



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Hak Cipta Dilindungi Undang-Undang

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon

AN ANALYSIS SPEECH ACT IN ONLINE ISLAMIC SHORT STORY “CHOOSING A WIFE AND THE LOST DIARY” BY AMINA BINT AL- HUDA

THESIS

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



Created by:

META HITTOH MU'AWANAH

NIM : 14121320245

**ENGLISH LANGUAGE TEACHING DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
SYEKH NURJATI STATE ISLAMIC INSTITUTE
CIREBON**

2016



ABSTRACT

Meta Hittoh Mu'awanah (14121320245): AN ANALYSIS SPEECH ACT IN ONLINE ISLAMIC SHORT STORY “CHOOSING A WIFE AND THE LOST DIARY” BY AMINA BINT AL-HUDA

This study is mainly to describe speech act by Searle's category of the utterance in the short story “Choosing a Wife and The Lost Diary” by Amina bint Al-Huda. The objectives of the study namely, (1) to identify types of speech acts are found in online Islamic short story “Choosing a Wife and The Lost Diary” by Amina Bint Al-Huda, (2) to describe the differences types of speech acts that used in online Islamic short story “Choosing a Wife and The Lost Diary” by Amina Bint Al-Huda. The researcher used descriptive qualitative method to classify and analyze the utterances. The findings of this research are 79 utterances in “Choosing a Wife” and 40 utterances in “The Lost Diary”.

Based on Searle's category there are five categories of speech act, representatives, directives, expressive, commissives, and declaratives, the researchers found that directives was dominant in “Choosing A wife” short story, and representative was dominant in “ The Lost Diary”.

The differences type of speech act that used in “Choosing a Wife and The Lost Diary”, namely *firstly* assertion function of representative type in the short story only found in “Choosing a Wife” story. *Secondly*, the most dominant function of representative type in “Choosing a Wife” is request which frequency 23 times but advice function most dominant in “The Last Diary” story. *Thirdly*, the function of expressive in “Choosing a Wife” story consist of pleasure, like, feeling, pledge, pain, sorrow, request, while in “The Last Diary” story consist of thanking ,apologizing and advice. *The last*,the function of commisive in “Choosing a Wife” story consist of plan, pledge, promise, while in “The Last Diary” story consist of plan and offer.

Keyword: Speech act, Short Story







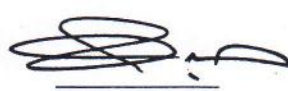

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Hak Cipta Dilindungi Undang-Undang

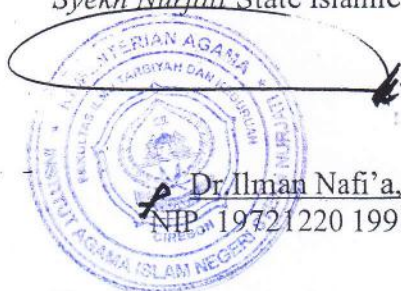
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon

RATIFICATION

This thesis entitled **AN ANALYSIS SPEECH ACT IN ONLINE ISLAMIC SHORT STORY "CHOOSING A WIFE AND THE LOST DIARY" BY AMINA BINT AL-HUDA** in written by Meta Hittoh Mu'awanah student number 14121320245 has been examined on August 2016. It has been accepted by the board of examiner. It has been recognized as one of requirement for Undergraduate Degree in English Language Teaching Department at *Tarbiyah and Teacher Training Faculty, Syekh Nurjati State Islamic Institute Cirebon*.

The Head of English Language Teaching Department	Date	Signature
<u>Lala Bumela, M.Pd</u> NIP. 19821231 201101 1 011	<u>23-08-2016</u>	
The Secretary of English Language Teaching Department <u>Sumadi, SS. M.Hum</u> NIP. 19701005 200003 1 002	<u>23-08-2016</u>	
Examiner 1 <u>Farouk Imam Arrasyid, M.Pd.I., M.Pd</u> NIP. 19830420 200301 1 009	<u>25-08-2016</u>	
Examiner 2 <u>Sumadi, SS. M.Hum</u> NIP. 19701005 200003 1 002	<u>23-08-2016</u>	
Supervisor 1 <u>Dr. Muslihudin, M.Ag</u> NIP. 19700116 200312 1 001	<u>23-08-2016</u>	
Supervisor 2 <u>Dr. Tedi Rohadi, M.Pd, S.E, Dipl.TEFL</u> NIP. 19680309 200801 1 017	<u>23-08-2016</u>	

Acknowledged by,
The Dean of *Tarbiyah and Teacher Training Faculty*
Syekh Nurjati State Islamic Institute Cirebon



