

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the definition of pragmatics, the importance of studies pragmatics, the definition of speech acts, direct and indirect speech acts, the speech acts classification, directives acts, the differentiation of ordering, requesting, advising, and suggesting, the definition of movie, kinds of movie, comedy film, genre of comedy film, and the review of previous studies

A. Pragmatics

1. Definition of Pragmatics

According to Yule (1996:3) pragmatics is concerned with the study of meaning as communicated by a speaker or writer and interpreted by a listener or reader. As stated by Peccei (1999:2) pragmatics is study concentrates on those aspects of meaning that cannot be predicted by linguistic knowledge alone and takes into account knowledge about the physical and social world. In addition, Yule (2006:112) states that pragmatics is the study of the speakers mean or “speaker meaning”. Clearly, in communication the hearer does not only recognizing the meaning of words but also recognizing what the speaker mean by their utterance.

Murcia & Elite (1989:19) defines pragmatics is deals very explicitly with the study of relationships holding between linguistic forms and the human beings who use these forms. Therefore, pragmatics is

concerned with people's intentions, assumptions, beliefs, goals, and the kinds of actions they perform while using language.

Based on Yule as quoted in Murcia & Elite; (1989: 20), the area of pragmatics deals with the speaker meaning and contextual meaning. In this case, speaker meaning is concerned with the analysis of what people mean by their utterances rather than what words and phrases in those utterances might mean in and of themselves. An example, when the speaker who has come back from the school at noon and says, "I'm hungry", semantically viewed of this utterance is that the speaker feels pangs of hunger. However, pragmatically viewed is that probably functions as a request for lunch. In the other hand, if the speaker after having completed lunch and says, "I'm hungry", pragmatically viewed of this utterance is that probably functions as a complaint expressions. Perhaps the speaker asks request for a dessert. From the explanation above, to understand about what the speaker means, necessarily context that can be used as a consideration to understand the meaning of the speaker utterance. Therefore, Murcia & Elite (1989:20) any utterance can take on various meanings depending on who produced it and under what circumstances.

According to Brown & Yule (1983:26), pragmatics is analytic approach in linguistics which involves contextual considerations, necessarily belongs to that area of language study. As stated by Levinson as quoted in Huang; (2007:2), pragmatics is the systematic study of meaning by virtue of, or dependent on the use of language. The central topics of

inquiry of pragmatics include implicature, presupposition, speech acts, and deixis. Therefore, from the explanation above can be concluded that pragmatics are study about the speaker meaning based on the context.

2. The Importance of Studies Pragmatics

The education of pragmatics is necessary and important in our globalized world. The reason is that English is currently used by people in the world for interaction and communication with each other in order to do international trade or participate in the academic conferences McKay in Hui Chin Lin; (2007:91). In many ways, by studying pragmatics we can recognize what mean that has been talked by the speaker. Therefore, one of the advantages in learning pragmatics is that the learners can interpret the meanings of language.

In addition, by studying pragmatics the people can avoid misunderstanding and miscommunication when they are talking to the other people in daily life. Thus, in communication in order to the hearer can catch what the speakers mean, the hearer helped by context. Generally, we know how to interpret words based on physical context. Indeed, the English speakers' construction of their pragmatics knowledge is a significant factor why they can interact and communicate effectively and appropriately in their social life.

B. Speech Acts

1. Definition of Speech Acts

As we know that language is a mean of social interaction or communication between people in the world. In communication, they can reveal the information that consists of their feeling, intentions, ideas, or emotions directly. Therefore, in communication process happened speech acts.

According to Yule (2006:118), speech acts is type of “action” performed by a speaker with the utterance. We use the term of speech acts to describe actions such as requesting, commanding, informing, etc. Thus, we can define a speech act as the action performed by a speaker with an utterance. For instance, if the people say, “I’ll back”. Thus, this utterance containing performing the speech act of “promising” it means that the speaker promise she/he will back.

