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THE REALIZATION OF SPEECH ACT IN THE LITTLE WOMEN BY GERONIMO STILTON

A THESIS

Submitted to the English Language Teaching Department
Tarbiyah and Teacher Training Faculty, Syekh Nurjati State Islamic
Institute Cirebon in Partial Fulfillment of the Requirement of
Undergraduate Degree



Submitted by:

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ABSTRACT

Tina Rahmawati. 14121310367. The Realization of Speech Act in the Little Women by Geronimo Stilton.

This research deals with analyzing the types of speech act in the *Little Women by Geronimo Stilton*. The aim of this study is to identify the types of illocutionary acts that produced by the characters in the *Little Women by Geronimo Stilton* based on Searle's speech act classification. They are representative, directive, commissive, expressive, and declarative. The analysis mainly uses qualitative research. The study of document as the technique of collecting data. The data of this research taken from the novel *Geronimo Stilton's Little Women*.

The result of the study shows that there are 84 utterances containing five types of speech acts that produced by the characters in the *Little Women by Geronimo Stilton*. Those are representative, directive, commissive, expressive, and declarative. (1) The representative verbs used in the novel are believe, agree, inform, predict, conclude, assert, tell, and deny. This speech act is the most frequently used by the characters in the novel, especially the representative verb tell. The representative speech act is used in 28 utterances out of 84 or 33%. (2) The directive verbs used in the novel are ask, command, suggest, beg, and request. The directive speech act is used in 27 utterances out of 84 or 32%. This speech act is the second frequently used by the characters in the novel. (3) The commissive verbs used in the novel are commit, offer, promise, and reject. The commissive speech act is used in 18 utterances out of 84 or 22%. (4) The expressive verbs used in the novel are apologize, fear, and dislike. The expressive speech act is used in 9 utterances out of 84 or 11%. (5) The declarative speech act is the most rarely used in the novel. The declarative verbs used in the novel are declare and announce. The declarative speech act is used in 2 utterances out of 84 or 2%.

Keywords: *Classification of speech act, Speech act verbs, Geronimo Stilton's Little Women*



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RATIFICATION

This thesis which entitled “**The Realization of Speech Act in the Little Women By Geronimo Stilton**” written by Tina Rahmawati, student number 14121310367 has been examined on January 30th 2017. It has been accepted by the broad of examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah and Teacher Training Faculty, Syekh Nurjati State Islamic Institute Cirebon*.

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CHAPTER I INTRODUCTION

This chapter introduces the nature of present study and theoretical foundation of the research. It begins with research background, focus of the research, questions of the research, aims of the research, significance of the study, previous studies, theoretical foundation, and research method.

1.1 Research Background

Speech acts might be seen as a pragmatics phenomenon in the sense that they challenge the notion that there is a one to one correspondence between a form and its function (Grundy, 1995: 105). Studying speech acts is not a nonsense, according to Searle (1977: 16) “the reason for concentrating on the study of speech acts is simply this: all linguistic communication involves linguistic acts.” Therefore, studying speech acts is very important because everyday we concern with linguistic communication.

According to Austin (1955:94), “there are three things we do when we use language in communication.” He identifies three levels of action beyond the act of utterance in communication, those are: the act of saying something, what one does in saying it and what one does by saying it. He then classifies these into the ‘locutionary’, ‘illocutionary’, and ‘perlocutionary’ act. Those classification called by speech act. The act of saying something or locutionary act is the ability to perform the act of saying something. While illocutionary act is the ability to perform and act to say something, and then we have specific effects on the hearer as a consequence of the interaction is called perlocutionary act.

Through research in this area, there is a phenomenon that appears on speech act area in English Language Teaching Department. That is the students did not understand how to classify types of speech act in written text. It is based on the researcher’ experience when the researcher learnt in the learning process in the class. According to Ary, et al., (2010: 44) states that “Among the most fruitful sources for beginning researchers are their own experiences as educational practitioners”. Therefore, the researcher interested to research this area.



In understanding conversation in novel, a reader cannot be separated from the context of utterance because a deep understanding of the conversation in the novel cannot be gained if the reader does not know the context in which the utterance is being uttered. In a novel, the utterances among the characters are not quite different from those utterances that are spoken by people in their daily life. Therefore, the utterance in novel can be divided in certain speech acts based on Searle's classification.

The research in the speech act area has been conducted by some researchers. They are Ainurrohmah (2011), Keylli Kristani (2012), Usep Muttaqin (2013), and Imam Santoso (2014). The first researcher is Ainurrohmah (2011). She investigated the use of illocutionary acts in the novel entitled *NewMoon*. This research focused on the using of illocutionary acts in Stephenie Meyer's *New Moon* based on Searle's speech act classification. The second researcher is Keylli Kristani (2012). She investigated the directive speech acts in the movie *Sleeping Beauty*. This study focused on how often the directive speech acts performed and which type of directive speech acts that are most frequently used in the movie. The third researcher is Usep Muttaqin (2013). He investigated a speech act of Zaid's utterances in Moustapha Akkad's movie *The Message*. This study focused on the analyzed actions people perform while producing their utterances in a movie dialogues entitled *The Message*. The last researcher is Imam Santoso (2014). He investigated speech acts on short stories. This study focused on writing short stories in teen magazines.

There are several reasons why the researcher choose the topic about types of speech acts in the *Little Women by Geronimo Stilton* to research. They are:

First, communication involves linguistic acts. Thus, the researcher wants to investigate what actions are performed through language for communication among people. According to Searle (1977:16) "the reason for concentrating on the study of speech acts is because all linguistic communication involves linguistic acts. Speech act is the study dealing with meaning, so in order to make a good communication between the speaker and the addressee we have to be carefully in catching the meaning."



Second, the researcher wants to identify the speech acts in different contexts. This is implemented through analysis the researcher would do through this research. As knowing the use of speech acts in different context means that we try to view a sentence not only from literal meaning but also from different way through pragmatics view. For example: when someone says “the weather is so hot”, in the literal meaning it means that he/she just wants to say that the weather is really hot and just wants to talk that how really hot the weather that day is. Different in pragmatics view, in this case the utterance can be interpreted that the speaker feels hot and he/she wants to protect his or her body from the sunshine or it can be he/she wants to hearer do something to him/her, such as open the window or turn on the fan.

