

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Humans live in groups and interact like social creatures in general. This behavior is caused by a sense of mutual need between humans and each other. One tool for interaction is called communication. Verbal and nonverbal communication have the same function, namely social interaction.

Communication using language effectively is an important life skill because as social beings, humans need to communicate to interact with each other and to fulfill their needs. Moreover, communication does not only depend on recognizing the meaning of words in an utterance, but also recognizing what speakers mean by their utterances (Yule, 2010: 127). Here the speaker intends to convey a certain meaning to the listener or reader, while the listener or reader try to identify what the speaker means by uttering an utterance in a certain context. Of course, both speaker and listener must have a deep understanding of how language is used so that communication is conveyed well. This understanding will then reach an agreement and goal that can be understood by both the speaker and the listener.

”They share opinions, minds, beliefs, thoughts, feelings, ideas, suggestions and many other things in the society through the language. A success communication happens when there is an equal line between speaker’s/writer’s intention and listener’s/reader’s comprehension, thus misunderstanding may be avoided.”Maxymilianus (2017).

Learning about how humans use language as a tool for interaction, namely through pragmatics. Pragmatics is the study of language from the perspective of its users, especially

the choices they make, the obstacles they face in using language in social interactions, and the impact of language use on other participants in the act of communication. (Crystal in Barron,

2003: 7). In general communication, speakers can not only produce utterances, but can also

take actions through speech. They usually do something with their utterances when they speak because language is used not only to explain words, but also to perform an action which is meant to have a function and effect on the listener. Actions performed through speech are called speech acts (Yule, 1996: 47).

The study of people using language to communicate is studied through pragmatics. "It rests on the assumption that the language users, being members of society, depend on the rules and norms that are valid at any time, in any place, in the community they belong to. Levinson (1983:2). Pragmatics as a field of science that studies language which describes it outwardly in making a statement, this is because the study of people who use language to communicate is studied through pragmatics therefore as members of society who depend on the rules and norms that apply at that time . any time. Wherever, in the community where they are, they use language to understand each other.

The ability to communicate between among groups of people, both verbal and non-verbal, produces very diverse communication methods, verbal, written, code, gestures and others. The human ability to communicate means that it does not rely on one method, such as back speech, but also in other ways. Language is used

not only to explain words, but also to carry out actions that are intended to have a function and influence on the listener, so actions carried out through speech are called speech acts. In communication indeed, not only do the speakers produce utterances, but they also perform action through the utterances. They are doing things with their utterances when they speak because language is used not only to explain words, but also to perform an action which is intended to have a function and effect on the hearer. Those actions that are performed via utterances are called speech acts” (Yule, 1996: 47).

Understanding an action carried out by a speaker both in a certain context and verbal can be studied through Pragmatics. Researchers will focus on the speaker's intentions and how listeners digest the message conveyed by the speaker. This is because understanding which speech acts to perform is an important part of how speakers use language to communicate.

Listener’s understanding in identifying actions is very important.” This study discusses speech act theory as a branch of pragmatics, namely addressing something wisely and realistically in a way that is based on practical considerations rather than theoretical considerations. Related to the meaning of an action performed in the speaker's speech in a certain context. Knowing which speech act to perform is an important part of how speakers use language to communicate; likewise, knowledge of how to identify actions is critical to listener understanding (Schiffrin, 1994: 57).”

It is clear that speech acts are one of the subfields of pragmatics which studies how words are used not only to present information to the interlocutor or listener but also to carry out actions as stated in the speech act theory introduced by Oxford philosopher John Langshaw Austin in "How to Do Something with Words"

And this theory was also further developed by the American philosopher J.R. Searle.

Speech act theory is a theory of meaning which argues that the meaning of linguistic expressions can be explained according to the rules that regulate their use in carrying out various speech acts, for example reprimanding, justifying, ordering, exclaiming, promising, requesting, requesting, warning. Speech act theory is a theory of language that was originally put forward by the analytical philosopher John Langshaw Austin. The main task of speech act theory is to explain how speakers can succeed in what they do despite the various ways in which linguistic meaning is less decisive in its use. In general, speech acts are acts of communication.

