

## An Analysis of Directive Speech Acts Used in “The Blind Side” Movie by Michael Lewis

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### Abstract

It is fascinating to conduct a study on the directive speech acts because it is so common in everyday life, especially in conversation. Sometimes communication fails simply because the hearer does not understand what the speaker is saying. As a result, the intended message could not be sent effectively and several differences were found in the use of speech acts. The focus of this research was to analyze the use of directive speech acts in the movie “The Blind Side” by Michael Lewis. The research aimed to (1) identify the types of directive speech acts used by the characters in the movie “The Blind Side” by Michael Lewis, and (2) determine the factors influencing the use of each type of directive speech act by the characters. This research was qualitative, employing descriptive techniques. The data sources included primary sources such as video and script, and secondary sources such as articles, journals, and relevant studies. The researchers utilized documentation, observation, and literature study techniques in data collection to draw conclusions after analysis. Searle’s and Hymes’ theory are used to analyze the data. From the observations and literature study, the results obtained were (1) five types of directive speech acts were found to be used by the characters in the movie, namely command, request, invitation, prohibition, and suggestion, and (2) there were factors influencing the use of each type of directive speech act by the characters, including gender, age, race/skin color, and social status/occupation, with race/skin color being the most dominant factor influencing them.

**Keywords:** Speech acts; directive speech acts; movie

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## INTRODUCTION

The use of language as a tool by society when they communicate and interact with each other in everyday life is commonplace. Kurnia and Yuhdi (2022, p. 207) state that language is a means of communication used by society and then poured into everyday life. Communication is the process of exchanging thoughts, ideas, or thoughts between a speaker and a listener. The process of communication in humans can happen through verbal communication and non-verbal communication (Islamiati, Supriadi, & Rosalina, 2022, p. 475). By communicating, human beings can communicate what they want to communicate, for example, through dialogue. In order for communication to go well and smoothly, there is a need for an understanding of the speech act. The analysis of speech acts has emerged as a central concern within the field of pragmatics (Halil, N.I., et. al, 2023, p. 242). During communicative interaction, participants, typically referred to as a speaker and interlocutor(s), engage in the performance of speech acts to convey meaning and achieve communicative goals (Rasna, et. al., 2024, p. 644). Supported by Jarudecharat

and Worathumrong (2023, p. 471), the study revealed the pervasive presence of collaborative communication in everyday conversations. This prevalence can be attributed to the inherent human need for assistance in achieving personal objectives. It aims to minimize the occurrence of misinterpretations of what is to be talked about. In the branch of linguistics, pragmatics is the related science of meaning. Cutting (2002, p. 2) explained that evaluating meaning chunks can be done through the awareness of the physical, social, and psychological aspects affecting interaction, also by understanding the contexts of time and space whereby words are produced orally or written. This constitutes pragmatics and discourse analysis; both study the meaning of words in context.

Any utterance that has meaning in accordance with the function, situation, and context of the action that occurs is also called a speech act. Austin (1962, in Cutting, 2002, p. 2) defined speech act functions as the actions carried out during speaking. Mey (2001) also stated that speech acts are spoken acts that take place in real life. In other words, when we say something indirectly, our words describe an action. Yudha (2022, p. 70) supports this viewpoint, stating that speech acts are utterances that involve actions. In terms of different perspectives on speech acts, Maharani and Mubarak (2023, p. 136) write that a speech act can be described as an utterance uttered by a speaker to his listener. According to Ashfiya and Degaf (2023, p. 22), speech acts reflect the speaker's communicative aims when making utterances. Speech acts are actions carried out by utterances and are usually referred to by more specific terms in English, such as request, apology, complaint, compliment, invitation, promise, or request (Yule, 1996, p. 47). Austin distinguished between three levels of speech acts: perlocutionary effect, illocutionary force, and locutionary act. The locutionary act is all that we stated. The illocutionary force is the reason or objective of what we said. The hearer's response to our words is known as the perlocutionary effect. Austin also divides speech acts into five macro-classes, including directives, expressives, representatives, commissives, and declarations (Cutting, 2002, p. 2).

