

## Directive Speech Acts in Mark Twain's The Adventure of Huckleberry Finn

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### Abstract

This research aims to explore Directive Speech Acts in the novel *The Adventure of Huckleberry Finn* by Mark Twain. This research used a descriptive qualitative method by employing literary pragmatics analysis. The object of this research was the utterances of the main characters in the novel's dialogue. The data were collected by reading the text closely, observing the dialogue in the text, note taking and highlighting the directive speech acts, coding and classifying the types of directive speech acts, then analyzing and interpreting the types of directive speech acts based on the theory proposed by Searle. There are five types of Directive Speech Acts found in this novel: asking, commanding, requesting, prohibiting, and advising. The data finding has shown that the highest type of asking is 160 utterances or 48,94 %. It is shown by Jim (a slave nigger), who always asks Huck Finn about everything. The second is commanding, with 112 utterances or 34,25%. The next type is requesting, with 28 utterances or 8,56%. Prohibiting has 18 utterances or 5,50%, and advice has the lowest portion, nine utterances or 2,75 %. The novel's directive

speech acts play different functions, including asking for information and confirmation, asking someone to or not to do something, and suggesting. It also shows that directive speech acts such as asking, commanding, prohibiting, requesting, and advising have been influenced by social relations between the interlocutor, including social distance and social power.

**Keywords:** Directive speech acts, novel, novel *Adventure of Huckleberry Finn* by Mark Twain

## **INTRODUCTION**

Language is the essential communication element that facilitates people to engage and communicate with others. Language can help people to share their ideas, thoughts, and feelings orally or in written forms (de Saussure, 1916). The understanding of informational exchange and communication in society depends on the context in which the communication occurs (Korneeva et al., 2019). It deals with the speakers, the situation, the circumstances, and the hearers, which suggests that someone's understanding of spoken or written language is highly dependent and determined by the context. In communication, what is said, uttered, or written can have different meanings according to the circumstances. It can influence how the hearers or readers understand and respond to the utterances. Sometimes, the meaning that the speakers or writers want to convey can be stated directly or indirectly based on the context. Understanding the intentional and unintentional meaning can be done through the study of pragmatics, which refers to the study of speaker meaning (Yule, 1996, 2019). It analyzes what people mean by their utterances related to constructing meanings in social interaction. It entails interpreting what speakers intend within a particular context and how that context affects what they say (Yule, 2019). Thus, pragmatics can be understood as the study of the speaker or writer's intended meaning that a listener or reader perceives based on the context. Consequently, It focuses more on analyzing what speakers mean than what the words or phrases in such statements might mean (Lest & Andayani, 2014).

Pragmatics also deals with implied and inferred meaning as well as intentional and unintentional meanings which are usually found in written works such as literary works (Oloo et al., 2019). In literary works, the meanings the writers want to convey to the readers are sometimes stated indirectly, where they must interpret the meaning themselves. It is because the language and utterances used in writing literary works are different and intended to attract the readers. Therefore, understanding the meaning of a literary work can be done through pragmatics analysis which is known as literary pragmatics (Al-Hindawi, 2019; Dewan, 2018; Lest & Andayani, 2014). Literary pragmatics places literary text as the communication between the authors and the readers. Understanding the author's intended meaning can be done by incorporating pragmatic principles into creating and understanding literary works (Crystal in Al Hindawi (2019).

Additionally, pragmatics analysis helps the readers better understand what the writers want to convey through their works according to the context and the language use. It transcends the language structure and emphasizes appropriate utterances in a conversation. It examines how studying fictitious dialogue might help people thoroughly comprehend dialogue in real-life settings (Dewan, 2018). One of which is by understanding the meaning that the writers want to convey through the character's conversation or dialogue in the literary text through speech act analysis.

Speech act refers to the function of utterances such as commanding, requesting, offering, directing, declaring, etc. (Yule, 2019). It deals with the influence or effect of utterances toward action; for example, when someone says, "*close the door, please!*" the speaker wants the hearer to close the door. Thus, when someone utters something, they can perform actions through their utterances which consist of three main elements; the utterance (*locutionary*), the meaning that the speaker

wants to convey (*illocutionary act*), and the response given by the hearer upon listening to the utterance (*perlocutionary act*) (Cruse, 2018). The speech act aims to achieve a desired result by the speaker to the speech partner, which aims to convey information, persuade, suggest, order, and so on.

