be used as a basis for decision making for solving a problem is called data analysis. The data analysis process consists of three steps, namely data reduction, data display, and conclusion drawing and verification.

a. Data Reduction

The term of data reduction is refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the subject that being observe notably in written up field notes or transcriptions form. Data reduction is the first steps to analysing the data in this research. The data that use in this research is in the form of a transcription of Amitabh Bachchan speech video at Dhirubai Ambani International School entitled "Power of Dreams" which its duration was 15 minutes long. Through data reduction, it is hoped that the data found during the analysis process can be

sharpened, sorted, centralized, and organized. Along with the discardment of the irrelevant data. After watching the video of the speech and understanding the transcript in depth. After that, the data are analyzed based on the directive speech acts theory that discussed on chapter 2. During the process of reducing data the verses which contain directive speech act are selected and organized by the researcher, while data that is not included in directive speech acts are removed by the researcher in this analysis.

b. Data Display

Data display is the second series of data analysis process after data reduction. As state by Miles and Huberman, a display is an organized, compressed assembly of information that allows conclusion drawing and action.¹⁴ Qualitative data is usually presented in the form of tables, matrices, graphs, charts, and others. And in this study the data that has been analysed is then displayed in the form of tables and description by classifying into various sorts of directive speech acts. The data are categorized into six different categories based on the theory put forward by Kent Batch regarding the types of directive speech acts, namely Requestives, Questions, Requirements, Prohibitive, Permissive and Advisories. With the aid of the displayment of the data researcher can be helped to see what is going on and can draw conclusions from an object being studied so that researcher is able to draw conclusions from things that are well researched.

Table. 1.1 The Data Sheet of The Types of Directive Speech Act

Title :

Place/Time :

¹⁴ Matthew B. Miles, and A. Michael Huberman, *Qualitative Data Analysis*, (California : SAGE Publication), p.11.

Note :

RQ : Requestive PR : Prohibitive
QT : Question PM : Permissive
RM : Requirement AD : Advisories

No.	Data	Indication	Type of Directive Speech Act					
			RQ	QT	RM	PR	PM	AD
1.								
2.								
3.								
Total								

Table. 1.2 The Data Sheet of Frequency of Directive Speech Act

No.	Type of Directive Speech Act	Frequencies	Percentage
1.	Requestive		
2.	Question		
3.	Requirement		
4.	Prohibitive		
5.	Permissive		
6.	Advisories		
Total			

c. Drawing Conclusion and Verification

Drawing conclusions and verification is the last step that is important and needs to be done in a research because this step aims to find out the results of the research by analyzing and identifying the results of the research found based on the formulation of the problems included in the research. In

addition to the presentation of a table containing the types and indication of directive speech acts that featured in the data display, in the conclusion section the researcher also provides the percentage of data which aims to determine the number of the types of speech acts used by Amitabh Bachchan in his speech. The percentage calculation aims to complete the findings so that the reader can easily and quickly get the right proportion of each finding compared to the others. The following formula is used in making presentations:

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

5. Trustworthiness of the Data

Triangulation is a technique used to enhance the reliability and validity of study results. Credibility belongs to the trustworthiness and credibility of research; validity refers to the extent to which a study accurately depicts or evaluates the topic or concepts being investigated. By blending many ideas, methods, or observers into a research effort, triangulation may help reduce basic biases caused by the use of a single approach or observation. Triangulation is also an endeavour to examine and describe complicated human behaviour utilizing many methodologies in order to provide readers with a more balanced explanation. It is a method that allows for the validation of data. Triangulation is applicable to both quantitative and qualitative research designs.

Triangulation may improve research by giving many datasets representing different elements of a fascinating topic. Instances when one dataset invalidates a theory drawn from another are also debunked. When one set of findings supports another, this may assist in justifying a hypothesis. Lastly, triangulation may aid in the explanation of study results. The central aspect of triangulation is that approaches yielding identical results increase trust in the study findings.

There are four kinds of triangulation, such as: Data triangulation encompasses elements such as time, place, and individuals. Investigator triangulation, the utilization of many researcher in a study. Theory triangulation, which supports the use of many theoretical frameworks to understand phenomena Methodological triangulation, which stimulates the use of multiple data-gathering techniques, such as interviews and observations. Triangulation provides study investigations with depth and clarity, yet it has limits. It adds to the research's intricacy and lengthens its duration. Triangulation as a strategy for merging research approaches may provide more uniform and consistent results. Moreover, researcher may need to fully describe their methods for combining findings. Moreover, there may be instances in which comparing the findings of two sources yields inconsistent or contradictory results. Triangulation is only sometimes a practical approach for mitigating issues in a particular research methodology. Triangulation is a complex technique that requires a qualified analyst. In specific research, the value of triangulation may be exaggerated.

The qualitative research must be contained validity to get the valid data. Triangulation is the most popular way to measure the validity of data. The purpose of triangulation is not to find the truth about some phenomena, but to improve, researcher understand what has been found. Therefore, the triangulation technique intended in this study is to examine the data obtained from various collection techniques. The researcher used the investigator triangulation in analysing the data validity. The investigator triangulation is conduct by the consultation with experts. The role of the investigators is checking and validating data. Investigator triangulation is

particularly important for decreasing bias in gathering, reporting and/or analysing study data.¹⁵

H. Systematic of The Discussion

The contain of this research are divided into five chapters that are all linked to each other. Further on below is the structure of the research:

Chapter I: First chapter is an introduction that reveal several important points, such as, title confirmation, background of the problem, focus and sub-focus of the research, problem formulation, objective of the research, significance of the research, relevant research, research method, and systematic of the discussion

Chapter II: In this chapter the theory form expert are used in this study will be delineate. The theory in this chapter consists of definition of Pragmatic, scope of Pragmatic, definition of Speech Act, types of Speech Acts, definition of Directive Speech Act following with the types of Directive Speech Act then it will close with the theory of Speech.

Chapter III: Third chapter is the place for the researcher present general description of the object, that is Amitabh Bachchan's biography, and his speech at The Dhirubai Ambani International School Graduation in 2018. Also a data and fact presentation of the research to show how the result of data analysis presented.

