



**THE USE OF ILLOCUTIONARY ACTS IN PHARRELL  
WILLIAMS' SPEECH AT NEW YORK UNIVERSITY'S 185<sup>th</sup>  
COMMENCEMENT CEREMONY 2017**

Submitted in partial fulfilment  
of the requirement for the  
degree of *Sarjana Sastra* in English

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**2020**

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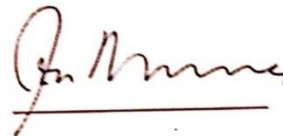
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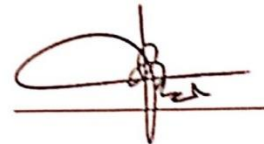
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## DECLARATION OF ORIGINALITY

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Declare that this final project entitled “The Use of Illocutionary Acts in Pharrell Williams’ Speech at New York University’s 185<sup>th</sup> Commencement Ceremony 2017” is my original work to achieve one of the requirements for the degree of Sarjana Sastra in English Literature Department, Faculty of Language and Arts, Universitas Negeri Semarang. It has not been submitted in any form for another degree or diploma at any university or other institute of higher learning. The things related to the work of others in this study are signed by citation and list of references in the bibliography.

Semarang, October 2020



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## **MOTTO AND DEDICATION**

*“I celebrate my growth everyday.”*

For:

My Family

My Friends

## ACKNOWLEDGEMENT

First thing first, all praise and gratitude to Allah S.W.T. for all blessings and mercies to all of creatures in the universe, and has given me guidance and strength so I was able to finish this final project.

I would like to express my sincerest to my supervisor and also the Head of the English, Widhiyanto, S.Pd., M.Pd., Ph.D for his guidance, precious advices, and sharing his valuable knowledge and time patiently along the process of making this final project. My special appreciation to the Head of English Literature Study Program Fatma Hetami, S.S., M. Hum, and all my lecturers and English Literature Department from whom I gain precious knowledge during my years of study.

My greatest gratitude goes to my beloved family, *Bapak* Eko Hadi Waluyo, S.Pd and *Ibu* Sumaryam, *Mas* Hendra Puji Nugroho, *Mas* Dimaz Puji Santoso, for their endless love, support, prayers, care, encouragement and financial support.

Lastly, I realize this final project is far from being perfect. Therefore, I look forward to any criticism and suggestions and I hope this final project will be useful for all the readers.

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## ABSTRACT

Sofiana, Putri Anindia, 2020. *The Use of Illocutionary Acts in Pharrell Williams' Speech at the New York University's 185<sup>th</sup> Commencement Ceremony 2017*. A Final Project, English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor: Widhiyanto, S.Pd., M.Pd., Ph.D.

Keywords: Illocutionary Acts, Speech Acts, Pharrell Williams' Speech NYU

This study aims to describe the types of illocutionary acts in Pharrell Williams' Speech at New York University's 185<sup>th</sup> Commencement Ceremony 2017. Speech is a form of communication that persuades people to agree with or follow the speaker's ideas. As speech is only delivered on special occasions, the speaker needs to carefully choose the language to deliver the messages clearly and unmistakably. This study is a qualitative study in which the data were taken from Pharrell Williams' speech. They were collected by watching the video and reading the script. They were treated by identifying, categorizing, classifying the data, analyzing, interpreting, and reporting them in the research report. Illocutionary Acts theory by Yule (1996) was employed to deal with the data. There were 49 utterances containing Illocutionary Acts. The representative act was used in 27 utterances or 54%, among others. The speaker motivated the graduates by telling the other honourees accomplishment and asserted a strong call to action that the upcoming generation needs to serve humanity start by empowering women. The directive act was used 11 utterances or 23%, where the speaker uses the verb "urge" to encourage the graduates to do something meaningful. Expressive was used in 11 utterances or 23%; the speaker mostly uses the Expressive act "sorrow" to show his sadness toward the situation happen until now on. Expressive act "thanks" to show his gratitude towards all NYU people.

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# CHAPTER I

## INTRODUCTION

As the introduction of the study, this chapter includes several sections, namely, background of the study, reasons for choosing the topic, statement of the problems, the objectives of the study, significance of the study, limitation of the study, and outline of the study.

### 1.1 Background of the Study

Communication is the most activity people do in daily life. People communicate by sharing their ideas, thoughts, or emotion. Communication is transmitting information from one person to another by sharing ideas, meanings, feelings, or thoughts (Goyal, 2017). People need some devices or media so that communication can run well. The most important media for the human to communicate is language. By using language, people can express their ideas and feelings. It is not only can be used to give information but also to give orders.

In language, people can deliver their thoughts, ideas, opinions, or orders through their utterance, so the audience receives the purposes. Therefore, communication itself will work if there are a speaker and the hearer. Communication is depicted as a relationship between what the speaker wants and the hearer receives. In delivering an utterance, sometimes the speaker does not utter their actual intention and let the hearers guess the hidden meaning of what the speaker said. It means that the speaker has the communicative purpose of

delivering a particular sense to the hearer. Consequently, both the speaker and the hearer should have a deep comprehension of using language to make good communication.

According to Yule (2014; 125), communication depends on recognizing the word meaning in utterance and what the speaker means. The study of what the speaker means or speaker meaning is called Pragmatics.

According to Yule (2014; 126), Pragmatics is the study of hidden meaning or recognizing what is meant by the speaker when it is not said. How people apply language to communicate is to deliver utterances, but they also carry out activities through those utterances. According to Yule (1996:4), the benefit of studying language via pragmatics is that we can talk about people's intended meanings, purposes, and actions they show when they speak.

Communication runs well when the speaker and the hearer understanding what it is discussed, which means the listener can catch the meaning related to what the speaker utters. These activities can be found in daily life, such as having a conversation with friends, in-person or phone, watching the news, and many more. It sometimes happens when people use language to communicate with other people by informing or entertaining, for example, people who deliver a speech in front of thousands of people. The speaker tries to express his or her ideas by telling or conveying them, but sometimes not all the hearers have the same understanding, and they may not understand. In this case, a study of language that examines how the speaker used the language to achieve a particular intention of

utterance is called speech acts. There is an example of a sentence *I will be there at six*, according to George Yule (2010:131), that sentence shows that we are not just speaking; we seem to be performing the speech act of ‘promising.’ Another example, according to George Yule (2010:132), *Can you pass the salt?* For instance, that utterance is not asking a question about someone’s ability to pass the salt. We do not use this as a question; instead, we usually use it as a request. That is one of the examples of indirect speech. It is possible to have strange effects if one person cannot recognize another person’s indirect speech. For example, there is a visitor to a city who is carrying his luggage, looking lost. He stops a passer-by and asks where the Ambassador Hotel is. The passer-by answers he knows where it is and walks away. In that scene, the visitor uses a form related to the question (*Do you know...?*), and the passer-by answers that question literally (*I know*). The passer-by behaves as if the utterance was a direct speech act instead of an indirect speech act used as a request for directions.