As stated by Yule (1996: 47), speech acts is actions via utterance. Furthermore, Adolphs (2008: 23) states that speech act theory assumes that utterances in language use perform certain actions and that those utterances can be understood by means of reference to the context in which they occur. In addition, Murcia & Elite (1989: 24) states that speech acts is social actions performed via utterances. A speech act usually performed within a situation that provides contextual elements that help interpret the speaker’s intention.

Huang (2007:93), speech acts is that uttering of a sentence, an action within the framework of social institutions and conventions. Furthermore, according to Cruse (2000:331), speech acts is we perform particular kinds of action such as stating, promising, warning, and so on.

Oshima (2012:18) mentions five types of speech acts taxonomies by Searle; (1) Representatives that is including of asserting, claiming, concluding, reporting, stating (2) Directives that is including of advice, command, order, question, request (3) Commissives that is including of offer, pledge, promise, refusal, threat (4) Expressives that is including of apologizing, blaming, congratulating, praising, thanking (5) Declarations that is including of declaring war, nominating candidate, etc.

2. Direct and Indirect Speech Acts

In pragmatics, different clause types are associated with different illocutionary forces: declaratives & asserting/stating, interrogatives & questioning, imperatives & ordering/requesting. Based on Chaer and Agustina (2010:56), in situation context views, there are two kinds of speech acts; direct speech acts and indirect speech acts.

Direct speech acts can be understood by the hearer because of the utterance is the sentence that has directed meaning. The example of the direct speech acts can be looked as follows:

Teacher : A chief of class, take a box of chalk, please!

A chief of class: All right, sir. I will take it.

The example above, we can look that the teacher asks to the chief of class to take a box of chalk clearly. The utterances “*take a box of chalk, please!*” is imperative sentence and has meaning that order someone to do something as the speaker said.

According to Yule (1996: 55), direct speech acts is whenever there is a direct relationship between a structure and a function. For instance, if there is any speaker says “Close the door!” to someone, pragmatically viewed the structure that is used by speaker is using imperative sentence and the function is to order someone to close the door. Thus, from that sentence we know that there is any direct relationship between the structure and the function that is called direct speech act.

Therefore, direct speech act is where the utterance said appropriate with the function of the sentence such as a declarative sentences is to informing something. For example an utterance “*move out that way!*” this utterance said by a speaker to hearer to move from his place. It is clear and appropriate that the speaker gives command to the hearer.

Meanwhile, indirect speech acts can be understood by the hearer who common in understanding the contextual meaning. The example of the direct speech acts can be looked as follows:

Teacher : Is the chalk out?

A chief of class: All right, sir. I will take it.

The example above, we look that the teacher does not ask to the chief of class to take a box of chalk. However, by saying “*Is the chalk*

out?”, the chief of class can interpret the meaning of utterances that said by his teacher. The chief of class understand the meaning of utterances and he directly say “*All right, sir. I will take it*” to his teacher. Actually, the utterances “*Is the chalk out?*” is question sentence and has meaning that order someone to take a box of chalk.

Indirect speech acts, is whenever there is an indirect relationship between a structure and a function. For instance, the situation or context is hot, and then the speaker says “The weather so hot” to someone. Certainly, behind the utterance that is spoken by the speaker is not talking about the weather, but indirectly the speaker ask to someone to open the window or door in order to the speaker can feel air fresh in the room. Thus, the utterance that is used by the speaker is using declarative sentence structure, but the function or meaning is imperative sentence because indirectly the speaker asking someone to do something.

As stated by Adolphs (2008: 26), in pragmatics theory the notion of “indirectness” is mainly related to the syntactic form of a sentence in that the illocutionary force is related to the linguistic form of an utterance (declarative, imperative, interrogative = assertion, order/request, question).

So that, indirect speech act used utterance that the meaning was depends upon the context, such as an interrogative sentence used not to ask but to order some act or something to do. “*Can you pass the salt?*” this word was interrogative but it is no answer for it, just an act that follows this

utterance. Based on Yule (1996:56), Indirect speech acts are generally associated with greater politeness than direct speech acts.