Chapter IV: This chapter is provide the discussion of findings. The results of the research that had carried out are preseted, including with the descriptions of the data and it discusion.

Chapter V: To fold the research the conclusions and the recommendations which are the result from the research that had carried out are furnish in the chapter five, which is the last chapter of the research

¹⁵ David Hales, An Introduction to Triangulation, (Switzerland: UNAIDS. 2010), p.14

CHAPTER II

LITERATURE REVIEW

This chapter examine the theories that determine the creation of this research question and objectives. Through this chapter the material about the Pragmatics, Scope of Pragmatic, Speech Acts and Directive Speech Acts theories, Speech theories and the biography of Amitabh Bachchan will be discussed.

A. Pragmatic

Humans communicate with each other through conversation. And often when having a conversation, the utterances spoken by people not only consist of a word with its literal meaning, but also the meaning intended in it. The meaning that people mean is mostly related to the context in which the speech is spoken by the speaker. Because the context when the people produce their utterances may makes each person or listener have a different interpretation. Although, in the study of grammar, there is no correlation between language and the context of speech. But, in the study of linguistic, indeed there is a correlation between language and context. In linguistic field, the science that studies the study of meanings communicated by speakers (or writers) and interpreted by listeners (or readers) is called pragmatics.¹ A lore that describes the use of language is labelled as pragmatic. Pragmatics as the study of the conditions of human

¹ George Yule, *Pragmatics*, (New York: Oxford University, 1996), p.1

language uses as these are determined by the context of society.²

In the regard of language, this science emphasized that there are no limits in language during its usage in daily life. Language can be used and accept as long as the context and purpose of the speaker is deliver and can be reached also understood by the listener.

Align with the branch of semantics, pragmatics is a branch of linguistics that studies about meaning. However, these two branches of linguistic are obviously different, since the area of study and also the aim between those two are different. Pragmatics, therefore, is concerned with the way of speaker using language in context which cannot be predicted from purely linguistic knowledge, particularly semantics, which deals with the internal structure of the language.³ The main focuses of pragmatic are more on a person's ability to obtain meaning, recognize what the speaker means, associating new information regarding to the kinds of conversation that has happened before in line with its context. Pragmatics is understood as the systematic investigation of what and how people mean when they use language as a vehicle of action in a particular context and with a particular goal in mind.⁴

To get a brief understanding, the study that provide depth-in explicate about the meaning of speech in relation to the context, which involves how a speaker produces a greeting to give his intention and how the listener interprets it is label

²Jacob L. Mey, *Pragmatics: An Introduction*, (Maldon: Blackwell, 2001),

³Patrick Griffiths, *An Introduction to English Semantics and Pragmatics*, (Edinburg: Edinburg University Press, 2006),p.12

⁴Wolfram Bublitz & Neal R. Norrick, *Foundation of Pragmatics*, (Berlin : Walter de Grayter Gmth & Co, 2011), p.3

as pragmatic. Generally, pragmatics is a one of the branches of linguistic that delve into a number of items such as, deixis, cooperative principle, implicature, presupposition and speech act.

B. Scope of Pragmatic

1. Deixis

Occasionally, when we are having a conversation there are some points that we cannot perceive if we are out of the idea of the context of the conversation. In the structure of language, pragmatically, deixis is one of the striking routes to depict the correlation between language and context. The word “deixis” is originally from the Greek language which means “to point” or “indicate”. Deixis is meant the location and identification of persons, objects, events, processes and activities being talked about, or referred to, in relation to the spatiotemporal context created and sustained by the act of utterance and the participation in it, typically, of a single speaker and at least one addressee.⁵

Through the deixis, we can figure out the people, places, and times that the speaker is referring to in a conversation according to the context. Making several fundamental distinctions between the various uses of deictic phrases is crucial for the descriptive enterprise. Deixis is divided into three kinds, which will be explained below :

a. Personal Deixis

The role of individual that refers to the conversation when it is conducted is called deixis person. Deixis that related to people who are directly involved in utterance (for example, the speaker or the addresser along with the

⁵ Revere D. Perkins, *Deixis, Grammar, and Culture*, (Amsterdam: John Benjamin Publishing Co, 1992), p.100.

listener or the addressee) or indirectly involve in utterance (for example, those who hear the utterance but are not being directly addressed), and those who get a mention in the utterances. Personal deixis is consisting of first person, second person, and third person.⁶

The first-person category is the grammar of the speaker reference for himself, the second person who encodes the speaker reference to one or more recipients handled by visitors who are punished, and the third person for people and entities who are not speakers or recipients of the in question. Person deixis also has many other intriguing features. One widely studied phenomenon is the self-reference of the speakers that occurs in reported speech. The entire topic of honorifics, which normally refer to speaking and receiving roles but are covered separately below under the heading of social deixis, is another significant phenomenon connected to people. The unique roles that the speaker and addressee roles play in grammatical hierarchies of various kinds that are important to typology are yet another important area. For instance, many languages lack dedicated reflexives in the first and second person, and many languages treat the first and second person as the top categories on an "animacy" hierarchy.

b. Spatial Deixis

Spatial deixis or also known as place deixis is a deixis that emphasizes or refers to a place in an utterance. The encoding of spatial locations relative to the location of

⁶ Yen-yen Natalia, Iman Santoso, "Person Deixis and Spatial Deixis of King Dangdut by Rhoma Irama Songs", *Professional Journal of English Education*, Vol. 3, No. 3, 2020, p.349.

participants in the speech event.⁷ The location that is implied as a spatial deixis is the location of the speaker and receiver or the person or object being referred to. Where the relative location of people and things is indicated. Contemporary English makes use of only two adverbs, ‘here’ and ‘there’, for the basic distinction, but in older texts and dialects, there is a much larger set of deictic expressions. English ‘here’ signifies a zone that includes the speaker, while English ‘there’ denotes a distal region farther away from the speaker. There will also be a speaker-centered series of demonstrative adverbs in languages with a speaker-anchored distance series of demonstrative pronouns. Considering spatial deixis, however, it is important to remember that location from the speaker’s perspective can be fixed mentally as well as physically.