According to Searle (1969)(Cruse, 2018), speech acts are divided into several types: assertive, directive, commissive, declarative, and expressive. Meanwhile, (Yule, 2019) argued that there are five types of speech acts based on their general function: the declaration, representatives, expressive, directive, and commissive. Assertive and representative refer to the similar function of speech act that states whether the speaker is the truth or to be the case or not. *Commissive* commits the speaker to some future action which refers to their intended action in the requesting future, such as promising. *The declarative* function is to change the world via utterances which means that the utterances can change reality before and after someone uttering something. *Expressive* speech act expresses the speaker's feeling.

A directive is a kind of speech act that the speaker uses to get someone else or the hearer to do something, such as ordering, commanding, requesting, begging, recommending, asking, etc. (Cruse, 2018; de Pablos-Ortega, 2020; Griffith, 2006; Yule, 2019). Similarly, according to (Brown & Levinson, 2011; de Pablos-Ortega, 2020; Gu, 2014), a directive speech act is face-threatening behavior that forces the recipient to respond to the speaker's utterances and performs specific actions in a given context. Prayitno (2021) said that directive speech acts are speech acts used by speakers to tell others to do something. This kind of speech act expresses what the speaker wants the listener to do in response to their words. It can be concluded that a directive speech act is a form of speech in which the speaker wants the speech partner to take action as a result of what they say. For example: "*Gimme a cup of coffee. Make it Black*"(Yule, 2019). The speaker uses this utterance to order the hearer to make him a cup of black coffee.

According to Bach and Harnis (1979) in Ibrahim's translation (1993), ordering directive speech has the function of asking, begging, pleading, pressing, inviting, praying, and encouraging. Commanding directive acts has the function of commanding, willing, demanding, dictating, directing, instructing, arranging, and requiring. The directive speech act of asking (requesting) has a requesting function, for example, begging, pleading, pressing, inviting, praying, and pushing. The directive speech act of asking (questions) functions as asking, inquiring, and interrogating. Speech act directive of recommending has the function of suggesting and ask. The directive speech acts prohibit has the function of prohibiting, forbidding, and limiting. Speech acts allowing (permissive) the function of approving, allowing, authorizing, letting, and granting. Directive speech advising has the function of advising, warning, counseling, suggesting, advice, and encouragement. Moreover, (Karandeeva et al., 2020) argued that a directive act is a categorical, authoritarian type of imperative (orders, prescriptions, instructions, demands, etc.) that only comes from individuals who have the power to carry out such speech acts. The relationship between the interlocutors, the speaker, and the hearer, as well as the activity for which the directive speech act is being carried out, are, therefore two of the most crucial factors that need to be taken into account when performing directive speech acts (de Pablos-Ortega, 2020). Social distance (whether the interlocutors are acquainted, such as through family, friends, or acquaintances) and social power are two factors that affect the connection between the interlocutors.

In daily communication, directive acts are often heard and used. Speech acts can be analyzed in real life, film, drama, and novel. Dialogue text is one of the main components that have an important role in the storyline written in the novel. This research focused on the directive speech act in *The Adventure of Huckleberry Finn* by Mark Twain. This novel is regarded as one of the classic English novels, mainly

classic American and children's literature (Epstein, 2018; Jing, 2022), which it had been read by many. Although the novel is ancient, but the novel is much more than a children's story full of adventure and excitement. It is a satire of discrimination, at that time, most black people became slaves. Mark Twain wanted to show equality through the true friendship between Huckleberry Finn and James. Huckleberry Finn helped Jim, a black slave, to get his freedom. The dialogues in the novel are interesting to analyze particularly because Mark Twain uses a very distinct dialect in portraying the main characters (Epstein, 2018). This novel is worthy of being analyzed pragmatically on the language used by the author in portraying the main characters in the novel, Huckleberry Finn with his childish dialects and Jim with his peculiar Nigger black save with his broken English. Therefore, the researcher considered that this novel is an excellent source which consists of various utterances as the main source and the object to be analyzed; besides that the language in the novel is different from today's writing. The researcher focused on the main characters' utterances in the form of social behavior involving language and analyzed the directive speech acts used by the novel's main characters. Since the language use is different, the result of the analysis of the directive speech act will contribute to the reader's understanding of the utterances and dialogue in the novel, which are sometimes stated directly or indirectly by the author through the characters in the novel.

