

Analysis of Japanese Directive Speech Acts in the Anime Skip and Loafer

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ABSTRACT

In pragmatic studies, speech is one of the studies that discusses the use of speech in a conversation. The purpose of this study is to analyze the meaning of directive speech acts, the forms of directive speech acts used, and social contextual factors that influence the selection of directive speech act forms used in the anime Skip and Loafer. This study employs a qualitative approach with a descriptive research design. The data collection method used is the observation method followed by note-taking. In analyzing the data, the study employs Namatame's (1996) theory of the meaning of directive speech acts, Yule's (1996) theory of speech act expressions, and Hymes' (1974) theory of speech acts. The results of the study indicate that 44 instances of directive speech acts were identified in the anime Skip and Loafer. From this data, six meaning of directive speech acts were identified: command, request, prohibition, permission, suggestion, and invitation. Based on the form of speech act expressions used, 37 instances of direct speech acts and 7 instances of indirect speech acts were found. Meanwhile, the social contextual factors that influence the selection of directive speech act expressions used in the anime Skip and Loafer include setting and scene, which indicate the formal nature of the situation and the location of the conversation; participants, which indicate the speaker's role, differences in status, and relationship between the speaker and the addressee; and ends, which indicate the speaker's intention or purpose in uttering the speech act.

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1. INTRODUCTION

Language is a means of communication used by people to interact in daily life (Pramesti et al., 2023). The use of language can be seen in various activities, such as conversations, discussions, questions and answers and so on (Haryanti, 2019). Through language, speakers can convey various speeches to speech partners, such as information or opinions or certain goals. To understand a speech in a certain situation requires pragmatic study. Pragmatics is a study that studies the meaning of speech used by the speaker in a conversation and how the speech conveyed can be understood by the speech partner (Yule, 1996:3). Pramesti et al. (2019) also explained that pragmatics examines how utterances

are used differently depending on culture, language communities, social situations, and particular social classes.

In pragmatic studies, speech is one of the studies that discusses the use of speech in a conversation. Searle (1979) explained that speech is a basic part of language that functions to convey certain meanings or intentions. Pramesti et al. (2018) also explained that speech acts are not only identified from the sentence form, but also from the actions performed through utterances, such as stating, asking, giving commands, explaining, apologizing, and expressing gratitude. Speech acts in communication are divided into five types, namely assertive, directive, commissive, expressive, and declarative (Yule, 1996:53). Of the five types of speech acts, this study focuses on directive speech acts. Rasna et al. (2024) explained that directive speech acts are speech acts intended to make the interlocutor perform an action in accordance with what is expressed by the speaker. Therefore, directive speech acts are closely related to the speaker's efforts to direct, influence, or regulate the actions of the interlocutor. In contrast to other speech acts that mainly emphasize conveying information, feelings, promises, or declarations. In addition to being used to influence or direct the interlocutor to perform an action, directive speech acts can also be expressed in various ways. Therefore, when choosing how to express directive speech acts, speakers need to consider whom they are speaking to and the situation in which the utterance is delivered in order to avoid misunderstandings.

Based on this explanation, directive speech contains certain meanings that can be understood through speech delivered in a conversation. In addition, directive speech can also be delivered in different ways or through different forms of expression, namely directly and indirectly. The choice of the form of speech expression to be used is usually influenced by the social context, such as the conversation situation, the relationship between the speaker and the speech partner.

In this study, *Anime Skip and Loafer* was chosen as the data source because its use of language approaches conversations in the daily lives of Japanese people, especially among teenagers. The language used by the characters in this *anime* shows the variety of modern Japanese that is often used by high school students in urban environments. In addition, this *anime* features various social interactions, such as between peers, teachers and students, seniors and juniors, and between family members. So that through the various conversation situations displayed, it can provide relevant data to analyze the way language is used in conveying directive speech.

Based on this statement, the formulation of this research problem is:

1. What is the meaning of the Japanese directive speech in the *anime Skip and Loafer* ?
2. What is the form of Japanese directive speech expression used in the *anime Skip and Loafer* ?
3. What social context factors influence the selection of Japanese directive speech expression forms used in the *anime Skip And Loafer* ?

The objectives of this study are 1) to describe the various meanings of Japanese directive speech in the *anime Skip and Loafer*. 2) to describe the form of Japanese directive speech expressions used in the *anime Skip And Loafer*. 3) To analyze the social context factors that affect the selection of Japanese directive speech expression forms used in the *anime Skip And Loafer*.