Dr. Ilman Nafi'a, M.Ag
NIP. 19721220 199803 1 004



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

TABLE OF CONTENT

TITLE.....	i
ABSTRACT	ii
APPROVAL.....	iii
OFFICIAL NOTE	iv
LETTER OF AUTHENTICITY	v
RATIFICATION	vi
AUTHOBIOGRAPHY	vii
DEDICATION	viii
MOTTO	ix
ACKNOWLEDGEMENT	x
PREFACE	xii
TABLE OF CONTENT	xiii
LIST OF TABLE	xvii
LIST OF CHART.....	xix
LIST OF APPENDICES	xx
 CHAPTER I INTRODUCTION.....	 1
1.1 Research Background.....	1
1.2 The Research Formulation	4
1.2.1 The Identification of Problem	4



1.2.2 The Limitation of Problem.....	5
1.2.3 The Research Question	5
1.3 The Aims of Research.....	5
1.4 The Significance of Research.....	5
1.5. The Previous Study	6
1.6 The Theoretical Review	7
1.6.1 Discourse.....	7
1.6.2 Pragmatic.....	9
1.6.3 Speech Act	12
1.6.4 Short Story	17
1.6.5 Narrative Text	19
1.6.6 Author's Biography.....	21
1.7 The Research Method	23
1.7.1 The Object of Study	23
1.7.2. The Source of Data.....	24
1.7.2 The Research Design	24
1.8 The Steps of Research.....	24
1.9. The Technique and Instrument of Collecting Data	26
1.9.1 Technique of Collecting Data	26
1.9.2 Instrument of Collecting Data.....	26
1.9.2 The Research Timeline	26



CHAPTER II THE TYPES OF SPEECH ACTS IN SHORT STORY “CHOOSING A WIFE AND THE LOST DIARY”

2.1 The Research Finding	29
2.1.1 Speech Act	29
2.1.2 Type of Speech Act	29
2.1.2.1 Representative	30
2.1.2.1.1 Representative of speech act at “Choosing a wife”	30
2.1.2.1.2 Representative of speech act at “The Lost Diary”	31
2.1.2.2 Directive	34
2.1.2.2.1 Directive of speech act at “Choosing a wife”	34
2.1.2.2.2 Directive of speech act at “The Lost Diary”	36
2.1.2.3 Expressive	37
2.1.2.3.1 Expressive of speech act at “Choosing a wife”	38
2.1.2.3.2 Expressive of speech act at “The Lost Diary”	39
2.1.2.4 Commisive	40
2.1.2.4.1 Commisive of speech act at “Choosing a wife”	40
2.1.2.4.2 Commisive of speech act at “The Lost Diary”	42
2.1.2.5 Declarative	43
2.1.2.5.1 Declarative of speech act at “Choosing a wife”	43
2.1.2.5.2 Declarative of speech act at “The Lost Diary”	44
2.2 Discussion	45



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

CHAPTER III THE DIFFERENCES TYPE OF SPEECH ACT IN SHORT STORY “CHOOSING A WIFE AND THE LOST DIARY”

3.1 Research Findings	49
3.1.1 Short Story	49
3.1.1.1 Choosing a Wife Story	50
3.1.1.2 The Lost Diary	51
3.1.2 Type of Speech act	51
3.1.2.1 Representative	52
3.1.2.2 Directive	53
3.1.2.3 Expressive	53
3.1.2.4 Commisive	54
3.1.2.5 Declarative	55
3.2 Discussion	56
CHAPTER IV CONCLUSION & SUGGESTION	59
4.1 Conclusion	59
4.2 Suggestion	60

CHAPTER I INTRODUCTION

1.1. Research Background

There are many people who write literary work. People write literature to express their emotions and ideas. We find it in short story, novel, and others. Furthermore, people read stories for pleasure, recognizing familiar experiences and feelings and escape into unfamiliar places and times. Literature is like a house with a great number of windows. As you learn about world, you learn about yourself. In short the reason why people read stories is the stimulation everyone's imaginations. They make our live larger by increasing our capacity to imagine.

If we hope our imagination can be reach by others in surroundings, we need language to apply it. Language is a system, that is, the language is formed by several components regularly patterned. The concept of language is a tool to convey your thoughts.

Language is a tool to interact or tools to communicate, in the sense of a tool to convey thoughts, ideas, concepts or feelings. Ferdinand de Saussure, Course in General Linguistics, (1916:24) states "Language can also be compared with a sheet of paper: thought is the front and the sound the back; one cannot cut the front without cutting the back at the same time; likewise in language, one can neither divide sound from thought nor thought from sound."

This implies that the language has certain rules or the same pattern, but because of the language used by speakers of heterogeneous social backgrounds and different customs, the language was to be diverse, both at the level of phonological, morphological, syntactic and at the level of the lexicon.

Language has been a focus of people's curiosity and intellectual for a long time. Like other enquiries that are central to human experience, questions about language and how its functions are not a new thing. In his book, Edward Finegan (1992:3) says that traditionally, language has been viewed as a vehicle of thought, a system of expression that mediates the transfer from one person to another.



In real, in everyday life, language serves a great many more social and affective functions than the cognitive ones commonly associated with it. So, if we see in our surrounding, besides language as a means of transferring our thought, it has many more functions.

The writer has an opinion that the acquisition of using language in our daily life, it is not far from our ability to master all of the aspects that supported our use of the language itself. It is particularly about the sentences, the meanings and the words, etc.