In linguistic interactions such as warnings, greetings, requests, conveying information, confirming promises, expressions and so on that occur in everyday life and in reality, we often do not realize that it is clear that speech acts have a broad linguistic scope. The aim is so that speech carried out in action by two or more people as speaker and listener can be mutually understood. As Griffiths (2006) states that "speech acts are the basic units of linguistic interaction such as warning, greeting, applying, telling information, confirming a promise, and other expressions. Every expression that peoples talk about in everyday life is an example of a speech act, but they don't realize it. It is clear that speech acts have a wide scope of language, all sentences spoken by people are speech acts or even the word "Hello" is an example of speech acts to say hello. Therefore, speech acts are used every day, every time, and everywhere in this world. Speech acts are speech that is carried out in action by two or more people as speakers and listeners"

their own opinion about a person's physical condition. Speech acts can describe the speaker's intention with the statements she describes in the sentence and also provide a goal which is the ultimate goal of the desire to be achieved by the speech actuator.”

Researchers will reveal all the statements made by several main characters in the novel "A Perfect Life" by Danielle Steel which represent several types of speech acts that are very interesting to research. How the speaker experiences several experiences in his/her life, what he/she feels, where he experiences several events that influence the storyline in the following novel.

Researchers must read the detailed classification of each type of speech act itself in conducting this research. Reading the novel carefully and collecting all the statements made by several of the main characters is the most important part of analyzing it. Some speech act classifications may not be found in this novel, but the findings that will be obtained from the analysis of this novel are very important to explain so that in the future this thesis can truly provide information for readers.

Blaise, Salima and Simon are three different characters with different backgrounds and life experiences. In a situation, they come together to carry out their respective roles and responsibilities to achieve their goals. During this process, they found many answers that they had not previously thought of or were part of their life plans, feelings of anger, sadness, despair, pessimism dominated them which will be outlined in the research conducted by the author. By reading the novel and taking the essence of the meaning contained in this novel, the author can group several statements which will be matched with the type of speech act as the theoretical basis used in this research.

The object of the research is the types of speech acts in the novel "A Perfect Life" which find the meaning of a perfect life in its true sense and how this meaning is applied in the statements made by the three main characters. based on Danielle Steel's novel, which was published in 2014 as one of America's best-selling and best-selling novels.

1.2. Problem Identification

Based on the research focus, the formulation of the problem:

1. What types of directive, commissive and expressive speech acts are depicted by the main characters in the novel "A Perfect Life" by Danielle Steel?
2. How do directive, commissive and expressive speech acts apply to the main character in the novel "A Perfect Life" by Danielle Steel?

1.3 Objective of the Research

The objective of the research is to describe directive, commissive and expressive speech acts performed by the three main characters and these types of speech acts are applied in the novel by Danielle Steel 'A Perfect Life'.

1.4 Scope

The researcher focus on researching defines problem limitation as follows:

1. The obstacles from the main character to fulfill the speech which means wanting the listener to do what the speaker wants and also having meaning so that the listener understands it.
2. The understanding of the three main characters regarding the process of their life experiences has led them to happiness because they have gone through all the stages of life and problems one by one until they finally understand the meaning of life.

1. 5 The significance of the Research

a. Theoretical use

It is expected that this research can enrich the knowledge as regard the linguistic phenomena especially those which are related to speech acts as a Pragmatic scope.

b. Practical use:

1. Students

This research is expected to give more information related to speech acts.

2. English Department

This research is expected to provide an understanding in studying discourse, especially data taken in legal cases and to be analyzed as teaching and learning materials.

3. Other researchers

This research is expected as a reference to conduct research related to pragmatic analysis

1.6 Definition of Key Terms

To avoid different point of view among the researcher and the reader. Here's the researcher conclude as follows:

Psychological Approach By using a perspective approach through certain opinions or beliefs about human behavior and speech related to their meaning first. This shows that this study looks at the significance of case law discourse for its readers, whether it affects the way of thinking or the lives of the readers or not.

Hierarchy of Need: Research has found that teaching about speech acts can help readers to improve their performance of speech acts and interactions with native speakers from John Roger Searle by using data.