Speech acts can be found anywhere, in daily activities and in public speaking, like a speech from leaders, politicians, or even celebrities. Like leaders, politicians, or even celebrities, people who have been mentioned before have the incredible strength to pursue or suggest their followers or fans, so it may be relatively easy to deliver their ideas through their speech. The purpose of the speech is to inform or give ideas or thoughts and deliver an intended meaning by motivating and persuading. In the previous, it can be seen that Martin Luther King delivered his iconic speech at the Lincoln Memorial for the 1963 March on

Washington for Jobs and Freedom. He urged America to "make real the promises of democracy" (Sholeh, 2009).

Martin Luther King Jr. talked about African-American freedom at that time, but at the time being, we are having different problems. In this modern world, there are still issues about gender inequality and education. One of the reasons is that we could not deny it since it happened in our society. In the past, people have Martin Luther King Jr. to represent them talked about the African-American problem. In contrast, now, we have a public figure to speak about education and gender equality.

On May 17, 2017, according to NYU Tisch, Pharrell Williams, performer, songwriter, producer, entrepreneur, and last year Artist in Residence at the Tisch School of the Arts had delivered his speech at New York University's 185<sup>th</sup> Commencement in Yankee Stadium. Williams, who has received 11 Grammy Awards, received an honorary Doctor of Fine Arts from New York University. He delivered a speech that focused on social causes, education, even emphasizing gender equality that the young generation needs to fight for and urge them to continue being straightforward for their beliefs. Pharell Williams has been an advocate for women's rights. His commencement speech to the New York University class of 2017 was no different, as it discussed elements of equality at the graduation ceremony. He delivered a powerful speech; not only did it touch on the graduates' future and what they could look forward to, but it also proved to be a strongly worded statement on women's rights. He also speaks out about other social injustices and the example of the honorees' accomplishment to give

inspirations for the upcoming generations. His speech is inspiring because Pharrell Williams himself is inspirational figures who have gained valuable experience throughout his lives to succeed (<https://tisch.nyu.edu/tisch-research-news-events/news/pharrell-williams-to-speak-at-nyu-commencement>).

Based on the background above, the writer is finally decided to choose Pharrell Williams' Speech at New York University to be analyzed in this study using speech acts.

Yule (1996:48) states that the action presented by creating an utterance will consist of three related acts. There are Locutionary act, Illocutionary act, and Perlocutionary act. George Yule (1996:53-54), in his book, has the same concept with Searle to determine Illocutionary Act, and he delivers as one general classification system list five types of general functions performed by speech acts: Declarations, Representatives, Expressives, Directives, and Commissives. This research will discuss illocutionary acts based on Yule's classification in Pharrell Williams' Speech at New York University.

## **1.2 Reason for Choosing the Topic**

There are several reasons why the researcher chose the topic of illocutionary speech acts in Pharrell Williams' speech. The reasons are stated as follows:

1. Pharrell Williams' speech is persuasive. The language styles are essential in a speech since they can attract the hearers' attention and persuade them to follow the speaker's saying.



2. Pharrell Williams is an American singer, rapper, songwriter, record producer, fashion designer, and entrepreneur. Williams has received numerous accolades and nominations. He has about 12 million followers on Twitter and Instagram, which means that he has many followers who admire him. According to Desire Thompson in Billboard, Dean Allyson Green of Tisch called him a 'shining example' for young people. With his outstanding creative work to his commitment to encouraging positive change in educating youth and protecting the planet. He is such a shining example of the world's infinite possibilities for all the graduates as they embark on their post-college careers. Speaking to the group at Yankee Stadium, Williams praised Generation Z for turning the world on its head when it comes to social justice and pushing innovation limits in both the creative and technical channels. He also called for the equality of women. (<https://www.billboard.com/articles/columns/pop/7800228/pharrell-williams-nyu-graduation-commencement-speech-video>).
3. Finding out the types of illocutionary acts used in the speech to help the readers understand the real meaning and the purpose of Pharrell Williams' speech.

Based on the research, this research is needed to cope with illocutionary acts in Pharrell Williams' speech since the speech contains several ideas. Pharrell gives the most inspirational speech. The utterances focused on social causes, education and even emphasizing gender quality that the young generations

need to fight for and urge them to continue being straightforward for their beliefs.

### **1.3 Research Problem**

Based on the background of the study, the author formulates some research questions:

1. What types of illocutionary acts are there in Pharrell Williams' Graduation Speech at New York University?
2. What is the percentage of each act used in Pharrell Williams' speech?
3. How is the use of illocutionary acts used in the speech?

### **1.4 Objective of the Study**

The goals of this study are pointed as follows:

1. This study aims to describe the types of illocutionary acts in Pharrell Williams' Graduation Speech at New York University's 185<sup>th</sup> Commencement Ceremony 2017.
2. This study aims to find out the percentage of each act used in the speech.
3. This study aims to explain the use of illocutionary acts in speech.

### **1.5 Significance of the Study**

Doing this research brings many advantages that can be taken from the writer's side and the readers. The advantages that can be gained from this study are as follows:

1. Theoretically, this research contributes to the pragmatic study. The research offers additional references in analyzing the speaker's utterance and other speech acts.
2. Practically, this study can give readers knowledge about the illocutionary act. Not only know what it is talking about but also the exchange meaning of each utterance. Moreover, the study results can help students increase their understanding of analyzing speech acts, especially illocutionary acts.
3. Pedagogically, the study is expected to give a better understanding of the English Department students in learning speech act, especially illocutionary act on the speech.

### **1.6 Limitation of the Study**

Based on previous studies, many studies analyzed the use of illocutionary acts in movies and novels. Therefore, this recent one will employ the speech act, especially the illocutionary act in a speech called *Pharrell Williams' Graduation Speech at New York University Commencement*. The different objects will bring different findings since this analysis examines the intended meaning of the utterances.

## **1.7 Outline of the Research Report**

This study will include five chapters. Each chapter is presented as follows:

Chapter 1, as the introduction of the study, includes several sections; background of the study, reasons for choosing the topic, statement of the problem, the objectives of the study, significance of the study, limitation of the study, and the outline of the study.