To support the analysis process in this study, several theories that are appropriate or related to the focus of the research are used. Namatame (1996) and Searle's (1979) theories were used to identify the meaning of directive speech, Yule's (1996) theory was used to identify and describe the form of directive speech expressions used, and Hymes (1974) speech component theory was used to analyze the social context factors that influenced the selection of directive speech expressions used. The following is an explanation of the three theories used, which are as follows.

According to Namatame (1996), the act of directive speech is divided into five types of meanings, namely *meirei* (command), *irai* (request), *kinshi* (prohibition), *kyoka* (permission), *teian* (encouragement). Meanwhile, according to Searle (1979), the meaning of directive speech includes *request*, *entreat*, *command*, *invite*, *permit*, and *advise*. According to Yule (1996), there are two forms of speech expression, namely direct speech *act* and indirect speech *act*. According to Hymes (1974) the speech component consists of several important elements known as the acronym *SPEAKING*, such as *setting* and *scene*

(time and place), *participants* (parties involved), *ends* (goals), *act of sequence* (content of speech), *key* (attitude), *instrumentalities* (communication tools used), *norms* (rules or norms) and *genres* (communication activities carried out).

Several studies on directive speech have been conducted by Pratama, et al (2022), Santosa, et al (2025) and Harywardani et al. (2025). The results of the research of Pratama, et al. (2022), namely finding 54 data on directive speech actions. There are 9 purposes of directive speech that were found, namely asking, begging, asking, inviting, commanding, challenge, prohibiting, allowing, and advising. And there are 39 direct speech data and 15 indirect speech data. The results of the research of Santosa, et al. (2025), namely finding 62 directive speech data, consisting of 37 directive speech data meaning orders and 25 directive speech data meaning requests. And also found the response of the speech partner to the directive speech act conveyed, namely the existence of a positive response and a negative response. Then the results of the research of Harywardani et al. (2025) found 48 directive utterances. The study identified six types of directive utterances, namely requests, interrogatives or questions, commands, prohibitions, permissions, and suggestions. These six types of directive utterances were translated using eight translation techniques, namely amplification, discursive creation, established equivalence, generalization, linguistic amplification, modulation, particularization, and reduction. Based on these three studies, research on directive speech has been conducted with different focuses. However, research that discusses simultaneously the meaning of directive speech, the form of directive speech expression used, and the social context factors that affect the choice of the form of speech expression used, are still limited. Therefore, research on directive speech in Japanese still needs to be carried out to gain a broader understanding of the meaning of directive speech, the form of directive speech expressions used, and social context factors that affect the choice of speech expression forms used in a conversation.

2. METHODS

This research in collecting data uses the method of listening with advanced techniques, namely the recording technique. The method of listening and recording techniques is carried out by listening to or listening to the use of language that is the object of research, the data that has been obtained is recorded and classified according to the needs of the analysis (Sudaryanto, 1993:133-135). In this study, the first thing that was done was to watch and listen to *the anime Skip And Loafer* which aims to understand the content of the story. After it is understood and the data has been found, then record speech that contains directive speech actions, especially in the meaning and form of speech expressions used.

At the data analysis stage, this study uses a qualitative descriptive method. The qualitative descriptive method is a research method used to explain and understand a phenomenon or situation that occurs in more depth based on data obtained from research subjects (Sanjaya, 2013:47). In this study, the data will be presented in the form of text using words that are easy to understand so that the meaning of speech can be understood well. The analyzed data is then used as a basis for drawing conclusions that are in accordance with the focus of the research.

3. RESULTS AND DISCUSSION

In this study, 44 data on directive speech actions were found in the *anime Skip And Loafer*. Based on the meaning of the directive speech, 5 data on the meaning of the order, 17 data on the meaning of request, 6 data on the meaning of prohibition, 6 data on the meaning of permission, 2 data on the meaning of encouragement and 8 data on the meaning of invitation. Then based on the form of speech expression used, 37 data of direct speech actions and 7 data of indirect speech actions were found. Meanwhile, regarding the social context factors that affect the selection of the form of instructional speech expressions used, they are not presented in the form of numbers, but are analyzed based on the speech situation, such as the relationship between the speaker and the speech partner, the purpose of the speech, and the setting when the conversation occurs in the *Skip And Loafer anime*.