Speech Act of a Novel: Communication relationships from the representative, directive, expressive, commissive and demonstrative aspects are taken from speech acts that direct the listener to understand and want the listener to take the action desired by the speaker

CHAPTER II

LITERATURE REVIEW

This chapter presents a review of related literature. Contains several topics used to support the analysis in this research, which is a necessary source regarding these topics. Namely all types of speech acts from novels using the theory of J.L Austin and John R Searle. The novel as a literary work is a source of data to be analyzed as the research object of this thesis. The cast, setting and time of events are supporting sources for the writer in this research. The emphasis on speech acts described by the three main characters is the basis for this thesis

2.1 Related Theory

2.1.1 Psychology of Literature

A famous philosopher, Noam Chomsky stated literature is one of the most significant means to obtain knowledge, concerning man and his life, his unique experiences, and the idiosyncratic values: "We will always learn more about human life and personality from novels than from scientific psychology" (Lodge, 2002). Kagan & Havemann (1968) describe psychology as the science that systematically studies and attempts to explain observable behavior and its relationship to the unseen mental processes that go on inside the organism and to external events in the environment.

Literature in fields such as history, philosophy, sociology, psychology and so on is a scientific discipline that uses language as a medium to interpret humans and their habits such as existence and culture, personality and individual differences which are always studied and discussed. by writers, philosophers, artists, psychologists and psychiatrists. There is a very strong connection between literature and psychology because both deal with humans and their reactions, perceptions of

the world, misery, desires, anger, pleasure, fear, conflict and reconciliation, individual and social concerns carried out through various concepts, methods and approaches.

Psychology and the study of art will always have to turn to one another for help, and the one will not invalidate the other. Both principles are valid in spite of their relativity (Jung, 1990), in Jesikha, et.al (2018) claim that one of the major tasks for a scientific psychology of traits is to distinguish internal properties of the person from overt behaviors, and to investigate the casual relationships between them. Wellek & Warren (1963) assert that to avoid circularity, it is essential to seek to identify the underlying physiological and social bases of traits, which are the true causal influences on behavior. In the psychological approach, the author's perceptions, dreams, conscious or unconscious mind, the differences between the personality of the author and the author in the text are also taken into consideration.

The meaning of psychology in literature is explained by Wellek and Warren (1963) as 'psychology of literature', we may mean the psychological study of the writer, as type and as individual, or the study of the creative process, or the study of the psychological types and laws present within works of literature, or, finally, the effects of literature upon its readers (audience psychology).

In *Theory of Literature* Wellek and Warren (1977: 81) explain that there are several definitions of literary psychology based on the subject of research, they are:

1. Psychology of literature that studies the psychology of the author as an individual. It means that an author is a human being who cannot be separated from the nature that has the desire and emotion. Based on his passion and emotional background he can create a literary works.

2. Psychology of literature psychology that studies the creative process. It means that this study looks at how the process of a work can be made into a whole literary work.
3. Psychology of literature that studies the types and principles of psychology applied to literary works. It means that this study looks at how topics and case in psychology are applied in the character of literary works.
4. Psychology of literature that studies the influence of literary works on the reader. It means that this study sees the influence of literary work on the reader, whether it affects the way of thinking and the way of life of the reader or not.

Problem complexity can be streamlined by applying psychological theory. People's minds can be moulded through psychology so that they see the issue as a challenge rather than as their fate. The difficulties that people encounter is not as difficult as they think. If people approach issues positively, they can find solutions to every issue. In this situation, psychology plays a significant part in developing a positive way of thinking. Psychology can be used to understand more deeply about message, characterization and other elements of the novel. Psychology can help reveal the reasons for character behaviour (Guerin, 1979: 1).

In this research the author uses the main theory from John R Searle which says that speech act is studying meaning by relating the meaning of the speaker who wants the listener to do what he wants, such as feeling happy, sad, like, dislike, request, invite and others. The author also uses the supporting theory of Geroge Yule which explains expressive speech acts and analyses the feelings of pleasure, pain, likes, dislikes, joy, sorrow, apology from the main characters Blaise, Salima and Simon in Danielle Steel's best-selling novel 'A Perfect Life.

The interesting thing about a human's psyche will definitely never be separated from the feelings described by the George Yule theory, especially expressive speech acts which are generally experienced by told in this novel 'A Perfect Life', how the three main characters Blaise, Salima and Simon in carrying out their life processes are forced into situations that position them to experience and how they get out of trouble. expression as a description of the role of humans on earth as the forerunner of human life as living creatures.

2.2 Speech Act

Direct and indirect expressions have meaning and purpose. why someone conveys a message when speaking and how the speaker wants the listener to understand and even wants the listener to do something according to the speaker's desired goals. One study to analyze an expression is speech acts. Speech acts are part of pragmatics where there are certain goals beyond the words or expressions when a speaker says something. Speech acts are actions that refer to the actions carried out by the resulting utterance. People can perform an action by saying something. The meaning of an utterance in a certain context is conveyed by the speaker and interpreted by the listener.