3. Speech Acts Classification

According to Yule (1996: 53), One general classification system lists five types of general functions performed by speech acts; declarations, representatives, expressive, directives, and commissives. (1) Declarations, according to Yule (1996:53) declarations are those kinds of speech acts that change the world via their utterance. In this case, the speaker has to have a special institutional role in a specific context in order to perform a declaration appropriately. Therefore, declaration acts can be occurred if the speaker has a special role in a certain field. On the other way, if the speaker has not a special role in a certain field the speech acts cannot be happened. The example as follows: *“Priest: I now pronounce you husband and wife”*. From the example, we know that the speaker has a special institutional role in the specific context as a “priest”. Before the speaker declares it, a couple of man and woman have not become husband and wife. In this case, after the speaker declares that a couple of man and woman have married and now they became husband and wife).

(2) Representatives based on Yule (1996:53) representatives are those kinds of speech acts that state what the speaker believes to be the case or not. Statements that are included in representative acts are fact, assertions, conclusions, and descriptions. The example as follows: the

speaker says *"Today is so cool"*. From the example, the utterance *"today is so cool"* is representative acts by paradigm case fact because truly today is raining. Therefore, the raining make the weather become so cool. (3) Expressives, Yule (1996:53) states that expressives are those kinds of speech acts that state what the speaker feels. They express psychological states and can be statements of pleasure, pain, likes, dislike, joy, or sorrow. They can be caused by something the speaker does or the hearer does. The example as the following: the speaker says *"Wooww, the hat is very beautiful"*. The utterance *"Wooww, the hat is very beautiful"* is expressive acts by paradigm case likes because the speaker wants to express about something that he or she likes. In addition, the speaker wants to show a beautiful hat that he or she likes to the hearer in order to the hearer know about what the speaker's feel.

(4) Directives, Yule (1996:54) states that directives are those kinds of speech acts that speakers use to get someone else to do something. They express what the speaker wants. The utterances that can be included in directives acts are commands, warning, requests, suggestions, and they can be positive or negative. The example as the following: the speaker says, *"Would you mind to open the door, please?"*. The utterance *"Would you mind to open the door, please?"* is directive acts by paradigm case requesting. This utterance has intended meaning that the speaker wants to ask the hearer to open the door in order to the speaker can feel the fresh air because the weather is so hot. (5) Commissives, based on Yule (1996:54),

commissives are those kinds 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. The example as the following: the speaker says “*After I arrived at home, I will call you*”. The utterance “*After I arrived at home, I will call you*” is commissives acts by paradigm case promises because without the speaker says “promise” to the hearer, the utterance “*I will call you*” has already revealed “promise” that the speaker will call the hearer to give information that the speaker has already arrived at home safely.

Austin as quoted in Yuan; (2012: 74) introduced the concept of the speech acts and his speech acts theory was built on the basis of his belief that speakers do not only use language to say something, but to do thing. Therefore, utterances are regarded as speech acts. Austin developed a system to distinguish three components of speech acts, which has regarded as seminal work: (1) The locutionary acts is the utterance of a sentence with determinate sense and reference. (2) The illocutionary acts is the making of a statement, offer, promise, etc. in uttering a sentence, by virtue of the conventional force associated with it explicit performative paraphrase. (3) The perlocutionary acts is the bringing about of effects on the audience by means of uttering the sentence

Searle developed Austin’s speech acts theory further, according to Searle (1976:1), the five basic kinds of illocutionary acts are: **(1)representatives (assertives)**, based on Searle (1976:10) states that

representative acts which the point or purpose of the members of the representative class is to commit the speaker (in varying degrees) to something's being the case, to the truth of the expressed proposition. All of the members of the representative class are assessable on the dimension of assessment which includes true and false. The paradigm case that included in representative are conclude, deduce, complain, etc. **(2) directives**, according to Searle (1976: 11) states that directives are The illocutionary point of these consists in the fact that they are attempts (of varying degrees, and hence, more precisely, they are determinates of the determinable which includes attempting) by the speaker to get the hearer to do something. The paradigm case that included in directive acts are order, command, request, beg, plead, pray, entreat, and also invite, permit, suggest and advise.