Chapter 2 will talk about previous studies, related theories, and theoretical framework.

Chapter 3 will discuss methodology. It includes several points; object of the study, role of the researcher, types of data, procedures of collecting data, and procedures of analyzing data.

Chapter 4 will contain the analysis data of illocutionary acts in Pharrell Williams' speech at NYU Commencement and its result. This study will end with chapter 5, which contains conclusions and suggestions regarding the review of the results study.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consists of several sections. They include a review of previous studies, theoretical studies, and theoretical framework. Each of these sections is presented in details as follows:

#### **2.1 Review of Previous Studies**

There are some previous studies that focus on speech acts. This study focuses on analyzing the illocutionary act in Pharrell Williams' speech. Therefore, the researcher would like to review 35 studies into three groups, namely (1) Speech Act or Illocutionary Act in Speech; (2) Illocutionary in Movie; (3) Illocutionary in Novel. Those previous studies will be compared within the group, and later will be discussed to find out the gap of this study.

##### ***2.1.1. Speech act or illocutionary act in speech***

Several studies have been conducted by other researchers to analyze speech acts or illocutionary acts in speech. From the previous studies, they focused on analyzing the use of the illocutionary act in speech. The speaker used George Yule's theories of speech act. The most commonly used was the Representative speech act (Mufiah et al., 2018; Sholeh, 2009). However, using the same theory but coming up with different findings (Saiful, 2014) in his study, the illocutionary acts frequently occurred was Directive. On the other hand, (Isnawati et al., 2015)

found that the most dominant speech acts used by the main character were Directives using Austin's theory of speech acts.

Several previous studies analyzed the illocutionary act using the theory by John Searle (Umar & Faculty, 2016; Wiratama, 2017). Wiratama researched to know the types of illocutionary acts and divide the direct and indirect speech act. The most dominant type was Representative. In comparison, Fahmi aimed to find out the kinds of communication functions in the illocutionary act and to identify the effects contained in the speech.

Some studies have been conducted by other researchers to analyze the types and functions of the illocutionary act. These studies elaborate on the theory of J.R Searle's classification of the illocutionary act and the theory of functions of illocutionary act proposed by G.N Leech (K & Novitasari, 2015; Sukardi, 2012)

### ***2.1.2 Illocutionary Act in Movie***

Several studies have been conducted by other researchers to analyze speech acts or illocutionary acts in a movie. (Sari, 2014) in her study, investigating speech acts of the main character in the State of Play used two theories by Austin and Searle's types of illocutionary act. The main character mostly employed the Representative.

From the result of the study, the other researcher focused on analyzing illocutionary acts in the main character's utterances. The main character mostly employed the representative illocutionary act (Ainurrohmah, 2011; Aquatama & Damanhuri, 2016; Kiuk & Ghozali, 2018; Setiani & Utami, 2018). The objects of

those studies are different. In Aquatama and Damanhuri's studies, they used Pursuit of Happiness Movie. Setiani and Utami used How to Train Your Dragon 2 Movie as their object. Kiuk and Ghozali used Hacksaw Ridge Movie. New Moon Movie is the object that was used by Ainurrohmah.

Several studies applied Searle's theory to determine the types and the context of illocutionary acts (Dewi, 2017; Lisnani et al., 2017; Sembiring & Ambalegin, 2019; Wardani, 2011). The most dominant types from Dewi (2017) and Lisnani, Arifin, Ariani (2017) were Assertive. The other previous studies using the same theory found that the most dominant type was Directives (Rahayu et al., 2018; Ramayanti & Marlina, 2018). On the other hand, some previous studies found Directive as the most dominant type of the illocutionary acts, but they used Austin's speech act classification (Hutajulu & Herman, 2019; Tutuarima et al., 2018). A similar previous study found Directive act based on two theories by George Yule and Dell Hymes (Nadeak et al., 2017).

There is an analysis used movie script entitled "CBGB". It analyzed illocutionary acts by employing Searle's and Yule's theory. It is supported by Attardo's theory to analyze the perlocutionary acts (Kamajaya et al., 2017). A study also analyzed the use of illocutionary and perlocutionary (Nadeak et al., 2017). The researcher focused on finding the types and context of the illocutionary act. It also examined whether Judy Hopps' utterances affected the hearers that perform the perlocutionary act. The researcher used two theories by George Yule and Dell Hymes.

It is also found other previous studies that focused on one type of speech acts (Wicaksono, 2018; Wijaya & Helmie, 2019). Wijaya and Helmie (2019) investigate how often direct speech acts performed and which types of directive speech acts are most frequently used in the movie. The result of the analysis shows that Directive was the most used in the movie script. While Wicaksono (2018) found declarative speech act in Movie My Lawyer, Mr. Jo uses Austin and Searle's theory. In conclusion, illocutionary acts can be found in a movie.

### ***2.1.3 Illocutionary in Novel***

Several studies have been conducted by other researchers to analyze speech act or illocutionary act in a novel. From the result of the study, these studies aim to describe the types of illocutionary acts using classification by Searle (Adinda, 2018; Petriandy & Marlina, 2018; Ratnasari & Edel, 2017). The finding of the data from Ratnasari and Edel revealed that expressive is the most dominant speech act. While Petriandy and Marlina have shown that the highest is representative 28 data or about 50%.

Another previous study is applying the theory of illocutionary acts proposed by Austin (1962). The method is used to interpret the purpose of the main character using speech acts according to Searle.

Meanwhile, there are some differences between those studies and this study. The first difference is the object of the study. Most of the objects of those studies above are movie and novel, but the writer will analyze the illocutionary act



in speech. Many studies are using Searle's classification, while this study elaborates on the theory from George Yule.

## **2.2 Review of Theoretical Studies**

This subchapter provides theories which are related to the study. They are pragmatics and speech acts.

### ***2.2.1 Pragmatics***

Pragmatics is the study of language usage in communication communicated by a speaker and interpreted by a listener (Leech, 1983; Levinson, 1983; Yule, 1996). According to Yule (1996, p. 4), there is an advantage of studying language via pragmatics. We can talk about people's intended meanings with their purposes or goals, and the kinds of actions (for example, requests) that they show through their speaking. By learning pragmatics, one can analyze people's intended purposes rather than receive the messages literally. Communication in society happens mainly through language. However, as social beings, the language users communicate and use language on society's premises, society takes control of their access to linguistic and communicative means. Pragmatics, as the study of using language as communication, bases on a study of those premises and confirmed how they affect and effective human language use. Therefore, Pragmatics focuses on using language in human communication as decided by society's condition (Mey, 2001).

