



**THE PERFORMANCE OF EXPRESSIVE SPEECH ACTS
ON WAYNE ROONEY'S FACEBOOK**

a Thesis

Submitted in Partial Fulfillment of the Requirements for Magister's Degree Program
in English Language Education

by

Ahmad Tauchid

0203514091

**ENGLISH LANGUAGE EDUCATION
GRADUATE PROGRAM
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2016**

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0203514091

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This thesis entitled “**THE PERFORMANCE OF EXPRESSIVE SPEECH ACTS ON WAYNE ROONEY’S FACEBOOK**” by,

Name : Ahmad Tauchid

SRN : 0203514091

Study Program : English Education

has been examined and defended on June 27th, 2016 in front of the Board of Thesis Examiners.

Semarang, June 27th, 2016

Chairman,

Secretary,

Prof. Dr. H. Achmad Slamet, M.Si.

NIP. 196105241986011001

Dr. Januarius Mujiyanto, M.Hum.

NIP. 195312131983031002

First Examiner,

Second Examiner,

Drs. Ahmad Sofwan, Ph.D.

NIP. 196204271989011001

Prof. Dr. Warsono, Dip.TEFL, M.A.

Third Examiner,

Prof. Dr. Dwi Rukmini, M.Pd.

NIP. 195104151976032001

Motto:

Expressive Speech Act is a Linguistic Action

Dedicated to:

Graduate Program of Semarang State University

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Ahmad Tauchid

ABSTRACT

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Key words: Pragmatics, Illocutionary Act, Expressive Speech Act, Perlocutionary Acts.

Of the Searlean categories of speech acts (Assertives, Directives, Commissives, Expressives, and Declarations), Expressive speech acts are often considered the most elusive and difficult category in which the speakers report a state of affairs, or in which they express their feelings, expressing the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content.

There were three objectives of this study. They were to classify what types of expressive speech act were performed by Wayne Rooney on his Facebook, to describe how the expressive speech acts were performed by Wayne Rooney on his Facebook, and to describe how the effects of expressive speech acts performed by Wayne Rooney on the hearers were.

This study used a qualitative approach. The object of the study was expressive speech acts. The data were taken from Wayne Rooney's Facebook, starting from January 2012 to May 2016 and it was gained 91 data as a whole. In conducting the study, the writer played his role as the key instrument. The units of analysis were in the form of utterances. The procedures of collecting data were determining the object, searching for Wayne Rooney's authentic Facebook account, reading the status updated by Wayne Rooney accurately, and highlighting the data. The procedures of analyzing data were classifying the data, reducing the data, interpreting the data, and drawing an inference. The triangulation used was expert triangulation.

The findings were that there were four types of expressive speech act on Wayne Rooney's Facebook. They were expressive speech acts of congratulating, complimenting, thanking, and boasting. Expressive speech act of boasting was the most dominant one, as much as 46%. Furthermore, each type was performed by Wayne Rooney either with direct expressive speech acts, or with the addition of preparatory acts, supportive acts, as well as the combination of both of them to modify the head acts as the main messages. Expressive speech acts of congratulating tended to cause the hearers to respond the same as what the speaker intended, namely congratulating. Meanwhile, expressive speech acts of complimenting, thanking, and boasting were most likely to cause the hearers to produce a large number of compliments as the responses.

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LIST OF ABBREVIATIONS

$[\Sigma]$	A variable for preparatory condition
$[\Theta]$	A variable for propositional content condition
$[\Psi]$	A variable for sincerity condition
=	The sign of equality
$\ \ $	The function that assigns to each illocutionary verb the force or type of speech act that it names
\dashv	The primitive expressive illocutionary force
a_i	The speaker of context of utterance i
b_i	The hearer of context of utterance i
1	The integer one the truth value: truth, or the success value: success
i	Variable for possible contexts of utterance
0	The integer zero the truth value: falsehood, or the success value: lack of success
P	A variable for proposition
Prop	The set of all propositions
t_i	The moment of time of utterance of the context i
η	The degree of strength of the sincerity condition of the illocutionary force

CHAPTER I

INTRODUCTION

In this chapter, the writer describes about background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, scope and limitation, definition of key terms, and organization of the thesis.