Directive Speech with the Meaning of Command

Speech (1)

Takamine: じゃあ、風上さん。オリエンテーションのシフトは次じゃないの。

Jā, Kazakami-san. Orientēshon no shifuto wa tsugi janai no.

'Kazakami, aren't you the next one to guard the orientation section?'

Kazakami: そうだった。じゃあ、失礼します。

Sōdatta. Jā, shitsureishimasu.

'Oh, yes. Well then, please excuse me '.

Visitor : はい。

Hai.

Okay!

(Skip And Loafer / Eps 11 / 02:37-02:42)

In speech data 1, there is a directive speech act that contains the meaning of the order delivered by Takamine. In terms of language usage, Takamine (the speaker) uses the no particle at the end of his speech. The no particle at the end of a sentence is used to ask in a sure tone. Makino and Tsutsui (1986:48) explain that in informal conversations, the *particle no* is a question marker at the end of a sentence that is usually spoken by women with an ascending intonation. Therefore, Takamine (the speaker) was considered reasonable to use the no particle to ask Kazakami questions at that time.

The form of speech expression used by Takamine (speaker) in delivering his directive speech is an indirect expression because the speech delivered is not the same as the form of the sentence. The speech was expressed using a question (interrogative) sentence to order Kazakami (speech partner) to immediately do his job, namely to guard the orientation section.

The choice of the use of indirect speech expression forms in speech is influenced by social context factors, namely *participants*. In terms of *participants*, Kazakami has a higher position as the student council president. Therefore, Takamine (the speaker) uses an indirect form of directive speech expression because of the difference in position with his speaking partner, Kazakami as a party with a higher position, so he prefers to convey his orders through the form of questions so that he sounds more polite and does not seem to rule directly.

Directive Speech with the Meaning of request

Speech (2)

Iwakura : 学校へはどうやって行くのですか。

Gakkō e wa dō yatte iku nodesu ka.

'How do I get to school from here?'

Shima : なんだ、迷子? 俺も遅刻。一緒に行こうよ。.

Nanda, maigo? Ore mo chikoku. Issho ni ikou yo.

"why, are you lost? I'm also late. we'll just go together.'

(Skip And Loafer / Eps 1 / 07:20-02:34)

In speech data 2, there is a directive speech act that contains the meaning of the request submitted by Iwakura. In terms of language usage, Iwakura (speaker) uses the words question *dou* and *nodesuka* at the end of his speech. Iori (2000:276) explained that *nodesuka* is usually used to indicate that in the speech conveyed there are questions. Then Makino and Tsutsui (1986:114) explained that the word *dou* question is used to ask how to do something. Therefore, Iwakura (the speaker) was considered natural to use the words *dou* and *nodesuka* because at that time he wanted to know how to get to his school.

The form of speech expression used by Iwakura (speaker) in delivering his directive speech is an indirect expression because the speech delivered is not the same as the form of the sentence. The speech was expressed using a question (interrogative) sentence to ask Shima (a speech partner) to help show the way to school.

The choice of the use of indirect speech expression forms in speech is influenced by social context factors, namely *participants*. In terms of *participants*, the relationship between Iwakura (the speaker) and Shima (the speaking partner) at that time was not very familiar. Therefore, Iwakura (the speaker) uses an indirect form of direct speech because she does not know each other with her speech partner, Shima, so she still feels awkward when communicating.

Directive Speech with the Meaning of Prohibition

Speech (3)

Shima : あっ、文化祭のこと梨々華には言うなよ。。

Abbunkamatsuri no koto Ririka ni wa iu na yo.

'Oh, don't tell Ririka about the cultural festival'

Screams : もちろん。

Mochiron.

'Of course.'

(Skip And Loafer / Eps 10 / 05:33-05:39)

In speech data 3, there is a directive speech act that contains the meaning of the prohibition conveyed by Shima. In terms of language usage, Shima (speaker) uses the lingual marker ~na which is attached to the verb *iu* until it becomes *iu na*. The word *iu* is a dictionary-form verb that means 'to tell' (Matsuura 1994:351). Makino and Tsutsui (1986:266) explain that the lingual marker ~na is usually used by male speakers to convey prohibitions in casual conversation. Therefore, Shima (the speaker) is considered natural to use the lingual ~na marker because at that time he conveys his speech to Cris (speaking partner) in a relaxed situation.

The form of speech expression used by Shima (the speaker) in delivering his directive speech is direct expression because the speech delivered still has the same meaning as the form of the sentence. The speech was expressed using a command sentence (imperative) to prohibit Cris (speech partner) from telling Ririka about the cultural festival that would be held.