### 2.2.1.1 History of Pragmatics

According to Levinson (1983, pp. 1-3), the modern usage of the term pragmatics is attributable to the philosopher Charles Morris (1938). He was concerned to outline (after Locke and Peirce) the general shape of the science of signs, or semiotics. Within semiotics, Morris distinguished three distinct branches of inquiry: syntactic (or syntax), is the study of “the formal relation of signs to one another,” semantics, the study of “the relations of signs to the objects to which the signs are applicable,” and pragmatics, the study of “the relation of signs to interpreters” (1938, p. 6). Within each branch of semiotics, people could make the difference between pure studies. It is concerned with elaborating on the relevant metalanguage and descriptive studies, which applied the metalanguage to the description of specific signs and their usage. The idea that pragmatics was the study of language aspects that required reference to the language users led to a very natural, further restriction of the term in analytical philosophy.

### 2.2.1.2 Definition of Pragmatic

According to Mey (2001, p. 6), pragmatics, as the study of how humans use language to communicate, based itself on studying those premises and deciding how they affect and effectual human language use. In other words, pragmatics focuses on how language is used in human communication based on society’s reason.

George Yule (1996, p. 3) defines pragmatics as the study of meaning is delivered by a speaker and implied by a listener. In most cases, it analyzes more in

the analysis of what people mean by their utterances than what the words or phrases mean by themselves literally.

Mey (2001, p. 6) considers pragmatics to study the human language conditions as society's context decides these. Levinson (1983, p. 21) also states that pragmatics is the study of language use, which is the study of relations between language and context, which concerns making inferences related to what is said to what has been said before. Language and context are related to each other since one can interpret based on language, and context is needed to clarify.

### ***2.2.2 Speech Acts***

According to Yule (1996, p. 47), in trying to express themselves, people may not only produce grammatical words' utterances, they sometimes perform actions via their utterances. Jacob L. Mey (2001, p. 95) claims that speech acts are verbal actions that are happening. If he or she works in a situation where he has a boss with great power, then the boss utters, "You are fired," it is not just an introductory statement. His utterance could be used to show the act of ending his employment. However, the actions showed by utterances do not have to be as dramatic or as unpleasant. The utterance's action can be quite pleasant, as in the compliment such as "You are so delicious," the acknowledgment of thanks in "You are welcome," or the expression of surprise in "You are crazy." Speech acts are generally actions performed via utterances. In English usually have a more specific tag, such as complaint, invitation, apology promise, or request.

The speaker typically expects that the hearer will recognize his or her communicative intention. Thus, both speaker and hearer are commonly helped in this process by the circumstances surrounding the utterance. These circumstances, including other utterances, are called the speech event. Generally, the nature of the speech event determines the interpretation of an utterance and shows a particular speech act. For example, on a wintry day, the speaker takes a cup of tea, believing that it has been freshly made, takes a sip, and said: "This tea is really cold." It is more likely to be translated as a complaint. What if it is changed to the circumstances on a sweltering summer's day, then the speaker is given a glass of iced tea by the hearer, he takes a sip, and forming the same utterance is likely to be interpreted as praise. If the same utterance can be interpreted as two different speech acts, then absolutely no simple one utterance to one action correspondence will be possible. It also means that there is more to the interpretation of a speech act than can be found in the utterance alone.

#### 2.2.2.1 Speech Act Classification

Yule (1996, p. 48) states that creating utterances consist of three related acts on any occasion. The first is a locutionary act, which is the basic act of utterance or producing a meaningful linguistic expression. Suppose he or she has difficulty naturally creating the sounds and words to create a meaningful utterance in a language (for example, because he is foreign or he is tongue-tied). In that case, he might fail to produce a locutionary act. Producing 'Aha mokofa' in English will not usually count as a locutionary act, while producing 'I have just made some coffee' will.

In most cases, we do not just produce utterances without purpose. We create an utterance with some kind of function in mind, which is called the illocutionary act. The illocutionary act is performed via the communicative meaning of an utterance. We might utter "*I have just made some coffee*" to make a statement, an explanation, an offer, or for some other purposes. That is also usually known as the illocutionary force of the utterance.

We do not just form an utterance with a function without having an intention to affect it. That is the third dimension, called the perlocutionary act. It depends on the circumstances when we utter "I have just made some coffee" in the opinion that the hearer will recognize the effect we expected (for example, to clarify for a good smell, or to get the hearer to drink the coffee). That is also generally known as the perlocutionary effect.

Yule (1996, p. 53-54), in his book, classified speech act into one general classification system; they are declarations, representatives, expressive, directives, and commissives.

#### (1) Representatives

Representatives state what the speaker believes to be the case or not. It can be statements of fact, assertions, descriptions, conclusions. For example: (1) The Earth is a planet, (2) Yule did not write about peanuts, (3) it was a sunny day.

Statements or facts above show that the speaker makes words fit the world. He believes that the Earth is a planet. In using representatives, the speaker makes his utterance fit his beliefs.

## (2) Expressives

Expressives are those kinds of speech act which state what the speaker feels. Expressives express psychological states of mind, such as pain, likes, dislikes, sorrow, or joy. For example: (1) I am truly sorry, (2) Congratulations, (3) Oh, yes, incredible!

The act of thanking, apologizing, congratulating, appreciating belong to expressive. For example, "*I am truly sorry*" by expressing the utterance, the speaker shows his or her sympathy.

## (3) Directives

Directives are those kinds of speech act which speakers use to get someone else to do something. They express what the speaker wants. It includes the act of ordering, requesting, commanding, and suggesting. For example, *Can you pass me the salt, please?* In this example, the speaker uses the act of requesting the hearer to pass the salt.

## (4) Commisives

Yule (1996:54) states that commisives are the illocutionary acts that commit the speaker to do some future action. It conveys the speaker's intention to make an action at a particular time. They include the act of promising, refusing, threatening, offering, and vowing. For example, "*We will not do that.*" The example shows that the speaker has the intention to express refusal. It means that the speaker refuses to do specific action that is asked by the hearer.

## (5) Declarations

Declarations are those kinds of acts that change the world via words or the utterance. The acts are declaring, approving, cursing, naming, and confirming. For example, “*You are out!*” in this example, the speaker performs the act of ending the employment. Therefore, the utterances affect the hearer.

### 2.2.2.2 Illocutionary acts in speech

The author will use Illocutionary acts to analyze the speech. Therefore, the author will describe the example of Illocutionary acts using the other study and the author’s study speech.

