THE USE OF SPEECH ACT
BY NATIVE AND NON-NATIVE SPEAKERS IN ELLEN SHOW:
A COMPARATIVE STUDY

a final project
submitted in partial fulfillment of the requirements
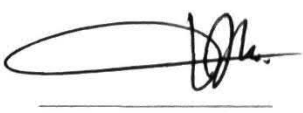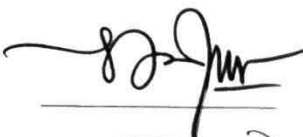for the degree of *Sarjana Pendidikan*
in English

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar hasil karya saya sendiri, kecuali kutipan dan ringkasan yang semua sumbernya telah dijelaskan. Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini jiplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

Semarang, 16 Oktober 2019

Alisha Rahma Putri

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MOTTO AND DEDICATION

Those to whom hypocrites said, "Indeed, the people have gathered against you, so fear them." But it [merely] increased them in faith, and they said, "Sufficient for us is Allah, and [He is] the best Disposer of affairs." – Surah Qur'an Ali Imran [3:137]

To my beloved Mom and Father

Ibu Ekowati and Bapak Kayoko

My younger brother

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ABSTRACT

Putri, Alisha Rahma. (2019). *Comparing Speech Act Usages in Ellen Show Interview between Non-native Speakers and Native Speakers*. Final Project. Faculty of Languages and Arts, Universitas Negeri Semarang.

Keywords: *Searle, Illocutionary Speech Act, Native Speakers and Non-native Speakers*

This final project focuses on type of illocutionary speech act used by native speakers and non-native speakers in interview. The aim of the study is to find out the type of illocutionary speech act used by native speakers and non-native speakers in Ellen Show and analysed the cross cultural pragmatic background of the speeches. The method of the study is qualitative descriptive. The data were collected by watching the four videos; Ellen with One Direction (2014 and 2015), and Ellen with BTS (2017 and 2018) and transcribing the data. After that, the writer classified the speeches into the type of illocutionary speech act. Counting the percentage of all the types was the next step. And then, the writer analysed the identifier and the cross cultural pragmatic background. The subjects of the study were BTS as non-native speakers, One Direction and Ellen as native speakers.

The result of this study is formulated in percentage to know the comparison of illocutionary speech act that used by native or non-native speakers in Ellen show. The videos had same subjects, but every subject had different amount of illocutionary types in each of years. First, representatives speech act used by One Direction 42.59% (2014) and 46.94% (2015), BTS with 42.19% (2017) and 28.1% (2018), and Ellen with 25.93% (2014), 14.29% (2015), 21.88% (2017), and 16.95% (2018) that uttered based of the real situation, giving information, and giving opinion. Second, directives speech act used by One Direction 0% (2014) and 8.16% (2015), BTS with 0% (2017) and 0% (2018), and Ellen with 1.85% (2014), 2.04% (2015), 4.69% (2017), and 3.39% (2018) that uttered direct, request or demand, and suggest or advice. Third, commisives speech act used by One Direction 1.85% (2014) and 2.04% (2015), BTS with 0% (2017) and 1.69% (2018), and Ellen with 5.56% (2014), 8.16% (2015), 1.56% (2017) and 1.69% (2018) that uttered expecting future action and promising future action. And the last, expressives speech act used by One Direction 18.52% (2014) and 6.12% (2015), BTS with 23.44% (2017) and 35.59% (2018), and Ellen with 3.70% (2014), 12.24% (2015), 6.25% (2017) and 11.86% (2018) uttered emotion and attitude. Directives speech act was not found because Ellen as a host of the show did not change the social status of the guests. Some type of illocutionary speech act in the interview was influenced by cross cultural value: self-assertion (representatives), directness (directives), intimacy (commisives), and harmony (expressives). Teaching types of illocutionary speech act is important. Thus the educators have to teach students about illocutionary speech act in order to increase the variety of students' way in conveying speech.

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CHAPTER I

INTRODUCTION

This chapter is included introduction of the study. It consists of background of the study, reason for choosing the topic, statements of the problems, objectives of the study, significance of the study, limitation of study, and outline of the report.

1.1. Background of the Study

Communication is one of the important things of human being in the world. People present their expression and content through communication. Language is a tool for people to communicate. In communication, people give information or a symbol and the other can reach the goal of that communication. Language is also used by human to convey about the purpose of communication. There are, for instance, expression, idea, interrogative, willingness and etc. One of the most important functions of language is communication. When we communicate a message, we want the message to be interpreted as effectively as possible. To reach this goal, the message we send to the hearer/reader contains signals that guide him/her to interpret properly and to avoid any misunderstanding or ambiguity (Rafajlovičová 2017: 10).