Third, the researcher wants to know the use of language based on the literary works. One of them is a famous novel of *Geronimo Stilton's Little Women*. It is adapted from the novel Louisa May Alcott. It is true that literary works reflect the reality, but they work in different way depending on the writer's view. Besides that, novel can be used to teach reading comprehension or even speaking. By understanding the meaning of language in the novel, at least the students who study English would be able to use language based on the context or situation.

1.2 Focus of the Research

In this research, the researcher focused on the five types of illocutionary acts in the *Little Women by Geronimo Stilton*. Those are representative, directive, commissive, expressive, and declarative. Those classification based on Searle's speech act classification. The limitation here is used to make the result of the study be more specific.

1.3 Questions of the Research

This research is formulated in the research questions as follows :

- 1) What types of speech acts are produced by the characters in the *Little Women by Geronimo Stilton*?
- 2) How are such types of speech acts realised in the *Little Women by Geronimo Stilton*?



1.4 Aims of the Research

The researcher has two aims of this research as follows:

- 1) To identify types of speech acts are produced by the characters in the *Little Women by Geronimo Stilton*
- 2) To identify how types of speech act realised in the *Little Women by Geronimo Stilton*

1.5 Significance of the Research

The significance of this research is viewed through theoretically and practically. Theoretically, the result of this research is expected to contribute on the development of pragmatics study, especially on how to analyze text using the speech act theory. Practically, the result of this research is hoped to be useful for English teachers. They can make the result of this research as the source for teaching materials, especially about speech acts. Besides that, this research can be useful for English students to comprehend about speech act. This research also hopefully can give valuable contribution to the future researchers who are interested in speech acts. After having conducted the research, it hopefully gets some usefulness whether for the researcher herself or the Islamic Institute (IAIN Syekh Nurjati Cirebon) as an institution to develop the students' knowledge in teaching and learning process of English subject, especially in discourse analysis.

1.6 Previous Studies

Before conducting the research, the researcher provides some previous studies in speech act area to avoid the repetition studies and to know the position of this research. There are many researchers that have investigated in speech act area. Some of them are Ainurrohmah (2011), Keylli Kristani (2012), Usep Muttaqin (2013), and Imam Santoso (2014).

Ainurrohmah (2011) investigated the use of illocutionary acts in the novel entitled *New Moon*. This research focused on the using of illocutionary acts in Stephenie Meyer's *New Moon*. The aim of the study is to identify and analyze the use of illocutionary acts in Stephenie Meyer's *New Moon* based on Searle's speech act classification. This research used the qualitative study. The result of the study showed that there are 219 utterances containing the illocutionary acts.



Those are 95 utterances or 43.38% from the total data for representative speech act with the speech act verbs used are: state, deny, assert, agree, inform, assure, conclude, report, predict, tell, guess, describe, claim, and remind. Then followed by directive speech act with 49 utterances or 20.37% data, and the speech act verbs used are: suggest, question, ask, beg, and order. Commissive speech act used in 25 utterances or about 18.71% with the common verbs used like: offer, commit, promise, and reject. Meanwhile expressive speech act used in 41 utterances or 11.42% with speech act verbs used are: greet, surprise, like, fear, apology, thank, regret, and praise. The last is declarative speech act with only 9 utterances found or only 4.11% from the total data. The common speech act verbs used are: curse, announce, declare, and define.

Keylli Kristani (2012) investigated the directive speech acts in the movie *Sleeping Beauty*. This study focused on how often the directive speech acts performed and which type of directive speech acts that are most frequently used in the movie. The aims of this study is to identify the directive speech acts performed in *Sleeping Beauty* movie. The methodology of this study used qualitative method by collecting data from watching the movie, analyzing the body movement and the dialogues of each characters, read the script and library research. The result of this study showed that the directive speech acts of ordering was the most frequently used in the movie (21,6%). The least frequently used directive speech acts was inviting directive speech acts (0,7%).

Usep Muttaqin (2013) investigated a speech act of Zaid's utterances in Moustapha Akkad's movie *The Message*. This study focused on the analyzed actions people perform while producing their utterances in a movie dialogues entitled *The Message*. The aims of this study is to identify a speech act of Zaid's utterances in Moustapha Akkad's movie *The Message*. The methodology of this study used qualitative research. In collecting the data, the researcher used observation and documentation. The analysis of the data was based on the theory of speech act, including the theory of felicity condition and kinds of speech act, proposed by Searle. Then, the result of this study showed that Zaid performed four types of speech act in the dialogues of the movie. They were representatives,



directives, commissives, and declarations. The most frequently speech acts performed by Zaid in the dialogues of the movie was representative.

Imam Santoso (2014) investigated speech acts on short stories. The study was focused on writing short stories in teen magazines. Many authors began to produce writings teens through the teen magazines or through the internet directly. The purpose of this study to find out appropriate classification pragmatic communicative functions existing in the short stories for teens where us can to find out more what the short stories using the classification of teenagers, especially in speech acts expressed what they think in communicating. This finding speech acts in this story expressed emotions, sadness, happy and expectation to the reaction of his interlocutor speech act. The study was taken the data from a teen magazine Creative and Smart with different volumes. This study employed qualitative analysis of the data.

These previous studies mostly have shown the analysis of speech acts in movie and video scripts. However, in this current study focused on the analysis of speech acts in novel. In this study, the researcher take a gap and position on the area. It is analysis of speech act in the *Little Women by Geronimo Stilton*. The researcher focused on types of illocutionary acts. Based on the reasons and statement above, the researcher tried to identify types of illocutionary acts are produced by the characters in the *Little Women by Geronimo Stilton* and to identify how illocutionary act realised in the *Little Women by Geronimo Stilton*.

1.7 Theoretical Foundation

In this part, researcher presents the theoretical foundation. It deals with the definition of discourse analysis, pragmatics, speech act, classification of illocutionary acts, and definition of novel, which are considered to be a valid basis and expected to strengthen the research findings and data analysis.

1.7.1 Discourse Analysis

Knowing a language also permits combining sentences together to express complex thought and ideas. These larger linguistic units are called discourse. The study of discourse or discourse analysis, is concerned with many aspects of linguistics performance as well as linguistic competence.



Discourse analysis involves question of style, appropriateness, cohesiveness, rhetorical force, topic/subtopic structures, differences between written and spoken discourse, and so on.