(3) commissives, based on Searle (1976:11) states that commissive acts are those illocutionary acts whose point is to commit the speaker (again in varying degrees) to some future course of action. The paradigm case that included in commissive is promise. **(4) expressives**, according to Searle (1976:12) states that expressive are the illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content. The paradigms of Expressive are 'thank', 'congratulate', 'apologize', 'condole', 'deplore', and 'welcome' **and (5) declarations**, based on Searle (1976:13) states that declarations are characteristic of this class that the successful performance of one of its members brings about the correspondence between the

propositional content and reality, successful performance guarantees that the propositional content corresponds to the world.

These five categories clearly suggest the basic kinds of action that one can perform in speaking as well as paradigms of different speech acts. By knowing these kinds of speech acts, the researcher can understand and analyze what the means by speaker's utterance especially directive acts in movie script "around the world in 80 days" by Frank Coraci by using theory of Searle that has been explained above.

Based on Yule (1996: 55), kinds of speech acts can be summarized as the following:

Table 2.2.3.1

Speech act types	Direction of fit	S = speaker ; X = situation
Declarations	Words change the world	S causes X
Representatives	Make words fit the world	S believes X
Expressives	Make words fit the world	S feels X
Directives	Make the world fit words	S wants X
Commissives	Make the world fit words	S intends X

4. Directive Acts

According to Huang (2007:107), directive acts are those kinds of speech acts that represent attempts by the speaker to get the addressee to do something. They express the speaker's desire / wish for the addressee to do something. In addition, Yule (1996:54) states that directive acts are those kinds of speech acts that speakers use to get someone else to do something. They express what the speaker wants.

Furthermore, based on Crystal (1991:323), directive acts are the speakers try to get their listeners to do something). Cruse (2000:342), directive acts have the intention of eliciting some sort of action on the part of hearer; order, command, request, beg, advise (to), warn (to), ask, etc. Murcia and Elite (1989:25) states that directive acts are speech acts that enable speakers to impose some action on the hearer. Through directive acts, the speakers can express what she /he wants and then expects the hearer to comply.

Based on Fauzi (2012: 25), directive acts are kind of speech acts that are used by the speakers to order someone to do something. This directive acts reveals about the speaker's wants. The paradigm case of directive acts can be ordering, requesting, advising, suggesting, warning, etc.

5. The Differentiation of Ordering, Requesting, Advising, and Suggesting

In order to easy the researcher to analyze the data, it is necessarily for the researcher to know the basic differences of expression ordering, requesting, advising, and suggesting. The differentiation have been summarized as following:

Table 2.2.5.1

No.	Paradigm Case	Basic Differences
1.	Ordering	<p>❑ Definition : According to Cambridge advanced learner's dictionary (third edition), Ordering is orders someone to do something, or orders something to be done, they tell someone to do it.</p> <p>❑ Characteristics : According to Muzakar (2012), the</p>