Pragmatics is a branch of a linguistic study that related to language in context or meaning. Pragmatic can be identified as 'language in use' and not

'language as system'. Pragmatics tends to analyse about language that used in social life. Yule (2010: 128) stated that,

In many ways, pragmatics is the study of "invisible" meaning, or how we recognize what is meant even when it is not actually said or written. In order for that to happen, speakers (or writers) must be able to depend on a lot of shared assumptions and expectations when they try to communicate. The investigation of those assumptions and expectations provides us with some insights into how more is always being communicated than is said.

In everyday conversation, people speak something containing *speech act*. *Speech act* is one of pragmatic focuses that characterize the performance of utterance in certain condition. Searle (1969: 115) stated that in a typical **speech** situation involving speaker, a hearer, and an utterance by the speaker, there are many kinds of **act** associated with the speaker's utterance. Thus, speech act is kind of stage, from a speaker speak his utterance, than the hearer catch the utterance and interpret, finally the hearer shows some act.

The non-native speaker of English such as people from Asia is rarely interviewed in an American show. In interview, there are some questions by questioner and its answer by the answerer. However, people state of mind and what speakers say or convey are likely dissimilar. Thus, people who hear the utterance might be misunderstand. Therefore, the performance of conveying the speech could be observed by their *speech act*. Different cultures may also influence their pattern of convey the speech. Blum-Kulka and Olshtain (1984: 197) said that there might be differences in the realization pattern of speech act, one aspect might be the culture, on another dimension, within the same set of

social constraints, and members of one culture might tend to express a request more or less directly than members of another culture.

Ellen Show is one of a talk show that famous in entertainment not only for American but also for the whole world. Ellen show is delivered by Ellen herself. There are many famous artists that invited to Ellen Show, for instance, Ed Sheeran, Justin Bieber, Billie Eilish, One Direction, and the first Asian artist, BTS, and many more. The non- native speakers on this study refers to BTS (*bangtan sonyeodan)* or Bulletproof Boy Scouts. BTS is one of boybands from South Korea that managed become the first representative of Asian artist which is invited to Ellen Show. The native speakers on this study refer to One Direction, English-Irish boyband based in London.

Therefore, there is a need to analyse the speech act both of the Korean Boygroup (non-native speaker) and The English Boygroup (native speaker) in Ellen Show to know whether they had a different pattern of answering interview based on Searle theory. Based on description above, this research was considered in the title is an Analysis of Speech Act in Ellen Show Interview between the Korean Boygroup (non-native speaker) and The English Boygroup (native speaker).

1.2.   Reason for Choosing Topic

This research has been conducted based on the following reasons. In social life, human is not only need to know how they conveying their speech but also human need justification of their interlocutors about what the real message of the utterance. In addition, bad or good way of conveying speech such is also considered. Thus, learning about speech is important. Jan Renkema (1993: 21-22) stated that by studying how people perform speech act such as apologizing, promising, ordering, etc., these 'philosophers of ordinary language' wished to contribute to the solution of philosophical problems.

Personal preference is one of the reasons why the writer conducted this research. The Korean Boygroup and The English Boygroup are two of the popular boy-bands in 2000s and the writer like both of them. Once the Korean Boygroup got opportunity to be interviewed in Ellen Show and one of the members could speak English. Hence, the writer was interested to observe how they conveying their speech or *speech act* comparing to The English Boyband (One Direction).

Nowadays, students have access to internet. Indeed, students can study from every source from the internet. The Korean Boygroup and The English Boygroup are "Idol" for some young learner. The videos of the Korean Boygroup and The English Boygroup interviewed by Ellen are available on YouTube. Thus, when the students watch the videos, they can learn English and enhance their

speaking skill as well. One Direction is considered as comparison of BTS because they are boyband/group and well-known among teens.

Moreover, this kind of study is rarely to be found and considered featureless especially in academic of undergraduate. The students tend to decide the minimum effort to construct a final project. In article, Mr. Hendi Pratama (2017: 10) conclude that the students prefer observe the teaching technique and analyse a result of writing. Therefore, the witter hope that *speech act* can be a main option topic of constructing a final project among researcher or students in undergraduate program.

1.3. Statements of the Problems

The research problems as follow:

(1). What are the types of speech act used by native speakers and non-native speakers in Ellen show?

(2). What are the types of speech act used by Ellen in that interaction?

(3). What are the cross cultural backgrounds of the speech act used by non-native and native speakers?

1.4. Objective of the Study

Based on the statement of the problems, the objectives of this study are follows:

1. to compare the types of speech act that non-native speakers and native speakers used in interview of ellen show that analysed using Searle's theory.

2. to find out the types of speech act that Ellen used in the interaction.

3. to know cultural pragmatic backgrounds for the type of speech act that used by the non-native speakers and the native speakers.