According to Paltridge (2000: 3), discourse analysis can help us explain the relationship between what we say and what we mean, and understand, in a particular context. It can also give us the tools to look at larger units of texts such as patterns of vocabulary and textual organisation that are typical of particular uses of language. Discourse analysis, then, can take us into what Riggensbach (1999) calls the 'bigger picture' of language description that is often left out of more micro-level descriptions of language use. It can take us into the social and cultural settings of language use to help us understand particular language choices. That is, it can take us beyond description to explanation and help us understand the rules of the game that are part of the knowledge users of a language draw on in their everyday communications (Bhatia 1999 as cited in Paltridge, 2000: 3).

The *Longman Dictionary of Language Teaching and Applied Linguistics* describes discourse as a general term for language that has been produced as the result of an act of communication (Richards, et al. 1992: 111 as cited in Paltridge, 2000: 3). In their view, whereas grammar refers to the rules a language uses to form grammatical units such as clause, phrase and sentence, discourse refers to larger units of language such as paragraphs, conversations, and interviews.

McCarthy and Carter, in *Language as Discourse: Perspectives for Language Teaching* (1994: 1) as cited in Paltridge (2000: 4) define discourse as:

A view of language which takes into account the fact that linguistic patterns exist across stretches of text. These patterns of language extend beyond the words, clauses and sentences which have been the traditional concern of much language teaching. The view of language we take is one which focuses, where appropriate, on complete spoken and written texts and on the social and cultural contexts in which such language operates.



McCarthy (1980:5) described that discourse analysis is concerned with the study of the relationship between language and the contexts in which it is used. It grew out of work in different disciplines in the 1960s and early 1970s, including linguistics, semiotics, psychology, anthropology and sociology. Discourse analysts study language in use: written texts of all kinds, and spoken data, from conversation to highly institutionalized forms of talk.

McCarthy (1980:12) continued his points that discourse analysis is not only concerned with the description and analysis of spoken interaction. In addition to all our verbal encounters we daily consume hundreds of written and printed words: newspaper articles, letters, stories, recipes, instructions, notices, comics, billboards, leaflets pushed through the door, and so on. We usually expect them to be coherent, meaningful communications in which the words and/or sentences are linked to one another in a fashion that corresponds to conventional formulae, just as we do with speech; therefore discourse analysts are equally interested in the organisation of written interaction.

In this case, Fairclough (1992:3) identified that in social theory and analysis, for example, discourse has been used to refer to different ways of structuring areas of knowledge and social practice. In linguistics, discourse has been defined and used in various ways. *First*, discourse has been defined as a communicative routines interaction. *Second*, discourse has been used to refer to different type of language used in different sorts of social situations, such as newspaper discourse, advertising discourse, classroom discourse, etc.

Discourse also describe as patterns of language across text: e.g. paragraph structure, organization of whole text, rules for opening and closing conversations, rules for taking turns in a conversation, patterns of vocabulary, linking words, pronouns for backward reference, the way language reflects different view of the world and different understanding (Paltridge, 2000: 7).



According to Paltridge (2012:12) discourse analysis examines patterns of language across texts and considers the relationship between language and the social and cultural contexts in which it is used. Discourse analysis also considers the ways that the use of language presents different views of the world and different understanding. It examines how the use of language is influenced by relationship between participants as well as the effect the use of language has upon social identities and relations. It also considers how views of the world, and identities are constructed through the use of discourse.

Discourse analysis, then, is the analysis of language use (Brown and Yule 1983 as cited in Paltridge, 2000: 4). It also examines how stretches of language become meaningful and unified for their user (Cook 1989). Discourse analysts also consider the relationship between language and the contexts in which it is used and are concerned with the description and analysis of both spoken and written interactions (McCarthy 1991).

1.7.2 Pragmatics

The term *pragmatics* is difficult to define, that is why many linguists have their own definition in defining this term. Leech (1983:76) views that “language consists of grammar, vocabulary, and pragmatics.” He then defines “pragmatics as a set of strategies and principles for achieving success in communication by the case of grammar.” Therefore, pragmatics is interested in the process of producing language and in its procedures, not just in the end – product, language.

Another definition is proposed by Fasold (1990:119) states that “pragmatics is the study of the use of context to make inferences about meaning. The context in which an utterance is made is also an important factor in sentence.” Therefore, the meaning of language in utterance cannot be separated with the context. It causes when the same utterance is uttered in different context, it will also have different meaning. In other word, “pragmatics relates to meaning in interaction since this takes into account of the different contributions of both speaker and hearer as well as that of utterance and context to the making of meaning” (Thomas, 1995:23).



Pragmatics is concerned with the study of meaning communicated by speaker and interpreted by a listener. It has consequently, more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves (Yule, 1996: 3). Pragmatics is defined by Crystal (1992: 271) as “the study of the principles governing the communicative use of language, especially as encountered in conversations”. Therefore, pragmatics is study of relationship between language and context that are relevant to the writing and grammar.

Yule (1996: 3) states that there are four areas that pragmatics are concerned with. These four areas of pragmatics will be explained as follows:

- 1) Pragmatics is concerned with the study of meaning as communicated by a speaker and interpreted by a listener. It has more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves. *Pragmatics is the study of speaker meaning.*
- 2) This type of study necessarily involves the interpretation of what people mean in a particular context and how the content influence what is said. It requires a consideration of how speakers organize what they want to say in accordance with who they are talking to, where, when, and under what circumstance. *Pragmatics is the study of contextual meaning.*
- 3) This approach also necessarily explores how listeners can make inferences about what is said in order to arrive at an interpretation of the speaker’s intended meaning. This type of study explores how a great deal of what is unsaid is recognized as part of what is communicated. That is the investigation of invisible meaning. *Pragmatics is the study of how more gets communicated than is said.*
- 4) This perspective then raises the question of what determines the choice between the said and the unsaid. The basic answer is tied to the notion of distance. On the assumption of how close or distant the listener is, speakers determine how much needs to be said. *Pragmatics is the study of the expression of relative distance.*



According to Yule (1996: 4) pragmatics is the study of the relationships between linguistic forms and the users of those forms. It is a subfield of linguistics which studies the ways in which context contributes to the meaning. Therefore, studying language via pragmatics is that one can talk about people's intended meanings, their assumptions, their purposes or goals, and the kinds of actions that they are performing when they speak.