Discussing about this point, Brewton (1990:61) states that one characteristic common to successful people is the ability to use words appropriately and precisely. Within your school, as in society in general, the persons who achieve the most and who hold positions of responsibility and leadership are usually those who have both an understanding of language and the ability to use a language effectively.

In other words, understanding of language involves knowing what words are, what they mean and how they develop meaning. Since language is constantly changing, it is necessary to know how these changes affect word forms and meanings.

Fromkin (1999:3) points out that knowing a language means knowing what sounds are in that language and what sounds are not. This unconscious knowledge is revealed by the way speakers of one language pronounce words from another language.

In order for a group of sounds or a combination of letters to be a meaningful word, it must be a referent, that is, it must stand for something. Every speaker of every language knows thousands, even tens of thousands of words. Words are important part of linguistic knowledge and constitute a component of our mental grammar. On the other hand, without words we would be unable to convey our thought through language.

Language functions such as language personal works. That is, the speaker expressed the attitude towards what is presented. The speakers not only express emotions through language, but also show that when conveying



emotion. In this case the listener is also able to predict whether the speaker is upset, angry or excited. Barton, Literacy (1994) Language is symbolic system linking what goes on inside our heads with what goes on outside. It mediates between self and society.

It is a form of representation, a way of representing the world to ourselves and to others. Therefore, in this paper study focuses on speech act pragmatic. One general classification system list five types of general functions performed by speech acts, such as signifying group identity, social stratification, as well as for social grooming and entertainment.

This paper will analyze the speech act in short story of online Islamic short story "Choosing a Wife" by Amina Bint Al-Huda. This research inspired on the factual experience, and theory of Speech act by Brian Paltridge. In the factual experience, every people have write literature to express their ides in life and in communicating they produce words. The words they write are known as forms of language, in every written also use the implicit and explicit meaning that should be understand by others. It is about the language use. As paltridge says that discourse analysis is the analysis of language in use (Brown and Yule, 1983 in Paltridge, 2000:4) and it is also consider the relationship between language and the context in which it is used and are concerned with the description and analysis of both spoken and written interactions (McCarthy, 1991 in Paltridge, 2000:4).

The development of online print media on the internet, along with the number of newspaper and magazine companies are turning founded the online site and also coupled with the trend of the use of gadgets such as smart phones to access the internet. The mass media are evolving in this new era is no longer the same as the older cannot only be enjoyed through television, print, and radio, but also can be enjoyed through the online media.

News in online media is now more attractive packed with many features in the Web features. This way it can be seen that many online media provide the features and options of diverse news that cannot be enjoyed in a daily newspaper that we read every day. Online media always update the news each time by presenting information that was happening, another case with print media.



Modern literary fiction in English has been dominated by two forms, they are novel and short story. Both are imaginative works and ideas of the writer. Author write short story with some purpose. Some of them are to tell about something to reader, to express their ideas or imagine, give illusion and also as entertainment. Because of that, author write short story in interesting form in order to avoid the boredom of reader. So many ways and style of the writer in presenting interesting stories such as by using kinds of words and sentences or can be called speech act. They should control the text that would be written so the reader can understand. To make their short story pleasure to reading, commonly they are very same dialogues among and in a character that is created. In dialogues, some characters are speaking, they speak one another use sentences or to be more precise utterance, in making utterance does not only speak but also has meanings and effect for listener. Speaker hope respond can be answer or act from listener, it is called speech act.

Toolan (1997) argues that speech act refers to what is done when something is said (for example, warning, threatening, promising, requesting). In other hand, Graffity (2006) assume 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. Furthermore, Kreidler (1998) said that there are seven basic kinds of speech acts. There are assertive utterances, performative utterances, verdictive utterances, expressive utterances, directive utterances, commissive utterances, phatic utterances.

1.2. The Research Formulation

The research formulation consists of identification problem, limitation problem and question of problem.



1.2.1. The Identification of Problem

- 1) The research area of the problem in this thesis is Discourse analysis, exactly discuss about type of speech act in short stories “Choosing a Wife and The Lost Diary” by Amina Bint Al-Huda.
- 2) The research technique of this thesis is qualitative approaches, it is researcher use to analyze data in short stories “Choosing a Wife and The Lost Diary” by Amina Bint Al-Huda.

1.2.2. The Limitation of the Problem

In order to limit the thesis problem, it is very necessary to point out some problem limits. Therefore, the writer will divide it into two kinds of problem limitation such as:

- 1) The dominant types of speech acts are found in online Islamic short story “Choosing a Wife and The Lost Diary” by Amina Bint Al-Huda.
- 2) The differences of speech act types appear in online Islamic short story “Choosing a Wife and The Lost Diary” by Amina Bint Al-Huda.

1.2.3. The Research Questions

Based on the research background that has been described above. Therefore the questions of the research are as following:

- 1) What dominant types of speech acts are found in online Islamic short story “Choosing a Wife and The Lost Diary” by Amina Bint Al-Huda?
- 2) What are the differences of speech act types in online Islamic short story “Choosing a Wife and The Lost Diary” by Amina Bint Al-Huda??