1.5. Significance of the Study

1.5.1. Theoretical Significance

The result of this study can be beneficial in term of adding information about *speech act*. More precisely, it is about the different type of illocutionary speech act that non-native and native speaker used to answer the interview. In addition, this study is a study that analyse one of the branch of the pragmatics about linguistics in term of informal conversations.

1.5.2. Practical Significance

Speech act is used in everyday conversation in order to make people understand the way of conveying speech based on the context, particularly the good way to answer questions from interview.

1.5.3. Pedagogical Significance

This study can contribute to increase students' speaking skill, because the result of the study shows the pattern of non-native and native speaker how to answer questions in interview in English.

1.6. Limitation of the Study

The writer wants to analyse Speech Act focusing on types of Illocutionary Act that used by the Non-native and Native speakers whether One Direction, BTS and Ellen in Ellen Show using Searle's theory. Thus, the writer did not analyse the locution and the perlocution of their speech.

1.7. Outline of the Report

The outline of report of the research would be composed in the following structures:

Chapter one is introduction, which consists of background of the study, reasons for choosing the topic, statements of the problems, objectives of the study, significance of the study, scope of study, and outline of the report.

Chapter two is review of related literature. They are review of the previous studies, review of the theoretical studies, and theoretical frameworks of analysis.

Chapter three is research methodology. This chapter consists of four sub chapters, including research design, research instrument, procedure of data collection, and procedure of the data analysis.

Chapter four is the analysis. This chapter contains findings and discussions of the research according to the goals of the research.

Chapter five, the last chapter, presents conclusion and some suggestions dealing with the subject matter of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter, the writer present about review of related literature consisting theory that underlying the topic of the study. It consists of three subchapters. They are review of the previous studies, review of the theoretical studies, and theoretical framework.

2.1. Review of Previous Study

The writer provides some related previous studies in order to sustain my final project.

The first study is a thesis from Zakiah (2018) entitled "Representative Illocutionary Act in an Interview between Charlie Rose and Jack Ma (World Economic Forum)". This study analyse the answer of Jack Ma and classified them based on the type of illocutionary speech act using John R. Searle theory. The method of this study was qualitative descriptive. She found that Jack Ma presents more representative illocutionary act in form of *stating directly*. And all from the data mostly Jack Ma spook directly in answering the questions.

The second study is a journal from Tambunan *et al* (2018) entitled "Expressive Speech Act in Ellen Show "An Interview with Ed Sheeran". This study is similar with the first previous study. However, they only focused on

expressive illocutionary speech act. The researchers found several types expression, for instance, surprise, happiness, sadness, congratulating, and thanking. In addition, the researchers found most of the surprise expressions in the utterances of the interviewer, Ellen. This expression implies that Ellen gained new information that she has never known before about the news.

The third study is from Devi's (2016) with title "Speech Act Realization Analysis in a Mock Work Interview in Grade Twelve of SMK N 2 Adiwerna". This study is nearly same with my study. The purpose of the study is to find out speech act realization in a mock work interview and the subjects of this study were 21 students of XII Logam 1 of SMK N 2 Adiwerna. The study used Austin's theory to classify the type of illocutionary speech act. The researcher analysed the data byrecording data, transcribing data, analyzing data, and interpreting data. The study showed that Assertive (49.6%) are the most dominant speech act among others, followed by expressive (36.2%), then directive (11.3%), and the last one is commisive speech act (2.8%). Declarative speech act were not found in this data. the researcher also identified the markers of every type of illocutionary speech act.

The next study is formulated by Gungormezler (2016) entitled "an Investigation of The Refusal Speech Act of Turkish Learners of English". The purpose of the study was to explore the pattern of refusal speech act between Turkish and American English speakers. This study employed an open role-play,

which enforces participants' online oral productions and considered as an approximate alternative to real life productions. The researcher used face threatening act (FTA) from Brown & Levinson theory to analyse the data. The study showed that the total numbers of refusal strategies used by both groups in the first episode of a refusal sequence were similar, but the distribution of the strategies varied between the two groups and a number of differences were discovered. Regarding the use of main refusal strategies, reason/explanation was found to be the most frequently used strategy by both groups.

And the last study is from Justová (2006) entitled "Direct and Indirect Speech Act in English" in form of bachelor thesis. The study analysed the direct and indirect speech act in the comedy-drama *Life x 3* written by contemporary French author Yasmina Reza and translated in English by Christoper Hampton. She used implicature theory, the cooperative principle and maxims developed by Paul Grice. The play contains four types of exchanges and thus four types of speaker-hearer strategies: direct-direct, direct-indirect, indirect-direct and indirect-indirect. She came in conclusion that the speakers probably avoid indirect-direct strategy since a direct response to an indirect strategy may provoke an argument (there are 6 exchanges out of 9 which could be understood as an 'argument-starter') which might be the main reason why the speakers rather choose not to answer directly in this case.

