

Illocutionary Acts in the Film Cruella by Craig Gillespie: A Pragmatics Study

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Abstract

Speech acts are utterance that functions to say or inform something and do something. This utterance also emerges in film transcription. This research is focused on analyzing the illocutionary speech acts in Cruella the movie produced in 2021. Several theories are applied in this research, especially Searle (1997) which focusing on the illocutionary acts and Leech (1998) about relationship between the meaning spoken by the individual and situations of pronunciation or referred to as (speech situations). The method used in this research is qualitative method by implementing several procedures to obtain data. There are five types of illocutionary speechlessness in the Cruella film. First, there are 5 data assertive speech acts (16.67%); Second, directives speech acts as much as 7 data (23.33%); Third, commissive speech acts are 6 data (20%); Fourth, there are 8 data expressive speech acts (26.67%); Fifth, the illocutionary speech acts of declarations are 4 data (13.33%). The dominant type of tutor act in the film Cruella (2021) is the illocutionary commissive speech act, which is 8 data (26.67%). Based on analysis, there are 30 whole scenes, the first function, namely competitive, was found quite a lot with 9 utterances (30%). In the second function, namely the convivial function, the authors found 6 (20%). In the third function, namely collaborative, researchers found 8 (26.67%). In the last function, namely conflictive function, the researcher found 7 (23.33%). The function of most illocutionary speech acts in the film Cruella (2021) is the competitive function, namely with 9 utterances (30%).

Keywords

speech acts; illocutionary;
Cruella



I. Introduction

As social creature, people cannot certainly be separated from communication in their daily lives. In the process of communicating, there are two interacting parties which are speakers and speech partners or listeners who use language as a tool to communicate. With language, whatever it takes to convey to someone will be conveyed properly. When communicating, the speaker must also use good language so that the speech partner or listener can accept what is conveyed by the speaker. The language used in the communication process by the community is called speech, while in pragmatics it is called *speech act* (Herlingga Oktapiantama, 2021). Speech act itself is an individual symptom that is psychological and its continuity is determined by the speaker's language ability in dealing with certain situations. Speech acts are utterance that functions to say or inform something and do something. This illocutionary speech act is also quite difficult to identify because it has to consider who the speaker and the speech partner are in the communication process. However, recently the communication process is not only limited to one interaction, yet can be done on various occasions anywhere and anytime without having to meet face to face. With the development of increasingly sophisticated

technology, people can communicate without having to meet through social media such as *Whatsapp* or *Line* which provides chat or video call features to facilitate the communication process. In addition, without realizing it, the communication process can also be established in the film.

In its first appearance, film was entertainment for the lower class and quickly film was able to reach a wider upper class. The ability of films to reach many social segments has made communication experts realize that films actually have the potential to influence the general public. On the other hand, the film is also a means to convey messages that can be received quickly. In order for the message in the film to be received by the audience, the storyteller and director play an important role in creating a storyline that can bring the audience into the story and can take the meaning and message of benefits contained in the film, considering that the film itself is generally not far away different from everyday life (Yoyon Mudjiono, 2011). Most of the people are film lovers and of course they are familiar with the various speeches conveyed by the actors and actresses in the dialogues in the film, both in Indonesian and foreign languages because they usually relate to everyday life. Since the *Covid-19* pandemic cases began to subside in Indonesia, the public began “flocking” to explore the nearest cinema to watch their favorite films which had just been released because they were delayed by this pandemic. Film producers have also massively started to promote their latest works to film lovers and of course the cinemas are not left behind to show them.

As is known, in 2021 several production houses have released films consisting of various genres around the world. Just like The Walt Disney Pictures, which released its new film, *Cruella*, by director Craig Gillespie, which was released in Indonesia on May 26, 2021. The film, which has a duration of two hours and fourteen minutes, has a main character named *Cruella de Vill*, casted by Emma Stone. A crime-thriller genre film that is considered safe to watch with children. This film is very entertaining because there are many speech acts that are conveyed along the story line, both by the main character and supporting actors.