G. Yule (1996: 4), argues that pragmatics is a field of science that studies the relationship between linguistic forms and the users of those forms. Through this study, it is hoped that one can talk about the meanings that people mean, their assumptions, their intentions or goals, and the types of actions they take when they speak because pragmatics allows humans as language users into language analysis. And another philosopher mentioned Crystal (in Barron, 2003: 7) defines pragmatics as the study of language from the user's point of view, especially the choices they

make, the obstacles they face in using language in social interactions, and the effect their use of language has on other participants in an act of communication.

According to Levinson in Ilham (2012), there are several definitions of pragmatic related to context (1) Pragmatic is the study of those relations between language and context that are grammatical, or encoded in the structure of language. (2) Pragmatic is the study of relations between language and context that a basic to an account of language understanding. (3) Pragmatics is the study of the ability of language user to pair sentences with the context in which they would be appropriate.

In linguistics, a speech act is an utterance that is defined based on the speaker's intention and its effect on the listener. Basically, this is an action that the speaker hopes to provoke in his audience so that it can be used to fulfill the speaker's wishes. This speech act can take the form of a request, warning, promise, apology, greeting, or a number of statements.

In the philosophy of language and linguistics, a speech act is something expressed by someone who not only presents information but also carries out an action. For example, the sentence "I would like a glass of tea, could you give it to me?" is considered a speech act because it expresses the speaker's desire to obtain a cup of tea, as well as conveying a request for someone to give them kimchi. According to Kent Bach, "almost all speech acts are actually the performance of several actions at once, which are differentiated based on different aspects of the speaker's intention: there is the act of saying something, what someone does in saying it, such as asking or promising, and how someone tries to influence their audience." The use of this term today begins with the development of John L. Austin's performative speech and his theory of locutionary, illocutionary and perlocutionary acts. Speech acts carry out their function after being spoken or

communicated. This usually includes actions such as apologizing, promising, ordering, answering, request, complain, warn, invite, refuse, and congratulate.

"In the past three decades, speech act theory has become an important branch of the contemporary theory of language thanks mainly to the influence of J.R. Searle (1969, 1979) and H.P Grice (1975) whose ideas on meaning and communication have stimulated research in philosophy and in human and cognitive sciences.

Standford Encyclopedia of philosophy is as a first approximation, speech acts are those acts that can (though need not) be performed by saying that one is doing so. On this conception, resigning, promising, asserting and asking are all speech acts, while convincing, insulting and growing six inches are not.

In terms of language and linguistics, a speech act is something expressed by someone who not only presents information but also acts as an invitation or command so that the listener can take an action. is considered a speech act because it expresses the speaker's desire to obtain something, as well as conveying a request for someone to give something that the speaker wants. Almost all speech acts are actually the implementation of several actions carried out directly or indirectly.

2.2.2. Definition of Jhon Langshaw Austin

According to Austin (1955:52): All sentences that appear in conversation are included in speech acts as described by. That speech acts consist of propositional statements and the total situation of the utterance. Speech acts are not only focused on conversational sentences but also situations because a sentence has meaning when it is associated with a situation or context. Therefore, when people

analyze speech acts, they cannot separate between activities, situations, and conversations. John Langshaw Austin (1962) and developed by another philosopher John Roger Searle (1969). They maintained that, when using language, people do not only make propositional statements about objects, entities, states of affairs and so on, but they also fulfill functions such as requesting, denying, introducing, in other words, they developed speech act theory from the basic belief that language is used to perform actions. Thus, its fundamental insights focus on how meaning and action are related to language (Schiffrin, 1994: 49).

Speech act theory views language as an action, not as a medium for conveying and expressing. Contemporary speech act theory was developed by J. L. Austin, a British language philosopher, he introduced this theory in 1975 in his famous book 'How to do things with words'. Later John Searle took aspects of the theory to a much higher dimension. This theory is often used in the field of philosophy of language. Austin was the person who put forward the finding that people not only use language to emphasize something but also to do something. And those who follow him go further based on this point.