1.3. The Aims of Research

Based on the question above, the researcher would like to arrange the aims of the research as follow:

- 1) To identify dominant types of speech acts are found in online Islamic short story "Choosing a Wife and The Lost Diary" by Amina Bint Al-Huda.
- 2) To describe the differences types of speech acts that used in online Islamic short story "Choosing a Wife and The Lost Diary" by Amina Bint Al-Huda.

1.4. The Significance of Research

The result of this research are expected to give contribution to the related both theoretical and practical significance. Theoretical, this study broadens a theoretical review on the study of forms and function of speech acts in social reality. Practically, this study can help linguistic researcher to review certain linguistic characteristic. Moreover, it is able to be a model of speech act analysis for pragmatic learner.

After having conducted the research, it hopefully gets some usefulness whether for the teacher 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.

1.5. The Previous Studies

This section reviews some previous study that related with this research. The first study conducted by Aniek Rahayu Listiani (2012) with under title An Analysis of Types of Speech Acts Found in Islamic novel "Choosing a Wife and The Lost Diary" by Amina Bint Al-Huda. The research tell about the utterances on illocutionary acts and the meaning of speech act utterances based on the speech acts classification on function which is produced by the main characters in The Help movie script.

The main data source is obtained from utterances which are produced by the main characters in The Help movie script. The second study by Juita Sari



Panggabea (2011) with title *An Analysis of Speech Acts in Charles Dickens' A Tale of Two Cities: A Pragmatics Analysis*. He show that the use of Speech Acts consisting of illocutionary acts, illocutionary acts based on the respective category, which is representative, directive, commissive, expressive and declarative and also perlocutionary acts which is reflected in the novel *A Tale of Two Cities* by Charles Dickens.

Data were collected through library research and analyzed using descriptive method. The third study by M. Tholhah Alhadi with title *An Analysis of Speech Acts Found in Barack Obama's Speech in University of Indonesia*. The researchers to analyze such conversations or dialogs in terms of investigating speech act theory in Barack Obama speech.

Based on his research, speech acts used by Barack Obama, the researcher does not find declarative one. As well as conflictive which is one of the function of speech act (illocutionary act), declarative is not found because the context of the utterances being conducted by Barack Obama in University of Indonesia is not to bring about the change in the world even though the purpose of the speech is in the opposite.

1.6. The Theoretical Review

The theoretical review of this research is dividing into four parts of theories. First, the theory is about the description of the discourse analysis. Second, the theory is about the description of pragmatic. Third, the theory is about the explanation of the speech act. Fourth, the theory is about the explanation of short story. Fifth, the theory is about the explanation of narrative text.

1.6.1. 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, difference between written and spoken discourse, and so on.

Jeremy Harmer (1991:14) explained that communicative competence involves not just language competence (grammar, vocabulary, etc) but also a knowledge of a language is used appropriately and how language is organised as discourse.

Suherdi (1995:1) stated that discourse is a difficult concept, largely because there are so many conflicting and overlapping definitions formulated from various theoretical and disciplinary standpoints.

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 point, we shall use the term discourse analysis to cover the study of spoken and written interaction. Our overall aim is to come to a much better understanding of exactly how natural spoken and written discourse looks and sounds.

This may well be different from what textbook writers and teachers have assumed from their own intuition, which is often burdened with pre-judgement



deriving from traditional grammar, vocabulary and intonation teaching. With a more accurate picture of natural discourse, we are in a better position to evaluate the descriptions upon which we base our teaching, the teaching materials, what goes on in the classroom, and the end products of our teaching, whether in the form of spoken or written output.

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.

The Longman dictionary of language teaching and applied linguistics define discourse as a general term for language that has been produced as the result of an act of communication (Richards et al. 1992: 111 in Paltridge, 2000:3). 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 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, as Murcia and Olshtain (2000:29) assume, is a vast study of language in use that extends beyond sentence level, and it involves a



more cognitive and social perspective on language use and communication exchanges. Holding a wide range of phenomena about language with society, culture and thought, discourse analysis contains various approaches: *speech act*, *pragmatics*, *conversation analysis*, *variation analysis*, and *critical discourse analysis*. Each approach works in its different domain to discourse.

1.6.2. Pragmatics

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). Pragmatic 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)

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

Talking over about this case, in other part, Ken Heyland (2009:218) stated that pragmatics is a broad approach to discourse that studies the use of text to make inferences about meaning. So, the writer has an opinion that the focus of pragmatics is on both the processes of communication and its products, including the situatedness of language and its consequences.

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.

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.

Pragmatics is also about language use. It tells us that calling someone a son of a bitch is not a zoological opinion, it is an insult. So, because pragmatics is concerned with the interpretation and use of language in context, it may be considered part of what we call linguistic performance.

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.



Pragmatic 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 conditions 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 specific 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 nature of context and inference in writing, much of this value remains largely potential and awaits further research.