The choice of the use of direct speech expression forms in speech is influenced by social context factors, namely *participants* and *ends*. In terms of *participants*, the relationship between Shima (speaker) and Cris (speaking partner) is very close because they have been friends since junior high school. Then in terms of *endings*, Shima (the speaker) seems to want Ririka not to know information about cultural festivals at her school. Therefore, Shima uses a form of direct direct speech expression because of the friendship that has been established for a long time with his speaking partner, and has the intention or purpose to convey the prohibition clearly so that Cris can know Shima's wishes.

Directive Speech with the Meaning of Permission

Speech (4)

Iwakura: 私自分の中の甘えを断ち切りたくて、花園先生からこの学校で高嶺先輩ほどストイックな生徒はいないと聞きました！もしよかったら、生徒会のお仕事とか、ご一緒させてもらえないでしょうか。

Watashi, jibun no naka no amae o tachikiritakute, Hanazono-sensei kara kono gakkō de Takamine-senpai hodo sutoikkuna seito wa inai to kikumashita! Moshi yokattara, seito-kai no oshigoto toka, go-issō sasete moraenaideshō ka.

'I want to get rid of my spoiled nature. Mrs. Hanazono told me that there is no student more disciplined than you! If you don't mind, may I follow you while you do your student council duties?'

Takamine: 先生が？そ...そこまで言われちゃ断れないわね。

Sensei ga? So... Soko made iwarecha kotowarenai wa ne.

'The teacher said that? Well... if you put it that way, I can't really refuse.'

Iwakura: ありがとうございます。

Arigatōgozaimasu.

'Thank you very much.'

(*Skip And Loafer / Eps 4 / 13:24-13:30*)

In speech data 4, there is a directive speech act that contains the meaning of permission conveyed by Iwakura. In terms of language usage, Iwakura (speakers) use the lingual marker ~sasete moraenaideshouka. In the lingual marker there is a verb in the form *te*, namely *sasete*. The verb *sasete* comes from the verb *saseru* which means 'to instruct' (Matsuura 1994:852). Michihiro (2009:54) explains that the lingual marker ~sasete *moraenaideshouka* is used to ask permission from a speaking partner before performing an action in a more polite manner. Therefore, Iwakura (speaker) was considered natural to use the lingual marker ~sasete moraenaideshouka because at that time he was talking to Takamine (his speech partner) who was his senior at school so he delivered his speech more politely.

The form of speech expression used by Iwakura (speaker) in delivering his directive speech is direct expression because the speech conveyed still has the same meaning as the form of the sentence. The speech was expressed using a question sentence (interrogative) to ask permission from Takamine (speaking partner) to be with him when carrying out student council duties.

The choice of the use of the form of direct speech expression in speech is influenced by the social context factor, namely ends. In terms of ends, Iwakura (the speaker) seems to have a strong desire to follow Takamine (speaking partner) in carrying out student council duties. Therefore, Iwakura uses the form of direct speech expression because there is an intention or purpose to convey his permission clearly so that it can be understood by Takamine (his speech partner). Although Iwakura used the expression directly, he still conveyed it in a more polite language.

Directive Speech with the Meaning of Encouragement

Speech (5)

Egashira: 岩倉さん、志摩君の言うこと真に受けたいほうがいいよ。ほら、なんていうか...あんな
かっこいいとさ、何人もの女子から好かれる状況が普通なわけじゃん。

*Iwakura-san, Shima-kun no iu koto mani ukenai hō ga ii yo. Hora, nante iu ka... anna kakkoī to sa, nanjin mo
no joshi kara sukareru jōkyō ga futsūna wake jan.*

'Iwakura, you shouldn't take everything Shima said seriously. I mean this.. Such a cool person, usually
there will be many women who like it, right?'

Iwakura: あ...うん。分かった。

A... un. Wakatta.

'Ah... yeah. I understand.' (confused expression)

(*Skip And Loafer / Eps 2 / 06:00-06:12*)

In speech data 5, there is a directive speech act that contains the meaning of the recommendation conveyed by Egashira. In terms of language usage, Egashira (speaker) uses the lingual marker ~nai hou ga ii which is attached to the verb form *nai*, namely *ukenai*. The verb *ukenai* comes from the verb *ukeru* which means 'to receive' (Matsuura 1994:1135). However, in the context of this speech, *ukenai* does not translate to 'not accept', but is translated to 'not consider'. Ogawa (1998:44) explains that the lingual marker ~nai hou ga ii is used to encourage speech partners not to take an action, and in certain situations can seem to impose opinions on speech partners. Therefore, Egashira (the speaker) considered it natural to use the lingual marker ~nai hou ga ii in her speech because she also looked like she was expressing her opinion on Shima's words to Iwakura at the time.