Speech acts have been used to analyze many literary works. Some previous related research focused on analyzing directive speech acts in literary works, including novels and movies. Suryanovika and Julhijah (2018) analyzed directive speech acts and hedges presented by the female main characters of Jane Austen's novel, and the findings show that directive speech acts are formed imperatively, declaratively, and interrogatively which consist of ask, order, command, and request, suggestion, beg, plead, pray, entreat, invite, permit, and advise. Similarly, (Saibi, 2022) analyzed the directive speech acts in the novel *The Village Boy* by Damien Dimatra and found seven types of directive speech acts: ordering, pleading,

demanding, suggesting, asking, forbidding, and allowing. Other research about directive speech acts in the novel was conducted by (Lestari, 2020), who focused on *Dracula's* novel and found that the utterances in the novel consist of several types of directive speech acts, including stating, commanding, questioning, prohibiting, and suggesting. Meanwhile, (Indarti, 2019) analyzed the directive speech acts in the different social classes represented in two different novels; Kevin Kwan's *Crazy Rich Asians* and Markus Zusak's *I am The Messenger* using the six types of directive speech acts proposed by Ervin-Tripp (1976), and the results show that both upper and lower social classes mostly use imperative directive. (Pertwi et al., 2021), on the other hand, researched the directive speech acts in Aisha Saeed's Novel *Amal Unbound* using the theory of Back and Harish's directive speech act categorization and found that the utterances of the novel's characters are affected by the quality they possess and surrounding non-linguistic factors such as age, occupation, education, social status, and other. (Lengari et al., 2019) found aspects of the accuracy of command turn-taking utterance using a pragmatic approach in *The Accuracy of Directive Speech Act Responding Command turn-taking in Game of thrones Novel*.

Based on the previous research, most of the research focused on similar analysis, directive speech acts in literary works, including novels and movies. However, none of them focused on the directive speech acts in Mark Twain's *The Adventures of Huckleberry Finn*. Some other relevant studies were more focused on the speech acts analysis in general rather than explicitly discussing the directive speech acts such as (McKnight et al., 2016; Nindysari & Nugroho, 2013; Suardana, 2020; Wahyudiantari et al., 2020; Yakubu, 2021). Therefore, this research is distinct in that it focuses on the directive speech acts spoken by the main characters of Mark Twain's *The Adventures of Huckleberry Finn*. This research aims to analyze and find out the type of directive speech acts in the main characters' dialogue in Mark Twain's *The Adventures of Huckleberry Finn*.

## **RESEARCH METHOD**

In analyzing the directive speech acts in the novel "The Adventure of Huckleberry Finn" by Mark Twain, the qualitative approach was used mainly descriptively qualitative by employing literary pragmatics analysis. According to Creswell(2018), qualitative methods rely on text and image data and have unique steps in data analysis. Meanwhile, Literary pragmatics analysis necessitates thoroughly exploring all contextual aspects influencing how the linguistic components used in literary text analysis are used (Al-Hindawi, 2019; Lest & Andayani, 2014). This research is focused on analyzing the types of directive speech acts in Mark Twain's *The Adventures of Huckleberry Finn*. Thus, this research placed the novel as the data source and applied linguistics notion to analyze the function and types of directive speech acts in the novel. The object of this research was the conversations or dialogues between the characters in the novel. The data were only focused on the conversation, the dialogue in the novels, and the context given by the writer. The conversation and the dialogue were not limited to one or two characters in the novel but analyzed all the conversations in the text.