c. Temporal Deixis

Time or temporal deixis is a reference for time relative to a temporal reference point, this point is the moment of utterance in which when speaking or written.⁸

It related and indicates a time position to the various times involved and referred to in an utterance. Temporal deixis is a deixis that shows the unit of time in the speech. In another word, time deixis is a reference to time relative to a temporal point; typically, this point is the moment of the utterance. These forms of temporal reference are learned are lot

⁷ Stephen C. Levinson, *Pragmatics*, (Melbourne: Cambridge University Press, 1991), p. 79

⁸ Ardita Dylgjeri, Ledia Kazazi, “Deixis in Modern Linguistics and Outside”, *Academic Journal of Interdisciplinary Studies*, Vol.2, No.4, 2013, p.92.

later than the deictic expressions like ‘yesterday’, ‘tomorrow’, ‘today’, ‘tonight’, ‘next week’, ‘last week’, and ‘this week’. All these expressions depend on their interpretation of knowing the relevant utterance time.

2. Cooperative Principle

When people communicate with each other through a conversation, often the speaker and the listener allocate different understandings, hence the cooperative principle is needed. Since, the cooperative principle, delineates how people achieve effective conversational communication where the listener and speaker act cooperatively so that the purpose or direction of the conversation exchange in which the speaker and the listener are involved can be accepted or understood. The 'cooperative principle' puts the burden of responsibility for effective communication on the speaker or writer.⁹

During a conversation, the speaker and the listener may have different interpretations, which is why the cooperative principle is necessary. The principle outlines how people can have effective communication during a conversation, where both the speaker and the listener cooperate to ensure that the conversation's purpose and direction are clear and understood. The cooperative principle places the responsibility of effective communication on the speaker or writer. The cooperative principles are classified into four sub-principles called maxims.

a. Maxim of Quality

⁹ Peter V. Lamarque, R.E Asher, *Concise Encyclopedia of Philosophy of Language*, (New York: Pergamon, 1997), p. 387.

In the case of the maxim of quality, the speakers are expected to be sincere and to say something that they believe corresponds to reality.¹⁰

The maxim of quality demands the speaker to be veracious, the speaker must not produce a false or groundless statement that lacks averment, because an invalid statement will result in disrupted communication and lead to misunderstandings. In another word, the maxim of quality demands the legitimacy or validity of a statement or speech uttered by the speaker or speakers so that the information received by the listener is not distorted or wrong.

b. Maxim of Quantity

Maxim of quantity emphasized the amount of information that is given. In this maxim we must (a) Make the contribution as informative as is required for the current purpose of the exchange, (b) Do not make our contribution more informative than is required.¹¹

The information delivered by the speakers must be not too scant or too plentiful so that the dialogue can continue. I consider if the speaker delivers too scant information, the listener may be dissatisfied with the information provided. On the contrary, boredom for the listener may be caused if the speaker provides too plentiful information than is needed. It is important to not withhold information

¹⁰ Ria Aresta, M.R Nababan, Djatmika, "The Influence of Translation Techniques on the Accuracy and Acceptability of Translated Utterances that Flout the Maxim of Quality", *Humaniora*, Vol.30, No. 2, 2018, p, 177.

¹¹ Geoffrey Leech, *Principle of Pragmatics*, (London: Longman Group Limited, 1983), p. 8.

during communication that would be necessary to keep the conversation going. However, it is also important not to bombard our listeners with too much irrelevant information.

c. Maxim of Relation

Relevance is the key to the maxim of relation. During the conversation, the people involved must ensure that all the information they provide is relevant to the exchange being carried out. The topic discussed and the topic intended by the speaker must be relevant to the answers or replies given and must also be relevant to the topic being discussed, and in reverse. Maxim of relevance keeps conversations on track and helps prevent random conversations that lack continuity. This Maxim also helps us to understand utterances in conversations that may not be initially obvious.

d. Maxim of Manner

Maxim of manner relates to how the people involved in a conversation, both speaker and listener, convey the information to each other in an orderly and clear way so that it will not cause confusion and ambiguity. Big or overly complex words should be avoided especially when we know our listeners won't understand and should try our best to be concise and coherent.

3. Implicature

Implicature is a component of speaker meaning that contributes as aspect of what is meant in speaker's utterance without being part of what is said.¹²

It is the speaker's way of conveying something by stating it indirectly through utterances and not explicitly expressing it. Through implicature, communication can occur more efficiently than by expressing everything that wants to be expressed explicitly. There are two kinds of Implicature, such as conventional implicature and conversational implicature.

a. Conventional Implicature

Conventional implicature is determined by the conventional meaning of the words used.¹³

Conventional implicatures are implicature that is part of a lexical item or expression that occurs when the speaker deceptively states a factual reality. These implicature characteristics are highlighted when the speaker uses the words '*but*' between clauses however, those clauses show contradictions.

b. Conversational Implicature

The time that a meaning of utterance conveyed by the speaker is correlatedly expressed with the context being discussed but explicitly, so is called Conversational Implicature. Conversational implicature is implicature that appears in the order of sub-sentences, usually contained in clauses, and attached to the part of the clauses such as

¹²Horn and Ward, *The Handbook of Pragmatics: Implicature*, (Oxford: Blackwell Publishing, 2006), p.3.

¹³Gillian Brown and George Yule, *Discourse Analysis*, (New York: Cambridge University Press, 1983), p.31.

propositional, conditional, and comparative attitude verbs. The greater interest to the discourse analysis is the notion of conversational implicatures which is derived from general principles of conversation plus a number of maxims speakers will normally obey.¹⁴

Conversational implicatures are an important aspect of communication and play a crucial role in understanding the meaning behind what is being said. They are often used to convey meaning indirectly, allowing speakers to communicate more subtly and effectively. However, understanding conversational implicatures requires more than just an understanding of the words being used. It also requires an understanding of the context in which the conversation is taking place and the social norms that govern communication. As such, conversational implicatures can be a complex and nuanced topic, but they are an essential part of effective communication. Two kinds of Conversational Implicature will be discussed below.