The form of speech expression used by Egashira (speaker) in delivering her directive speech is direct expression because the speech delivered still has the same meaning as the form of the sentence.

The speech is expressed using a command sentence (imperative) to encourage Iwakura (speech partner) not to take Shima's words too seriously.

The choice of the use of the form of direct speech expression in speech is influenced by the social context factor, namely *ends*. In terms of *endings*, Egashira seems to want her opinion about the words shima to be known by Iwakura (speaking partner). Therefore, Egashira uses a direct form of directive speech expression because there is an intention or purpose to convey her advice clearly so that it can be immediately understood by Iwakura (her speech partner).

Directive Speech with the Meaning of Inviting

Speech (6)

Takamine: 今日は委員の岡田さんが風邪なので、代わりに農家の野山さん宅に伺います。改めてご挨拶と資料をお渡しするだけなので、三住さんも行きましょう。

Kyō wa iin no Okada-san ga kaze nanode, kawari ni nōka no Noyama-san taku ni ukagaimasu. Aratamete go-aisatsu to shiryō o owatashi suru dake nanode, Mitsumi-san mo ikimashou.

"Today Okada San is sick, instead I'll head to Noyama San's place. just to say hello and hand over this module. Let's go, Mitsumi"

Iwakura : はい。

Hai

'Okay.

(Skip And Loafer / Eps 4 / 14:00-14:03)

In speech data 6, there is a directive speech act that contains the meaning of inviting conveyed by Takamine. In terms of language usage, Takamine (speaker) uses the lingual marker ~mashou in the verb *ikimashou* which means 'let's go'. Makino and Tsutsui (1986:240) explain that the lingual marker ~mashou is usually used in formal conversation to express an invitation. Therefore, Takamine (speaker) is considered natural to use the lingual marker ~mashou because at that time he was carrying out the duties of the student council in a formal situation.

The form of speech expression used by Takamine (the speaker) in delivering his directive speech is direct expression because the speech delivered still has the same meaning as the form of the sentence. The speech was expressed using a command sentence (imperative) to invite Iwakura (speech partner) to visit Noyama's house as well as hand over materials for student council activities.

The choice of the use of direct speech expression forms in speech is influenced by social context factors, namely *setting* and *scene* and *ends*. In terms of *setting* and *scene*, the conversation took place in a formal student council activity. Then in terms of *ends*, Takamine does seem to want to invite Iwakura to carry out his duties. Therefore, Takamine uses a direct directive speech expression form because there is a student council assignment in a formal situation so it is necessary to convey the invitation clearly, and has the intention or goal to invite Iwakura (speaking partner) to do the task together.

4. CONCLUSION

This study analyzes the meaning of directive speech, the form of directive speech expression used, and social context factors that affect the choice of speech expression forms used in *the Skip and Loafer anime*. Based on the results of the analysis, six meanings of directive speech were found, namely orders, requests, prohibitions, permissions, encouragements, and invitations. Of the six meanings, the meaning of request is the most found because in *the anime* the characters when interacting are often in situations that require help and cooperation with speech partners, especially in the school and family environment. In terms of the form of speech expressions used, most of the directive speech acts were delivered directly, namely 37 data and only 7 speech data were delivered indirectly.

Social context factors that affect the selection of the form of directive speech expression used in *the Skip and Loafer anime* are *setting* and *scene* (formal situation and place where the conversation takes place), *participants* (the role of the speaker, differences in position, and the relationship between the

speaker and the speaking partner), and *ends* (the intention or goal of the speaker). In the *anime*, it was found that the choice of the form of speech expression used can change following the development of the relationship between the speaker and the speech partner. Some characters initially choose to use indirect speech expressions when they are not very familiar, then start using direct speech expressions after their relationship becomes closer. In addition, there are also characters who choose to use the form of direct speech expressions even though the character is not very familiar with his speaking partner, this is influenced by *the ends* (intentions or desires of the character) so that his speech can be understood immediately or the opinions he conveys can be directly known by his speaking partner.

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