Pragmatics is distinguished from semantics in being concerned with meaning in relation to a speech situation (Leech, 1983:15). This phenomenon can be viewed from a criterion of a speech situation. They are addressers, the context of an utterance, and the goals of an utterance as a product of a verbal act. Those elements are composed as a notion of a speech situation and perhaps other elements as well, such as the time and the place of the utterance. In other word, pragmatics is mostly focused on the process of producing language and its producers, not just in the language itself.

Pragmatics has known as the area of investigation a number of aspects of language use that consider under the heading of discourse. Pragmatics is especially interested in the relationship between language and context (Paltridge, 2000:5). It includes the study of how interpretation of language depends on knowledge of the world, how speakers use and understand utterances, and how the structure of the sentence is influenced by relationships between speakers and hearers (Richards, et al. 1992 as cited in Paltridge 2000: 5). Pragmatics also describe as meaning in context: e.g. the relationship between what we say, what we mean, and what we understand according to a particular context or situation (Paltridge, 2000: 7).

Pragmatics is concerned with the use of these tools in meaningful communication and also it is about the interaction of semantic knowledge with our knowledge of the world, taking into account contexts of use. It means that pragmatics is the study of utterance meaning (Griffiths, 2006: 1-6). Pragmatics also concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader), this type of study necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said. It is explores



how a great deal of what is unsaid is recognized as part of what is communicated (Yule, 1996: 3).

Fromkin (1999:182) pointed out that pragmatics is concerned with the interpretation of linguistic meaning in context. Two kinds of contexts are relevant. The first is linguistic context – the discourse that precedes the phrase or sentence to be interpreted. Taken by itself, for example, the sentence:

Amazingly, he already loves her.

It is essentially uninterpretable. There are no referents for *he* and *her* and the reason for *amazingly* is vague. But if the sentence preceding it were *Jhon met Mary yesterday*, its interpretation would be clearer.

John met Mary yesterday.

Amazingly, he already loves her.

The discourse suggests the second kind of context – situational, or knowledge of the world. To fully interpret the sentences the listener must know the real-world referents of *John* and *Mary*. Moreover, the interpretation of *amazingly* is made clear by the general belief of knowledge that a person ordinarily needs more than a day to complete the act – the completion indicated by *already* – of falling in love.

Then, situational context includes the speaker, hearer, and any third parties present, along with their beliefs and their beliefs about what the others believe. It includes the physical environment, the subject of conversation, the time of day and so on.

Historically, pragmatics originated in the philosophy of language and concerned itself with isolated utterances, but its contemporary linguistic importance lies in its approach to the analysis of discourse, although this has mainly been restricted to conversation. However, the relevance of pragmatics to writing lies in the ways particular texts features can be seen as signalling contextual presuppositions or shared meanings, which provide an interpretive framework for understanding written discourse.

While researcher in pragmatics have not generally been active in studying writing, many of its central concepts have been applied to written text. The goal has been to understand better the ways that writers interact with



readers by drawing on and manipulating common ground and cultural understandings.

Pragmatics processes such as speech acts, relevance, cooperation, reference and politeness provide ways to analyse how writers seek to encode their messages for a particular audience, how readers make inferences when seeking to recover a writer's intended meaning. For example, speech act theory has contributed the idea that linguistic communication involves not only surface forms but the way these forms work to gain the reader's recognition of the writer's intention in the context of the discourse. Thus in persuasive writing, a writer not only wants his or her words to be understood, but also to be accepted. Those condition might be accomplished by various features such as hedges, boosters, attitudinal lexis, and so on, which can mark consideration for the reader or appeal to common cultural understanding based on a shared professional or personal relationship.

Pragmatics thus points to the possible analysis of recurring patterns of spesific text features, supported by discourse-based interviews with users of these texts, to identify the ways that writers engage with their readers by constructing a shared reality. But while such a programme promises to reveal a great deal about the nations of context and inference in writing, much of this value remains largely potential and awaits further research.

1.7.3 Speech Acts

According to Austin (1962), speech acts as the action which is performed in saying something. He also stated that saying something can be detected as doing something. Speech act refers to what is done when something is said; for example, warning, threatening, promising, and requesting (Toolan, 1997: 250). In other hand, the meaning of speech act are these basic units of linguistic interaction such as give a warning to, greet, apply for, tell what, confirm an appointment (Griffiths, 2006: 148). Therefore, speech act is the action that speaker accomplishes when using language in context, the meaning of which is inferred by hearers.

Griffiths (2006: 148) also states that speech acts can be done in writing, not only in speaking. For instance, the New Year wish "Happy New Year!",



would be equally appropriate printed in a card or spoken. The utterance on the New Year wish is based on single sentence. The sentence is the level of language that speech acts are tied to (Verschueren 1999: 131), which means that an average ceremonial speech or political speech is not a speech act, but a sequence of speech acts.

Austin developed his theory of speech acts. He made important observation. Austin observed that there are ordinary language declarative sentence that resist a truth-conditional analysis in similar fashion. The point of uttering such sentences is not just to say things, but also actively to do things. According to Austin (1996), he called them performatives and he distinguished them from assertions, or statement making utterances, which he called constatives.

Austin expressed that language can be used to perform actions through his distinction between constative and performative utterances. Constative utterances describe or report events and states of affairs in the world. However, performative utterances do not describe or report anything at all are not true or false and the uttering of the sentence is, or is part of, doing of an action, which again would not normally be described as, or as just saying something (Cummings, 2005: 6).

Austin concluded that constatives are nothing but a special class of performatives, and that two-way distinction between performatives, as action-performers, and constative, as truth-hearers, can no longer be maintained. Consequently, Austin claimed that all utterances, in addition to meaning whatever they mean, perform specific acts via the specific communicative force of an utterance. Furthermore, he introduced threefold distinction among the act on simultaneously performs when saying something, they are locutionary act, illocutionary act, and perlocutionary act.

Austin argues that there are three kinds of act which occur with any sentence or utterance (Paltridge, 2000: 16). These are the locutionary act, the illocutionary act, and the perlocutionary act. The locutionary act refers to the referential or factual meaning of the sentence. That is, the literal meaning of the actual words, such as in 'it's cold in here', referring to the temperature, or



‘There’s food on the stove’ referring to the location of the food. The illocutionary act refers to the speaker’s intention in uttering the words, such as a request to close to close the door, or an offer of something to eat. Then, the perlocutionary act refers to the effect this utterance has on the thoughts or actions of the other person, such as someone actually closing the door, or helping themselves to the food.