The data were collected by reading the text closely and observing the directive speech acts. The first step in collecting the data was reading the novel comprehensively. Second, the researcher observed the conversations and dialogues in the text. Third, highlight and note the dialogue and conversation in the text, indicating the directive speech act. The note also includes the context in which the conversation takes place and the words, phrases, and sentences that indicate the directive speech act. The data were decoded using the sequencing numbering, for example, D1 for dialogue/datum 1, etc. The next step was to classify the directive speech acts found in the conversation according to the types of directive speech act theory proposed by Searle. After classifying the data, the utterances or sentences



found in the novel were interpreted based on the speech act theory, particularly directive speech act, and explained descriptively. To validate the data, the researcher also compared the result of the findings with the existing theory on the directive speech act and the previous studies related to the directive speech act.

## RESULTS & DISCUSSION

As mentioned, a direct speech act reflects the speaker's attempts, wishes, or desires to get the other person to do something, such as commands, requests, questions, advice, and orders (Mubarok et al., 2021). According to the data analysis, it was found that there are five forms of directive speech acts in Mark Twain's *The Adventures of Huckleberry Finn*, which consist of asking, commanding, requesting, prohibiting, and advising. These findings are based on the directive speech acts theory by Searle. The data is presented in the following table.

**Table 1. Types of Directive Speech Acts in Mark Twain's *The Adventures of Huckleberry Finn***

No	Types of Directive Acts	Number of Data	Percentage
1.	Asking	160	48,94 %
2.	Commanding	112	34,25 %
3.	Requesting	28	8,56 %
4.	Prohibiting	18	5,50 %
5.	Advising	9	2,75 %

The table above shows the directive speech act from the dialogue of the main character in the novel *The adventure of Huckleberry Finn*, which is divided into five types of directive speech acts, namely asking, commanding, requesting, prohibiting, and advising. The data explains that asking has 160, which is the largest portion of the type. The utterance functions that arise are asking, interrogating, insulting, and persuading. The types of the directive act in commanding have 112 data, so it is the

second-largest portion after the asking type. The function of commanding is willing, command, demand, instruct, require, compel, and beg. The next type is request has 28 data which is less than the asking and the commanding type. The request type functions: ask, give the message, beg, press, and push. Prohibiting has 18 data, it's less than the request type. The function of directive speech acts prohibiting is to forbid and prevent. The last type of directive speech act is advice; it has 9 data, so it is the smallest portion of frequencies of type directive speech acts. The function of the directive speech act advising is to advise, warn and remind. The total number is 327 types of directive speech act in the novel *The adventure of Huckleberry Finn*. The highest type is asking, shown from the dialogue between the main characters, Huck Finn and Jim. Jim is a slave; he cannot read and write so he always asks Huck Finn about everything that he finds. Moreover, Jim often behaves in a childlike and innocent manner, even ridiculously. Although he is still a teenager, Huck Finn likes reading so he can answer the questions from Jim, who establishes himself as a father figure to Huck Finn.

The detailed explanation of each type of directive speech act in Mark Twain's *The Adventure of Huckleberry Finn* is elaborated in the following section:

**a. Asking**

The first type of directive speech act found in Mark Twain's *The Adventure of Huckleberry Finn* is asking. The asking category is one option for a relatively subtle and polite strategy because it allows speech partners to choose (Harun Joko Prayitno et al., 2021). It suggests that the hearer can react according to the question or refuse to fulfill or answer the question. In Mark Twain's *The Adventure of Huckleberry Finn*, the asking directive speech act is found in the form of questions with literal meaning and non-literal meanings. This type is the biggest number of utterances spoken by the main characters of Mark Twain's novel, with as many as 160 utterances of asking. Asking a question means the speaker requests the hearer to perform a speech act already determined in a question form (Searle & Vanderveken, 1985). Asking has two different uses:

asking a question and asking someone to do something. The speaker wants the speech partner to give information or do something as the speaker asks. Then, for the utterance containing a directive speech act of asking, it means that the speaker requests the hearer to do a speech act based on the form determined before.