1) **Generalized Conversational Implicature**

Generalized conversational implicature is implicature that arise without any particular context or special scenario being necessary.¹⁵

This implicature occurs when the listener does not need special knowledge to estimate the additional meaning conveyed. For example, Jeff asked Barcode if he wanted

¹⁴ *Ibid*

¹⁵ Peter Grundy, *Doing Pragmatics*, (New York: Oxford University press, 2000), p. 81-82

a Burger and Fried Chicken for lunch. Barcode replied, "*I want a burger*" This implies that Jeff is aware that Barcode only wants to eat Burger, not Fried Chicken. This shows that Jeff is aware that Barcode chose Burger and not Fried Chicken.

2) Particularized Conversational Implicatures

Particularized implicature is not derived from the utterance alone but from the utterance in context.¹⁶

This implicature rely much on the special context. Specific conventional implicatures are the opposite of generic conventional implicatures. When the speaker says something and the audience reacts implicitly, this is called implicature. As a result, the speaker must be able to estimate the listener's statement in context.

4. Presupposition

A thing that is assumed by the speaker before they uttering their utterance to the listener is called presupposition. Speakers and receivers must recognize or presume the presuppositions so that the utterances can be considered related to the context. Prepositions can be divided into existential, factive, non-factive, lexical, structural, and counterfactual.

The existential presupposition is assumed to be present in possessive constructions (such as your car presupposes (»))

¹⁶ Reni Safitri, *Implicature in Spoken Advertisement used By Male and Female*, (Makassar: Universitas Hassanudin, 2017, p.15.

you have a car) or in any definite noun phrase, such as the King of Sweden, the cat, etc., in which the speaker presupposes the existence of the entities or objects. The second type of presupposition is known as factive presupposition because some words in sentences are used to denote facts, such as know, realize, regret, glad, odd, and aware. For example, everyone knows John is ill, which implies that John is ill. Non-factive presuppositions are assumed to be false in the third type of presupposition. Verbs such as dream, imagine, and pretend are used with the assumption that what follows is false. For example, John dreamed he was rich implying that John was not wealthy. Manage, stop, and start are examples of forms that can be used to generate lexical presuppositions. The use of one form with its asserted meaning is conventionally interpreted in this type with the assumption that another (non-asserted) meaning is understood. There are also structural presuppositions. Certain sentence structures in this case have been analyzed as conventionally and regularly assuming that part of the structure is assumed to be true. One could argue that speakers can use such structures to treat information as presupposed (assumed to be true) and thus have listeners accept it as true. A counter-factual presupposition is one in which what is presupposed is not only true, but also the inverse of what is true, or contrary to facts.¹⁷

Presupposition refers to the things that a speaker assumes to be true before they communicate with their listener. Both the speaker and the listener must recognize or presume these presuppositions to ensure that the conversation is related to the context. There are various types of presuppositions, such as existential, factive, non-factive, lexical, structural, and

¹⁷ Faizal Risdianto et al., The Analysis of Presupposition in George Orwell's Novella Animal Farm, (Journal of Pragmatic Research, Vol. 1 No.1), p.1-12

counterfactual. For instance, the existential presupposition is presumed to exist in possessive constructions and definite noun phrases. On the other hand, the factive presupposition is used to denote facts and includes words like know, realize, and regret. Non-factive presuppositions are assumed to be untrue, while lexical presuppositions generate non-asserted meanings. Structural presuppositions are based on certain sentence structures, which conventionally assume a part of the structure is true.

5. Speech Act

Something that is expressed by an individual who not only presents information but also performs an action is called a speech act. Expressions of apologizing, promising, ordering, answering, requesting, complaining, warning, inviting, refusing, and congratulating are examples of speech acts.

C. Speech Act

One of the elements that cannot be detached from people's daily life is language. Because language is a tract both in the form of written and oral that has function as a tool for humans in conveying messages, and communicating their ideas, opinions, and thoughts. When people use the language, they not only utter a word or sentences in a grammatical arrangement, but sometimes people also convey utterances with a specific purpose such as asking, refusing, introducing, apologizing, directing, etc.

The speech act or acts performed in the utterance of a sentence are in general a function of the meaning of the

sentence.¹⁸ We can define a speech act as the action performed by a speaker with an utterance.¹⁹

Speech act is mostly related to pragmatics, it is because the utterance spoken by the speakers contains the meaning that is correlated to the action behind it. The study of speech acts is very important for us because understanding speech acts make us able to understand the message that the speaker is trying to convey in the expression that person says.

Regarding to the Speech Act theory, an utterance that is said by a person contains elements of action and speech at the same time, and its meaning depends entirely on the context in which they are issued. Usually this term of context is defined as felicity condition. Felicity conditions are conditions under which words can be used properly to perform actions.²⁰

Because if we only express bare propositions, the purpose of communication cannot be attained, the certain context is needed just to the utterance can be understood. In addition to get a clear meaning in the utterance that being utter, a speaker should perform three actions simultaneously when saying something, a speaker should perform three actions simultaneously when saying something, which among them is Locutionary act, Illocutionary act, and Perlocutionary act.

¹⁸ John Searle, *Speech Acts*, (New York: Cambridge University Press, 1969), p. 18.

¹⁹ George Yule, *The Study of Language*, (New York: Cambridge University Press, 2017), p. 377.

²⁰ Yan Huang, *Pragmatics* (New York: Oxford University Press, 2014), p.

There is first a locutionary act, which is the basic act of utterance, or producing a meaningful linguistic expression.²¹

Through a locutionary act the speaker is produce a meaningful phrase according to a definite understanding and reference in a language by following the rules of pronunciation and grammar. In performing Locutionary actions, speakers strives to reach listeners by use certain expressions to produce expressions that are meaningful. Meanwhile, an illocutionary act is defined as the purpose in mind that speaker means through the sentence that is said. based on the context or situation in which the speech is expressed.