The data, data sources, and object of the previous studies are different. The previous studies above are not only about analyse classification of speech act, but

also about the pattern of how non-native speaker using certain strategy of speaking. Moreover, the final project about type of speech act is rare. Thus the writer provide some another previous study about politeness strategy.

2.2. Theoretical Review

The following discussion will be about pragmatics, then about speech act, stages of speech act, and types of illocutionary act from John R. Searle's theory.

2.2.1. Pragmatics

Pragmatics is one of the branches of linguistic science that discuss a language as daily practice (sign, symbol, conversation). According to Morris (as stated in Laurence and Gregory: 2006) Pragmatics as a field of linguistic inquiry was initiated in the 1930s, pragmatics the relation of signs to their users and interpreters.

Meanwhile according to Yule (1996) there are four areas which pragmatics is concerned with. First, pragmatics studies the speaker meaning. It has, consequently, tend to analyse of what people mean by their utterances than what the utterances might mean by themselves. Second, pragmatics studies about contextual meaning. This type of the study importantly involves the interpretation of what people mean in a particular context and how the context influences what it said. Third, pragmatics studies about how more gets communicated than is said. This approach explores how listeners could make inferences about what is said in order to arrive at an interpretation of the speaker's intended meaning. The last,

pragmatics studies the expression of relative distance. This perspective of communication raises the question of what determines the choice between the said and the unsaid.

Pragmatics is systematically abstracted away from in the construction of content or logical form which is the study of those context dependent aspects of meaning. If pragmatics is "the study of linguistic act and the contexts in which they are performed" (Stalnaker 1972: 383 as cited in Horn and Ward 2006), speech act theory – elaborating the distinction between the illocutionary force of a given utterance – constitutes a central subdomain and the propositional content, along with the analysis of explicit performative utterances and indirect speech act (Horn and Ward 2006).

2.2.2. Cross Cultural Pragmatic

English as international language is used by entire world to communicate to other country. However, every country has their own cultural background that influences their way to communicate using English. That could be an issue of causing misinterpreting. Thus, that must be deal with 'cross-cultural pragmatic'. Kecskes (2017) stated that cross-cultural pragmatics compares different cultures, based on the exploration of certain aspects of language use, such as speech act, behaviour patterns, and language behavior. Cross-cultural pragmatic analyses the similarities and the differences in the language that used by people who speaking different languages and cultures.

There are some terms from some studies about 'cross-cultural pragmatic' that concluded by Wierzbicka (2003: 69), (1) In different societies, and different communities, people also speak differently, (2) These differences ways of speaking are profound and systematic, (3) These differences reflect at least different hierarchies of values (cultural values), (4) Different ways of speaking, different communicative styles, could be explained and made sense of, in terms of independently established different cultural values and cultural priorities. The world cultural is basically divided into two categories, there are western and oriental. Different language is also different value. Therefore, Wierzbicka made a comparison among language in term of its value. Wierzbicka developed four values that she found; there are 'self-assertion', directness, further illustration, and attitude of emotion.

Many of studies proved that culture between western and oriental are very dissimilar. A student named Bok Myung Cang from Namseol University had investigated the cultural identity of Korean English and to make the intercultural communications among non-native speakers successful. He identified characteristics of Korean English based on value system. Here is table found by Bok Myung that related with sociocultural value.

Table 2.1. The Comparison Between Oriental and Western Value System

	Oriental Value Systems	Western Value Systems
1	Collectivism and Group Orientation	Individualism and Privacy
2	Hierarchy / Rank / Social Status	Equality
3	Cooperation	Competition for Success
4	Spiritualism	Materialism
5	Strong Face-consciousness	Weak Face-consciousness
6	Being Orientation	Action/Work Orientation
7	Formality	Informality
8	Indirectness	Directness / Openness / Honesty
9	High Considerate	High involvement
10	Conservative	Liberal
11	Ethics -Oriented	Rules and Regulation Oriented

Bok Myung Cang (2010)

Bok Myung Cang also identified the para- linguistic features and socio-cultural characteristics of Korean English. Self-assertion is the expression of confident promotion of oneself, one's desire or view. American has have level of self-assertion (individualism), whereas Korean tends to express something in collectiveness such as *uri-jib* 'our home', *uri-dongsaeng* 'our sister'. Chang (2010: 138) said if someone uses 'my' in Korean, it could be identified as arrogant or egocentric. In addition, another example of self-assertion point is expressing desire. American always encourage to express their desire and say 'I want this, I do not want this', while Korean rarely done that to avoid confrontation and contention.