As previously mentioned, in performing directive speech acts, two main important variables need to be considered: the relationship between the interlocutors, the speaker, and the hearer, and the action for which the directive speech act is being carried out (de Pablos-Ortega, 2020). In asking directive speech acts found in this novel, Mark Twain used question utterances to direct the hearer to give certain information, to ask for confirmation, or ask for suggestions. The asking directive speech acts are determined by the interlocutors' relationship, which can include social distance and social power (de Pablos-Ortega, 2020). The asking directive speech acts found in Mark Twain's *The Adventures of Huckleberry Finn* is dominated by asking for certain information from the speaker to the hearer, which is usually done by the speaker who is innocent or did not know about something toward someone who is more educated or having more knowledge. For example, when Huck meets Tom Sawyer and his gang, one of the gang member name Ben Rogers ask Tom Sawyer about what they have to do as a gang member in the following example:

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Dialogue 1

"Now," says Ben Rogers, "*what's the line of business of this Gang?*"

"Nothing only robbery and murder," Tom said.

"But *who are we going to rob?*—houses, or cattle, or—"

"*Ransomed? What's that?*"

"I don't know. But that's what they do. I've seen it in books; and so of course that's what we've got to do."

"*But how can we do it if we don't know what it is?*"

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Context	The conversation was happen between Tom Sawyer and Ben Rogers about what they will do as the gang.
Implication	The speaker asks the hearer to explain about something

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Based on the example in Dialogue 1, the conversation happened between the speaker and the hearer who are the same age. The social context of the asking directive speech acts done by Ben Rogers to Tom Sawyer is to ask for information; he wants Tom to explain a certain thing about the gang's business. Tom is the one who initiated the gang and the leader; Ben is asking about what they will do and how they will rob. In this conversation, Tom is explaining what they should do as the gang: rob someone. Funnily, Mark Twain used this conversation to show the innocent and childlike side of the characters as they were only 13 years old boys, that they would do something based on the book. The asking directive speech act in this conversation is done casually in which there is a close relationship between the interlocutors which suggests that they are of the same age. There is no social distance between them. Social power also did not affect this in this conversation even though Tom was the gang's leader, but it was a gang of teenagers who are the same age. Therefore, the asking directive speech acts are done to ask for information from someone who is considered to have more knowledge. Tom is regarded as more educated from the utterance *it is in the book*, which implies that he can read and have more knowledge. However, some of the asking for information is also done by the characters in the novel just to ask about ordinary information such as name, where someone lives, or what happened to someone. For example, when Huck imitates someone else every time he landed in a different place to get some information, he was asked by the people he met, mostly older and having more power than him, about his name, where he lived, and what happened to her/him (Chapter X, XI, XVII). Directive speech acts are an authoritative type of imperative that only come from individuals with the power to carry out such

acts (Karandeeva et al., 2020). Here are some examples of asking speech acts in the novel:

Dialogue2	Jim: " <i>What's de harem?</i> "  Huck Finn: " <i>The place where he keeps his wives. Don't you know about the harem? Solomon had one; he had about a million wives.</i> "(pg. 109)
Context	The conversation take place between Jim and Huck when they are discussing about the harem but it turns out that Jim does not understand what it means, so he ask Huck to explain it.
Implication	The speaker asks the hearer to explain about something

The above example shows that Jim is asking Huck Finn to explain something that he has never heard before, the *harem*. In asking a question, the speaker (Jim) directly asks the speech partner (Huck Finn) to explain something. The speech partner answers the speaker's question by giving him information about Harem. The directive speech acts in this utterance are marked using the question of what, which shows an act of asking for some information. The relationship between Huck and Jim determines the asking speech act in this conversation. The asking speech act for information is done by the speakers who have close relationships, and there is no social power between them. Even though Huck is White American who is a free man and Jim a black Nigger who is a slave, there is no such social power between them since this conversation takes place between friends. They were already in the raft for several weeks together, and there is no relationship such as master and slave between Jim and Huck. Therefore, the asking directive speech acts are done casually using question words, implying that the speaker wants the hearer to explain

something or ask for information. Another example of asking speech act in the novel is presented below:

Dialogue3	Jim: " <i>hm! What you know 'bout witches?</i> "
Context	The conversation take place when a group of slave niggers gather to hear Jim talks about the story of witches and how he was dragged away by the witches and save because of the lucky charm in his neck. He asks that question to his fellow slave Niggers abut witches.
Implication	The speaker asks the hearer to tell and explain about something

In this dialogue, the speaker asks to know whether someone can tell him more information than he knows. Even though the utterance was in question form to ask somebody to tell something, this utterance intends to show his knowledge about something by asking the hearer to tell and explain something. It is marked using the question word *what*. The social context in this conversation was between Jim and his fellow Niggers, who have close relationships as friends but Jim in this context, had more power as someone who was regarded as having more knowledge than their friends. He was telling about his experiences with the witches and that he has a kind of talisman- a five centerpiece in his neck which told to have saved him from the witches. Based on this conversation, it can be inferred that the conversation was among innocent people, and Jim was showing off his knowledge to his fellow slave.