In other words, an illocutionary act or illocution refers to the type of function the speaker intends to fulfil or the type of action the speaker intends to accomplish in the course of producing an utterance.²²

Furthermore, the perlocutionary act is something that occurs after the conversation as a result of the utterance and the effect of the utterance by the speaker and may be experienced by the listener after producing the locutionary and illocutionary.

For example, when in a room an older sister says to her younger sister, "*These dishes are dirty*", this sentence contains locutions. And definitely, the older sister intends to direct her younger sister to take the plate to the dishwasher, this is called an illocutionary act. Then the younger sister brought the dirty dishes after hearing the speech expressed by her sister, this is what is meant by the perlocutionary act.

²¹ George Yule, *Pragmatics*, (New York: Oxford University, 1996), p.48.

²² Yan Huang, *Pragmatics* (New York: Oxford University Press, 2014), p.

D. The Types of Speech Act

To provide the easier understanding to the listener towards the meaning of the utterances that utter by the speaker, generally the kinds of speech acts that a person can perform while utter the utterances are divided into five types, which are declaratives, representatives, expressive, commissive, and directive.

1. Declaratives

Declarative is the normal form of a sentence used to express a statement in a language.²³ Declarative force has a principle that words change the world. It means that speech act uttered by a speaker changes the world or situation.²⁴

All forms of the utterances that the content is align to the facts is called as a declarative speech act. One of the signs that a word and phrase contains declarative speech acts in it is if it has the power to effect direct change in institutional circumstances and which tends to depend on complex extralinguistic institutions. For example, *"You are officially an employee of this company"*. This sentence is an example of a declarative speech act which states that a person has officially become an employee in a company.

2. Representatives

Representatives, also known as assertives, are speech acts in which the speaker express a

²³ Janet Holmes, *An Introduction to Sociolinguistic*, (New York: Routledge, 2013), p.477.

²⁴ Sri Meiwani Basra, et al., "A Speech Act Analysis of Teacher Talk in an EFL Classroom", *International Journal of Education*. Vol. 10 No. 1, 2017, p.76.

proposition as a description or representation of states of affairs.²⁵ Representative speech acts are defined as word form that confine the speaker to the truth. These are statements that describe a state of affairs in the world which could be true or false.²⁶

The sentences spoken by the speaker should contain something that is happening and can be assessed on the assessment dimension which includes right and wrong. For example, there is a teenager telling her friend, "*Jeff Satur a good-looking singer from Thailand is my favourite*", when a speaker says this sentence, she is doing a representative speech act, by expresses her opinion about Jeff Satur.

3. Expressive

Expressive speech acts are used to express feelings, emotions, or attitudes towards a particular situation or topic. The way speaker expresses their feeling and shows their psychological state because they are faced with a certain situation or because of something said or done by the speaker or listener is called an expressive speech act. Through these kind of speech acts, speakers can communicate emotions such as joy, pain, likes, dislikes, joy, sadness, and so on. For example, when a speaker says, "*Thanks for all of your concern*", the speaker expresses its gratitude through this expression.

²⁵ Nicholas Allot, *Key Terms in Pragmatic*, (London : Continuum International Publishing Group, 2010), p.168.

²⁶ Ardita Dylgjeri, "Analysis of Speech Acts in Political Speeches", *European Journal of Social Sciences Studies*. Vol. 2. No.2, 2017, p.22.

4. Commissive

The utterances that carry the consequences which the speaker must be responsible for it in the future is called commissive speech acts. The types of commissive speech act include agreements, oaths, threats, offers, warnings, and so on. For example, "*Don't worry, I will arrive before five o'clock in the morning*", when someone utter this utterance then that person is doing a commissive speech act, for which that person must be responsible for it.

5. Directive

Directives are those kinds of speech acts that represent attempts by the speaker to get the addressee to do something.²⁷

Directive speech acts are used to influence the behavior or actions of the listener. Directive speech act utterances are spoken by the speaker in order to create an effect for the listener to take an action. Encompassed in the directive speech acts are, commands, requests, challenges, invitations, entreaties, dares, orders, asking. For example, when a teacher says to his students, "*If you don't understand, you can ask me*", it means the teacher is doing a directive speech act, with the intention of directing his students.

E. Directive Speech Act

Directives express the speaker's attitude toward some prospective action by the hearer and his intention that his

²⁷ Yan Huang, *Pragmatics* (New York: Oxford University Press, 2014), p.

utterance, or the attitude it expresses, be taken as a reason for the hearer's action.²⁸

The directive speech act is defined as an in-depth explanation of speech acts that are uttered or used when a speaker wants to order someone else to do something. Directive speech acts have a world-to-word direction of fit because when speakers utter the utterances that contain directive speech acts, speakers try to change the world to fit their words.

Directive speech acts also have a variety of their strength. We can attempt to get people to sit down, for instance, by suggesting or inviting them to do so, or by ordering or commanding them to sit down.²⁹

So that can be understood by utterances that contain directive speech acts, the speaker wants his or her actions to be understood by the listener so that the listener will consider doing what the speaker wants.

Therefore, the Directive Speech Act is prospective, which means that a person cannot order someone else to do something in the past.³⁰

Instead, by saying directive speech acts, there is hope or inclination that the speaker hopes for the listener in the future. Directive speech acts can be classified into 6 types,

²⁸ Kent Bach and Robert M. Harnish, *Linguistic Communication and Speech Acts* (London: The MIT Press, 1979), p.41

²⁹ Janet Holmes, *An Introduction to Sociolinguistic*, (New York: Routledge, 2013), p.277.

³⁰ Charles W Kreidler, *Introducing English Semantics*, (London: Taylor and Francis e-Library, 2002), p.189.

such as Requests, Questions, Requirements, Prohibitive, Permissive, and Advisories.³¹

Understanding the different types of directive speech acts and their strengths can be important in communication. By using these speech acts effectively, speakers can achieve their desired outcomes and get others to do what they want. However, it's important to remember that directive speech acts should be used with caution and respect, as they can be perceived as aggressive or controlling if used inappropriately.