This film tells the story of a woman named Estella who becomes a smart designer but has a dual personality with an eccentric style in the 1970s. She lives with two of her best friends and starts working as a designer at The Baroness' fashion company while finding out about her mother's death. Based on the data that has been collected, there are several illocutionary speech acts that the writer managed to summarize while watching the film, which are as follows:

Cruella: “*Remember you belong here, as much as anyone. They're lucky to have you*” (01.50)

Head of Security: “*Window Girl. Grab a mannequin, some fabric, and throw something together. The Baroness needs looks*” (32.06)

Based on the dialogue above, in the sentence “*Remember you belong here, as much as anyone. They're lucky to have you*” is a type of directive illocutionary speech act. Directive illocutionary speech acts are speech acts that have the aim of producing an impact in the form of actions taken by speakers such as ordering, begging, giving advice, demanding, and so on. It can be seen from the sentence contained the meaning of giving an advice to someone as evidenced by the sentence “*remember*”

Meanwhile, in the second sentence, “*Window Girl. Grab a mannequin, some fabric, and throw something together. The Baroness needs looks*” refers to a type of directive illocutionary speech act. Directive illocutionary speech acts are speech acts that have the aim of producing an impact in the form of actions taken by speakers such as ordering,

begging, giving advice, demanding, and so on. We can know that there is a sentence "*Grab a mannequin, some fabric, and throw something together. The Baroness needs looks*" which contains commands to pick up a mannequin, some cloth, and throw something together.

The speech in the film is conveyed in an expressive, interesting, contemporary way, and balanced with the fun acting skills of the players. The language conveyed is also quite easy to understand even though it uses an Indonesian translator or subtitle, considering that this film is an English-language film. In addition, the stories conveyed by the players are also able to make the audience feel what the characters in the film are experiencing. The identification of problems in this research are as follows:

1. What types of speech acts appear in *Cruella*?
2. What are the functions of illocutionary speech acts that appear in *Cruella*?
3. The factors that influence the speech acts in the *Cruella*?

Research on illocutionary speech acts has also been carried out by previous studies with various research objects and different research focuses. In addition, what distinguishes this research from previous research is that this study examines the illocutionary speech acts contained in the *Cruella* film.

II. Review of Literature

Communication is the process of delivering messages by someone to other people to tell, change attitudes, opinions or behavior either directly orally or indirectly through the media (Hasbullah, et al: 2018). Individual communication can say or reveal something to the *interlocutor*. Good communication is communication that can convey the message intended by the speaker to the other person. However, sometimes the speaker's intention is not understood by the interlocutor. This is due to several factors, to study it can be studied using linguistic studies in pragmatic studies.

2.1 Pragmatics

Pragmatics is the study of meaning and its relationship to speech situations, which means that pragmatics is a study of meaning communicated by speakers and then interpreted by listeners by looking at the speaker's situation when speaking (Simatupang & Fathonah, 2020). Pragmatics has the meaning of linguistics which studies the use of language in the form or meaning associated with the speaker's intent, context and circumstances. Pragmatics is also a branch of linguistics which studies the speech of the speaker which examines the reciprocal relationship between the function and form of speech. This pragmatic study concerns aspects of the intent behind someone's speech.

Pragmatics is basically the study of connecting language and context that is codified in a language structure. Pragmatics is also the study of the speaker-dependent aspects of meaning and use of language and its main interest is in defining the principles to determine what is meant (Wanna&Heryono, 2020). Pragmatics emphasizes the relationship between the meaning spoken by the individual and situations of pronunciation or referred to as (speech situations) in which there are elements of the greeter and who are addressed, context, purpose, illocutionary acts, speech, time and place (Leech, 1998). In additions, Pragmatics is a study that examines the meaning of speakers to their interlocutors, which is then emphasized again that pragmatics is a study that discusses the relationship between linguistic forms and their use. Only linguistics allows humans to be analyzed with: assumptions, goals, goals and actions taken by humans when speaking (Yule, 1998).

2.2 Speech Act

Speech acts are processes in a language activity in the form of sentences in the form of speech or conversations between speakers and speech partners that produce a certain action. For example, the action is an action that includes the purpose of a compliment, a complaint, an apology, an invitation, a promise, or a request. Speech act is a symptom that is individual and can be done by everyone in a communication. Actions spoken through speech have a specific purpose, so that in the context the speaker and the interlocutor understand the situation and the purpose of communication. Speech contains an utterance as well as an action, so that it does not only contain the structure of language and words, but also contains speech in action. So that something said by someone has the consequences of action. It can be interpreted that a speech act is an act performed by someone in the process of speaking (Hornby, 2006).