The use of speech acts is not only in everyday conversation but can also be found in literary works, one of them is movies. Cinema, a widely appreciated art form, possesses the unique ability to transmit messages through both linguistic and visual mediums. Its captivating storytelling and evocative imagery make it an impactful tool for conveying complex ideas and emotions to a broad audience (Wahyuni and Fatmawati, 2024, p. 171). A movie is a two-dimensional literary work that is a combination of audio and visual. According to the Oxford Advanced Learner's Dictionary (2003), "a movie or a film is a story recorded as a set of moving pictures to be shown on television or at the cinema". Dewi and Surya (2023) also stated that the movie is one of the most popular forms of entertainment that may also be used as a learning tool. A movie is a form of media communication since it conveys a significant message to the audience (Kiuk & Ghazali, 2018). According to Rizki et al. (2020, p. 202), media could be sequences of recorded images presented on a screen like a movie. A movie also refers to a portrait of everyday life that has dialogues like how humans interact in daily life. Movies can hold a mirror up to society, reflecting the joys and struggles of everyday life (Susmita & Adha, 2023). Every word spoken by each character has a different meaning and purpose behind it. Therefore, we must be able to understand every thread so that the message from the movie can be delivered properly without any misinterpretation by the audience.

Directives, which are a type of speech act, are often used in everyday conversations, for example, between parents and children, teachers and students, and even between peers. An act of obedience intended to compel an audience or an opponent to take a certain action is known as a directive speech act. This category includes statements that are intended to compel the listener to do something, such as ordering, requesting, inviting,

prohibiting, recommending, and so forth (Cutting, 2002, p. 17). Similarly, Diffani and Kholis (2023, p. 4) define directions as the speaker's wish for the listener or someone else to do something. According to Oktapiantama and Utomo (2021, p. 77), a directive speech act is an act aimed at a partner to indicate the speaker's goal or wish such that a statement or statement expressed becomes an excuse for the partner in action. Directive speech acts, which are a type of illocutionary act intended to get someone to take action based on the speaker's request, whether the request is made directly or indirectly (Trihanto, 2022). Rakaj (2023, p. 2730) agrees that with the understanding of directives as a form of communication where the addresser attempts to influence the addressee's behavior in a particular direction. It does not exclude the possibility that directive speech acts are also used in a movie, one of which is the movie "The Blind Side" by Michael Lewis, directed by John Lee Hancock. The movie premiered in 2009.

It is fascinating to conduct a study on the directive speech acts because it is so common in everyday life, especially in conversation. Speakers can also communicate what they want the listener to do through this directive speech act. Sometimes communication fails simply because the hearer does not understand what the speaker is saying. As a result, the intended message could not be sent effectively. Also, several differences were found in the use of speech acts. While differences in such speech exist—some undoubtedly real, others perhaps imaginary—these variations likely interact with factors such as social class, race, culture, discourse type, and group membership. According to Holmes (2013), the speaking style of a person is shaped by the social situation of their interactions. This interplay between language and social structure is noticeable in the dialogues of characters in Michael Lewis' "The Blind Side" movie. In this study, the researchers applied the theory advanced by Searle (1976, in Cutting, 2002) and Hymes' (2001) to the movie "The Blind Side" to determine the usage of the directive speech act.

The researchers chose the movie "The Blind Side" by Michael Lewis as the subject of research because the movie is taken from a real story, there are many dialogues between the characters using different kinds of speech acts, and there is a very profound message contained in it. Therefore, the researchers became interested and decided to study the speech acts used by the characters, in particular the use of the directive speech act in the movie, and compare the factors that influence the use of each directive speech acts type. The research questions proposed in the study are: what types of directive speech acts are used by each of the characters in Michael Lewis' movie "The Blind Side" and what are the factors that influence the use of each directive speech acts type?

## RESEARCH METHOD

### Research Design

The qualitative descriptive research method is applied in this study to describe the types of directive speech acts that are used by each of the characters in Michael Lewis' movie "The Blind Side" and the factors that influence the use of each directive speech acts type. Qualitative research is more descriptive in nature, with data collected in the form of words or images (Sugiyono, 2020, p. 17). Qualitative research is a study that emphasizes descriptions over numbers. According to Bogdan and Taylor in (Moleong, 2007, p. 4), a qualitative study is a research process that creates descriptive data on people's spoken or written words and observed behavior. The essential instrument or tool of research in qualitative research, depending on the sort of research performed, is the researcher himself (Sugiyono, 2020, p. 293).