Jhon L Austin's theory was based on his belief that speakers do not merely use language to say things, but to do things and those utterances could be regarded as speech acts. Austin (1962: 108) states that in issuing an utterance, a speaker can perform three acts simultaneously. They are a locutionary act, illocutionary act and perlocutionary act. Austin himself admits that these three components of utterances are not altogether separable. "We must consider the total situation in which the utterance is issued- the total speech act – if we are to see the parallel between statements and performative utterance, and how each can go wrong. Perhaps indeed

there is no great distinction between statements and performative utterances.”
Austin.

According to Austin (1955:52): All sentences that appear in conversation are included in speech acts as described by. That speech acts consist of propositional statements and the total situation of the utterance. Speech acts are not only focused on conversational sentences but also situations because a sentence has meaning when it is associated with a situation or context. Therefore, when people analyze speech acts, they cannot separate between activities, situations, and conversation. The context of speech act is in the context of situation than explanation. The speech act borrows its ideas from structuralism. The indirect speech act of John Searle was developed based on Austin’s speech act.

2.2.3 Definition of John Robert Searle

John R. Searle, *Intentionality* (New York: Cambridge University Press), In his previous books, *Speech Acts and Expression and Meaning*, John Searle has presented and amplified a theory in the Philosophy of Language that focuses on the structure of speech acts to develop an explanation of linguistic meaning.

Speech acts are speech that has a function in communication. This is one of the important areas of pragmatics. It is also a communicative act that conveys the intended function of the language. Speech acts include functions such as requests, apologies, suggestions, orders, offers, and appropriate responses to these actions. Can also be in the form of speech: apology, greeting, request, complaint, invitation, compliment, or rejection. When we speak, we do things like greet, promise, warn, order, invite, congratulate, advise, thank, insult, and these are known as speech acts. Philosopher John Langshaw Austin Speech act theory is a theory of language

originally proposed by the analytic philosopher John Langshaw Austin.

Speech act theory, Theory of meaning that holds that the meaning of linguistic expressions can be explained in terms of the rules governing their use in performing various speech acts (e.g., admonishing, asserting, commanding, exclaiming, promising, questioning, requesting, warning). Britannia, Speech Act Theory.

Jhon R Searle before was Austin's students. Searle is a major proponent of the speech act theory inherits his ideas from Austin. According to Searle (1969:17-18), the speech act or acts performed in the utterances of a sentence are in general a function of the meaning of the sentence. The meaning of a sentence does not in all cases uniquely determine what speech act is performed in a given utterances of that sentence, for a speaker may mean more than what he actually says, but it is always in principle possible for him to say exactly what he means. Therefore, it is in principle possible for every speech act of performs or could perform to be uniquely determined by a given sentence (or set of sentences), given the assumptions that the speaker is speaking literally and that the context is appropriate.

Searle (1969: 16) states that the production or issuance of a sentence token under certain conditions is a speech act, and speech acts are the basic or minimal units of linguistic communication. Speaking a language is performing speech acts such as making statements,

giving commands, asking questions, making promises, etc. Thus, viewing speech acts as the basic unit of communication allows Searle to explicitly associated speech acts with the study

of language (its production, its interpretation) and meaning (both speaker meaning and linguistic meaning) (Schifrin, 1994: 55).

2.2.4 Types of Speech Act

a. Jhon Langshaw Austin

Austin in his book explains that speech acts have the following types of data used to analyze a language:

1. Locutionary Act

Austin (1962: 108) states that locutionary act is roughly equivalent to uttering a certain sentence with certain sense and reference, which again is roughly equivalent to meaning in the traditional sense. The locutionary acts are acts of speaking in the construction of speech, such as uttering certain sounds or making certain marks, using particular words and using them in conformity with the grammatical rules of a particular language and with certain senses and certain references as determined by the rules of the language from which they are drawn. This is in line with Levinson's statement (1983: 236) that the locutionary act is the utterance of a sentence with determinate sense and reference. Meanwhile, according to Yule (1996: 48), locutionary act is the basic act of utterance. This is the actual words that the speaker uses. John Langshaw Austin (1962) and developed by another philosopher John Rogers Searle (1969). They maintained that, when using language, people do not only make propositional statements about objects, entities, states of affairs and so on, but they also fulfill functions such as requesting, denying, introducing, In other words, they developed speech act theory from the basic belief that language is used to perform actions. Thus, its fundamental insights focus on how meaning and action are related to language (Schiffrin, 1994: 49)

Furthermore, there are three patterns of locutionary act according to which English sentences are constructed. They are declarative if it tells something,

imperative if it gives an order and interrogative if it asks a question. Levinson (1983: 242) says that all languages appear to have at least two of mostly three of these sentences-types. For example, in the sentence “*I’ve just made some coffee*”, the locutionary act is that the speaker utters the statement (declarative) that s/he just made some coffee (Yule, 1996: 48).