Pragmatics has three types of actions carried out by speakers or speakers, namely the first are:

1. Locutionary act is a speech act by the speaker to state something to the interlocutor or it can be said as the act of saying something.
2. Illocutionary act is an utterance in addition to saying and informing something can also be used to do something as long as the situation of the speech is carefully considered.
3. Perlocutionary act is a speech uttered by someone who often has the power of influence or impact on the interlocutor. The impact can be intentionally or unintentionally created by the speaker.

In this research, the researcher discusses the Cruella film by focusing on the illocutionary acts and the researcher discusses the utterances that discuss something in the situation in the film (Searle, 1997)

2.3 Illocution

Illocutionary speech acts are speech acts that say something with a specific purpose and purpose or can be called doing an action in doing something. Speech acts are usually identified by using explicit performative sentences. Illocutionary speech acts are usually related to giving permission, saying *thank you*, offering and also promising about something (Chaer, 2004).

In illocutionary speech to make it easier to clearly determine the study that examines pragmatics. The function of speech aspects can be distinguished between semantic studies and pragmatic studies. (Leech, 1998:95) distinguishes several aspects of speech as follows:

a. Speaker and Interlocutor

The condition of the conversation is that there are speakers and listeners. A speaker is a person who conveys an utterance. While the interlocutor or speech partner is the person who receives the message conveyed by the speaker. So, in this case it can be concluded that pragmatics is not only limited to spoken language but also includes written language.

b. Context of Speech

The context of speech is interpreted in various ways, including aspects that are appropriate or relevant to the background of an utterance which includes both physical and social. Context is also defined as any background knowledge that is thought to be shared and agreed upon by the speaker and listener or interlocutor and supports the interlocutor's interpretation of what the speaker means by a particular utterance.

c. Purpose of Speech

Every speech or speech situation contains a specific purpose and purpose. In general, speech can also be expressed with a purpose or each purpose can be conveyed through utterances. Speakers and listeners can engage in goal-oriented activities.

d. Speech as a form of action or activity (speech act)

Speech is an activity or action that involves doing something that involves body parts. Like moving, kicking the ball using the feet and so on. However, doing speech is the part of the body that plays a role, namely the mouth as a speech tool. So, it can be said that pragmatics deals with verbal acts.

e. Speech as a product of verbal acts

An activity is a product that is produced in an utterance spoken by a speaker.

Illocutionary speech acts are classified into several groups, *assertive*, *directive*, *commissive*, *expressive* and *declarative*. *Assertive* illocutionary refers to the purpose. It focuses on speakers to carry out conversations that are divided into various levels that are useful for expressing something that is true. The utterances expressed by the speaker are bound by the truth of the propositions spoken. *Directive* illocutionary consists of the fact that the utterances uttered by the speaker are attempts at various levels aimed at the listener so that the listener or interlocutor can do something. Speakers who use the directive illocutionary have the goal of producing an impact in the form of actions taken by the speaker. *Commissive* speech acts are speech acts that involve speakers who are bound to an action in the future. For example, promising and offering something. This illocutionary tends to have a pleasant function because it does not refer to the interests of the speaker but refers to the interests of the listener or interlocutor. *Expressive* speech acts are speech acts that have a function as a revealer or express the psychological attitude of the speaker towards the situation implied in the illocutionary. For example, saying thanks, congratulating, apologizing, praising, criticizing, condolences, etc. to the other person or listener, in line with the explanation. *Declarative* speech acts are speech acts that lead to a successful implementation of the conversation which will result in a match between the content of the proposition and a reality. For example, resign, baptize, fire, give a name, impose a sentence, throw away and so on (Searle, 1997).

2.4 Function of Speech Act

Speech acts have a relationship with social functions and goals in the form of observing polite and respectable behavior. These functions are classified into 4 types of speech act functions. First, *competitive* which the goal is to compete with social goals. For example, ordering, asking, demanding and also crying. *Convivial* describes similarities or coincides with social goals. For example, offering, inviting or inviting, greeting, thanking and also congratulating. *Collaborative* which aims to ignore or mediocre to social goals. For example, stating, reporting, announcing and also teaching. *Conflictive* aims for social activities. For example, such as threatening, accusing, cursing and also scolding.