1.1 Background of the Study

When people are communicating with each other, they transfer certain meanings through the language. A branch of linguistics studying about meanings in communication is covered in what so-called Pragmatics. It is concentrated on the dynamic aspects of meanings in context. One main interest of pragmatics is defining the principles for the determination of intended meaning. This meaning may be transmitted verbally or non-verbally. Pragmatics studies language that is not directly spoken. Instead, the speaker hints at or suggests a meaning, and the listener assumes the correct intention. In a sense, pragmatics is seen as an understanding between people to obey certain rules of interaction. In everyday language, the meanings of words and phrases are constantly implied and not explicitly stated. In certain situations, words can have a certain meaning. People might think that words always have a specifically defined meaning, but that is not always the case. The definition might be a bit confusing, so let us look at an example to clarify the role of pragmatics in our language. This example is one that you probably use in your own life every day. When our friend asks, 'How are you today?', do you immediately go into an in-depth account of your health issues,

varying mood, relationship status, and everything else going on in your life? Of course not! Usually, you respond with something similar too, 'Fine, how are you?' with the same expectation that our friend will not go into full detail of how he or she truly is. This interaction perfectly shows pragmatics at work. It is understood that this question does not really ask you to explain everything going on in your life. The implication relies on the context and situation. Thus, to understand more about pragmatics in context and situation, it is much better to study about speech acts which become significant aspects to be discussed further.

Speech act theory attempts to explain how speakers use language to accomplish intended actions and how hearers infer intended meaning from what is said. This is obviously important to take account of speech acts into a deep analysis in conjunction with a large number of issues which potentially arise. Just take a look at the following illustration. When the speakers utter something, then the hearers afford to catch the meanings produced by the speakers. It can even cause misunderstanding when the hearers fail to process the intended meanings from the speakers. Furthermore, the speakers have something in their mind in which they expect the hearers to do so, but in some cases the speakers' expectation is not the same as what the hearers understand. Speech acts try to discuss how any utterances are produced by speakers so that they have intended meanings which should be comprehended by hearers not only explicitly but also implicitly. Furthermore, those intended meanings affect the hearers to react, act, and do something. In speech acts, the terms such as locutionary acts, illocutionary acts, and perlocutionary acts are familiar. Locutionary act refers to the literal

meaning of what is said. For example: 'It is hot in here'. Illocutionary act is the social function of what is said. For example: 'It is hot in here' could be an indirect request for someone to open the windows, an indirect refusal to close the window because someone is cold, or a complaint implying that someone should know better than to keep the windows closed (expressed emphatically). While perlocutionary act is the effect of what is said. For example: 'It is hot in here' could result in someone opening the windows. Speech acts have a crucial role in pragmatics because they are not merely a matter of speeches and acts, but there is power or force behind the words which really need a deep analysis.

The domain of speech acts is then focused on the intended meanings or illocutionary acts. The concept of an illocutionary act is central to the concept of a speech act. Sometimes what is said is what is meant, but it is very often that what is said is not what is meant. In particular contexts, utterances are contrasted to meanings that want to be conveyed by speakers. When what is said is what is meant, hearers need not do interpretation complicatedly and it is easy to understand. Meanwhile, when what is said is not what is meant, hearers endeavor hard to catch the meanings of the utterances. Illocutionary acts have a force as an aspect of speaker meaning. It means that speakers, in producing utterances, have power to control someone else to do something in accordance with what they desire. For example, in a classroom situation when a lecturer utters 'do this assignment and submit it tomorrow' to the students, then the students are most likely to obey what their lecturer instructs. Though the students may possibly refuse the lecturer's instruction, they in fact do not do that. Here it is obviously

illustrated that an utterance produced by the lecturer is not a mere utterance, but there is power that forces the students to do a lecturer's instruction. Those utterances are capable of influencing the hearers because of the illocutionary force. Then illocutionary act is categorized into some, but this study focused only on one of them, i.e. expressive speech act.

Of the Searlean categories of speech acts (Assertives, Directives, Commissives, Expressives, and Declarations), Expressive speech acts are often considered the most elusive and difficult category in which the speakers report a state of affairs, or in which they express their feelings, expressing the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content. They have received attention in the earlier studies. For example, the dimension of irony versus sincerity becomes prominent with compliments. Apologies are expressed in routinised, perhaps even ritual and rule-governed forms, though creative instances can also be found. Expressive speech act is one of the types which has a direction of fit from world-to-words. The speakers try to fit their words to the world. Expressives, in a very general sense, indicate the speaker's feelings. They comprise speech acts such as greetings, compliments, apologies, etc. In speech acts such as greetings and apologies the truth of what is said is not at issue. Greetings do not even have a propositional content that could be true or not, and they also lack sincerity conditions. Greetings are exchanged as courteous recognitions of the addressee who has just been encountered. Apologies, on the other hand, constitute a face-threat to the speaker's own positive face because they acknowledge an offence or

a potential offence for which the speaker feels responsible. Compliments are less clear-cut cases. They depend to a large extent on the reaction of the hearer because they express a proposition that is perceived as friendly and polite. Such perceptions may differ from one person to the other. When expressive speech acts are related to the recent phenomena showing that people tend to show off their feelings in public especially in social media because of the development of technology, expressive speech act has a significant role and it is very important to study them.