#### **b. Commanding**

According to Prayitno et al. (2021), command directives mean telling the partner to do something. Command involves directing or telling someone else to do something (Fitria, 2019). This definition shows that command directive speech acts mean the speaker wants to get the partner to do something through their command. The directive speech acts commanding is a speech act delivered by the speaker to the speech partner to do

something according to what is expected by the speaker (Tri Pamungkas & Utanto, 2018). It can be concluded that commanding means giving an order or asking the other person to do something. It is a very authoritative type of speech act that can only be done by someone who has the power to carry out such speech acts (Karandeeva et al., 2020).

Based on the analysis of the dialogue in Mark Twain's *The Adventures of Huckleberry Finn*, the commanding directive speech acts were found to have as many as 112 utterances, the second largest type of directive speech act in this novel. The commanding speech act is marked using imperative words and punctuation that shows and emphasizes the commanding intonation. The commanding directive speech acts in the novel were mainly done by someone with more power than the hearer, such as the older people commanding someone younger or between parents to his/her children or between the teacher to his/her students. The following data is an example of a command directive speech act.

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Dialogue 4	<i>Betsy' (this was a nigger woman), you fly around and get him something to eat as quick as you can, poor thing; and one of you girls go and wake up Buck and tell him — oh, here he is himself. Buck, take this little stranger and get the wet clothes off from him and dress him up in some of yours that's dry.'</i>
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(Adventure of Huckleberry Finn. Page: 136)

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Context	This utterance was from an old lady who ordered her servant (nigger woman) to prepare something to eat for Huck Finn, she also ordered the girl to wake up Buck, then she ordered Buck to lend his clothes to Huck Finn.
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Implication	The speaker wants or commandsthe hearer to do something
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This is a commanding directive speech act because there is command intonation in the speech marked using imperative words such as *Get, wake up, take, and dress* all of which are followed by the object to get someone to do something immediately. This means the speaker in this dialogue is commanding the hearer directly to do something immediately, emphasized by using the phrase *as quickly as you can*. Based on this conversation, it can be said that commanding is desired by speakers of speech partners in the hope that the speech partners do what the speakers want or assume (Prasetyo & Mulyani, 2018). In this conversation, the commanding speech act is done by the master of the house to the slave, implying that social distance and social power influence the directive speech act. The master of the house uttered the utterance to her slave, which shows that there is no close relationship whatsoever and there is social power between the master and the slave, suggesting that the command needs to be done immediately. Therefore, utterances in commanding speech acts usually marked by the use of imperative words such as *looky here! Come yonder! Take him off! Git up! Get up! Look sharp! Stand away! Etc.*

### c. Requesting

A request is an act in which a speaker asks the hearer for something helpful to the speaker (Nindysari & Nugroho, 2013). Prayitno et al.(2021)stated that the request directive speech is an utterance that aims to ask and expect the speech partner to be given something or become a reality as requested by the speaker. In Mark Twain's *The Adventure of Huckleberry Finn*, as many as 28 utterances show requesting directive speech acts. The requesting utterances are marked using pleading markers such as *please, beg, request, etc.* This is an example of a request directive speech act in the novel *The Adventure of Huckleberry Finn*.



Dialogue 5	<i>"You and your brother please write a line or two and sign your names."</i> (Adventure of Huckleberry Finn. Page: 272)
Context	This utterance was from the lawyer who suspected The King and The Duke as Peter's brothers, and he wanted to find the proof by asking them to write a statement then he would compare it with Peter's brother's handwriting.
Implication	The speaker is requesting the hearer to do something

The example of utterance above is the example of requesting speech act where the speaker is asking the hearer to do as he requested. In this case, the speech partner is requested to write a line and give a signature on a document to determine whether that person is Peter's brother. The requesting speech act is marked by the pleading word *please* to show a polite request. Another example can be seen in the following conversation.