### The Object of the Study

In this study, the primary focus is on the analysis of directive speech acts as exhibited by the characters in the movie *The Blind Side*. Specifically, the research delves

into how these speech acts—commands, requests, suggestions, or other forms of directives—are employed by the characters to communicate intentions and influence the actions of others. A directive speech act is a crucial component of pragmatics, as it involves the speaker's intention to get the listener to perform an action. This exploration is vital for understanding how language functions within different social and relational contexts. By focusing on the interactions in *The Blind Side*, this research aims to uncover the ways in which characters use language to assert authority, negotiate power dynamics, and manage interpersonal relationships, particularly in situations that reflect social inequalities and personal transformation.

The film itself, *The Blind Side*, is based on the work of Michael Lewis and directed by John Lee Hancock. It tells the compelling story of Michael Oher, a black teenager from a troubled background who is adopted by a wealthy white family in Memphis. The story explores complex themes of race, class, family, and education. Oher's journey from homelessness to becoming a successful professional football player serves as the backdrop for these interactions. By examining the directive speech acts within this context, the research seeks to analyze how characters from different social and cultural backgrounds engage in communication, particularly focusing on how language is used to shape Oher's experiences and decisions throughout the film.

### Research Instruments

The instruments utilized were human or human instruments. The researchers gave a data card on which to record the data generated from the dialogue in the movie. This study employed two kinds of data sources: primary and secondary. According to Sugiyono (2017, p. 225), the primary source is the source of data that directly provides data to the data collector, whereas the secondary source provides data indirectly to data collectors, e.g., through someone else or through documents. Video and script from Michael Lewis' movie "The Blind Side" were used as the main data in this investigation, while the secondary data in this study consisted of all publications or papers connected to the title of this study.

### Data Collection Techniques

In this study, three data-gathering strategies were employed: documentation, observation, and literature studies. The documentation process involved obtaining and analyzing both the movie \*The Blind Side\* and its corresponding script, which served as primary sources of data for the research. The observation strategy focused on closely examining the characters' interactions and speech acts within the context of the film. Lastly, the literature studies provided the theoretical framework for analyzing directive speech acts, helping to interpret the data in relation to established linguistic principles. The process of data collection began with the researchers downloading both the movie and its script from online sources. The movie was accessed through a shared link, while the script was retrieved from a reputable script database. This step ensured that the researchers had both the visual and textual references necessary for a thorough analysis of the directive speech acts exchanged by the characters.

Following the acquisition of the movie and script, the researchers extracted all the dialogues from the script, ensuring that every line of dialogue between characters was accurately captured. To facilitate analysis, a unique turn-taking number was assigned to each dialogue in the movie, allowing the researchers to systematically track and reference each speech act throughout the study. To ensure the accuracy of the script, the researchers compared the transcribed dialogues with the actual conversations in the movie. This



comparison was crucial for validating the script's reliability, ensuring that any deviations or inconsistencies between the written and spoken dialogues were accounted for.

The next step involved closely watching the movie and reading the script simultaneously. This allowed the researchers to observe the roles and characteristics of each character in depth, providing context for how directive speech acts were used within different relationships and situations in the film. Particular attention was paid to dialogues that contained directive speech acts, such as commands, requests, and suggestions. These directive speech acts were then identified and highlighted in bold within the script, making them easily distinguishable for further examination. Once highlighted, the relevant dialogues were grouped according to their type of directive speech act. This grouping facilitated a more structured analysis, enabling the researchers to explore patterns, nuances, and variations in the use of directives across different characters and scenes in the movie. This systematic approach to data collection and analysis ensured that the research was grounded in a thorough and methodical examination of the movie's dialogue, providing a strong foundation for subsequent linguistic analysis.