F. The Types of Directive Speech Acts

In accordance with the theory that proposed by Kent Bach, the kinds of directive speech acts are divided into six types, such as Requestives, Questions, Requirements, Prohibitive, Permissive and Advisories.

1. Requestives

A request is an expression of what the speaker wants the addressee to do or refrain from doing.³²

Requestives are a type of directive speech act that are used to request that the hearer performs a certain action. Requestive is a directive speech act that is less demanding in general, it is also utter in a chivalrous way, and allows it to be rejected by the listener or the intended addressee. Through this type of expression, the speaker wants the listener to perform some deeds. The speaker hopes that the expression that is being expressed makes the listener have the eagerness to do something, because the speaker also believes if the listener can do something that is intended. However, no matter

³¹ Kent Bach and Robert M. Harnish, *Linguistic Communication and Speech Acts* (London: The MIT Press, 1979), p.41.

³² Charles W. Kreidler, *Introducing English Semantics* (New York: Routledge, 2002), p.190

what, when the speaker utters this expression, the speaker does not suppress or take control over the intended addressee.

There are several function that can be include in this expression, such as *"Invite"* and *"Insist"* as well as *"Ask"* and *"Beg"* which the difference is shown through the urgency of the verb. *"Beseech"* or *"Supplicate"* as an appeal to the hearer's sympathy and a special manner of performance. *"Summon"* or *"Invite"* which refers to requests for listeners' presence and *"Beg"* or *"Solicit"* which apply to asking for contributions or favours. Example: *"Please, send me a reply at an early date"*. When the speaker utters this utterance, the speaker without any authority or force intends to ask the listener send a reply in an earlier date than the deadline of it.

2. Questions

Questions are another type of directive speech act that are used to elicit information from the hearer. Questions is a directive speech act that is considered to be special. It is special because what is requested is that the hearer provide the speaker with certain information.³³

Because when uttering this expression, the speaker believes if the listener can answer his question. Therefore, when the speaker questions something to the listener, the speaker expects the listener to respond by answering the question. Ask, inquiry, query, question, and quiz can be concluded as the function of this expression. Yet not all of them are important for an illocutionary taxonomy. Example: *"What is your thought on that issue?"*, when the speaker utters this utterance, the speaker intends to make the listener

³³ Kent Bach and Robert M. Harnish, *Linguistic Communication and Speech Acts* (London: The MIT Press, 1979), p.48

answer the question by giving an opinion or thought about something.

3. Requirements

Requirements are directive speech acts that are used to impose obligations or duties on the hearer. In term of requirements, the speaker and the addressee, could do some interaction like order, command, manage, dictate, direct, purpose, aim, and others.³⁴

Requirements is kind of the expression that is often misconceived as a Request, but even so, Requirements should not be misconceived as a Request even though it has a strong degree. If the Request aims to make the speaker utterances as a reason for the listener to want to do something. However, in Requirements, the speaker aims to make the listener do something, the speaker thinks that what it said is enough to make the listener do something.

The requirement that every referential statement must have a primary aspect is simply the requirement that every such statement must have a specifiable content.³⁵

Therefore, the requirements are more commanding or dictate. Through the requirements the speaker intend to make the addressee to do an action that is in accordance with the speaker's words. Because the speaker believes that the listener is capable of doing those action, and besides that the speaker also believes that he or she has authority over the listener either physically, psychologically, or institutionally which gives such impact to his or her utterances. Bid, charge,

³⁴ Kharisma Puspita Sari, "Teacher's Directive Speech Act at Kindergarten School", *Vision: Journal For Language and Foreign Language Learning*, VOL.7, NO.1, 2018, p. 40

³⁵ Michael L. Geis, *Speech Act and Conversational Interaction*, (Cambridge: Cambridge University Press, 2006), p.129

command, demand, dictate, direct, enjoin, instruct, order, prescribe, and require can be comprehend as a function of requirements. Example: "*I enjoin you to bring your parents to the principal's office tomorrow*", in virtue of this utterance the speaker with his / her authority intends to order the addressee to take his parents to meet with the principal in the principal's office tomorrow.

4. Prohibitive

Prohibition is a rule in the form of an command which is intended to stop the interlocutor from taking an action.³⁶

The function of prohibitive are to enjoin, to forbid, to prohibit, to proscribe, and to restrict. Through the prohibitive expression, the speaker intends to prohibit the addressee to do something. This action is done by the speakers because speakers feel they have authority over listeners, and also because speakers have reason to believe that listeners should not do something and therefore speakers prohibit listeners from doing that thing. Example: "*You must not cheat in the test*", by saying this, the speaker with his/her authority intends to forbid the speaker to deceit in conducting their examination.

5. Permissive

The act of giving permission expresses the confidence and intention of the speaker so the speech partner believes that the speaker's speech contains

³⁶ Lia Khoirrun Nisa, et al., "Directive Speech Acts Analysis in Teacher and Student Interaction during Thematic Learning in Elementary School", *Jurnal Penelitian dan Pengembangan Pendidikan*, Vol. 6, No. 2, 2022, p. 289

sufficient reason for the speech partner to feel free to take certain actions.³⁷

Owing to the permissive expressions, the speaker intends to allow the listener to act or do something. The speaker has authority over the listener, so that person gives the listener the right to act or to do something. The function of permissive expressions such as agree to, allow, authorize, bless, consent to, dismiss, excuse, exempt, forgive, grant, license, pardon, release, and sanction. Example: *“I read your proposal through last night and I think we'll agree to it”*, with that sentence being mentioned by the speaker, the speaker intends to authorize the proposal that is proposed by the listener.