This value also shaped in speech act, for instance, "Close the door!" which defined as direct speech act, "Could you close the door?" called indirect speech act. Chang (2010: 138) explained that Korean personal pronouns are implicit if

the context is understandable. For example, instead of saying "I put on the shoes."

they are saying "put on the shoes." The last sounds imperative, but it is not.

Indeed, it is assertive and not indirect speech act. However, this value is widely

defined not only as that distinction. Indirectness according to Wierzbicka (2003:

94) is when someone does not want to say directly what he or she wants. Speakers

speaks 'implicit message, anticipate the hearer to respond. For example, there is a

situation there is a couple in shopping center, the woman says "Ah, this bag is so

heavy.", and then her boyfriend will answer "I'll get the bag.". Thus, the respond

is same as well as if the woman says "Could you bring my bag?". Korean

(oriental culture) mostly conveys imperative speech as indirectly in order to avoid

disrespect. Here is the table of other value of Korean and American Culture.

Table 2.2. Other Value of Korean and American Culture

Value	Korean Culture	American Culture
Intimacy	low priority (rank, status, hierarchy)	high priority
Closeness	stay close	have personal space
Courtesy	formal	Informal
Harmony	voice of group	individual opinion (liberal)
Sincerity	Does not do that because the culture has own formula to communicate	Just for chit chat. Ex. *How are you? Lovely day isn't it.*

Wierzbicka (2003)

Wierzbicka (2003: 126-127) made perspectives comparison of many languages culture on her book. This is the situation and perspective of Western bellow.

> I think something
> I don't feel anything because of this
> I know other people don't have to think the same
> I want to say what I think
> I want other people to think about it
> I want to know what other people think about it

Afterwards, she also made a perspective of Japan (Korean) culture.

> (1) I did something (that was bad for you)
> I think you could feel something bad because of this
> I feel something bad because of this
> (2) You did something good for me
> I didn't do something like this for you
> I feel something bad because of this

Thus, how to react of the emotion of those cultures are different. Oriental cultures tend to feeling bad for everything that he or she have done toward the receiver.

2.2.3. Speech Act

Searle (1969: 21) stated that "the speech act is the basic unit of communication." Sadock Jerrold explained that when we speak, the theory of speech act, however, is especially concerned with act that are not completely covered under one or more of the major divisions of grammar – phonetics, phonology, morphology, syntax, semantics – or under some general theory of actions (cited in Horn Laurence R. and Ward Gregory: 2006).

There is different point of view that could be found between John L. Austin's theory and John R. Searle theory. John L. Austin's theory focuses only on how speakers speak in viewpoint of speakers. Whereas, John R. Searle's theory also focus on hearer, how the interlocutors respond the speech, and how to interpret the goal of the speakers' utterance in certain condition.

2.2.4. Speech Act Stages

John R. Searle's theory on his book entitled *Speech Act: an Essay in the Philosophy of Language* (1962), discuss that there are three stages of speech act performend by speaker; locutionary act, illocutionary act, and perlocutioanary act. The writer of this study also used some Austin's theory as references.

2.2.4.1. Locutionary Act (Utterance Act)

The first is a locutionary act which is the basic stages of speech act by Searle. This stage of speech act produces the meaningful of utterance, actual words of the massage. Austin (1962: 94) stated that the act of 'saying something' in this full normal sense then he called it the performance of a locutionary act. The examples of locutionary act are:

(1) *"I'm studying."*

(2) *"My aunt comes from Thailand."*

(3) *"This cat is cute."*

Utterance (1) could be interpret as the speakers is trying to concentrate and do not want to be disturbed. While number (2) & (3) just tell that the speaker's

aunt comes from Thailand and argues that the cat is cute. Thus only basic meaning that the hearer could perceives.

However, based on Searle theory, he divided locution act into utterance act and propositional speech act. Searle replaced Austin's theory of locutionary act with Searle called utterance act. Utterance act is a speech act that identified as word or sentence. Searle (1969: 24) stated that utterance act contain simply in uttering lines of word.

2.2.4.2. Propositional Act

Propositional speech act is a type of locution speech act. However, propositional act is compatible with illocutionary act. Propostional act is speech act including referring and predicating. Propositional speech act could not just refer and predicate without performing some other illocutionary act (Searle 1969: 25).

All of speech contains propositional act, but not all of speeches have same illocutionary act. These also distinguish between propositional and illocutionary act. According to Searle (1969: 25) the characteristic grammatical form of illocutionary act is the whole sentence. Whilst the characteristic grammatical form of propositional act are part of sentence, for instance, the speech predicates predication, pronoun, proper name and certain other sorts of noun phrases. For example:

(4) *You go home.*

(5) Go home!

(6) I'm happy that you go home.

Thus speeches have same propositional act, the speakers predicate "go home". However, the speeches above have different illocutionary act; (4) assertives, (5) directives, (6) expressive.