1.2 Reasons for Choosing the Topic

There were several reasons for the writer to choose the topic. Among them were as follows:

To follow up the research findings from Ilyas and Khusni in 2012 that status messages on Facebook were dominated by expressive speech acts, then the writer wanted to study more deeply what types of expressive speech act, how they were performed, and how the effects were. This was very important that this study be done to improve the quality of the previous study.

Many people expressed their expression of emotional state or attitude on social media. According to the data taken from https://en.wikipedia.org/wiki/Social_media, Facebook in 2015 was the social media with the most users as many as 1,100,000,000 followed by Twitter as many as 310,000,000 users and LinkedIn as many as 255,000,000 users. The site on <https://zephoria.com/top-15-valuable-Facebook-statistics/> also added that Every 60 seconds on Facebook 510 comments were posted, 293,000 statuses were

updated, and 136,000 photos were uploaded. This data showed that Facebook was the most popular social media used by people all over the world. Facebook was utilized by a large number of people to do things which potentially produced more expressive acts. Based on the statistical data above, the writer decided to use Facebook as the media for his study because utterances containing expressive speech acts were able to be obtained more comprehensively.

There were a few considerations for the writer to take data from Wayne Rooney. Among them were Wayne Rooney had Facebook account, his Facebook account could be authentically identified, he always updated statuses in the forms of utterances on Facebook, his utterances were totally in English, his utterances were unhidden, and above all his utterances were dominated by expressive speech acts instead of the others. Based on the considerations above, the writer determined to choose Wayne Rooney because all of the requirements were suitable for him.

1.3 Statement of the Problems

There were three problems formulated in this study. They were:

1. What types of expressive speech act were performed by Wayne Rooney on his Facebook?
2. How were the expressive speech acts performed by Wayne Rooney on his Facebook?
3. How were the effects of expressive speech acts performed by Wayne Rooney on the hearers?

1.4 Objectives of the Study

The objectives of the study here were the roadmap for the writer to study the problems which had already been formulated.

1. To classify what types of expressive speech act were performed by Wayne Rooney on his Facebook.
2. To describe how the expressive speech acts were performed by Wayne Rooney on his Facebook.
3. To describe how the effects of expressive speech acts performed by Wayne Rooney on the hearers were.

1.5 Significance of the Study

1. Theoretical Significance

This study was expected to be able to complete the previous theory of speech acts proposed by Austin in 1962 and Searle in 1969 and 1985 by relating to the new approach of communicative act theory proposed by Petrus in 2010 and Fetzer in 2013.

2. Practical Significance

This study was aimed at proving the occurrence of modifiers such as preparatory and supportive acts along with the head act (the main message) to make the complexity of expressive speech acts in public utterances, and the possible effects of certain types of expressive speech acts.

3. Pedagogical Significance

This study was intended to those who were learning English, especially English students to know how to perform expressive speech acts and to expose

what the possible effects were, when certain types of expressive speech acts were performed so that the students had much better knowledge of expressive speech acts.

1.6 Scope and Limitation of the Study

The scope of this study was pragmatics. To avoid general and broader discussion, the writer limited the study related to the expressive speech acts only.

1.7 Definition of Key Terms

To make this study much more understandable, the writer provided some terms which were used in the study.

1. Pragmatics is the cognitive, social, and cultural science of language and communication. (Verschueren and Ostman, 2009:1).
2. Illocutionary act is the speech act or force, showing the intention of the speaker; how the act is to be understood by the addressee. (Castro, 2012:61).
3. Expressive speech act is speaker's expression of emotional state or attitude such as praising, blaming, congratulating, etc. (Brown and Miller, 2013:163).
4. Perlocutionary act is the result of speaker's utterance on three relevant parts in communication – speaker, hearer, and other unintended hearers in the context. (Qiang, 2013:61).

1.8 Organization of the Thesis

This thesis is organized into five chapters. Chapter one, introduction, consists of background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, scope and limitation of the study, definition of key terms, and organization of the thesis.

Chapter two, constituting review of related literature, consists of review of previous studies, theoretical review, and theoretical framework. The writer reviewed previous studies conducted by some researchers. Then theoretical review itself was subdivided into some parts. They were pragmatics, speech acts, classification of speech acts, classification of illocutionary acts, and expressive speech acts. Chapter three, research methodology, consists of assumptions, research design, object of the study, source of data, role of the researcher, unit of analysis, procedures of collecting data, procedures of analyzing data, and triangulation. Chapter four consists of results and discussion. Finally chapter five is conclusions and suggestions.