#### 2.2.2.2.1 *The Example from Sholeh (2009) who conducted the research entitled A speech Act of Martin Luther King, Jr’s Speech Entitled ‘I Have a Dream’*

##### 1. Illocutionary acts example (The acts from the speaker towards the hearer)

###### 1) Finding:

*“I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.” (D1)*

2) Discussion: The utterance in expressive speech act usually expresses feelings. Utterance (1) shows the speaker’s feelings. The speaker feels happy because they will conduct the most excellent demonstration of their freedom.

#### 2.2.2.2.2. *The Example of Speech from Pharrell Williams at New York University*

##### 1. Illocutionary acts example (The acts from the speaker towards the hearer)

- a. Expressives are those kinds of speech act which state what the speaker feels. Expressives express psychological states of mind, such as pain, likes, dislikes, sorrow, or joy.

(1) Finding:

*I'd like to start by **thanking** President Andrew Hamilton, Trustees, and the NYU students and faculty for welcoming me into your halls last year and letting me have an experience that I honestly could have never imagined. (D:1)*

Utterances in Expressive act typically expresses about feeling. This utterance shows Pharrell Williams' feeling towards the audience there.

(2) Discussion:

This utterance contains Expressive acts of thanking. He thanked because New York University gave him an honorary to receive a Doctor of Fine Arts degree. Additionally, he has a chance to deliver a graduation speech in front of a vast crowd that gave him an incredible experience again to join a part of the moment for delivering a commencement speech in front of a huge crowd.

### **2.3 Theoretical Framework**

In conducting this study, George Yule's theories were used whose book entitled Pragmatics that was published by Oxford University Press in 1996. It provides theories about pragmatics that include the theory of speech acts directly related to the writer's study of *Illocutionary acts in Pharrell Williams' Speech at New York University's 185<sup>th</sup> Commencement Ceremony 2017*. The writer will analyze the



use of speech acts used by Pharrell Williams in his speech at New York University.

Yule's classification of illocutionary act, which contains Representatives, Expressives, Directives, Commissive, and Declarations was used to analyze the speech act on Pharrell Williams' speech text.

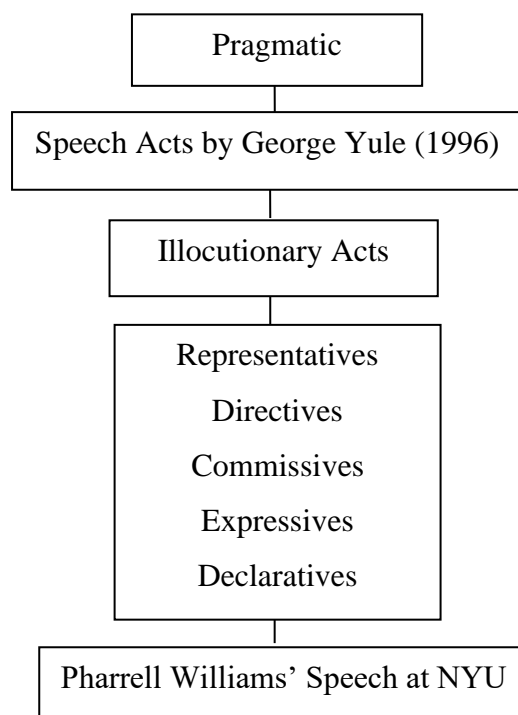


Figure 2.1 Theoretical Framework

## **CHAPTER III**

### **METHODOLOGY**

This chapter deals with research methodology, which consists of the research design, object of the study, data and source data, role of the researcher, and procedure of collecting and analyzing data.

#### **3.1 Research Assumptions**

This study analyzed the Illocutionary Acts in Pharrell Williams' speech at New York University. The researcher assumed that Pharrell Williams' speech contains illocutionary acts.

This study used the qualitative method because the data are displayed in the form of words. Qualitative research depends on how the researcher analyzes the data since it does not focus on numbers but the depth of the researcher's knowledge toward the study which is being analyzed (Creswell, 2014). This study analyzes the types of illocutionary acts delivered by Pharrell William in his speech at New York University's 185<sup>th</sup> Commencement Ceremony 2017.

#### **3.2 Object of the Study**

The purpose of the study is to find the types and the use of illocutionary acts in the speech of Pharrell Williams at New York University. The researcher decided to choose Pharrell Williams' speech due to the following reasons. First, speech is one of the ways to communicate with others. As previously mentioned, that

speech is one way to communicate with others. Williams' speech is a commencement speech, which means it is also a kind of persuasive speech. Commencement speeches are remarkably valuable because they encourage new generations to improve the world. They present problems that the world is a rough place to live in, but they also present the audience with the tools to solve them. The speakers trust about skills and knowledge of the next generations that will succeed in the future. Additionally, Williams' language style is attractive because his utterances contain particular intentions which make the audience try to find out the meaning exchange from what the speaker said. In the case of Williams' speech and the language style he used, the researcher focused on using illocutionary acts in the speech based on Yule's speech act classification theory; they are Representative, Directive, Commissive, Expressive, and Declaration speech act.

### ***3.2.1. The Biography of Pharrell Williams***

Pharrell Williams was born on April 5, 1973, in Virginia Beach, Virginia. He has become a performer, producer, and songwriter. He got interested in music when he was a young age. Williams is the oldest of three sons of Pharaoh Williams and Carolyn. He attended Princess Anne High School and eventually met Chad Hugo.

In the early 1990s, Williams created a four-piece R&B-type group with Chad Hugo, the Neptunes. Pharrell was the lead vocalist and drummer of the rock-funk-hip hop band NERD, which he created with Hugo and childhood friend Shay Haley. They entered a high school talent show where they were found by producer

Teddy Riley, whose studio was next to Princess Anne High School, a school that Pharrell studied. After graduating from high school, the group signed with Riley.

Williams released his first solo album, 2006's *In My Mind*, progressed into a film in 2010 by creating the animated hit's score entitled *Despicable Me*.

Williams has achieved ten Grammy Awards, including two with the Neptunes. He is also a two-time Academy Award nominee, receiving a 2014 Best Original Song nomination from "Happy" (which was featured in *Despicable Me 2*) and a 2017 Best Picture nomination as one of the producers of *Hidden Figures* (Bauer, 2001).

### **3.3 Types of Data**

In this study, the data are in the form of utterances that use various kinds of Illocutionary acts. The data are taken from the transcript of the speech by Pharrell Williams at the New York University's 185<sup>th</sup> Commencement Ceremony 2017. The use of illocutionary act can be explored by analyzing the speaker's utterance in the speech text.