Dialogue 6	Huck Finn: "I don't want to spend it. I don't want it at all—nor the six thousand, nuther. I want you to take it; I want to give it to you—the six thousand and all". Judge Thatcher: "Why, what can you mean, my boy?" I says, " <i>Don't you ask me no questions about it, please.</i> You'll take it—won't you?" He says: "Well I'm puzzled. Is something the matter?" <i>"Please take it,"</i> says I, "and don't ask me nothing— then I won't have to tell no lies."
Context	These conversations were between Huck Finn and Judge Thatcher when Huck was making a statement that he will not take his property. He wants the Judge to keep and save his property and not to ask the reason for it.
Implication	The speaker is requesting the hearer to do something

The conversation above, particularly Huck's utterance shows the requesting speech act where he is requesting the Judge not to give his property. He did not want to take it because he was afraid that his father

would take it and spend it all. It was because Huck found a boot mark the night before which indicates that his father was back. Thus, he requests the Judge to take all his property and interest. The phrase marks the requesting speech act *please take it* and emphasizes with *don't* ask anything for a reason. Although Judge Thatcher only appears at the beginning and end of the novel, he is a responsible and honest person. He tried to keep Huck away from his father and prevent his father from hurting him. The end of the novel shows that Huck's money was saved and was given interest from the money by Judge Thatcher.

#### d. Prohibiting

According to Prayitno(2017), a prohibition directive is an act of language that aims the speech partner may not at all or be prohibited from doing something. The similarity of prohibition is forbidden, it means that the speaker does not allow the speech partner to do something (Rahmawati et al., 2021). It was found that there are 18 utterances in Mark Twain's *The Adventures of Huckleberry Finn* marked using the prohibition phrase *don't*. The prohibition speech acts in the novel were done by someone who has more power and authority toward the hearer, for example, between the parents to their child, master to the slave, or teacher to her students. The following is an example of the prohibition of the directive speech act in the novel *The Adventure of Huckleberry Finn*.

Dialogue 7	Miss Watson would say: " <i>Don't put your feet up there, Huckleberry!</i> " and " <i>Don't scrunch up like that, Huckleberry—set up straight;</i> " and pretty soon she would say, " <i>Don't gap and stretch like that, Huckleberry —why don't you try to behave?</i> "(Adventure of Huckleberry Finn. Page: 272)
Context	These utterances were from Miss Watson, a widow's sister who tried to teach Huckleberry not only reading and writing but also how to be a good boy by imposing certain things that Huck should and should not do.

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Implication	The speaker is prohibiting the speech partner not to do something inappropriate according to her.
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The utterances above show the prohibiting speech act, where the speaker prohibits the speech partner from doing something. In this case, Miss Watson as Huck's teacher is forbidding Huck not to behave inappropriately such as not putting his feet on the table, not scrunching, not to gap, and scratching. She wants Huck to behave nicely by prohibiting him not to do these kinds of actions, instead, she orders Huck to sit straight of scrunching and putting his feet up. The prohibiting speech acts in these utterances were marked by the phrase *don't* or *do not* and repeated several times to emphasize the forbidding actions. It means that prohibiting directive speech act function from forbidding the speech partner to do something and is usually marked by a prohibiting word or phrase such as *don't* (Tri Pamungkas & Utanto, 2018). The social context between the speaker and the hearer also influences the prohibition act. In the conversation, it shows that the speaker is the teacher and the hearer is the students in which they have social distance as well as social power which influence the hearer to obey the prohibition because it was prohibited by someone who has more power and having certain social distance as teacher and students.