1.7.3.1 Locutionary Act

Locutionary act is called by *the act of saying something*. According to Austin (1996), a locutionary act is roughly equivalent to uttering a certain sentence with a certain sense and reference, which again is roughly equivalent to meaning in the traditional sense. To the extent that a speaker who says “the dangerous dog is in the garden” is producing a sentence the meaning of which is based on reference to a particular dog and garden in the external world (Cummings, 2005: 7). This utterance is one of the examples of locutionary act. It is because locutionary act just producing a sentence. If an addresser says that utterance in the garden, an addressee gets a thought that he has to be careful. In other occasion, if an addresser says it in the room, it would be merely information. Therefore, this utterance include into locutionary act, because the context is not clear.

1.7.3.2 Illocutionary Act

Illocutionary act is called by *the act of doing something*. It is not only used for informing something, but also doing something as far as speech event was accurate considered. The illocutionary act carried out by a speaker meaning of an utterance is the act viewed in terms of the utterance’s significance within a conventional system of social interaction (Hurford, 1983: 244). The illocutionary act refers to the type of function the speaker intends to fulfill, or the type of action the speaker intends to accomplish in the course of producing an utterance.



1.7.3.3 Perlocutionary Act

Perlocutionary act is called by *the act of affecting something*. As Paltridge (2000: 16) states that perlocutionary act refers to the effect this utterance has on the thoughts or actions of the other person (such as someone actually closing the door, or helping themselves to the food). Perlocutionary act concerns the effect an utterance may have on the addressee. A perlocution is the act by which the illocution produces a certain effect. It represents a consequence or by-product of speaking, whether intentional or not. Therefore, perlocutionary act is hearer's behavioral response to the meaning of utterance. It can be a physical or verbal response, perhaps merely a mental or emotional response of some kind. As with illocutionary act the effect associated with a perlocutionary force of the utterance.

Although important to a complete understanding of speech act, perlocutionary act are fortunately, poorly understood at the present time. Perlocutionary act would include such effects as persuading, embarrassing, intimidating, boring, irritating, or inspiring the hearer. For instance a bartender utters the words, 'The bar will be closed in five minutes'. Perlocutionary acts are performed with the intention of producing a further effect. The bartender intends to be performing the perlocutionary acts of causing the patrons to believe that the bar is about to close and of getting them to want and to order one last drink. He is performing all these speech acts, at all three levels, just by uttering certain words.

1.7.3.4 Classification of Illocutionary Act

In John Searle (1977) article *Classification of Illocutionary Acts*, Searle states the following: "The primary purpose of this paper is to develop a reasoned classification of illocutionary acts into certain basic categories or types". Searle takes the exception to Austin's original classification into *verdictive, expositive, exercitive, behavities, and commissive* acts.



- 1) *Verdictives*, are typified by the giving of a verdict, as the name implies, by a jury, arbitrator, or umpire. But they need not be final, they may be, for an example: an estimate, reckoning, or appraisal.
- 2) *Exercitive*, are the exercising of powers, right, or influence. For examples are appointing, voting, ordering, urging, advising, warning, etc.
- 3) *Commissive*, are typified by promosing or otherwise undertaking, they commit you to doing something, but include also declarations or announcements of intention.
- 4) *Behavities*, are a very miscellaneous group, and have to do with attitudes and social behaviour. For exampes are apologizing, congratulating, commending, cursing, and challenging.
- 5) *Expositive*, they make plain how our utterances fit into the course of an argument or conversatiion, how we are using words, or in general, are expository. For examples are ‘I reply’, ‘I argue’, ‘I concede’, ‘I illustrate’, ‘I assume’.

(Austin, 1962: 150-151)

Among other things, Searle criticize Austin for operating with overlapping criteria, for categories that do not satisfy the definition of the category, and so on. The five types of speech act are further explained below.

- 1) *Representatives* are those kinds of speech act that commit the speaker to truth of the expressed proposition, and thus carry a truth-value. They express the speakers’s belief. In performing this type of speech act, the speaker represents the world as he or she believes it is.
- 2) *Directives* are those kinds of speech act that represent attempts by the speaker to get the addressee to do something. They express the speaker’s desire for the addressee to do something. Paradigmatic cases include advice, commands, orders, questions, and requests. In using directive, the speaker intends to elicit some future course of



action on the part of the addressee, thus making the world match the world via the addressee.

- 3) *Commissives* are those kinds of speech act that commit the speaker to some future course of action. They express the speaker's intention to do something. Paradigmatic cases include offers, promises, refusals, and threats.
- 4) *Expressives* are those kinds of speech act that express a psychological attitude or state in the speaker such as joy, sorrow and likes or dislikes. Paradigmatic cases include apologizing, blaming, congratulating, praising, and thanking. This type of speech act in performing the act of an expressive, the speaker makes known what he or she feels, thus rendering the world to fit the world of feeling.
- 5) *Declaratives* are those kinds of speech act that effect immediate change in some current state of affairs. Because they tend to rely on elaborate extralinguistic institutions for their successful performance, they may be called institutionalized performatives.

Another source is proposed by Searle as cited in Paltridge (2000: 25-26) classified five types of speech act, they are:

- 1) *Representative*: utterances which commit the speaker to the truth of a particular proposition, such as asserting.
- 2) *Directives*: utterances which attempt to get someone to do something. Such as ordering.
- 3) *Commissive*: utterances which commit the speaker to a future course of action, such as promising.
- 4) *Expressive*: utterance which express a particular psychological state, such as apologizing.
- 5) *Declaration*: utterance which bring about an immediate change in a state of affairs, such as excommunicating.

Meanwhile, in another source in Yule (1996: 53-54) also says that there are five types of general functions performed by speech acts: *declaration, representatives, expressive, directives, and commissive*.



- 1) Declarations are those kinds of speech acts that change the world via their utterance. The speaker has to have a special institutional role, in a specific context, in order to perform a declaration appropriately.

For example:

- Priest : I now pronounce you husband and wife.
- Referee : You're out!
- Jury Foreman : We find the defendant guilty.

In using a declaration, the speaker changes the world via words.