### **3.4 Role of the Researcher**

The researcher had roles as a data collector, an analyst, and a writer by doing this study. She tried to analyze and described each type of illocutionary acts based on Yules' classification. The types of illocutionary act are implemented through Pharrell Williams' utterances. Then, she described the use of illocutionary acts.

### **3.5 Procedure of Collecting Data and Analyzing Data**

Collecting data is essential in every study. In collecting the data, the researcher did not need lots of instrument since her research did not involve people or students as the object of the study. This study concerns with data in the form of utterances. The researcher analyzed the use of illocutionary acts in the speaker's utterances found in the speech delivered by Pharrell Williams. Therefore, she needed the speech text of Pharrell Williams.

In collecting the data, the researcher did several steps as follows:

(1) Watching the video and read the script carefully

The first step, the researcher watched the speech video several times and read the script carefully to understand and catch the entire content.

(2) Identifying the data based on the criteria

After watching the video, the researcher split the speech text into some parts to make it accessible to classify the data.

(3) Coding

The writer gave codes (coding) for every sentence that was already separated into some parts. D is for datum, and L is for line. Then, every data on the speech is coded by number; for example (D:1, L:1-4) means Data number one, founded on the first to fourth Line.

(4) Categorizing and Classifying

After getting the data from the speech text, the researcher classified the data. The utterances are classified into representative, directive, commissive, expressive, and declaration.

(5) Analyzing

The researcher analyzed the data deeply based on each type to make a clear explanation.

(6) Describing and Reporting

The researcher described the conclusion of the types of illocutionary acts in the speech.

This study is qualitative research data in the form of utterances. The researcher described the use of illocutionary acts in the speaker's utterances based on George Yule's theory. The utterances are classified into representative, directive, expressive, commissive, and declaration. There are several steps as follows:

- (1) The researcher needed to find the speech acts on Pharrell Williams' speech.
- (2) Next, the researcher noted each sentence, which includes speech act (illocutionary acts).
- (3) The researcher analyzed the data which contains speech acts.
- (4) After arranging the analyzed data, they were described by concluding the use of illocutionary acts on Pharrell Williams' speech at New York University.

Below is the form of the table and percentage diagram that will be used to sum up the results of the analysis:

### 3.5.1 Table Form Example

Table 3.1 Form Example

No	Kind of Speech Acts	Total Data
1		
2		
3		
4		
5		
	Total Data	

### 3.5.2 Figure Percentage Diagram Form Example

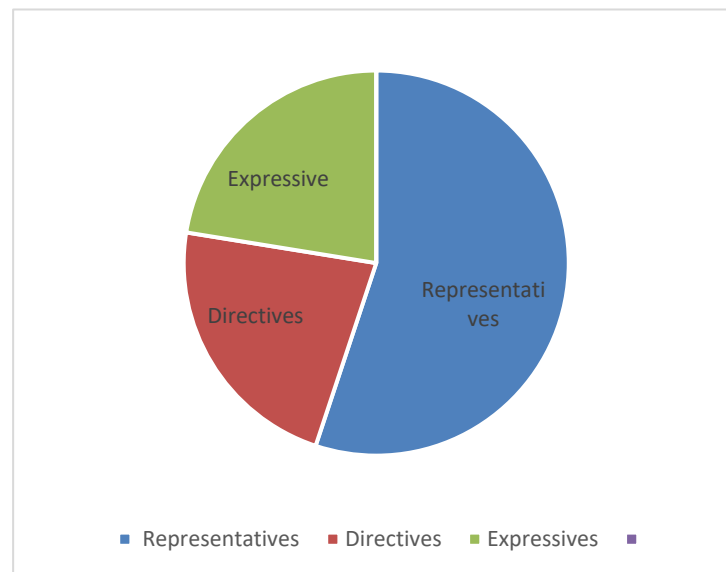


Figure 3.1 Percentage Diagram (Chart) Form Example

## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter, there are two parts, namely, findings and discussion. In the findings section, the researcher presents all the analyzed data classified based on speech act elements. This analyzed data consist of those utterances which contain illocutionary acts. The explorations of those data were presented in the discussion section.

#### **4.1 Findings**

The data in this finding section were found after watching the speech video and reading the speech transcript. The researcher presents the findings of speech act kinds used George Yule's theory of Illocutionary Acts (1996). She also presents the division of each classification of illocutionary acts. Besides, the researcher also gives some abbreviations such as D was Datum, and L was Line.

##### ***4.1.1 Illocutionary Act***

According to George Yule (1996), illocutionary act is an utterance with some kind of function in mind since mostly we do not just produce utterance with no purpose. George Yule classifies Illocutionary acts into five types of general functions performed by Speech acts. They are Declarations, Representatives, Expressives, Directives, and Commisives.

###### **4.1.1.1 Representative Data**

The *Representative* data that are found in the speech are in the following.



(1) *My mom is a lifelong educator — so this is gonna look good for me. (D: 4, L: 9)*

The datum contains Representative act verb “tell.” The speaker, Pharrell Williams, tells the audience about his mother, Carolyn Williams, an educator who earned her Ph.D. from Regent University, a retired teacher from Virginia Beach, a lifelong educator (<http://www.virginialiving.com/the-power-of-possibility/>).

(2) *Their accomplishments... The body of work represented on this stage is staggering. We have history-makers. **Miracle-workers in their own way. If their names aren't on buildings yet, they're totally gonna be. (D:6, L:12-15)***

This datum shows representative acts, the act of believing something. He wants the audience to believe if their name, the history-makers, are not on building yet, they will be. It means that he believes about something that is meant to be, they will be.

(3) *I like to say that I am forever a student and its people like this that I'll forever grateful to learn from.(D:7, L:16)*

This datum contains representative act verb “assert.” Calling himself “forever a student” means that Williams is just like every other graduate in the crowd. In other words, he would never stop being a student. As a fact, Williams himself did not finish college. He attended Northwestern University for two years before dropping out. Nevertheless, Williams has invested in education. He held a masterclass on music for NYU’s Tisch School of the Arts in 2016 as a part of a 50<sup>th</sup>-anniversary Artist-In-Residence. He continues his speech with “and its people

like this that I'll forever learn from." This utterance is the representative speech act of asserting. It means that he has would never stop learning, especially from those great people (<https://www.theladders.com/career-advice/pharrell-williams-nyu-grads-motivation-serve-humanity>).