2.2.4.3. Illocutionary Act

In daily conversation, we might make a statement, offer, questions, or imperative for some communicative purpose. Illocutionary act is one of stage of speech act that uncover what speaker means to convey based on the speaker's locution. Austin classified illocutionary act into basic types, there are verdictive, expositive, exercitive, behabitive, and commissive. Austin (1962: 98) explained that to determine what illocutionary act is determining in what way we are using the locution: giving some information or an assurance or a warning, asking or answering a question, pronouncing sentence, announcing a verdict or an intention, making an identification or giving a description, making an appointment or an appeal or a criticism and the numerous like. Thus from explanation above, we as a speaker might be convey a message but the hearer could interpret as different message as well as the purpose that cover by the utterance. For examples:

(7) When someone say "this room is cold".

It has a certain meaning. When someone says this with shivering or rubbing both his hand, this somehow give code that other people to close the door or turn on the room heater.

(8) My father is sick.

When someone says this with high pitch or squealing, indirectly he tells people to lower their note because someone needs a rest.

Illocutionary act is also could be found on speech in order to politeness purpose. In identifying illocutionary act is not easy. The hearer might be wrong in receiving the speaker's speech. Thus, one of the purposes of identifying illocutionary act is to know the kind of speech so as speaker we know how to speak and how to react in order to achieve polite communication purpose. Leech (2014: 37) stated that,

One of the most important theoretical and descriptive lessons learned from CCSARP is the recognition that speech act should not be equated with single utterances (as in the Austin-Searle tradition); in real life they are often manifested in a sequence of utterances containing various elaborations of the main illocution (called the "head act"), for example, apologies potentially involve not just "saying sorry," but contain one or more of an illocutionary force indicating device (IFID) such as sorry or pardon.

Illocutionary speech act according to Searle is when someone performing speech as a whole function and form such as asserting, commanding, questioning, requesting and etc. Searle (1969: 23) thus detach the nations of referring and predicating from the nations of such complete speech act as asserting, questioning, commanding, etc., and justification for this separation lies in the fact that the same reference and predication can occur in the performance of different complete speech act – *Austin baptized the complete speech act as illocutionary act*. Searle categorized illocutionary act in five basic kinds, there are are: representatives (or assertives), directives, commissives, expressives, and declaratives.

2.2.4.4. Perlocutionary Act

When people do a conversation, there must be a speaker and hearer. Speaker speaks to the hearer that affects any reaction from hearer toward the speaker's said. It is called Perlocutionary Act.

There is a further sense that to perform a locutionary act, and therein an illocutionary act, might also be to perform another kind of act. Saying something normally, produce certain con- sequential effects upon the feelings, thoughts, or actions of the audience, or of the speaker, or of other persons: and it could be certain design, intention, or purpose of producing them (Austin 1962:99). For example:

> *Locution*   *: "Call him!"*
>
> *Illocution*   *: "She requested me to call him."*
>
> *Perlocution*   *: "She persuaded me to call him."*

However, Searle defined perlocution act as reaction of the hearer after listen to the speaker. According to Searle (1969: 25) perlocutionary act is correlated with the nation of illocutionary act which is the the nation of consequences of effects such act have on the action, thoughts, belief, etc., of the hearer. For examples:

> *(9) When your birthday comes, we will go on vacation in Dufan.*
>
> *(10) Mom, I do not have money.*
>
> *(11) You have to kill them.*

The output of (9) & (10) are same, there are some "actions". Speech (9) probably said by a father to his child. The reaction of the child might be jump happily and says "Hurray". While (10), mother's child feels pity and gives her child money. Speech (11), the hearer is probably just saying "What?! No."

2.2.5. Classification of Illocutionary Speech Act

The writer analysed the interview using type of illocutionary act theory by Searle (1976) on his journal entitled *Classification of Illocutionary Act*.

2.2.5.1. Representatives

The main point or purpose 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. The simplest test of a representative is this: can you literally characterize it as true or false (Searle 1976: 10). For example:

(1) Michael is an independent woman.

According to Ballmer and Brennenstuhl (1981: 56) Basically, representatives speech act is tell how things are and commit the speaker to something being the case.

2.2.5.2. Directives

The illocutionary point of these consists in the fact that they are attempts of varying degrees, by commanding or directing to get the hearer to do something. It could be suggestion, insisting, or order. (Searle 1976: 11). For example:

(2) Could you pass me the sugar?

2.2.5.3. Commissives

Commissives then are those illocutionary act whose point is to commit the speaker (again in varying degrees) to some future course of action. It could be done with willingness, commission, or promis. (Searle 1976: 11). For example:

(3) I will pay this later.

Commisives and directives speech act are nearly same. However, only the addressee of the "order" is different (Ballmer and Brennenstuhl 1981: 57).