### **Data Analysis**

The researchers analyzed the data gathered in this study using content analysis and qualitative-descriptive. According to Ary et al. (2002), content analysis focused on examining and understanding recorded material within its own context. Public documents, textbooks, letters, films, cassettes, journals, topics, reports, and other materials may be used. The goal of qualitative-descriptive writing is to create something systematic, factual, and accurate about the facts and features of a certain relationship or location (Kurnia & Yuhdi, 2022). In this case, the researchers utilized Searle's theory on types of directive speech acts: commands, requests, invitations, prohibitions, and suggestions, as well as Hymes' theory on the factors that influence the use of each directive speech acts types.

## **RESULTS AND DISCUSSION**

### **Results**

After analyzing each utterance in "The Blind Side" movie, the researchers have made several results regarding the sought-after data, including profiles of the characters, types of directive speech acts based on characters, and the use of directive speech acts by male and female characters.

#### *Profiles of the Characters in "The Blind Side" Movie*

In analyzing the characters from \*The Blind Side\*, the researchers identified a total of 29 individuals who employed directive speech acts in their dialogue throughout the movie. This subset of characters, out of the 54 total characters in the film, demonstrates the active role these individuals play in shaping interactions and advancing the narrative through commands, requests, suggestions, and other forms of directive speech. The characters who utilized directive speech acts were further categorized based on gender and race, revealing a notable distribution of 18 males and 11 females. Among the female characters, seven were white and four were black, while the male characters comprised 12 white individuals and six black individuals. This distribution highlights the racial and gender representation within the film's portrayal of characters who engage in directive communication, with a higher number of white characters (19 in total) compared to black characters (10 in total).

Additionally, the age demographic of these 29 characters was examined. The study found that nine of the characters were classified as young, while 20 were considered elderly. This distinction between younger and older characters provides insight into the

diversity of ages represented in the film's use of directive speech, suggesting that both younger and older individuals played key roles in shaping interactions through their directives. It also implies that age might influence the nature and authority of directives given, as well as the interpersonal dynamics between characters of different age groups. Furthermore, the jobs and social backgrounds of these characters varied significantly, indicating a range of social classes represented within the film. This variability in occupation and class adds another layer of complexity to the use of directive speech acts, as characters from different socioeconomic backgrounds may engage in directive communication in distinct ways, influenced by their positions in society.

#### *Types of Directive Speech Acts in the Movie Based on Characters*

Following Searle's theory (as cited in Cutting, 2001) on the various types of directive speech acts, the researchers identified 155 instances of such acts employed by characters in the movie "The Blind Side" by Michael Lewis. The breakdown of directive speech acts by characters is depicted in Table 1.

Table 1. The Types of Directive Speech Acts in Movie Based on Characters

Name	Types of Directive Speech Acts					Total
	Command	Request	Invitation	Prohibition	Suggestion	
Leigh Anne Tuohy	26	20	3	7	10	66
Michael Oher	3	5	0	3	1	12
Sean Tuohy	4	3	0	2	2	11
Collins Tuohy	1	0	0	2	0	3
SJ Tuohy	1	5	1	0	1	8
Cotton	6	0	0	3	1	10
Alton	4	1	0	0	1	6
Miss Sue	0	1	0	1	2	4
Woman	0	2	0	0	1	3
Milford #66	1	0	0	0	0	1
Employee	1	0	0	0	0	1
Mrs. Boswell	3	1	0	1	1	6
Photographer	2	1	0	0	0	3
Referee	1	0	0	0	0	1
Steven	0	1	0	0	0	1
Employee's Driver License	0	0	0	1	0	1
Big Tony	0	2	0	0	0	2
Beth	0	2	0	0	0	2
Secretary	0	1	0	0	0	1
Nick Saban	0	1	1	0	0	2
Granger	0	1	0	0	0	1
Salesman	0	0	1	0	1	2
Denis Oher	0	0	0	1	0	1
Ronald	0	1	0	0	1	2
First Little Girl	0	1	0	0	0	1
Second Little Girl	0	0	0	1	0	1
Cousin Bobby	1	0	0	0	0	1
Milford Player	1	0	0	0	0	1
Milford #66 Dad	1	0	0	0	0	1
Total						155

Based on Table 2, all five types of directive speech acts according to Searle's theory were identified: command, request, invitation, prohibition, and suggestion.