*(4) They are fearless, boundless, multi-disciplined, and multi-talented. (D:8, L:17)*

The datum contains representative act verb "tell." The speaker tells the audience that the word "they" refers to the history-makers are fearless, boundless, multi-disciplined, and multi-talented. In a persuasive speech, usually, the speaker gives some motivations like building up the story about the work of the great people to attract the audience.

*(5) They break down barriers and embody the focus and dedication this planet needs — even if, for Mark Kelly, it means leaving it from time to time.(D:9,L:18-19)*

This datum contains representative act verb "tell." Williams attempts to inspire students by telling the other honorees' accomplishment in his speech.

*(6) Some may call them public servants, but their work is actually in service of humanity and standing with them here today... and it's totally mind-blowing. (D:10, L:20-21)*

The datum contains representatives act verb "tell." Williams tells the audience that people may call the history makers as a public servant, but they are serving humanity in this case. He also tells that he is amazed because he stands with them when he delivers the speech.

*(7) Think about it... these great scientists, public servants, and activists cannot be bothered with building their Instagram followers. Or how many views they get on Youtube... But they are the real influencers. (D:14, L: 31-34)*

The datum contains representative act verb “assert.” The speaker asserts about those great scientists, public servants, and activists cannot be bothered by building their Instagram followers or how many views they get on Youtube, but they are the real influencers. The previous generation has the real power to show their value. It is quite different from the Millennials at the time being. Sometimes, what he or she is trying to say, will be followed depends on how many people like him or her, or it simply can be defined on how many followers they got on social media. The honorees prove that they do not depend on actively posting on social media to show their value and gain many followers, but they already did in their way. In other words, they do not chase fame; they chase results. Williams interestingly enough said that they are the real influencers who are not the ones who post on Instagram; they are the ones out there changing the world for the better.

*(8) Their work makes us healthier, safer, more enriched, and more intelligent. Their work is designed to improve the quality of life for all people, not just themselves. (D:15, L:35-36)*

This datum contains representative act verb “belief.” Williams believes that the work of great scientists, public servants, and activists, makes people

healthier, safer, more enriched, and more intelligent. In other words, the speaker believes in the fact that he states.

Williams also believes that their work is designed to improve the quality of life for all people, not just for themselves. He shows his belief in the other NYU honorary degree recipients' work as a lesson to graduates.

*(9) They are not motivated by attention. But rather, they are motivated by the idea of creating change. For the better. (D:16, L:37-39)*

This datum contains representative act verb “assert.” Williams asserts that those great people are not motivated by attention, but they are motivated by the idea of creating change to be better. It means that he tried to say that people should not be motivated only by the attention, like the honorees themselves, reached their accomplishment by staying focus on their goals without getting distracted by the fame of their high-profile positions. Williams himself has over nine million followers on Instagram, but he does not count it as a success.

*(10) I personally find that incredibly inspiring. I hope you do as well. (D:17,L:40-41)*

The datum contains representative act verb “tell.” The speaker tells the hearer that he finds the idea of creating change from what the honorees did is incredibly inspiring. Williams provides inspirational stories in (D:15, L: 35-36) that might invest students with hope and courage in the future and what they believe so that he hopes the student will get inspired by those great honorees' stories.

*(11) NYU — the school you all chose to attend — is going out of its way to honor this distinguished group. (D:18, L:42-43)*

The datum contains representative act verb “tell,” while the function is to tell the addressee about something. Williams tells the graduates that NYU will honour the distinguished group or the honorary recipients according to what they have achieved.

*(12) Your generation is unraveling deeply entrenched laws, principles, and misguided values that have held women back for far too long and therefore, have held us all back. The world you will live in will be better for it. (D:22,L:50-52)*

This datum contains representative act verb “assert.” Williams goes on to praise the graduates for their generation’s values. He asserts that current generations are unraveling deeply entrenched laws, principles, and misguided values that have held women back for too long. From his utterance, Williams is hopeful that the future generation will help close the gender gap to improve the world. According to Williams, everyone needs to leap to serve humanity and start by empowering women. When women and girls are empowered and educated, they invest more in their communities, children are healthier, and the whole world benefits. The world is going to be a better future.

*(13) This is the first generation that navigates the world with the security and confidence to treat women as equal. (D:23, L:53-54)*

The data contains representative act verb “belief.” William believes that the graduates are committed to treating women as equal, and the first generation

that navigates the world with security. Even in this day and age, gender inequality did exist. Men and women do not have equal rights and opportunities, whether in academia, in the workplace, in politics. This kind of situation needs to be changed one way. One way to reach equal rights is to continue to fight. Therefore, many influencers today speak out about gender equality, as so many have before. One of the examples is Pharrell Williams.

*(14) You guys and gals are the first-ever. I'm going to say that again—you guys are the first-ever. (D:24, L:55)*

This datum contains representative act verb “assert.” The speaker asserts something to the audience that they, the graduates, are the first-ever. It refers to the previous utterance in (D: 23, L: 55), which emphasizes that they are the first who navigate the world with the security and confidence to treat women as equal. The speaker praised that generation (the graduates) for turning the world into their responsibility for social justice. Not only on this NYU Commencement Pharrell Williams speaks out about gender equality, but also in several other speeches. In the previous speeches, he also spoke about this topic.

*(15) Our country has never seen this before. It makes some people uncomfortable. But just imagine the possibilities. (D:25, L:56-57)*

This datum contains representative act verb “tell.” It still refers to the previous utterance in (D: 23, L: 53-54). Williams tells the audience that the country has never seen the confidence to treat women as equal, and it made some people uncomfortable with that. Therefore, he positively hopes that the upcoming generation can change the situation as they should.

(16) **Today is in many ways a celebration of higher education.** (D:26, L:58)

The datum contains representative act verb “tell.” Williams tells the audience that today there are many ways of celebrating higher education. One of the ways to celebrate is like what they did, the graduation ceremony. A graduation speech as a part of the ceremony is necessary for the graduates since it presents the graduates with the tools to solve life problems.

(17) ***I am forever a student, as I said before.*** (D:27, L:59)

The datum contains representative act verb “assert.” The speaker, Williams, once again asserts that he is forever a student. This utterance is used to emphasize the utterance in (D: 7, L: 16). Pharrell Williams provides the graduates with an inspiring mission for them when they start a journey and reminds them never to stop being a student.

(18) ***I believe it is a trait we all share.*** (D:28, L:59-60)

The datum contains Representatives acts verb “belief.” Williams believes that he has a place he can trust. According to his previous utterance in (D: 27, L: 59), he believes that we all forever student since we would never stop learning about something no matter what.