		<p>characteristics of expression ordering are as following: (a) ordering most often used by the older to the young people. (b) Verb usually put in the front (c) more resolute temperament.</p> <p><input type="checkbox"/> Example : Run quickly!</p>
2.	Requesting	<p><input type="checkbox"/> Definition : According to Cambridge advanced learner's dictionary (third edition), requesting is to ask for something politely or officially.</p> <p><input type="checkbox"/> Characteristic : According to Muzakar (2012), the characteristics of expression ordering are as following: (a) Can be said command, but this expression more polite than command (b) Usually used by young people to older people (c) The specific characteristic there is using the word "Please" (d) Usually uses the words would ..., could ..., or can...</p> <p><input type="checkbox"/> Example : Could you help me to turn on the lamp, please?</p>
3.	Advising	<p><input type="checkbox"/> Definition : According to Cambridge advanced learner's dictionary (third edition), advising is to give someone advice about something.</p> <p><input type="checkbox"/> Characteristics : Usually uses the word advice</p> <p><input type="checkbox"/> Example : I advise you to buy a good dictionary</p>
4.	Suggesting	<p><input type="checkbox"/> Definition : According to Cambridge advanced learner's dictionary (third edition), suggesting is to mention an idea, possible plan or action for other people to consider.</p> <p><input type="checkbox"/> Characteristics : (a) According to www.edufind.com 11th August '15 at 16.00, Suggestions are most often reported using the verbs suggest, insist, recommend, demand, request, and propose followed by a that clause. (b) Based on English-at-home.com 11th August '15 at 16.15, all expressions of should, why don't you, etc are followed by a verb, without to.</p> <p><input type="checkbox"/> Example : You should try to practice English</p>

C. Movie

1. Definition of Movie

Based on the F.I.L.M. Project (P.4), Movies are truly modern-day storytelling instruments. They have the power to reach massive audiences, which is why they should, and do, matter so much to society. Movies are engaging due to the visual and audio stimulation they provide.

For recent years, movie or film considered being an important art form, as a root of en vogue entertainment but now movie also became a source of education for citizens. Learned and got education from films was possible because of many messages that implied and founded there. Moreover, there are also insert values such as moral values, educational values and other values.

Some examples of using movies as teaching tools are as follows:

(1) Parents can lead their children in discussions and activities after viewing a movie together. (2) English teachers can select a movie based on a piece of literature, using segments of the movie to engage their youth in conjunction with the book. (3) Social studies teachers can find a movie that covers a historical period they are teaching. (4) Out-of-school youth workers can use movies to teach important character education skills such as leadership, setting goals and becoming advocates for a particular cause.

2. Kinds of Movie

In studying about movie, it is necessarily for us to recognize the several of movie genres. According to The F.I.L.M Project (p.12) there are some kinds of movie as stated below: (1) Action (Disaster): stories whose central struggle plays out mainly through a clash of physical forces. (2) Adventure: stories whose central struggle plays out mainly through encounters with new “worlds.” (3) Comedy: stories whose central struggle causes hilarious results. (4) Coming-of-Age Drama: stories whose central struggle is about the hero finding his or her place in the world. (5) Crime: stories whose central struggle is about catching a criminal. (6) Detective Story/Courtroom Drama: stories whose central struggle is to find out what really happened to expose the truth.

(7) Epic/Myth: stories whose central struggle plays out in the midst of a clash of great forces or in the sweep of great historical change. (8) Fantasy: stories that are animated, or whose central struggle plays out in two worlds — the “real” world and an imaginary world. (9) Gangster: stories whose central struggle is between a criminal and society. (10) Horror: stories whose central struggle focuses on escaping from and eventually defeating a monster (either human or non-human). (11) Love (Romance): stories whose central struggle is between two people who each want to win or keep the love of the other. (12) Science Fiction: stories whose central struggle is generated from the technology and tools of a scientifically imaginable world. (13) Social Drama: stories whose central struggle is

between a champion and a problem or injustice in society. Usually the champion has a personal stake in the outcome of the struggle. (14) Thriller: stories whose central struggle pits an innocent hero against a lethal enemy who is out to kill him or her.

Therefore, the movie that is used by the researcher to be analyzed is “Around the World in 80 Days by Frank Coraci”. This film is containing of humor and making the moviegoer will be laugh if they watch it. So that, this film called comedy movie.

3. Comedy Film

According to (http://en.wikipedia.org/wiki/Comedy_film), comedy is a genre of film in which the main emphasis is on humour. These films are designed to entertain the audience through amusement. In addition, based on (<http://thescriptlab.com/screenplay/genre/comedy>), comedy is a genre of film that uses humor as a driving force. The aim of a comedy film is to illicit laughter from the audience through entertaining stories and characters. Although the comedy film may take on some serious material, most have a happy ending.