- 2) Representatives are those kinds of speech acts that state what the speaker believes to be the case or not. Statements of fact, assertions, conclusions, and descriptions are all examples of the speaker representing the world as he or she believes it is. For example:

- The earth is flat.
- Chomsky didn't write about peanut.
- It was a warm sunny day.

In using a representative, the speaker makes words fit the world (of belief).

- 3) Expressive are those kinds of speech acts that state what the speaker feels. They express psychological states and can be statements of pleasure, pain, likes, dislikes, joy or sorrow. For example:

- I'm really sorry!
- Congratulations!
- Oh, yes, great, mmmm, ssahh!

In using an expressive, the speaker makes words fit the world (of feeling).

- 4) Directives are those kinds of speech acts that speakers use to get someone else to do something. They express what the speaker wants. They are commands, orders, requests, suggestions, and they can be positive or negative. For example:

- Gimme a cup of coffee. Make it black.
- Could you lend me a pen, please?
- Don't touch that.



In using directives, the speaker attempts to make the world fit the words (via hearer).

5) Commissive are those kind of speech acts that speakers use to commit themselves to some future action. They express what the speaker intends. They are promises, threats, refusals, pledges, and they can be performed by the speaker alone, or by the speaker as a member of a group. For example:

- I'll be back.
- I'm going to get it right next time.
- We will not do that.

In using a commissive, the speaker undertakes to make the world fit the words (via the speaker).

Searle has introduced the notion of an 'indirect speech act', which in his account is meant to be, more particularly, an indirect 'illocutionary' act. Applying a conception of such illocutionary acts according to which they are (roughly) acts of saying something with the intention of communicating with an audience, he describes indirect speech acts as follows: "in indirect speech acts the speaker communicates to the hearer more than he actually says by way of relying on their mutually shared background information, both linguistic and nonlinguistic, together with the general powers of rationality and inference on the part of the hearer" (Searle, 1975:60).

In connection with indirect speech acts, Searle introduces the notions of 'primary' and 'secondary' illocutionary acts. The primary illocutionary act is the indirect one, which is not literally performed. The secondary illocutionary act is the direct one, performed in the literal utterance of the sentence (Searle, 1985). In the example:

- (1) Speaker X: "We should leave for the show or else we'll be late."
- (2) Speaker Y: "I am not ready yet."

The primary illocutionary act is Y's rejection of X's suggestion, and the secondary illocutionary act is Y's statement that she is not ready to leave. By dividing the illocutionary act into two subparts, Searle is able to explain that



we can understand two meanings from the same utterance all the while knowing which the correct meaning to respond to is.

Searle, in his doctrine of speech act, attempts to explain how it is possible that a speaker can say something and mean it, but additionally mean something else. This would be impossible, or at least it would be an improvable case, if in such a case the hearer had no chance of figuring out what the speaker means (over and above what she says and means). Searle's solution is that the hearer can figure out what the indirect speech act is meant to be, and he gives several hints as to how this might happen.

The study of speech act is the study how to do thing with utterances. In making utterance, speaker does not only speak but also has meanings and effects for listener. Speaker hopes to respond from listener. For example:

Jack : "I will come to your house tomorrow"

Jill : "Oh, yeah"

On example above, speaker only said to his friend "I will come to your house tomorrow". He does not add his utterance more specific. Whereas he can add sentence such as "You should be at home at five o'clock" or you "You should serve me goodly". The listener may be confuses and cannot catch the intent of the speaker. Listener will interpret that it is just murmur of the speaker or more than that listener think every possible meaning besides utterance. Speech act was not an utterance that can pass after utter by the speaker. The utterance "I will come to your house tomorrow", implicitly means that the speaker would like to express her or his expectation for the listener after he or she uttered the sentence.

Speech acts might be seen as a prototypically pragmatics phenomenon in the sense that they challenge the notion that there is a one to one correspondence between a form and its function (Grundy, 1995:105). Studying speech acts is not a nonsense, according to Searle (1977:16) "the reason for concentrating on the study of speech acts is simply this: all linguistic communication involves linguistic acts." Therefore, studying speech acts is very important because everyday we concern with linguistic communication.



Owens (2000:57) gives a statement relates to speech acts. He states that “a speech act is a unit of linguistic communication expressed according to linguistic rules that convey a speaker’s conceptual representations and intentions.” Moreover he defines intention as speaker’s attitude toward the proposition. Even though focus of speech act theory has been on utterances, especially those made in conversational and other face-to-face situations. Owens (2000: 27) states that “the phrase “speech act” should be taken as a generic term for any sortof language use, and or otherwise.”

Searle has proposed two fundamental aspects of speech acts theory; they are meaning and intentionality (Searle, 1977: 43). According to him, the manifestation of the intention of performing an act is enough for that act to be performed. Further, he suggests intentionality as a characteristic to group some speech act verb. Although speech act verbs categorized as performatives but they may not reach the performance attributed if intentionality by the speaker is missing. Whereas meaning relates to the situation in which the utterance is issued and based on the hearer’s interpretation.

From many definitions about speech act above, it is clearly explained that speech act is the main part of our daily communication. And the simplest unit of human communication is the performance of certain kinds of act, such as making statement, asking question, giving orders, describing or explaining something from the speaker to the hearer. The actions in those utterances can be identified into three components of speech act, they are; locutionary, illocutionary, and perlocutionary act.

1.7.4 The Nature of Novel

There are various conceptions of literature which are stated by many authors. Oneof them is Rees (1973:1-2). He states that “literature is defined into two senses; broad sense and narrow sense.” The former means anything that is written such astables, catalogue, textbooks, brochures, etc. While the later means writing thatexpress and communicate thoughts, feelings, ideas and attitude toward life in the serious fuller and deeper sense of the words.



Rees (1973:13) states that “the readers are interested in literary works because they want to learn about another country, to appear well educated, to pass the examination and to make themselves better people.” While Francis Connolly as quoted by Koesnosoebroto (1988) states that “people read literature because of hunger of information or amusement or solace because of an appetite for truth that seem to grow by what it feeds on. Men read to discover themselves and their world to assess their special roles in the universe, to learn the meaning of the personal struggles in which they are engaged.” In other words, we want to share experience.