1.6.3. Speech Act

Searle (1985: 75) argues that speech acts can be conveyed by fictional texts, even though the conveyed speech acts is not represented in the text. Almost any important work conveys a "message" or "messages" which are conveyed by the text but are not in the text. 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 improbable 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. Speech act theory provides us with a



means of digging beneath the surface of discourse and establishing the function of what is said (Cook 1992:34).

Jacques Moeslcher (1994:2) declared that speech acts are not isolated moves in communication : they appear in more global units of communication, defined as conversations or discourses.

In other words, the witer has an opinion that the speech act theory attempts to explain how speakers use the language to accomplish intended actions and how hearers infer intended meaning form what is said.

Moreover, the same utterance could at the same time constitute three kinds of acts:

- 1) A locutionary act (or locution): The particular sense and reference of an utterance;
- 2) An illocutionary act (or illocution): The act performed in, or by virtue of, the performance of the illocution; and
- 3) A perlocutionary act (or per locution): The act performed by means of what is said.

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)

An account of such act, it follows, will require such things as an analysis of mutually shared background information about the conversation, as well as of rationality and linguistic conventions.

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.

Tsohatzidis (1994) agrees with Searle in that the logical theory of success and satisfaction for illocutionary acts can be developed on the basis of few basic principles:

- 1) Each illocutionary force can be divided into six types of components which are an illocutionary point, a mode of achievement of that point, preparatory and sincerity conditions and the degree of strength;
- 2) The set of illocutionary forces is recursive;
- 3) The conditions of success of elementary illocutionary acts are entirely determined by the components of their force and their force and their propositional contents;
- 4) The conditions of satisfaction of elementary illocutionary acts are entirely determined by their propositional content and their direction of fit.

Jacques Moeschler (1994:3) explained that conversation is made of sequences of speech acts. This certainly is a plausible theoretical claim³, but gives rise to a certain number of objections. These objections concern essentially the possible relations between questions and answers in conversation, and can be stated as follows.

First of all, questions are defined in speech acts theory as requests for information, and as such impose representative acts as replies. But this cannot be correct, since a reply may have another illocutionary point (as a promise) if the



question is a request for a promise.

Secondly, certain questions require a directive as a reply, and not a representative, when the question contains a modal auxiliary verb (cf. the exchange : “Shall I marry Sally ?” - “Yes, do”/ “No, don’t” / “*Yes, you shall” / “*No, you shall not”).

The third counter-example is given by indirect respons, which do not satisfy syntactic conditions, although the answer is pragmatically appropriate.

These objections make explicit an important difference between the structure of illocutionary acts and the structure of conversation. In speech act theory, and more precisely in illocutionary logic, illocutionary force is decomposed into seven components, which are all necessary conditions for the successful and non-defective accomplishment of illocutionary acts. These components (cf. Searle & Vanderveken 1985, 12-20) are the illocutionary point, the degree of strength of the illocutionary point, the mode of achievement of the illocutionary point, the propositional content conditions of the illocutionary act, the preparatory conditions of the illocutionary act, the sincerity conditions of the illocutionary act, and finally the degree of strength of the sincerity conditions.

Those predictions about the sequencing in conversation are difficult to come by follows from the fact that the internal structure of illocutionary acts (and more specifically the set of conditions for success) cannot determine the set of possible replies for any type of illocutionary act.

By contrast, discourse analysis, while specifying sequential relations in discourse between speech acts, does not constrain sequencing in conversation depending on the set of possible components of illocutionary force. The constraints are not structural, in the sense of speech act theory, they are on the contrary functional.

This means that the basic structures of conversation (exchanges) are made of lower order conversational units (moves) which carry functional properties. If speech act theory has been used so extensively within this paradigm of discourse analysis, it is because the functional properties associated with speech acts as units of meaning have been exported to speech



acts as units of communication and discourse. This has several consequences for the description of speech acts within discourse analysis.

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.

Searle in Paltridge (2000) 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.

While, in another source in Yule (1996) also says that there are five types of general functions performed by speech acts: declaration, representatives, expressive, directives, and comissive.



- 1) Declarations are those kinds of speech acts that change the world via their utterance, 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, 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. 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. 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. In using a commissive, the speaker undertakes to make the world fit the words (via the speaker).

1.6.4. Short story

Short story is a fiction extended by the author based on reality. Through ideas, emotion, desires and imagination to express impression of human life, short story must content itself with few character, few incident, scenes, or episodes, few setting and it take place in a brief span of time and it can develop only one or two character with anything approaching fullness. It is pressed for time.

In Wikipedia, the free encyclopedia, a short story is a piece of prose fiction, which can be read in a single sitting. Emerging from earlier oral storytelling traditions in the 17th century, the short story has grown to encompass a body of work so diverse as to defy easy characterization.

At its most prototypical the short story features a small cast of named characters, and focuses on a self-contained incident with the intent of evoking a



"single effect" or mood. In doing so, short stories make use of plot, resonance, and other dynamic components to a far greater degree than is typical of an anecdote, yet to a far lesser degree than a novel. While the short story is largely distinct from the novel, authors of both generally draw from a common pool of literary techniques.