### *The Use of Directive Speech Acts in the Movie*

Based on the types of directive speech acts used by characters, there were differences in the frequency of their usage. In the movie, the 29 characters used the different types of directive speech acts. These findings are presented in Table 2.

Table 2. The Use of Directive Speech Acts in Movie

No.	Directive Speech Acts	Frequency
1.	Command	56 data
2.	Request	49 data
3.	Invitation	6 data
4.	Prohibition	22 data
5.	Suggestion	22 data
Total		155 data

Based on Table 2, there are 155 data points; commands were the most prevalent, occurring 56 data, followed by requests at 49 data, invitation extended six data, while prohibitions and suggestions were each employed 22 data.

### **Discussion**

In this section, the researchers explained the findings concerning the types of directive speech acts and the factors that influenced the use of those types by each character in the movie.

#### *The Types of Directive Speech Acts in "The Blind Side" Movie by Michael Lewis*

In this study, the researchers chose only 15 out of 155 data points. These selected data included commands, requests, invitations, prohibitions, and suggestions in line with Searle's theory about types of directive speech acts (in Cutting, 2001). Not all data analyzed due to the study's limitations. Specifically, the researcher chose 10% from 155 data that were randomly taken to be analyzed in this chapter. The analysis of data analyzed about the type of directive speech acts.

### **Command**

The teachers from Briarcrest School, namely Coach Cotton, Mrs. Boswell, Mrs. Smith, and Sandstrom, were in the faculty room discussing the consideration of admitting Michael as a new student after reviewing his grades, which were significantly below the school's admission standards. However, Coach Cotton tried to convince all the teachers to reconsider Michael because he showed potential in sports.

**COTTON** : Forget sports! Look at the wall. Christian. We either take that seriously, or we paint over it. You don't admit Michael Oher because of sports, you admit him because it's the right thing to do.

**SANDSTROM, MRS.** : -  
**SMITH, MRS.**  
**BOSWELL**

(Turn 30)

The conversation above contained directive speech acts. The speaker (Cotton) asked the interlocutors (Sandstrom, Mrs. Smith, and Mrs. Boswell) to do something. The utterance “Forget sports! Look at the wall” depicted a command that the interlocutors had to follow. The speaker instructed the interlocutors to forget everything about sports and look at the wall with the word “Christian” written on it in the room. The interlocutors spontaneously looked in the direction indicated by the speaker. In accordance with Goodwyn (2022), it is written that the arrangement reflects that the coach at a Christian school (the speaker) is trying to persuade school officials to accept Big Mike’s application. Big Mike cannot afford the tuition, and his grades are not great, so his chances seem low. Coach Cotton urges the decision-makers to live out their faith and give Big Mike a chance. They wonder if he is even good enough for the team with his bad grades, but the coach reminds them of their Christian duty to help others. Their equal social status allowed the speaker the flexibility to use imperative utterances toward the interlocutors.

The speaker’s utterance falls into the Command category due to the hand gestures from the speaker and a slightly raised tone indicating that it must do. That is in accordance with the theory put forth by Searle (in Cutting, 2001), who explained that a command, as a form of directive speech act, is employed to direct others or interlocutors to comply, especially when coming from a person in authority over them.

### Request

Leigh Anne and Michael went to the government building for some inspections of Michael. The inspections were conducted only on Michael alone.

**LEIGH ANNE** : Please call me Leigh Anne. So let’s do this.  
Shall we?

**GRANGER** : Mrs. Tuohy, if you wouldn’t mind, I’d prefer  
to speak with Michael alone.

(Turn 733)

The conversation above contained directive speech acts. The speaker (Leigh Anne) asked the interlocutor (Granger) to do something. The statement “Please call me Leigh Anne.” already depicted a directive in the form of a request expected by the speaker to be carried out by the interlocutor. The speaker asked the interlocutor to call her in an informal way. As a professional granger, the granger refused what Leigh Anne requested. This can be seen from the granger’s response, which still places the word ‘Mrs.’ in front of Leigh Anne’s name. In line with Wijayanti (2012), the statements fall into the category of directive as an illocutionary act type because Leigh Anne requests or directs someone (Granger) to take a particular action concerning her. In this case, Leigh Anne asks Granger to address her as ‘Leigh Anne’ without using ‘Mrs.’ Leigh Anne is attempting to create a less formal atmosphere.