Another example of prohibition utterances in the novel is in the following dialogue:

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Dialogue 8	And by and by he says:  <i>Don't you give me none o' your lip,"</i> says he. "You've put on considerable many frills since I been away. I'll take you down a peg before I get done with you. You're educated, too, they say—can read and write. You think you're better'n your father, now, don't you, because he can't? I'll take it out of you. Who told you might meddle with such hifalut'n foolishness, hey?—who told you, you could?"  "Well, I'll learn her how to meddle. <i>And looky here—you drop that school, you hear?</i> I'll learn people to bring up a boy to put on airs over his own father and let on to be better'n what he is. <i>You lemme catch you fooling around that school again, you hear?</i> Your mother couldn't read, and she couldn't write, nuther, before she died. None of the family couldn't before they died. I can't; and here you're a-swelling yourself up like this. I ain't the man to stand it—you hear? <i>Say, lemme hear you read.</i> "  "It's so. You can do it. I had my doubts when you told me. <i>Now looky here; you stop that putting on frills. I won't have it. I'll lay for you, my smarty; and if I catch you about that school I'll tan you good.</i> First you know you'll get religion, too. I never see such a son."
Context	These utterances were from Huck's Pap who complain about Huck being educated and think that he can be better than his father.
Implication	The speaker is prohibiting the speech partner not to do something because if offend him

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The example above shows that prohibited speech acts can be done by someone who has more power than the hearer. Huck's father certainly has more power over Huck. He prohibits Huck not to go to school because he is afraid that if his son is smarter and better than him, he will mock, look down on him, and will not obey his order. There is no social distance

between the interlocutors as it happens between the father and his son, however this speech acts certainly influence by the social power between the speaker and the hearer in which the hearer as the son should obey what his father said.

**e. Advising**

Prayitno (2017) said that advice is a guide that contains good and learned lessons from speakers that can be used as reasons for partners to do something. It means that a partner is given a recommendation on that the speaker should do. Moreover, the directive speech act of suggesting a category tends to be proposed with linguistic markers and should not demean people recklessly (Harun Joko Prayitno et al., 2021). Advising or suggesting is regarded as an utterance that the speaker intends the hearer to perceive as a directive to do something beneficial for the hearer (Gu, 2014). 9 utterances show advising directive speech act in the novel *The Adventures of Huckleberry Finn* marked by using modality markers such as *you better, you should, you must*, etc. The following is an example of the advice directive speech act in the novel.

Dialogue 9	Judge Thatcher: " <i>You had better let me invest it along with your six thousand because if you take it you'll spend it</i> "
Context	This utterance was from Judge Thatcher advising Huck Finn to invest his money because the Judge was afraid Huck Finn's father will spend all the money.
Implication	The speaker is suggesting the hearer to do something for his benefit

The utterance above is an example of an advising directive speech act where the speaker advises or suggests the hearer do something for his benefit. The suggestion is given by someone who is considered to have more knowledge than the hearer. In this case, Judge Thatcher suggested Huck not take his property or interest because he is afraid that Huck or his father will take it and spend it all. So, he is suggesting that Huck should not just give the property to the Judge but invest it in him, then he decides to buy Huck's property. The way the Judge advises Huck is to give reasons and recommendations for his benefit. The advising speech act is marked by the phrase *you had better* emphasize the recommendation given by the speaker to the hearer. The suggested speech acts in this dialogue are influenced by the social distance between the interlocutor as well as social power. The social relationship in the conversation shows that Judge Thatcher gave suggestions to Huck as someone responsible for his fortune and Huck as his client to have more benefit from his wealth. The social power between the advisor and the client also influences the suggested speech acts in this dialogue.

## **CONCLUSION**

According to the findings and discussion in the previous chapter, it can be concluded that there are five different types of directive speech acts in Mark Twain's *The Adventures of Huckleberry Finn*, including asking, commanding, requesting, prohibiting, and advising. The data were taken from the utterances of the main characters of the novel. As many as three hundred utterances were analyzed and classified into each category of directive speech acts. It was found that among the five types of directive speech acts, asking speech acts is the most dominant directive speech acts found in this novel, with as many as 160 utterances followed by commanding, requesting, prohibiting, and the smallest amount is the advising directive speech acts. The questions marked each type of directive speech act mark in asking, imperative mark in commanding, pleading in requesting, prohibition words such as don't and suggesting words for advising such as should, shall,

must, and better. The directive speech acts in the novel plays different function, such as asking speech acts can be implied as asking for information, asking for confirmation, or asking someone to or not to do something. It also shows that directive speech acts such as asking, commanding, prohibiting, requesting, and social relations between the interlocutor, including social distance and social power, influenced advising.

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