Short stories have no set length. In terms of word count there is no official demarcation between an anecdote, a short story, and a novel. Rather, the form's parameters are given by the rhetorical and practical context in which a given story is produced and considered, so that what constitutes a short story may differ between genres, countries, eras, and commentators. Like the novel, the short story's predominant shape reflects the demands of the available markets for publication, and the evolution of the form seems closely tied to the evolution of the publishing industry and the submission guidelines of its constituent houses.

The short story has been considered both an apprenticeship form preceding more lengthy works, and a crafted form in its own right, collected together in books of similar length, price, and distribution as novels. Short story writers may define their works as part of the artistic and personal expression of the form. They may also attempt to resist categorization by genre and fixed formation.

As a concentrated form of narrative prose fiction, the short story has been theorised through the traditional elements of dramatic structure: exposition (the introduction of setting, situation and main characters), complication (the event that introduces the conflict), rising action, crisis (the decisive moment for the protagonist and his commitment to a course of action), climax (the point of highest interest in terms of the conflict and the point with the most action) and resolution (the point when the conflict is resolved).

Because of their length, short stories may or may not follow this pattern. For example, modern short stories only occasionally have an exposition, more typically beginning in the middle of the action (*in medias res*). As with longer stories, plots of short stories also have a climax, crisis, or turning point.



However, the endings of many short stories are abrupt and open and may or may not have a moral or practical lesson. As with any art form, the exact characteristics of a short story will vary by creator. Short stories tend to be less complex than novels. Usually a short story focuses on one incident; has a single plot, a single setting, and a small number of characters; and covers a short period of time. The modern short story form emerged from oral story-telling traditions, the brief moralistic narratives of parables and fables, and the prose anecdote, all of these being forms of a swiftly sketched situation that quickly comes to its point.

In concluding, short story must content form of story such as characters, events, and setting. It is should be presented by author although in a very brief short story.

1.6.5. Narrative text

Narrative text is one text that contains about story, legend, short story or myth. Example of the narrative text such as Cinderella, Pinocchio, Dragon or the other. narrative is the past stories that convey to entertain the reader. Narrative text is convey by using past tense. (http://en.wikipedia.org/wiki/Text_types, 2015).

The purpose of the narrative text is entertain the reader through the story by using past text. The story is base on the real story (Fact) or the imagine story that have a short issue and the end by using solve the problem. According the wikipedia about narrative that "*the basic purpose of narrative is to entertain, to gain and hold a readers' interest*". From this statement, we can conclude that narrative have purpose as to entertain, to gain and hold a readers' interest.

To entertain means that narrative text is a story to entertain the reader so that the narrative text can make the reader can be entertained by reading the story. To gains mean that reader can be gain by reading narrative text such as the reader can develop their knowledge, more creative and get a new ideas after the reader have reader the story by using narrative text. Hold a readers' interest mean that narrative text can be make the reader interested from the story by using narrative text.



As for the generic structure of narrative text such as : orientation, Complication, resolution and re-orientation.

- 1) Orientation : In this section or the first paragraph orientation is contains how the story begins. the author explain about time, place, character, and characteristic of the performer and what is happening.
- 2) Complication : After we have write the orientation. The next step, the author tells the important part of the story, causes and triggers that cause conflict between the characters that events give rise to which other as result of the previous problem. This problem that must be resolved or solved.
- 3) Resolution : In this step. The main character has managed to resolve problems that occur in the story. For the every different story is usually have different complication and resolution. sometimes story have a more than one complication and resolution.
- 4) Re- orientation : In the last step of the narrative text, we can also call the conclusion. Usually in this section there is a message from the author. This message is usually contain about important things for the reader and message contains about moral message or moral value.

According to Pardiyo (2007: 67) narrative text is a kind of text has function to amuse, entertain and to deal with actual in different ways. He adds that the narrative text has generic structures as follows;

- 1) Orientation : sets the scene and introduce the participants
- 2) Complication : a crisis arises
- 3) Resolution: the crisis is resolved, for better or worse.

Narrative text has grammatical features that have function to improve the student's knowledge, they are:

- 1) Past tense: narrative text used past tense to tell about past activities or events in past tense.
- 2) Sequence markers: first, then, after that, next, finally



- 3) Adverb can express the information about time, place, reasons, and purpose, example: once upon a time, one day, long time ago, as soon as, day and night.