2. Illocutionary Act

J.L Austin (1962) The Ordinary Language movement, with its broad claim that the meaning of an expression should be equated with its use, and its desire to transcend traditional philosophical perplexities, did not achieve the revolution of which Austin speaks. Nonetheless one of its enduring legacies is the notion of a speech act.

Austin (1962) says that illocutionary act is an utterance which has a certain force. It is an act performed in saying something. It is the intention behind the words. It is the act of using utterance to perform a function. When saying something, a speaker does not only produce utterance with no purpose. S/he forms an utterance with some kind of function in mind. The formulation of illocutionary act in saying X, s asserts that P (Leech, 1983: 199). *P* refers to the proposition or basic meaning of an utterance. In Yule’s example “*I’ve just made some coffee*”, the speaker makes an offer or statement (Yule, 1996: 48).

Some speech act theorists, including Austin himself, use the idea of illocutionary force. In Austin's original account, the idea remained unclear. rather than the successful execution of an action, which is then thought to require conformity to particular circumstances. According to this conception, the utterance “*I believe it will rain five pounds*” may have illocutionary force even if the interlocutor does not hear it. But it will assume illocutionary force if, and only if

this or that illocutionary act is actually successfully performed.

According to this conception, the interlocutor must have heard and understood that the speaker intends to bet with them so that the utterance has 'illocutionary power'.

If we adopt the idea of illocutionary force as one aspect of meaning, then it appears that the intended 'force' of a particular sentence or utterance is not very clear. If someone says, "It's cold in here," there are several different illocutionary acts that that utterance might address. The speaker may intend to describe the room, in which case the illocutionary force is 'describe'. But he may also mean to criticize someone who is supposed to keep the room warm. Or it may also be intended as a request for someone to close the window. These forces may be interrelated: perhaps by stating that the temperature is too cold one person criticizes another. The performance of an illocutionary act through another person's performance is called an indirect speech act.

3. Perlocutionary Act

According to Austin (1962: 108), perlocutionary act is the achieving of certain effects by saying something. It concerns the effect an utterance may have on the hearer. Put slightly more technically, a perlocution is the act by which the locution and illocution produce a certain effect in or exert a certain influence on the hearer. Still another way to put it is that a perlocutionary act represents a consequence or by-product of speaking, whether intentional or not.

In speech act theory, a perlocutionary act is an action or state of mind caused by a speaker or as a result of him having said something. This is also known as the perlocutionary effect. "The distinction between illocutionary acts and perlocutionary acts is important," says Ruth M. Kempson

S. Cohen (1973) develops the idea of perlocutions as characteristic aims of

speech acts. Perlocutions are characteristic aims of one or more illocution, but are not themselves illocutions. Nevertheless, one speech act can be performed by means of the performance of another.

b. Jhon Roger Searle

Searle (1969: 23-24) starts with the notion that when a person speaks, she/he performs three different acts, i.e., utterance acts, propositional acts, and illocutionary acts. Utterance acts simply consist of uttering strings of words (morphemes, sentences). The ideas expressed through the speaker's words have different meanings according to the explanation of the statement according to correct perception.

Meanwhile, propositional acts (referring, predicating) and illocutionary acts (stating, questioning, commanding, promising, etc.) characteristically consist of uttering words in the sentences in certain context, under certain condition and with certain intention. To these three notions, Searle (1969: 25) adds Austin's notion of the perlocutionary act.

Searle himself holds (see his accounts of promising, referring, and predicating) that conditions for the correct and sincere performance of any particular speech act are determined by the semantical rules of the dialect; and perhaps the need for a concept of a propositional act would disappear altogether once. Speech Act Theory is deeply influential in the modern philosophy of language, linguistics, social theory, Critical Theory, and discourse studies, among others. Some have tried to extend the classification of speech acts based on Searle (Ballmer & Brennenstuhl, 1981).