III. Research Method

The research method is the procedures, tools and techniques chosen in carrying out research to obtain the required data that is used as research results. The method used in this research is descriptive qualitative research method. It refers to research that functions as a tool to analyze phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions and others holistically, and by way of

description (in the form of words and language), in a context. special nature and by utilizing various scientific methods (Moleong, 2005). Qualitative methods emphasize the quality (natural characteristics of the data) in accordance with the descriptive and natural understanding itself. Descriptive research is used because the data contained in this study is in the form of character dialogues that are used as written words or sentences to be interpreted based on the context of their use. Descriptively, researchers can provide characteristics, characteristics, and data descriptions through data selection which is carried out at the data selection stage after the data is collected. Thus, researchers will always consider the data in terms of the nature of the data itself, and its relationship to other data as a whole (Djajasudarma, 2006). The researcher in this study aims to better understand the linguistic phenomenon regarding illocutionary speech acts in the film "Cruella (2021)" which is currently being discussed by the public. Qualitative descriptive research in this study is used to describe the phenomena contained in the film *Cruella*.

In qualitative research the object of research is the text. The main data sources in qualitative research are words, and the rest of the actions are additional data such as documents and others. The words and actions of the people being observed or interviewed were the main data sources, in the form of notes or recordings, videos and photos or films (Moleong, 2005). This study uses data collection with the method of listening. The listening method is a listening method that is done by listening or seeing the use of language in the dialogue of the characters in the film *Cruella*. The use of the see method itself has a basic technique in the form of a tapping technique. The tapping technique itself is a technique to get data from the results of the conversation in the film. Furthermore, the free-of-conversation listening technique (SBLC) where in this technique the researcher only becomes the subject and simply observes the use of language by speakers (Mahsun, 2005). The note-taking technique is an advanced technique that serves to record the speech of each character that contains illocutionary speech acts. The presentation of the data in this study is a presentation of the overall data from the reduction results. All data that has been collected through the reduction stage is presented in the form of a table attached to the thesis attachment page. The data presented will be coded according to the form and function of the speech acts contained in the film.

IV. Results and Discussion

In this chapter, the writer will discuss about dialogue data from Cruella film, there are 30 illocutionary speech acts with the types of assertive illocutionary, directive illocutionary, commissive illocutionary, expressive illocutionary and also declarative illocutionary. And also, the functions in Cruella film as: competitive, fun, cooperative and conflicting functions. As well as the factors contained in the Cruella film, the role of participants, the function of use, differences in social level, closeness of relationships and formality or informality.

Data 1

Cruella : "Look!" (01:10)

Mom : "You have to follow the pattern." (01:11-01:011)

Cruella : "That's ugly." (01:13)

Mom : "That's cruel. Your name is Estella, not Cruella." (01:14- 01:23)

The data above tells that Cruella whose real name is Estella together with her mother makes knitting with a simple pattern. At the age of a toddler, he can make his own different design patterns and show them to his mother. However, his mother directed him to make according to what was taught, Cruella refused and said his mother's work was bad. Then her mother said that Cruella said cruel, rude and hurt her mother's feelings, even though her name was Estella not Cruella which means cruel. The utterance "*Your name is Estella, not Cruella*" is an utterance that is included in the type of assertive illocutionary speech act, where the utterance contains the expression of Cruella's mother stating that Cruella's real name is Estella who is a child with a kind and not cruel side, on the contrary the child with the cruel and overly honest side was called Cruella.

The function contained in the data above is a collaborative function which can be seen in the scene where the mother gently tells Cruella that her real name is Estella. This is so that Cruella can work together to behave even better and not in accordance with her nickname, Cruella which has a negative meaning. The utterances expressed also mention the truth according to the function of cooperating at the point of announcing or stating the truth. While the factors contained in this utterance are intended for the use function which aims to make the speech partner aware of the truth, namely the usage function. So that the intended use is with the aim of stating the truth and behaving more appropriately. The speaker in this factor is the mother who conveys the meaning of her speech to the speech partner, namely Cruella. In this utterance, it can be proven that Cruella's mother expects her child to behave sweetly, politely according to her real name, Estella.