6. Advisories

Advisories is a kind of expression that aims to make the listener do something, through this type of directive the speaker provide the advice or guidance to the hearer. In these types of proverbs, advisories are used as a means to influence and guide people towards the righteous path of life.³⁸

When the speaker utters the expression of advisories the speaker has a belief towards his words, and indeed the speaker felt and thinks that the advice it gave was a recommended action that gives a good deed or outcome. Admonish, advise, caution, counsel, propose, recommend, and suggest is the function of this expression. Example: *“If I were you, I'll try to get rid of that bad habit”*, when the speaker

³⁷ Rossa Tirta Sari, et al., “Directive Speech Acts Used in “Stranger Things: Season 2” Serial Movie By The Duffer Brothers”, *Scientia Journal:: Jurnal Ilmiah Mahasiswa*, Vol. 2 No. 2, 2020, p. 3

³⁸ Kamal Hasan Jawad, “Pragmatic Manipulation of Advisories in Biblical Proverbs”, *Ilkogretim Online - Elementary Education Online*, Vol. 20, No. 5, 2021, p.107

utters this utterance, the speaker intends to advise the addressee to detach the bad habit of the addressee.

G. Speech

Speech is the formal activity that aims to deliver or convey the information or ideas from the speaker to the audiences. Speeches are often used in special events such as seminars, lectures, commemorations, and celebrations. Under the delivery of the speech, the speaker expresses thoughts and feelings in the oral form. The speech activity must not be done by an unqualified person, it is because when someone delivers their speech, it hopes that the content that is being delivered will be able to convince the listeners so that the listener can accept and obey the thoughts, information, ideas, or messages conveyed. The contents of the speech can be of various kinds, for example business, government issues, education (regarding religion, politics, agriculture, security and social affairs).

The variety of the purpose of speech is depending on the circumstances, situation, and what the speaker wants. However, for further explanation and understanding, there are 3 characteristics of the speech in accordance with its purpose such as recreational, instructive and persuasive. The goal of recreational speech is to entertain and delight listeners. Speeches that are instructive aim to tell certain things to the listener. And, the purpose of a persuasive speech is to encourage listeners to have enthusiasm, will, and confidence so that they do something as the speaker wants.

The type of speech is divided into four types, which is impromptu, manuscript, memorized, and extempore speech. Impromptu speech is a speech that is delivered without any preparation from the speaker who is going to deliver the speech. Impromptu speech delivered by the speaker in line with the circumstances and context in which he / she delivered his / her speech. Manuscript type speech is also often called speech with a

script. This speech is delivered by reading the speech text from beginning to end. Manuscript speeches can sometimes lead to boredom if the speaker only focuses on reading the script without considering the communication or contact with the listeners. Memoratory speech is often also referred to as rote speech. The speaker who will give a speech writes down all the messages that will be conveyed in a script then memorizes them and conveys them to the audience word by word by rote. And, the last is extemporaneous speech is usually used by advanced orators. In this type of speech, the speaker only prepares an outline. In his presentation, the speaker does not remember word for word, but the speaker is free to convey his ideas with signs of the outline of the problem that has been prepared.³⁹

Effective communication is crucial in various settings, and speech is a powerful tool that enables us to convey information and ideas. The type of speech used depends on the situation and the intent of the speaker. There are different types of speech, each with its unique characteristics. For instance, persuasive speeches are meant to convince the audience, informative speeches provide information, and entertaining speeches aim to amuse the listeners. By understanding the different types of speech and their characteristics, speakers can choose the most suitable one for their message and audience. This helps them to effectively and efficiently communicate their ideas, thoughts, or information

³⁹ Linda Kusuma Wardani, *Peningkatan Keterampilan Menulis Teks Pidato Menggunakan Metode Peta Pikiran dengan Media Kartu Tema pada Siswa kelas X BB SMK Muhammadiyah 2 Boja*, (Semarang: Universitas Negeri Semarang), p. 32-36.

CHAPTER III

DESCRIPTION OF THE RESEARCH OBJECT

The elucidation of the way or method and the goal of the research are contained for this chapter. Moreover the elucidation in this chapter is an overview of Amitabh Bachchan and his speech at the Dhirubhai Ambani International School graduation ceremony in 2018, as well as facts and data displays.

A. General Description of Amitabh Bachchan's Speeches in Dhirubhai Ambani International School graduation ceremony in 2018

1. Profile of Amitabh Bachchan

Amitabh Bachchan who was born in 1942 is a well-known Indian actor with great fame and history. At first, he was a voice narrator and one year later he started his career as an actor while achieving popularity since then. He won numerous awards during his career. Besides, he worked in various fields such as a playback singer, film producer, politician, and television presenter. However, his career journey is not as easy as imagined. He applied as a newsreader, a business executive, a voice narrator, and an actor but all of them not really did well. After several attempts, his talent was finally recognized by a screenwriter. He believed on Bachchan's ability was worth the role. The romance movie with ironically sadistic scenes successfully gained a hit among viewers. He no longer only plays a side role, but also the main role. Eventually, he married his wife Jaya. He tried many genres as an actor such as comedy, crime, romantic family drama, musical, action, and sometimes got a double role. There was a time when

University for his contribution to cinema in 2018. Align with that he also won other variety of awards such as the Dadasaheb Phalke Awards in 2018, and recently he also won the Filmfare Best Actor nomination in 2021 for his role in the film *Gulabo Sitabo*.¹

In 2018, he was honourably invited to be a speaker at the graduation ceremony in Dhirubhai Ambani International School. On that occasion he delivered a speech entitled "*The Power of Dreams*" in his speech he stated, "*A dream, a vision is not an intangible, unreal, imaginary piece of fiction. A dream has hands, it has feet, it has a body. Your hands, your feet, your body. The dream is you. And you are the dream*" which obviously encourages all audiences who heard his speech to work on their dream.

2. Description of Amitabh Bachchan's Speeches in Dhirubhai Ambani International School graduation ceremony in 2018

The speech entitled "*The Power of Dreams*" which was delivered by Amitabh Bachchan at the graduation ceremony of Dhirubhai Ambani International School in 2018 are investigate by the researcher in this research. Amitabh Bachchan in this speech tried to provide and convey a lot of advice and directions towards the students who were celebrating their graduation day. One of the interesting quotes which is a statement from Amitabh Bachchan is, "*A dream, a vision is not an intangible, unreal, imaginary piece of fiction. A dream has hands, it has*

¹ Dr. Vikrant Kishore, "Amitabh Bachchan: From 'Angry Young Man' to 'Flirtatious Old Man' Changing Representations of Masculinity in Bollywood", *International Journal of Communication Development*, Vol.1, 2011, p. 3-9.

feet, it has a body. Your hands, your feet, your body. The dream is you. And you are the dream". Through his speech, the actor emphasized that graduating students must fight and not give up to fight for and make their dreams come true.