4. Genre of Comedy Film

As we know that comedy film is genre of film that contains of humor. Based on (<http://thescriptlab.com/screenplay/genre/comedy>), there are some kinds of comedy as stated below: (1) Anarchic Comedy refers to a genre of comedy that uses stream-of-consciousness humor. The humor in

these films tends to be nonsensical with exaggerated characters and situations. Anarchic film often uses slapstick tendencies, yet is considered to be less psychically violent. Unlike classic comedy, Anarchic films tend not to rely on narrative to explain the context of the humor. Examples: *Monty Python and the Holy Grail*, *Blazing Saddles*, *Animal House*. (2) Action-Comedy, as it's names suggests, this sub-genre combines action with humor. Action-Comedy relies on the characters to bring out the humor, while the action scenes tend to be less intense than in the traditional action movie. Examples: *Beverly Hills Cop*, *Rush Hour*, *Hot Fuzz*. (3) Black-Comedy is a sub-genre of both Comedy and Satire. These films often explore concepts and topics that are considered taboo. Black Comedy takes topics and situations that are commonly held as serious and explores them in a comical way. Because of this approach, Black Comedies often cause the audience to laugh and feel uncomfortable simultaneously. Examples: *Fargo*, *Harold and Maude*, *Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb*.

(4) Horror-Comedy combines comedy with traditional horror movie themes and characters. Because of the subject matter, Horror-Comedy films can cross over into the Black Comedy sub-genre. Horror-Comedy films aim to scare the audience, but also provide comical outlets that let the audience laugh at their fear. Examples: *Beetlejuice*, *Zombieland*, *Shaun of the Dead*. (5) Dramedy film is a genre that has a dramatic tone, yet has important elements of comedy. In Dramedys, the amount of drama and

comedy are almost equally balanced. This balance provides comedic relief for the audience, while still addressing serious issues. Examples: *Little Miss Sunshine*, *The Royal Tenenbaums*, *Lost in Translation*.

(6) Parody/Spoof is a sub-genre of Comedy film that bases itself in reality. These films impersonate, ridicule, or scoff at serious situations and people. These films rely heavily on satire and can be used as a means of social or political commentary. Parody/Spoof films can also take the form in a fake documentary called a “Mockumentary.” Examples: *Life of Brian*, *Naked Gun*, *Scary Movie*. (7) Romantic-Comedy is a genre that attempts to catch the viewer’s heart with the combination of love and humor. This sub-genre is light-hearted and usually places the two protagonists in humorous situation. Romantic-Comedy film revolves around a romantic ideal, such as true love. In the end, the ideal triumphs over the situation or obstacle, thus creating a happy ending. Examples: *Roman Holiday*, *When Harry Met Sally*, *Knocked Up*. (8) Slapstick comedy is a sub-genre of film that incorporates physical comedy into the story. Slapstick uses visual action, such as harmless violence and horseplay, to depict humor. Slapstick film often relies on comedic timing and a controlled psychical performance of a single actor or actress. Examples: *Caddyshack*, *Safety Last!*, *Tommy Boy*.

In this research, the researcher uses movie “Around the World in 80 Days by Frank Coraci” as the subject to be analyzed. According to the explanation about the genre of comedy above, the researcher concludes that this movie is kind of comedy film by genre actions. This movie includes in

actions comedy because within the movie contains of many humors and actions whose struggle plays through physical force between some actors.

D. Review of Previous Studies

In conducting this research, the researcher reads some previous studies that related to this research. The researcher found some references from the previous studies that have been read by the researcher. The researcher can use those previous studies as a reference to know the ways to conduct a study in analyzing directives acts in the movie “around the world in 80 days” by Frank Coraci.