Data 2

Cruella: "***The problem was, that little peek pretty much blew my mind. I just knew that for the first time in my life, I felt like I belonged. Buddy, unfortunately, did not. Buddy! No!***" (07:20 – 07:24)

On the data above Cruella's words continued to praise the state of the magnificent party the Baroness held that night. Cruella who was slowly sneaking around trying to pick up her pet dog ended up being mesmerized by the euphoria there. He also mentioned that what he saw at that time was like seeing a side he had just found that suited him. Cruella's words are contained in her words as follows. The type depicted in this utterance is the type of assertive illocutionary speech act which is a speech act that states or is bound by a truth so that the focus used in this speech act is to pronounce the truth of the proposition spoken by the speaker. The truth that Cruella conveys as a speaker in this case is the splendor of the party which is very attractive and attracts attention.

The function of the utterance uttered by the speaker is that this utterance is indirect but has a collaborative function in expressing the admiration of the party that is being held. Ordinary utterances for social purposes are closely related to the function of cooperative illocutionary speech acts. Cruella's cooperative action was when she enjoyed the event without any intention of showing herself hiding behind the table. As he said in the previous scene as a promise to his mother that he would not cause any more trouble. The factor depicted in this scene is the role of the participant caused by the speaker's participation in the event being held. The speaker or Cruella indirectly enters and participates in the event. Even when looking at the scene after this dialogue, he also showed his presence in front of the crowd including the Baroness's guards and made a fuss.

Data 3

Baroness: "*A woman... She was threatening me, demanding money. I...*" (09:43 – 09:46)
Cruella: "*I had killed my mother.*" (09:46-09:47)

In this scene, Cruella from a distance sees her mother being pushed by the Baroness and falling into a very deep wide river. The Baroness who saw people starting to approach her tried to defend herself by boasting that Cruella's mother had forced her to give money. Some people watched the incident in silence while Cruella wept feeling that the incident was all her fault. The Baroness's conversation was commonly visible.

The type of illocutionary speech act in this utterance is incorporated in the type of assertive illocutionary speech act. This is due to the words that have the meaning that "He has been rude and forced to ask me for money." is a hoax that is not in accordance with the facts that occurred. The fact that happened, Cruella's mother did not force anything, it was Baroness who blew the whistle for the three dogs to come and pushed Cruella's mother down into a very high river. Speech acts that are boasting are included in the characteristics of assertive illocutionary speech acts. The function contained in this scene is a conflictive function. Going back to the meaning uttered by the Baroness, there are points of accusation that become an indicator of a contradictory function. The accusations made by the Baroness against Cruella's mother were unfortunately accepted by the invited guests who did not take a close look at the true events at the right time. So, the function is contrary to these conditions. The factor depicted in this scene is the use function factor which aims indirectly to give a sense of trust and when the speaker gets his trust, the assertive illocutionary speech act that he does will be accepted by the speech partner. So that the Baroness won the public's trust for her words and was found not guilty. The usage function factor is achieved in the speaker's utterance, which is Baroness.

Data 4

Cruella: "*Sir, I just wanted to say, I really am a dab hand with a needle if Alterations could use anything.*" (22:54)

Boss: "*Why are you talking and not cleaning? Did you do all the bathrooms according to the regulations I gave you? Soap, water, mop, bleach, polish?*" (22:54-23:00)

In this scene, Cruella works in a company that treats her inappropriately because she continues to be an office girl and becomes her boss's errand boy. He tried to express his ability many times until the data above, he said the words that tried to raise his dignity in the company. The end of this scene is closed with the words of his superiors that he still has a lot to do. A second later, Cruella's boss closed the door of his room and made Cruella speechless with anger.