The speaker’s utterance falls into the category of Request because it contains a request or plea in the word ‘please’. Leigh Anne performed the illocutionary act of making a request. This is evident from the presence of the word ‘please,’ which indicates asking or requesting someone to do something (Wijayanti, 2012). That is also in accordance with Searle (in Cutting, 2001) stating that request was a type of directive speech act used to ask for something to be provided or done, especially as a favor or polite request; a solicitation or appeal.



### Invitation

Michael and Leigh Anne entered a store specializing in large and tall clothing, where they met a black salesperson. The salesperson then instructed Leigh Anne and Michael to look around the store.

**SALESMAN** : Just, uh, follow me, you all. There we go. Oh, we also got apparel for the ladies. But everything we got that will fit him is right here.

**LEIGH ANNE** : This is it? If this is all you got, why does it say “Big and Tall” on the sign?

(Turn 159)

The conversation above contained directive speech acts. The speaker (Salesman) invited the interlocutor (Leigh Anne) to do something. The phrase “follow me” already conveyed an invitation expected by the speaker to be carried out by the interlocutor. The speaker invited the interlocutor to follow him to look around the store and see what items were available. The speaker, as the salesperson, presented a directive in the form of an invitation to the customer, in this case, the interlocutor, to accept the invitation because he was the one who knew the ins and outs of the store and its merchandise.

The utterance falls into the category of Invitation because it is marked by the action from the interlocutors after the utterance spoken, they accept what the speaker says and follow it, and the phrase ‘follow me’ which represents an invitation. That is in accordance with Searle (in Cutting, 2001), inviting, as a directive speech act, involves asking or inviting someone to do something.

### Prohibition

At night, Leigh Anne and Sean were at home, especially in their bedroom, discussing Michael as their child.

**LEIGH ANNE** : Don’t lie there and pretend you’re not thinking the same thing as me.

**SEAN** : Tell me what you’re thinking so I will know what’s supposed to be on my mind.

(Turn 29)

The conversation above contained directive speech acts. The speaker (Leigh Anne) prohibited the interlocutor (Sean) from doing something. The utterance “Don’t lie there and pretend you’re not thinking the same thing as me.” already conveyed a prohibition from the speaker to be performed by the interlocutor. The word ‘lie’ in the above utterance means to convey something untrue rather than to rest horizontally. This is based on the preceding dialogue, where Leigh Anne asked Sean about the decision made whether it was correct or not. But Sean seemed indifferent, so Leigh Anne said, “don’t lie...” because she knew that Sean was lying and actually, he was also considering the decision Leigh Anne made. As a married couple who have been together for a long time, Leigh Anne knew that her husband was lying. In line with Marchella and Saputra (2015), Mrs. Tuohy’s

intention regarding Sean involves inquiring about her idea. Therefore, Mrs. Tuohy wished for Sean to honestly consider her idea and agree with it.

The utterance falls into the Prohibition category because it is marked by the word 'don't' which indicates prohibition. That utterance is in accordance with the theory by Searle (in Cutting, 2001), which states that prohibition is a form of directive speech act utilized to prohibit or request someone not to perform a certain action.

### Suggestion

At night, Leigh Anne went downstairs to the first floor to check on Michael, but when she was on the stairs, she saw that SJ had not yet gone to bed and was still playing in his room.

**LEIGH ANNE** : Well,... alright then. SJ, you'd better be off that Playbox.

**SJ** : That wasn't two minutes.

(Turn 183)

The conversation above contained directive speech acts. The speaker (Leigh Anne) advised the interlocutor (SJ) to do something. The utterance "SJ, you'd better be off that Playbox" depicted a directive in the form of suggestion expected by the speaker to be carried out by the interlocutor for his own good later. The speaker suggested the interlocutor tidy up all his toys. As a mother, the speaker gave advice to her son, the interlocutor, to tidy up all his toys because it was already late at night and it was time to sleep. The suggestion given so that the interlocutor could sleep early and not wake up late the next day, as well as teaching him discipline.