In other part, English World.com (2015) mentioned some language features of narrative text as following:

- 1) Using part action verb: Climbed, Turned, Brought, etc.
- 2) Using specific noun as pronoun of person, animal in the story. Example: The king, the queen, etc.
- 3) Using adjectives which are for noun phrase. Example: Long black, hair, two red apples, etc.
- 4) Using time connectives and Conjunctions to arrange the events. Examples: Then, before, after, soon, etc.
- 5) Using adverbs and adverbial phrase to show the location of events. Examples: Here, in the mountain, ever after, etc.
- 6) Using dialogue to elicit an emotional response from the reader.
- 7) Using Past Tense
- 8) Using of variety of simple, compound and complex sentence

1.6.6. Author's Biography

An emotional yet resolute woman ran to Imam Ali mosque in Najaf and called out, "Oh people! Why are you silent while your leader has been arrested? Why are you silent while your leader is in prison being tortured? Come out and demonstrate..." These powerful words influenced hundreds to join a mass demonstration protesting against the arrest of al-Sadr and demanding his immediate release.

As a result, al-Sadr was consequently released from prison that day. This demonstration sent a clear message of opposition to Saddam's regime. It also motivated and encouraged people to stand firm and united, men and women, against Saddam's tyranny. During the peak of this oppression, this resolute woman named Amina al-Sadr, the sister of Muhammed Baqir al-Sadr, stood fearlessly against the constant intimidation and abuse of the Saddam regime. In



her short-lived life, she would inspire an entire generation of men and women to do the same. Amina al-Sadr was born in al-Kadhimiya, Baghdad in 1937. Being the only girl in her family, she was also too young to remember her father, the scholar Haider al-Sadr who died during her childhood. As part of a poor family, Amina was primarily educated at home by her mother, and then later by her brother Muhammed Baqir.

She developed a talent for reading and writing at a young age, which would later, as the leader of the women's branch of the Islamic Dawa party, allow her to play an instrumental role in the publications of the party. In 1966, she began writing in al-Adhwaa magazine, and was one of its main contributors. Amina al-Sadr's ability to eloquently articulate the concerns of the masses made her an influential woman in Iraq. Her prolific writings made her very popular, particularly among women who were unable to express their sentiments in such a way.

As well as this, she was always readily available to help solve women's family problems and to answer a variety of religious questions. Amina al-Sadr is renowned for her dedication to education and learning. In 1967, she helped establish several schools for girls in Baghdad and Najaf and played a principal role in running them as the headmaster. She authored many books, many of which were fictional stories that dealt with the social problems of her time.

Many of her themes were directly relevant to the struggles that women were facing in Iraq. At all times she wished to maintain a modest profile, and was reluctant to thrust herself into the limelight. For that reason, she refrained from using her real name in her books, instead adopting the pseudonym 'Bint al-Huda'. On 5th April 1980, Saddam decided that Amina and her brother Muhammed Baqir were a significant threat to his regime and the order was given for their arrest. Three days later, after being severely beaten and tortured, it is reported that Saddam himself shot them both dead.

Her body is not found until now, and it is said that Saddam dissolved her body with acid. Amina al-Sadr was a channel for women to raise their concerns and worked alongside her brother Muhammed Baqir al-Sadr in championing their



rights. She was a political activist as well as an educationalist. She concerned herself with the day-to-day restrictions imposed by the ruling Baath Party and campaigned on behalf of women who were affected by the constant struggles of living under tyrannical rule. After ten months of house-arrest, Sayyid Muhammad Baqir al-Sadr and Bint al-Huda were arrested on the 19th of Jamaadi al-Awwal, 1400 AH (April 1980). On the night of April 9, 1980, the Ba'athist regime cut off the electricity from the holy city of Najaf and sent a security force to the home of their cousin Sayyid Muhammad al-Sadr.

Sayyid Muhammad al-Sadr went with security force back to their headquarters, where they showed him the bodies of Sayyid Muhammad Baqir al-Sadr and Bint al-Huda. Bathed in blood, the signs of torture were all over their bodies.

Sayyid Muhammad Baqir al-Sadr and Bint al-Huda saw oppression and injustice around them, and they spoke up against it.

In that sense, they were true followers of Imam Hussain and Lady Zainab (peace be upon them). Indeed, when Saddam was asked to spare Bint al-Huda's life, he instantly remarked, "Kill the brother and spare the sister? You want me to make the same mistake as Yazid?!" And yet, Saddam failed to learn from the mistakes of his predecessor.

By assassinating Sayyid Muhammad Baqir al-Sadr and Bint al-Huda, he actually helped give fresh blood to the Islamic revolutionary movements in Iraq, Iran, Lebanon, Pakistan, and around the Muslim world. In their martyrdom, the two have become icons of the Shia revolutionary spirit. Leaked video footage of Saddam's execution shows witnesses shouting "Long Live Sayyid Muhammad Baqir al-Sadr!" And plastered on walls and billboards all over Iraq today, Sayyid Muhammad Baqir al-Sadr's ubiquitous image continues to echo the words of Iqbal: "The murder of Imam Hussein is actually the death of Yazid. After each Karbala, Islam is reborn." "The greatest Jihad (struggle) is a word of justice before a tyrant ruler," and when he says: "The Ink of the scholar is more holy than the blood of the martyr.



1.7. The Research Method

The research method consist of object of study, source of data and research design:

1.7.1. The Object of study

The object of the research is the types of speech act: Representative, directive, commisives, expressive, and declarations (Paltridge, 2000:25-26) that used in online Islamic novel “Choosing a Wife and The Lost Diary” by Amina Bint Al-Huda.