The type depicted in this scene is an assertive illocutionary speech act caused by the speaker's statement, namely Cruella, for acknowledging her ability. The words stating, expressing opinions and reporting which are indicators of the type of assertive illocutionary speech act are illustrated in Cruella's utterance which states that she can work more than she is assigned to work. So, in this case, assertive illocutionary speech acts are considered appropriate, including in statements for the purpose of truth experienced and felt by the speaker, which is Cruella. The function of speech acts posed by Cruella is a collaborative function because the speaker makes a statement that offers his speech partner or supervisor from Cruella to accept his statement. The sentence after sentence that he uttered well including his offer or also called a promotion that was appropriate showed the

function of cooperation here from Cruella's side. So that the function of working together in this case is achieved as seen from Cruella's statement which means "*I am able*".

The use function factor is in accordance with Cruella's purpose of expressing her opinion, which is to strengthen her position in work according to her abilities. So that the usage function in this case is appropriate and has been conveyed by the speaker or Cruella to his superiors. Although the words that hoped to get a suitable position were still not received by his boss.

Data 5

Mom: "*Hey. What do you say to Cruella when she tries to get the better of you?*" (1:37-1:40)

Cruella: "*Thank you for coming, but you may go now.*" (1:40-1:41)

Mom: "*Now say good bye for her and wear the hat. Well, be polite and good and friendly.*" (1:42-1:50)

In the scene of this film saying that Cruella will enter a new school, her mother gives some messages to Cruella not to be too unkind to her friends. Her mother also told Cruella to wear a hat in order to cover her hair which was a little different from the average person.

In this conversation, there are two utterances that are classified as directives, namely the speech "*Now say good bye for her and wear the hat*" and also the speech "*Well, be polite and good and friendly*". The first utterance, namely the utterance "*Now say good bye for her and wear the hat*" is a commanding speech, where Mother tells Cruella to leave her bad side called Cruella and become a good child named Estella. While the second speech is "*Well, be polite and good and friendly*" is a speech that is advice, so this speech is classified as directive speech. The function depicted in this scene is competitive. This is because in this conversation it shows the command to obey. So, it refers to the competitive function at the commanding point. Ordering is described in the sentence or utterance of the speaker, namely Cruella's mother which has the meaning "*Say goodbye, stay polite, be good and be good friends.*"

While the factors depicted in the scene are factors of usage function. The intended use function is that the speaker aims to provide understanding to the speech partner. The function of using to command is intended for the speech partner to understand ethics in socializing. So that the usage function conveyed by Cruella's mother as a speaker in this case is clearly illustrated.

V. Conclusion

This section is a chapter that will answer questions from the formulation of the problem or research question that has been written in the Introduction Chapter. The conclusion that will answer comes from the discussion in the data analysis chapter which discusses the dialogue in the Cruella film which contains illocutionary speech acts. The data discussed are 30 data.

1. There are five types of illocutionary speechlessness in the Cruella film. First, there are 5 data assertive speech acts (16.67%); Second, directives speech acts as much as 7 data (23.33%); Third, commissive speech acts are 6 data (20%); Fourth, there are 8 data expressive speech acts (26.67%); Fifth, the illocutionary speech acts of declarations are 4 data (13.33%). The dominant type of tutor act in the film Cruella (2021) is the illocutionary commissive speech act, which is 8 data (26.67%).
2. Of the 30 whole scenes, the first function, namely competitive, was found quite a lot with 9 utterances (30%). In the second function, namely the convivial function, the authors found 6 (20%). In the third function, namely collaborative, researchers found 8 (26.67%). In the last function, namely conflictive function, the researcher found 7 (23.33%). The function of most illocutionary speech acts in the film Cruella (2021) is the competitive function, namely with 9 utterances (30%).
3. Of the 30 data analyzed by the author in the film Cruella, there are 2 (6.67%) scenes showing the participant role factor, 15 (50%) scenes showing the usage function factor, 5 (16.67%) scenes showing the level difference factor. social status or social status, 7 (23.33%) scenes show a close relationship or intimacy and 1 (3.33%) scene show a formality factor. So, in this case, the usage function factor dominates from all 30 scenes found with a total of 15 data (50%).

In further research, it is suggested to be able to improve by giving more than 1 factor in each scene found. This is because when looking at it further, one scene can include several factors in it, while the researcher in this case conducts single research. Cruella's film has many utterances that can complete the research objectives in analyzing it so that the assessment in film selection can be said to be very precise. Further researchers can also examine illocutionary forms in more detail, not only in one form in each type of speech act, but also in each form or indicator, suitable examples can be given.

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