B. Facts and Data Display

In this chapter the researcher provides the results of the analysis based on what has been explained in the previous two chapters by classifying directive speech acts and describing the meaning based on their type. Because this research use qualitative research which deals with data in the form of words not numbers. Analytic narrative used in displaying the data contained in this study. Analytic narrative draws attention to the features of the displayed data and makes sense of them, knitting them together and permitting the analyst to draw conclusions and add interpretations.² The researcher tries to display the data by grouping facts related to the theory and concludes with a certain meaning according to the type. In this study the researcher present the results in the form of a table filled with words or phrases which are the results of the research.

² Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis*, (California : SAGE Publication), p.114.

REFERENCES

- Allot, Nicholas. 2010. *Key Terms in Pragmatic*. London : Continuum International Publishing Group.
- B. Miles, Matthew, A. Michael Huberman, and Johnny Saldana. 2014. *Qualitative Data Analysis*. California : SAGE Publication.
- Bach, Kent and Robert M. Harnish. 1979. *Linguistic Communication and Speech Acts*. London: The MIT Press.
- Brown, Gillian and George Yule. 1983. *Discourse Analysis*. New York: Cambridge University Press.
- Bublitz, Wolfram and Neal R. Norrick. 2011. *Foundation of Pragmatics*. Berlin : Walter de Grayter Gmth & Co.
- Creswell, John.W. 2009. *Research Design Qualitative, Quantitative and Mixed Methods Approaches Third Edition*. Los Angeles: Sage.
- Geis, Michael L. 2006. *Speech Act and Conversational Interaction*. Cambridge: Cambridge University Press.
- Griffiths, Patrick. 2006. *An Introduction to English Semantics and Pragmatics*. Edinburg: Edinburg University Press.
- Grundy, Peter. 2000. *Doing Pragmatics*. New York: Oxford University press.
- Hales, David. 2010. *An Introduction to Triangulation*. Switzerland: UNAIDS.
- Holmes, Janet. 2013. *An Introduction to Sociolinguistic*. New York: Routledge.
- Horn and Ward. 2006. *The Handbook of Pragmatics: Implicature*. Oxford: Blackwell Publishing.

- Huang, Yan. 2014. *Pragmatics*. New York: Oxford University Press.
- Kothari, C.R. 1985, *Research methodology methods & techniques*, New Delhi: New Age International.
- Kreidler, Charles W. 2002. *Introducing English Semantic*. New York: Routledge.
- Lamarque, Peter V and R.E Asher. 1997. *Concise Encyclopedia of Philosophy of Language*, New York: Pergamon.
- Leech, Geoffrey. 1983. *Principle of Pragmatics*. London: Longman Group Limited.
- Levinson, Stephen C. 1991. *Pragmatics*. Melbourne: Cambridge University Press.
- Mey, Jacob L. 2001. *Pragmatics: An Introduction*. Maldon: Blackwell.
- Moeloeng, Lexy,J. 2002. *Metodologi Penelitian Kualitatif*. Bandung: P. Remaja Rosda Karya.
- Osborn, Michael Suzanne Osborn, and Randall Osborn. 2007. *Public Speaking*. Boston : Pearson education.
- Perkins, Revere D. 1992. *Deixis, Grammar, and Culture*. Amsterdam: John Benjamin Publishing Co.
- Searle, John. 1969. *Speech Acts*. New York: Cambridge University Press.
- Yule, George. 1996. *Pragmatics*. New York: Oxford University.
- Yule, George. 2017. *The Study of Language*. New York: Cambridge University Press.
- Nabanan, Dini Kristien BR. 2021. *Directive speech acts in Jumanji – The Next Movie*. Medan: University of Sumatera Utara.
- Safitri, Reni. 2017. *Implicature in Spoken Advertisement used By Male and Female*. Makassar: Universitas Hassanudin.

- Wardani, Linda Kusuma. 2017. *Peningkatan Keterampilan Menulis Teks Pidato Menggunakan Metode Peta Pikiran dengan Media Kartu Tema pada Siswa kelas X BB SMK Muhammadiyah 2 Boja*. Semarang: State University of Semarang.
- Yuniati, Asmi. 2018. *Directive speech acts in the movie "The Message" by Moustapha Akkad*. Semarang: Walisongo state Islamic university.
- Basra, Sri Meiwani, et al. 2017. A Speech Act Analysis of Teacher Talk in an EFL Classroom. *International Journal of Education*, 10(1), 76.
- Della, Fara and Barnabas Serimbing. 2018. An analysis of Directive Speech Acts by Searle theory in "Sleeping beauty" movie script. *Journal of English Education and Teaching (JEET)*, 2(1), 22-24.
- Dylgjeri, Ardita and Ledia Kazazi. 2013. Deixis in Modern Linguistics and Outside. *Academic Journal of Interdisciplinary Studies*, 2(4), 92.
- Dylgjeri, Ardita. 2017. Analysis of Speech Acts in Political Speeches. *European Journal of Social Sciences Studies*, 2(2), 22.
- Fitria, Tira Nur. 2019. Analysis of Directive Speech Act found in Koi Mil Gaya. *Journal of Pragmatics Research*, 1(2), 89-99.
- Jawad, Kamal Hasan. 2021. Pragmatic Manipulation of Advisories in Biblical Proverbs. *Ilkogretim Online – Elementary Education Online*, 20(5), 107.
- Kishore, Dr. Vikrant. 2011. Amitabh Bachchan: From 'Angry Young Man' to 'Flirtatious Old Man' Changing Representations of Masculinity in Bollywood. *International Journal of Communication Development*, 1, 3-9.