1.7.2. The Source of data

The researcher was looked for the data from online Islamic short story “Choosing a Wife and The Lost Diary” by Amina Bint Al-Huda which taken from <http://www.al-islam.org/short-stories-amina-bint-al-huda> exactly short story in edition 2016.

1.7.3. The Research design

This is a descriptive qualitative study of short story in online Islamic short story “Choosing a Wife and The Lost Diary” by Amina Bint Al-Huda in using speech act. This research aimed to use how the speaker’s utter speech acts in various condition met in the magazine. To collect its data, the researcher analysis the short story in online Islamic short story “Choosing a Wife, and The Lost Diary” by Amina Bint Al-Huda. There are some steps to analyze the data: Prepare and organize the data, review and explore the data, code data into categories, construct thick descriptions of people, places, and activities, build themes and test hypotheses, report and interpret data.

1.8. The Steps of the Research

The data analysis in qualitative research are inductive processes, as Lodico (2010:195) says that like quantitative research, qualitative research use certain steps that the researcher has to conduct. According Lodico (2010:180) there are several analyzing of qualitative data, such as:



Step 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.

Step 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.

Step 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. This is the coding of data analysis generic structure in short story and the types of speech act, including:

Declaration	: Dec
Representative	: Rep
Expressive	: Exp
Commissive	: Com
Directive	: Dir

Step 4: Construct thick descriptions of people, places, and activities.

Once the data have been coded, the researcher writes detailed descriptions of the people, places, and 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.

Step 5: Build themes and test hypotheses.

Coding and description comprise the first two levels of qualitative data analysis. Deeper analysis in which explanation of the events and issues represented in the data occurs as the researcher continues the process of abstraction by identifying major and minor themes in the coded data. Themes are typically “big ideas” that combine several codes in a way that allows the researcher to examine the foreshadowed questions guiding the research. In other words, themes provide the organizing ideas that the researchers will use to explain what they have learned from the study.

Step 6: 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.

1.9. The Technique and Instrument of Collecting Data

Here researcher represents the technique and instrument of collecting data:

1.9.1. Technique of Collecting Data

The data is collected by analysing the speech acts in online short stories. The instrument and technique of collecting data is documentation content analysis adopted from Lodico, et.al (2005: 302) which used review, code data into categories.

1.9.2. Instrument of Collecting data

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). Therefore, the researcher as the main instrument in a qualitative research through reading, identifying, and collecting the short stories



and making it as data by using theory of John Searle concerning context within the text.

1.10. The Research Timeline

This study will be planning in timeline as follows:

Activity	3 rd -4 th week on May	1 st -2 nd week on June	3 rd -4 th week on June	1 st -2 nd week on July	3 rd -4 th week on July	1 st -2 nd week on August
Prepare an analyze data						
Review and explore data						
Code data into categories.						
Construct thick descriptions of people, places, and activities.						
Build themes and test hypotheses						
Report and interpret data.						





BIBLIOGRAPHY

- Austin, J. L. 1962. *How to Do Things with Words*. Oxford: Oxford University Press.
- Fraenkel, Jack R., Wallen, Norman E. & Hyun, Helen H. 2012. *How to Design and Evaluate Research in Education (8th ed.)*. New York: McGraw-Hill.
- Griffiths, Patrick. 2006. *An Introduction to English Semantics and Pragmatics*. Edinburgh University Press.
- Ibrahim, A. S. (1995). *Sosiolinguistik, kajian, tujuan, pendekatan dan probem*. Surabaya: Usaha Offset.
- Leech, Geoffrey. 1983. *Principles of Pragmatics*. London: Longman Group Limited.
- Lodico, Marguerite et al (2nd.ed). 2010. *Methods in Educational Research*. United States of America :Jossey-Bass
- Mey, Jacob. 1994. *Pragmatics: an Introduction*. London: Basil Blackwell.
- Murcia, M and E, Olshtain.200. *Discourse and Context in Language Teaching*. Cambridge : Cambridge University Press.
- Paltridge (2012). *Discourse Analysis : Introduction*. New York :Bloomsburry
- Paltridge, B. (2000). *Making sense of Discourse analysis*. Queensland: Gold Coast.
- Pardiyono. 2007. *Bahasa Indonesia*. Bandung: CV. Andi Offset. Company Inc.
- Searle, J.R. (1975). Indirect speech acts. In P.Cole& J.L. Morgan (Eds.), *Syntax and semantics: Vol. 3. Speech Acts*(pp. 59- 82). New York: Seminar.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Searle, John. *A Classification of Illocutionary Acts*. Language in Society Vol.5 (1), April, 1976. Cambridge University Press.

Searle, John. 1979. *Expression and Meaning*. Cambridge University Press.

Toolan, Michael. 1997. *Working With Text: A Core Book For Language Analysis*. London: Routledge

Yule, George. 1996. *Pragmatics*. New York: Oxford University Press