2.2.5.4. Expressives

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 verbs are 'thank', 'congratulate', 'apologize', 'condole', 'deplore', and 'welcome'. (Searle 1976: 12). Ballmer and Brennenstuhl (1981: 56) said expressives speech act is simply express feelings and attitude. For example:

(4) I am so sick of this agenda.

2.2.5.5. Declaratives

It is the defining 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. (Searle 1976: 13). For example:

(5) The judges stated that Billy is the winner.

2.3. Theoretical Framework

The theoretical framework is needed to give an overall brief description of how the study is being analysed. This subchapter would be used in this study is based on library research and reading linguistics books and sources that related to the topic.

The writer downloaded the interview videos from YouTube. The videos are different, because there are two main subjects, BTS and One Direction. The writer analysed illocutionary speech act from the transcription of the videos using John R. Searle theory. The focuse of this study is illocutionary act. Searle classified illocutionary act into 5 types, there are; representative, directives, commisives, expressives, and declaratives. The writer used John R. Searle (1976) theory because the theory is suitable for analysing an interview. The writer also analysed the identifier of each speech and the cause of the type of speech act that being used in term of cross-cultural pragmatic by Wierzbicka (2003). This is necessary because identified the identifier could explore what speech that include in certain type of illocutionary speech act. Moreover, cross-cultural pragmatic analyses the similarities and the differences in the language that used by people who speaking different languages and cultures.
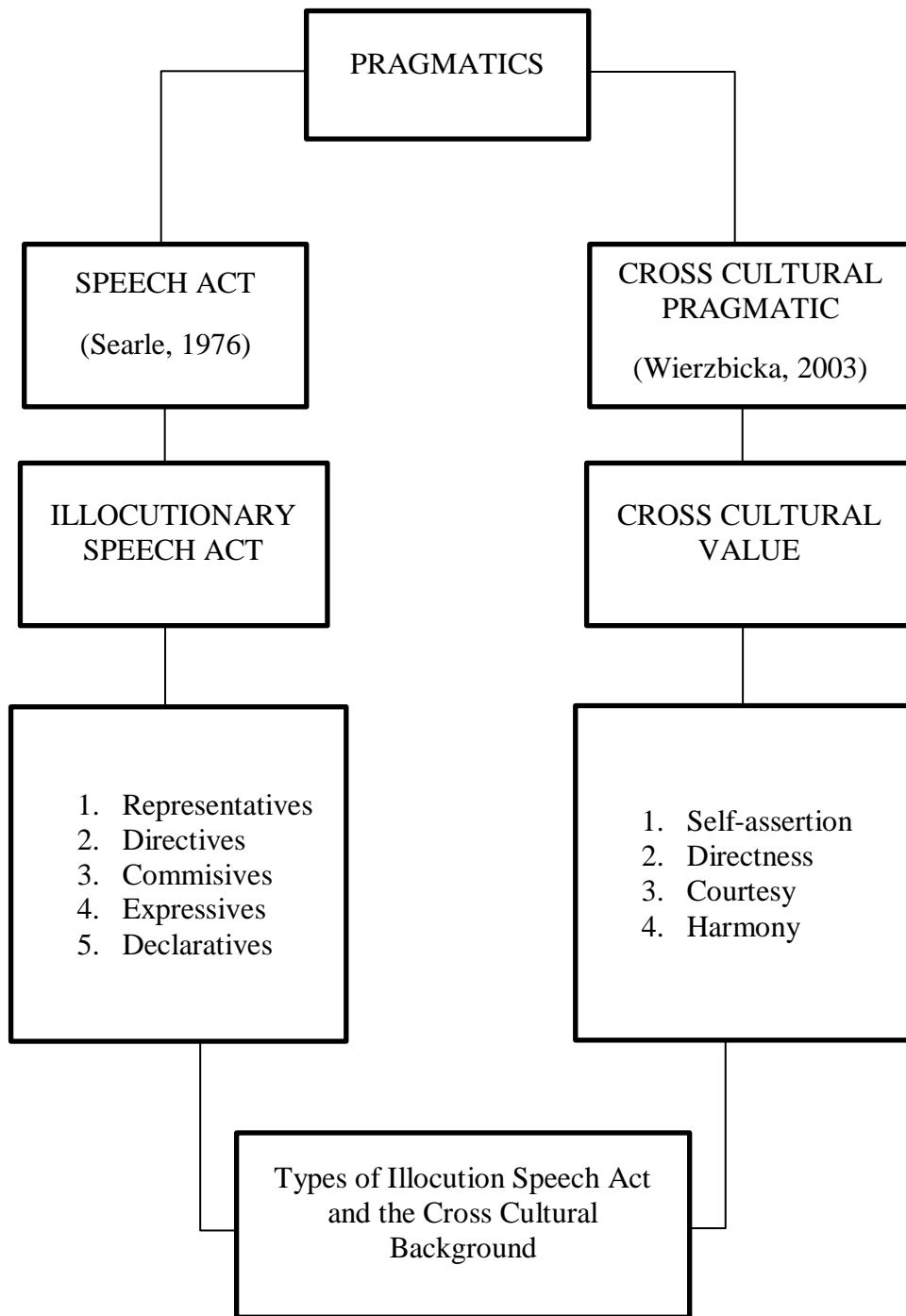
Figure 2.3 Theoretical Framework