Kennedy and Dana (1979: 231) in his book “Literature: An Introduction to Fiction, Poetry and Drama” states that “A novel is a book length story in prose whose author tries to seat the sense that, while we read we experience actual life”. A novel is a literary work that is built by means of language. This implies that basically literary works are a series of speech events. Generally, a literary work or a novel is developed in two forms; by narrating the story, or through the dialogues or conversation. These two forms can be used in turn because they support each other to build the story becomes alive and not monotonous.

In making an utterance, someone can do that in two ways, oral and written language. In fact, people mostly use oral speech than written speech. The reason is that people can use oral speech naturally, unless he/she has speech organ disorder. Meanwhile, to be able to use written language, someone must have a special skill, for example a poet or a novelist. Not everyone can be a poet or a writer because it needs special skill to arrange words, so he/she can express feelings and ideas through poetry or novels.

In understanding conversation in novel, a reader cannot be separated from the context of utterance because a deep understanding of the conversation in the novel cannot be gained if the reader does not know the context in which the utterance is being uttered. In a novel, the utterances among the characters are not quite different from those utterances that are spoken by people in their daily life. Therefore, the utterance in novel can be divided in certain speech acts based on Austin’s idea.



1.8 Research Methodology

This part deals with research methodology. It describe about the objective of the research, timeline of research, the method of the research, the source of data, instrument of the research, technique of collecting data, steps of the research, and technique in analyzing data.

1.8.1 Timeline of Research

This research spent three months to be investigated as following in the table below:

No	Activities	Months												
		September				October				November				
		1	2	3	4	1	2	3	4	1	2	3	4	
1	Prepare and organize the data	■	■											
2	Review and explore the data			■	■	■								
3	Code data into categories						■							
4	Construct thick descriptions of activities							■	■	■				
5	Report and interpret data											■	■	■

1.8.2 Method of the Research

In this research, the researcher used a qualitative research. The researcher as a main instrument in a qualitative research (Fraenkel, et.al. 2011: 426). The design of this research is content analysis. As Fraenkel, et.al. (2011: 445) states that there are three main techniques that used qualitative researchers to collect and analyze their data, one of them is analyzing documents or other forms of communication (content analysis).

The reasons why a researcher chose the content analysis cause several reasons. It is supported by Fraenkel, et.al. (2011: 480) states that there are several reasons why a researcher might want to do a content analysis. Firstly, to obtain descriptive information about the topic. Content analysis is a very useful way to obtain information that describes an issue or topic. Secondly, to



formulate themes (i.e., major ideas) that help to organize and make sense out of large amounts of descriptive information. Thirdly, to check other research findings. Content analysis is helpful in validating the findings of a study or studies using other research methodologies. Fourthly, to obtain information useful in dealing with educational problems. Content analysis can help teachers plan activities to help students learn. Therefore, the researcher used the content analysis is because this research analyzed the content of the text. Further, novel itself is a text. Thus, the content analysis is appropriate research design in this research.

In this research, the researcher used content analysis as a research design. The researcher analysed types of speech acts that produced by the characters in *Geronimo Stilton's Little Women*. Besides that, the researcher analysed how types of speech acts realised in *Geronimo Stilton's Little Women*. Therefore, the researcher used content analysis as a research design through reading the novel, identifying, and classifying. Then, making it as data by using theory of John Searle and Geoffrey Leech concerning context and illocutionary acts within the text.

1.8.3 Source of Data and Type of Data

In this research, the researcher chose the data from the novel Geronimo Stilton entitled Little Women as a source of data. This novel was adapted by Geronimo Stilton. It based on the novel by Louisa May Alcott. It published by Scholastic Inc. The data was in form of words, phrase, and sentences taken from the novel. They were also in form of description and identification of utterances in the conversation among the characters that used five types of speech acts based on Searle's speech act classification.

1.8.4 Instrument of Research

The instrument of qualitative research is the researcher herself. "The natural setting is the direct source of data, and the researcher is the key instrument in qualitative research" (Fraenkel, et.al. 2011: 426). Ary et. al (2010 : 421) also stated that the primary instrument used for data collection in qualitative research is the researcher him-or herself, often collecting data



through direct observation or interviews. Therefore, the researcher as the main instrument in a qualitative research through reading the novel carefully, identifying, and classifying the data. Then, making it as data by using theory of John Searle concerning context and illocutionary acts within the text.

1.8.5 Technique of Collecting Data

The researcher used one kind of instrument involved in collecting the data, that is study of documentation. The technique of this research is study of documentation. “The analysis of documentary sources is a major method of social research, and one which many qualitative researchers see as meaningful and appropriate in the context of their research strategy” (Mason, 2002: 103). In this research displayed the documentation of Geronimo Stilton’s novel entitled *Little Women* as study documents.

1.8.6 Steps of the Research

In this research, the step is adopted from Lodico, et.al. (2010: 180). There are several steps in this research, such as:

1) Prepare and organize the data

The first task for data analysis is to make sure that data are in a form that can be easily analyzed. Depending on the time and resources available, researchers may aim for different levels of depth in preparing the data. This type of transcription actually involves data analysis as well as preparation, and it is not suitable for complex research questions or beginning qualitative researchers. By analyzing the data at the same time that one is preparing and organizing it, the researcher’s biases are more likely to influence the study’s findings.

2) Review and explore the data

Qualitative researcher might look with dread at the enormous pile of data waiting for analysis. However, the researcher can do is jump in and begin to explore by reading and looking through the various types of data collected. The initial review does not involve a careful reading for detail. Instead, one reads and examines data to get an overall sense of what is in them and whether enough data have been collected.



3) Code data into categories

Coding is the process of identifying different segments of the data that describe related phenomena and labeling these parts using broad category names. It is an inductive process of data analysis that involves examining many small pieces of information and abstracting a connection between them.

4) Construct thick descriptions of activities

Once the data have been coded, the researcher writes detailed descriptions of the events in the study. The goal is to provide rich, in-depth descriptions, often referred to as thick descriptions, of the experiences, perspectives, and physical settings represented in the data.

5) Report and interpret data

The final step in qualitative data analysis is the actual writing of the research report, including the researcher's interpretations of what the data mean. Most qualitative research is reported in a narrative manner, which often makes it more enjoyable to read than quantitative research.