From Searle's view, there are only five illocutionary points that speakers

can achieve on propositions in an utterance, namely: the assertive, commissive, directive, declaratory and expressive illocutionary points. Speakers achieve the *assertive point* when they represent how things are in the world, the *commissive point* when they commit themselves to doing something, the *directive point* when they make an attempt to get hearers to do something, the *declaratory point* when they do things in the world at the moment of the utterance solely by virtue of saying that they do and the *expressive point* when they express their attitudes about objects and facts of the world. Vanderveken and Kubo (2002)

There is a correlation between illocutionary acts and their consequences or effects on the actions, thoughts, or beliefs, etc. of hearers. Searle (1979: 12-20) classifies the speech acts as the following:

1. Representative

Representative speech acts that the utterances commit the speaker to the truth. of the expressed proposition. The utterances are produced based on the speakers. observation of certain things then followed by stating the fact or opinion based on. the observation

Assertive is a speech act whose utterance binds the speaker to the truth. All the utterances are produced based on the speaker's observations of certain matters which are followed by stating facts or opinions based on these observations. ” Assertive speech act can be noted by some speech acts verb, such as: remind, tell, assert, deny, correct, state, guess, predict, report, describe, inform, insist, assure, agree, claim, beliefs, conclude.” Searle in Levinson (1983: 240)

Searle (1979: 12) states that the point or purpose of the members of the assertive or representative class is to commit the speaker to something’s being the

case, to the truth of the expressed proposition, e.g. stating, boasting, complaining, claiming and reporting. Therefore, testing a representative can be done by simply questioning whether it can be categorized as true or false. This is similar to Yule's definition (1996: 53).

That representatives state what the speaker believes to be the case or not. By performing a representative or an assertive, the speaker makes the words fit the world (belief). For examples,

- a. A president lives in the presidential palace
- b. The ball is round

The two examples represent the world's events as what the speaker believes. Example (a) implies the speaker's assertion that the British queen's name is Elizabeth. In example (b), the speaker asserts that s/he believes that the earth is flat.

Assertive Speech Acts: stating, boasting, complaining, claiming and reporting.

2. Directive

The directive speech act is used when the speaker wants the hearer to do something for him or her. The use of term directive speech acts comes from Searle's view, there are only five illocutionary points that speakers can achieve on propositions in an utterance, namely: the assertive, commissive, directive, declaratory and expressive illocutionary points.

Speakers reach an assertive point when they represent a situation in the world, a commissive point when they commit to doing something, a directive point when they try to get the listener to do something with several sentences that mean to command, instruct either directly or by using other figurative language. Listeners

who understand this sentence will feel called to an emotional connection or a certain purpose. And at the assertive point when they do something in actual circumstances, world at the time of speech is solely based on the speech they use when they want to express their attitude towards objects and facts of the world.

A speech act directive is used when the speaker wants the listener to do something for the speaker. The speaker will use various ways to persuade or invite sympathy so that the listener can take an action aimed at fulfilling his/her desires. Searle in Levinson (1983) "Directives are speech acts that speaker uses to get someone else to do something. These speech acts include requesting, questioning, command, orders, suggesting, inviting."

Searle (1979: 13) states that directives are attempts by the speaker to get the hearer to do something such as ordering, commanding, requesting, advising, and recommending. They express what the speaker wants. According to Yule (1996: 53), by using a directive, the speaker attempts to make the world fit the word (via the hearer). The following sentences are the example of directive:

- a. You may eat all.
- b. Would you make me a cup of tea?
- c. Strom!

Example (a) is a suggestion that has a function to get the hearer to do something as what the speaker suggests, i.e. suggests someone to ask. Meanwhile, in example (b), in saying an interrogative sentence, the speaker has an intention to perform a request that has a function to get the hearer to do something that the speaker wants, i.e. requests someone to make him/her a cup of tea. The speaker does not expect the hearer to answer the question with „yes“ or „no“, but the action of making him/ her a cup of tea. Example (c) is a command to someone to freeze something.

Most people express what they want using representation and direction because the speaker and listener meet each other directly and their speech is expressed spontaneously. Likewise with the results of this research; Blaise as a single parent has a very big interest in being heard by Simon who aims to change Salima's character and of course Blaise is also a woman who has gone very far from her nature, while Balise wants Simon to be able to replace the role of Salima's foster mother who has passed away. Salima performs more directive speech acts. For example: Blaise said, "I have no other choice, I want Salima to be supervised and study while the school is closed, can you do that?" (Ch 2 - 2014), this statement has the meaning of an invitation and at the same time a command carried out by someone who has a superior level in the position when the speaker and listener communicate, so it is classified as an assertive or directive speech act.