CHAPTER V

CONCLUSIONS AND SUGGERSTIONS

This chapter is divided into two subchapters; conclusions and suggestions. The result of this study is covered in the first subchapter as conclusion that has been discussed in previous chapter. The second subchapter is suggestions for the reader around the world to give a better research about speech act.

5.1.   Conclusions

Based on the results analysis of utterance based on speeches uttered by BTS, One Direction, and Ellen in Ellen Show, it could be concluded as follow: the types of illocutionary speech act definitely used by BTS, One Direction, and Ellen. The types were found from 226 speeches, it is found that the subjects only used four types of illocutionary speech act based on Searle's theory; representatives, commisives, directives, and expressives, while the declaratives was not used by the subjects. First, representatives speech act used by One Direction 42.59% (2014) and 46.94% (2015), BTS with 42.19% (2017) and 28.1% (2018), and Ellen with 25.93% (2014), 14.29% (2015), 21.88% (2017), and 16.95% (2018) that uttered based of the real situation, giving information, and giving opinion. Second, directives speech act used by One Direction 0% (2014) and 8.16% (2015), BTS with 0% (2017) and 0% (2018), and Ellen with 1.85% (2014), 2.04% (2015), 4.69% (2017), and 3.39% (2018) that uttered direct, request

or demand, and suggest or advice. Third, commisives speech act used by One Direction 1.85% (2014) and 2.04% (2015), BTS with 0% (2017) and 1.69% (2018), and Ellen with 5.56% (2014), 8.16% (2015), 1.56% (2017) and 1.69% (2018) that uttered expecting future action and promising future action. And the last, expressives speech act used by One Direction 18.52% (2014) and 6.12% (2015), BTS with 23.44% (2017) and 35.59% (2018), and Ellen with 3.70% (2014), 12.24% (2015), 6.25% (2017) and 11.86% (2018) uttered emotion and attitude. Directives speech act was not found because Ellen as a host of the show did not change the social status of the guests.

Representatives occurred by assessing the speeches true or not. In the study, the writer identified mostly representatives because of giving information. The other reasons why representatives was identified are giving opinion and based on the true situation on the set of interview. Too much the expression that human has. Thus, the writer identified expressives speech act into two categories, there are emotion and attitude. The attitude in expressives speech is dominant in the interview for example welcome, grateful, and thank instead of emotion such as happiness, sadness, and anger. The commisives identified when the speakers expecting the future action and promising future action. And the last, the identifier of speech act are direct, suggest or advice, and request or demand.

The last conclusion is about the value of cross cultural pragmatic. Some types of illocutionary act by both native and non-native speakers in the interview were influenced by cross cultural value, for instance, self-assertion, directness,

intimacy, and harmony. Self-assertion influenced representatives speech act, because the openness in conveying speech of the native and non-native speakers was different and this cross cultural value made representatives speech act was most used by native speakers. Directness related with directives speech act. However, this cross cultural value did not too influence the directives speech act, because Ellen show is non-formal show and nothing to do with the formal or not. Intimacy influenced commisives speech act. The characteristic of native speakers is high priority in intimacy, this made Ellen broke the barrier between a host and guest and offer a help and caused a commisive speech act. Harmony influenced expressives speech act. The characteristic of non-native speakers (oriental) is harmonizing the voice or opinion or express their feeling. This cross cultural value made BTS always harmonized in conveying expression and made an expressive speech act. Besides those conclusions, the writer found that the native speakers are more variety in using illocutionary speech act in the interview than the non-native speakers.

5.2. Suggestions

The writer would like to present a suggestion to the reader whoever they are. The first, with regard to the study, the writer suggest the reader to apply more variety in speaking English. Because the non-native speakers need to compensate the native speakers when communicate. Particularly, when answering questions in interview that require several of speech act.

Second, the educators have to teach the speech act material to the students in every degree. The students might adore the international idol. The idol could be a model for the educators to teach the variety of speech act.

Third, this study focuses on illocutionary type of speech act used by native and non-native speakers. The further researchers might take the same topic or approach, because this topic is rarely found. Hopefully, they have a deep understanding about type of speech act or simply speech act. Since, there are many aspects that can be analysed further.

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