1.8.7 The Technique of Data Analysis

In qualitative research, data collection and analysis are inductive processes (Lodico, et.al. 2010: 180). This means that numerous small pieces of data are collected and gradually combined or related to form broader, more general descriptions and conclusions. The researcher truly follows what Lodico, et.al. (2010: 180) states in the way how to analyze the data. The steps conducted as follows:

1) Prepare and organize the data

The first step in data analysis is to make sure that data are in a form that can be easily analyzed and then organize it. "Depending on the time and resources available, researchers may aim for different levels of depth in preparing their data" (Lodico, et.al, 2010: 182). The researcher prepared and organized the data collected from documentation. Documentation conducted to collect and identify utterances from novel that be analyzed. The researcher used novel



Geronimo Stilton's Little Women as a main data of this research (see Appendix 1).

2) Review and explore the data

The second step in data analysis is reviewing and exploring the data. The researcher made a review and explored the data after analyzing the data from documentation of novel has to be done. All qualitative researchers engage in multiple readings of their data, with each reading serving a different purpose (Lodico, et.al, 2010: 182). In this research, the researcher made review and explored the data from novel *Geronimo Stilton's Little Women*.

a) Synopsis of the novel

Little women is Geronimo Stilton's fabumouse adaptation of the classic novel by Louisa May Alcott. This novel tells about the life of March mice. They are Meg, Jo, Beth, and Amy. Together with their neighbour and friend, Laurie, these four mice spend their days by working, laughing, playing, and growing up together. The March sisters' world was full of hard work, but they also enjoyed peace and quiet. In the evening, when they were all home together with their mother, they often told stories about their day. They would give one another advice about the tough things, and laugh about the good things. It was a simple life, but Meg, Jo, Beth, and Amy were truly happy.

b) Character

- Meg : ladylike, motherly
- Jo : rambunctious, brave
- Beth : sweet, shy
- Amy : delicate but determined



3) Code data into categories

The third step in data analysis is coding data into categories. “Coding is the process of identifying different segments of the data that describe related phenomena and labeling these parts using broad category names” (Lodico, et.al, 2010: 183). In this research, the researcher used the code data to make the reader easy to read. This is the coding types of speech acts in *Little Women by Geronimo Stilton*, including:

Declarative	: Dec
Representative	: Rep
Expressive	: Exp
Commissive	: Com
Directive	: Dir
Page	: P
Line	: L
Paragraph	: Ph

4) Construct thick descriptions of activities

The fourth step in data analysis is constructing thick descriptions of activities. “The researcher writes detailed descriptions of the events in the study. The goal is to provide rich, in-depth descriptions, often referred to as thick descriptions, of the experiences, perspectives, and physical settings represented in the data” (Lodico, et.al, 2010: 183). The researcher constructed the description of activities through reading the novel carefully, identifying types of speech act, and classifying types of speech act. The data identified and classified into five types of speech act: representative, directive, commissive, expressive, and declarative.



No	Utterances	Speaker/ Character	P	Ph	L	Speech Act Verb	Type of Speech act
1	"I <i>think</i> we've met before." Jo began with a smile	Jo	5	2	4	Believe	Representative
2	"How much money do you need?"	Meg	44	2	2	Ask	Directive
3	" <i>I'll go</i> , but only if you promise to stay close to me." Beth said	Beth	11 2	2	5	Commit	Commissive

From data above, in utterance (1) indicates the representative verb 'believe'. The word '*I think*' in the utterance above indicates the speaker's belief about something to the hearer. The speaker believes in her opinion that they have met before.

Context of situation : In the ballroom, Jo immediately recognized the mouse. It was Theodore Laurence, though she knew that his friends called him Laurie. Actually, that is her neighbour.

In utterance (2) indicates the directive verb 'ask'. The speaker asks the hearer how much money that she needs. The word 'how much' indicates the question of the speaker to the hearer. Therefore, this utterance is directive verb 'ask'.

Context of situation: Amy wants to buy cheesy caramel and it is used to repay her friends. However, she doesn't have money to buy it. Then, Meg asks her how money that she needs.

In utterance (3) indicates the commissive verb 'commit'. The word '*I'll*' in the utterance indicates the speaker commits to do something in the future that she will go if the hearer promise to stay close to her.

Context of situation: Meg was excited to meet some new rodent, but Beth looked down at her paws. Then, Jo commits that she will stay to Beth. Jo admired how hard Beth worked to overcome her shyness.

5) Report and interpret data

The last step in data analysis is reporting and interpreting data. The final step in qualitative data analysis is the writing of the research report, including the researcher's interpretations of what the data mean (Lodico, et.al, 2010: 192). The report data and interpret data of this research is to identify types of speech acts are produced by the characters in *Geronimo Stilton's Little Women*. Besides that, the researcher reported and interpret how the illocutionary act realised in the *Geronimo Stilton's Little Women*. Therefore, the researcher made a report of the data and then gave a researcher's interpretation of what the data mean after collecting data has to be done.

The data can be summed up in the following table as follows:

Character	Types of speech act					Total data
	Rep	Dir	Com	Exp	Dec	
Jo	16	10	8	4	2	40
Meg	8	12	6	2	-	28
Beth	2	3	2	2	-	9
Amy	2	2	2	1	-	7
Total						84

From data above, it can be concluded that the total data produced by the characters in the *Geronimo Stilton's Little Women* is 84 utterances. It contains 40 utterances produced by the character Jo, 28 utterances produced by the character Meg, 9 utterances produced by the character Beth, and 7 utterances produced by the character Amy.

Firstly, character Jo produced 39 utterances. The commonly used that produced by the character is representative. It is divided into some representative speech act verb, such as: believe, predict, inform,



assert, tell, deny, and conclude. express speaker's belief toward something. Therefore, the speaker speaker tells the truth of the expressed proposition to the hearer.

Secondly, character Meg produced 28 utterances. The commonly used that produced by the character is directive. It is divided into some directive speech act verb, such as: ask, suggest, beg, command, and request. The character Meg in the novel use directive speech act, it may be because the conversation among the characters in the story to direct the hearer to do something or take a particular action.

Thirdly, character Beth produced 9 utterances. The commonly used that produced by the character is directive. It is divided into some directive speech act verb, such as: ask and request. The character Beth in the novel use directive speech act, it may be because the conversation among the characters in the story to ask for something politely to the hearer.

The last, character Amy produced 7 utterances. They are representative, directive, and commissive are 2 utterances. Then, the expressive speech act only one utterance that produced by the character Amy.



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