Directive Speech Acts: requesting, questioning, command, orders, suggesting, inviting.

3. Commissive

In speech acts that usually occur in conversations between one person and another, they are commissive, often in this communication someone promises, vows or has made an effort that he will do something when he has achieved something. It describes the words of an oath or promise that must be made for the future. Austin (2009) states that commissive are a type of speech act in which the speaker commits to doing something in the future. Commissive speech acts are speech acts characterized by agreement or action where the speaker does something.

Commissive is kind of speech acts that used by the speaker to commit themselves to some future course action. They express the speaker's attention to do

something on some future action. Commissive speech act is used by the speaker to commit themselves to some future course action. It expresses the speaker's attention to do something on some future action. Searle (1979:14)" commissive as the illocutionary acts whose point is to commit the speaker to some future course action." Yule (1996:54)" commissive commit the speaker to some future action.

They express what the speaker intends such as promising, threatening, refusing, pledging, offering, vowing and volunteering. In using a commissive, the speaker undertakes to make the world fit the word by the speaker".

Searle (1979: 14) states that commissive as the illocutionary acts whose point is to commit the speaker to some future course action. Yule (1996: 54) states that commissive commit the speaker to some future action. They express what the speaker intends such as promising, threatening, refusing, pledging, offering, vowing, and volunteering. In using a commissive, the speaker undertakes to make the world fit the words (via speaker). The examples are as follows:

- a. I'll be at the place.
- b. We will not go there.

Example (a) can be a promise that has a function to commit the speaker to some future action, i.e. promise to someone that the speaker will be back after speaking the utterance. Meanwhile, in example (2), the speakers have an intention to perform a refusal. The speakers refuse to do something that the hearer asks

Commissive Speech Acts: promising, threatening, refusing, pledging, offering, vowing and volunteering.

4. Expressive

Expressive speech act is a speech act in which the speaker expresses feeling

and attitude about something such as, asking for an apology, thanking someone, and congratulating someone. Expressive speech acts are important to be analyzed because these acts cannot be separated from human beings in daily conversation.

Expressive is one of the classifications of speech acts that are used to understand what the speaker's feeling. It is the utterances express a psychological state. These According to Yule (1996) expressive are kind of illocutionary act that state what the speaker feels. They express psychological states and can be statements of pleasure, pain, likes, dislikes, joy, sorrow and apologize.

Searle (1979: 15) states that expressive are illocutionary point used to express the psychological state of the speaker. They state what the speaker feels and can be statements of joy, pain, sorrow etc., but also expressions of thanking, apologizing, welcoming, congratulating, etc. (Yule, 1996: 53). In using an expressive, the speaker makes words fit the world (of feeling). The examples are:

- a. I'm really surprise!
- b. Congratulation!

Example (a) is an expression to show sympathy. Example (b) is used to congratulate someone. Example (c) can be used to thank or to appreciate someone.

5. Declaration

In relation to Searle's speech acts, a declaration is an utterance used by a speaker with the purpose of changing a situation in some way once the speech act has been uttered. Declaration can bring about a change in the world. For example, "I now declare you husband and wife."

Yule (1996) defines declaratives are kind of illocutionary acts that change

the world via their utterances. As the example below, the speaker has to have special institutional role, in a specific context such as to pronounce, declare, baptize and sentence. The words that can be indicated into this type are curse, announce, declare, define, appoint, call, bless, nominate, and authorized.

Searle (1979: 16) states that declarations effect immediate changes in the institutional state of affairs that is they change the world via the utterance. According to Yule (1996: 53), the speaker has to have a special institutional role, in a specific context, in order to perform a declaration appropriately; typically, examples include excommunicating, declaring war, marrying, firing from employment, nominating, etc. Some examples of utterances classified as declarations are:

- a. Boss: "You did well"
- b. Umpire: "Time out!"

Utterance (a) and (b) bring about the change in reality and they are more than just a statement. Utterance (a) can be used to perform the act of ending the employment and (b) can be used to perform the ending of the game.

Searle's classification of illocutionary acts is used because it is actually a modification of Austin's general theory of speech acts. Searle's classification is based on what the speaker to imply in his or her utterances. Besides, this classification is more specific and details than other classifications. Declaratory Speech Acts: curse, announce, declare, define, appoint, call, bless, nominate, and authorized.

Declaration Speech Acts: curse, announce, declare, define, appoint, call, bless, nominate, and author