The utterance falls under the category of Suggestion because it is marked by the word 'better', this depicts advice. That utterance is in accordance with theory from Searle (in Cutting, 2001) mentioned that suggestion was a directive speech act used to prompt someone else to take action or to propose an idea, thought, or phrase aimed at aiding improvement in subsequent instances.

### *Factors Influencing the Use of Directive Speech Acts in the Movie*

As noted in the findings, 155 data of directive speech acts with different frequencies from each type were found. The most frequently used directive type was command with a count of 56 data, request with a count of 49 data, invitation with a count of six data, prohibition and suggestion with a count of 22 data. This difference was caused by several background factors of each character. Hymes' theory (2001), emphasizing how social factors like age, social status, and the situational context can shape the use of directive speech acts. Beside that, this observation is a little bit different, the researchers concluded that not only those factors that can influence the use of directive speech acts but also there are other factors, namely gender and race/skin color. Therefore, there are four factors that influence the use of directive speech acts by characters in this movie such as gender (female and male), age (old and young), race/skin color (white and black), and social status/occupations (level of income).

Among those factors, race/skin color average appears as the primary influencer of each type of directive speech acts usage by characters in "The Blind Side" movie by Michael Lewis besides age, social status/occupations, and gender factor. In the movie, characters belonging to white race are observed to employ each directive speech acts more frequently than characters from black race. This was caused by the presence of stereotypes during those years suggesting that black race could not live alongside white race. In

America, at that time, the white race was highly regarded and formed the majority, while the black race, being a minority, was marginalized and not given freedom to do things. Meanwhile, the characters from the white were greater than characters from the black in “The Blind Side” movie by Michael Lewis.

## CONCLUSION

Speech acts, one of which is directive, constitute the essence of human communication through language. The use of directive speech acts is found not only in everyday life but also in literary works, one of which is movies as a portrayal of human life containing dialogues within them. Therefore, this study focused on analyzing the use of directive speech acts in movies, specifically the types of directive speech acts and the factors that influence the use of each directive speech acts type by characters. In this study, the researchers chose one movie adapted from real life titled “The Blind Side” movie by Michael Lewis.

Based on the findings and discussion, it can be concluded that all types of directive speech acts by Searle’s theory were found to be used by the characters in the movie with 155 data. Command is the most frequently used with 56 data, 49 data for requests, six data for invitations, 22 data for prohibition, and 22 data for suggestions. Different factors influence the use of each directive speech acts type by characters. The difference in the use of each type of directive speech acts was influenced by the social status/occupations, age, gender, and race/skin color of each character in this movie. Command was dominant affected by race/skin color, request was dominant affected by both race/skin color and age, and invitation was dominant affected by race/skin color, age, and social status/occupation, prohibition was dominant affected by race/skin color, while suggestion was dominant affected by age. This leads to the conclusion that the most influential factor in the use of each directive speech acts type in the movie “The Blind Side” by Michael Lewis was race/skin color. In the future, this research can enrich the knowledge about the use and the factors that influence the use of each directive speech act type.

## RECOMMENDATION

Based on the research results, the researchers delineates the importance of this study for several parties. For students as an English language learner who regards English as a global language, this research can be utilized as a source of reading or learning materials to enhance writing and reading skills as well as to broaden knowledge, especially regarding directive speech acts and those usage. As a prospective teacher from the English department, this research can be used as an example or reference by utilizing movies as one of the teaching media. One of them is material related to language usage because movies depict everyday human life containing dialogues within them.

For future researchers, this study is very helpful in the research process as it can be used as a data source or relevant research to strengthen research, especially topics related to the analysis of speech acts in movies. Although this study offers valuable insights, it is important to recognize its limitations and propose opportunities for future study. This study specifically concentrated on directive speech acts and their utilization by individual characters in Michael Lewis’ film “The Blind Side”. To overcome these limitations, future studies could explore a variety of other movies to gain a more comprehensive understanding of directive speech acts. Furthermore, analyzing additional types of speech acts is essential to fully comprehend communication dynamics, thus minimizing the risk of misinterpretation or conflict.

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