The first previous study is written by M. Abdul Aziz (2013:ix), entitled *Illocutionary Acts and Politeness Strategies Performed by The Main Characters in Twilight Movie*. In his thesis, Aziz concerns in analyzing of illocutionary acts and politeness strategies are performed by the main characters in “twilight movie”. In this case, Aziz used library research which is applied the descriptive qualitative method. He used documentary as the technique to collect the data while the instrument is the researcher itself. In conducting his thesis, Aziz formulated three kinds of research problems; (1) What illocutionary acts are performed by the main characters in “twilight movie”? (2)What illocutionary acts are performed by the main characters in “twilight movie” containing FTA (face threatening act)? (3) What politeness strategies are performed by the main characters in “twilight movie” to minimize the threat pertaining in the illocutionary acts?.

Therefore, the researcher stated three of research objectives; (1) To find out what illocutionary acts are performed by the main characters in “twilight movie” (2) To find out what illocutionary acts are performed by the main characters in “twilight movie” containing FTA (face threatening act) (3) To find out what politeness strategies are performed by the main characters in “twilight movie” to minimize the threat pertaining in the illocutionary acts.

In his thesis, Aziz found five kinds of illocutionary acts : Assertive acts (act of stating, informing, claiming, and complaining), Directive acts (act of asking, commanding, and begging), Expressive acts (act of welcoming, refusing, apologizing, thanking, and praising), Commissive acts (act of offering and promising) and Declarative acts (act of declaring). Besides, there are FTA (face threatening act) or the threats in illocutionary acts at conversational fragments performed by the main characters in “Twilight Movie”. They were including Assertive acts and Directive acts. He also found six politeness strategies used by the main characters of “Twilight Movie” as the following descriptive; Tact maxim, generosity maxim, modesty maxim, agreement maxim, approbation maxim, and sympathy maxim.

The second previous study is written by Yuwartatik (2013:ix), the entitled *An Analysis of Speech Acts in Dialogues of the Novel “The Black Cat” by John Milne*. In her thesis, Yuwartatik only focused on the analysis of illocutionary acts and perlocutionary acts in dialogues of the novel “The Black Cat” by John Milne. In this case, Yuwartatik used Library study

based on its purpose. In this research, Yuwartatik used documentation as the method to collect the data. In addition, she used Searles's theory to analyze the illocutionary act and perlocutionary acts. Yuwartatik also stated two kinds of research problem were: (1) What types of illocutionary act are found in dialogues of "The Black Cat"? (2) What is the impact of perlocutionary act in the dialogues of "The Black Cat"? and the purpose of this study are : (1) To know what types of illocutionary act are found in dialogues of "The Black Cat", (2) To know what is the impact of perlocutionary act in the dialogues of "The Black Cat". In this research, Yuwartatik found two result of the study. The first result contains the types of illocutionary acts ;(1) Assertive (2)Commissive (3) Directives (4) Expressive (5) Declarative. The second result contains the impact are found of perlocutionary acts.

The third previous study is written by Ningrum (2013:ix), the entitled *An Analysis of Illocotinary Act Found in Selected Spoken Slogan on Television's Advertisements*. In this case, she focused on the analysis of illocutionary acts. In this research, Ningrum used qualitative research design. She also used content analysis technique to analyze the data. In this study, she stated three kinds of research problem; (1) What types of illocutionary act are found in selected spoken slogan on television's advertisement? (2) What is the most dominant of illocutionary act found in selected spoken slogan on television's advertisement? (3) What is the meaning of illocutionary act found in selected spoken slogan on television's

advertisement?. In this study, Ningrum stated three kinds of research problem; (1) To know about types of illocutionary act found in selected spoken slogan on television's advertisement (2) To know about the most dominant illocutionary act found in selected spoken slogan on television's advertisement (3) To define about the meaning of illocutionary act found in selected spoken slogan on television's advertisement. In this research, Ningrum found illocutionary; declarations (declaring), representatives (affirming, informing, stating, concluding, believing, asserting, illustrating, promoting, motivating), expressive (praising), directives (advising, commanding, suggesting, illustrating, motivating, recommending), commissive (promising, offering, serving, inviting, persuading, promoting), and the dominant illocutionary acts are representatives and commissive.