(19) ***Yet we live in a time when a great education is harder and harder to come by. But like anything in life, if there is enough demand, somebody will supply it.*** (D:29,L:60-61)

The datum contains representative act verb “belief.” Williams said to the hearers that they live in a time when an excellent education is harder and harder to

come by. That is why he also believes that if there is enough demand, somebody will supply it.

(20) *Sidebar... The days of being an anonymous activist or participant are over. (D:35,L:67)*

The datum contains representative act verb “assert.” The speaker asserts that the days of being an anonymous activist or participant are over. It means that working behind the scene should be ended; people need to show up what they got without being an anonymous participant anymore.

(21) *Shining a light on a group of individuals like these on this stage also helps fuel the demand. It's why all of us standing here do what we do. That same gene — those same feelings and adrenaline that fuel us — is inside all of you as well. (D:39, L:70-72)*

The datum contains representative act verb “tell”. The speaker tells the audience to become a part of the group on the stage is also one way to help fuel the demand.

He also tells that they all have the same gene with those same feelings and adrenaline. That is why Pharrell is hopeful that the graduates can change to help fuel the demand.

(22) *Just like you, these recipients are brothers, sisters, sons, and daughters. (D:40, L:75)*

This datum contains representative act verb “tell.” Williams tells that these recipients are just like the graduates; although they are great people with outstanding accomplishments, they are also brothers, sisters, sons, and daughters.



(23) *We all put our pants on one leg at a time. We all have a daily commute, but we do so with an eye towards something bigger. Serving humanity.*

(D:41, L:76-78)

The datum contains representative act verb “assert.” Williams asserts with idiomatic expression ‘put pants on one leg at a time’ which means they are just an ordinary human being. He also asserts that they have a daily commute, but they have something much more significant to do, it is serving humanity.

(24) *There is no humanity without education. There is no education without demand.* (D:42, L:79-80)

This datum contains representative act verb “assert.” Williams asserts that there is no humanity without education, and there is no education without a demand. That is why he always emphasizes that education is the key to achieve accomplishment, and he encourages the graduates to use their education to serve humanity. Moreover, education cannot work if there is no demand.

(25) *You are all walking endorsements for education.* (D:43, L:81)

This datum contains representative act verb “assert.” The speaker asserts that the graduates are all walking endorsements for education. That is why in the previous utterances (D: 35, L: 67), he asserted that the current generation should not be working behind the scene just like an anonymous. They need to let their action. That is why Williams made sure the NYU graduates to join in attendance encouraged and ready to take on the world.

(26) *And I know that somebody out there right now in this class just might occupy the White House one day.* (D:47, L:87-88)

The datum contains representative act verb “belief.” The speaker shows the act of believing to the graduates by addressing the possibility that a future president of the United States could be among their year’s graduates. He said with a rousing word speaking to the graduates’ potential that somebody might someday occupy the White House.

*(27) And let me be clear, not red and not blue but maybe purple like NY-U.*

*(D:48, L:89)*

The datum contains representative act verb “tell.” Williams ends his speech by saying the utterance using a rhyme ‘not red and not blue, but maybe purple like NY-U’, since NYU’s primary color is purple.

#### 4.1.1.2 Directive Data

The *Directive* data that are found in the speech are in the following.

*(1) What will they honor you for someday? What will they honor you for?*

*(D:19, L:43-44)*

The datum contains directive acts “questioning.” Williams was questioning the hearer about ‘what will NYU honor them (the young graduates) someday?’ He gave a question to the hearers to emphasize his intention to make the hearers think what NYU will honor them for someday. He brought the question not to get the answer literally, but he tends to bring around the hearers that they have to do something essential so that people can honor them.

*(2) Imagine the possibilities when we remove imbalance from the ether.*

*Imagine the possibilities when women are not held back. (D:21, L:48-49)*

The datum contains directive act “asking.” The speaker asks the hearer to imagine the possibilities of removing the imbalance, and women do not stop advancing. He also asks the audience to make the impossible possible by striving to make the world a better place.

(3) *To the graduates, you might think your time in education is done, but after you leave here today, I am asking you to let your actions out there in the world, fuel the demand for better and accessible education. (D:30, L:62-64)*

The datum contains directive act “asking.” The speaker asks the hearer to let their actions out there in the world, and fuel the demand for better education. He thinks that after graduation, student’s time in education is not done yet; instead, they need to spread real actions. Accessible quality education is getting increasingly difficult to achieve for many Americans, and Pharrell wants to see the NYU graduating class influence changing that fact.

(4) *Engage and inspire — whether on an individual level or loudly within your communities. (D:31, L:65)*

The datum contains directive act “urging.” Pharrell urges the hearers to engage and inspire learning far beyond graduation. He urges the student to keep learning, whether on an individual or within their communities.

(5) *Talk about your accomplishments. It’s very important. Talk about your accomplishments. (D:32, L:66)*

The datum contains directive act “urge.” The speaker urges people to talk about their accomplishments, as it can pursue others with our high-quality work which hopefully can have a positive impact.

(6) *Be humble, but not too humble. (D:33, L:66)*

The utterance contains directive act. Pharrell urges the hearer to be humble, but not too humble. This utterance is still related to the previous utterance in (D: 33, L: 66), that we need to talk about our great accomplishments, and it is continued by the speaker saying “be humble, but not too humble.” It means that we should be humble to others; it is a good thing, but not too humble. Being too humble is terrible since people might underestimate us. If no one hears about the great works we have done, people may assume that we are not doing anything important.

(7) *Don't be invisible. (D:34, L:66)*

The utterance contains directive act “urge.” Pharrell urges people not to be invisible. People should embrace their positive accomplishments with immense pride so that people will know and might be inspired.

(8) *How can we inspire if we are only behind the scenes? How will an anonymous donation ever inspire another? (D:36, L:68-69)*

The datum contains directive act “questioning.” Giving a question is the act of getting information from the hearer. In this case, Williams is likely showing an expression to emphasize his previous utterance in (D: 34, L: 66) which is “Don’t be invisible.” He emphasized how somebody can inspire if they are only behind the scenes and how anonymous donation will inspire another. Therefore,

those kinds of questions do not mean to ask them literally and get the answer from them. It is an encouragement to give the hearers that their work will not influence others if they are just behind the scenes.

(9) *That was the way of previous generations, no disrespect, but don't be like them. (D:37, L:70)*

This datum contains directive act “urging.” Williams urges the graduates to not be like them, and it is mentioned in the previous utterance in (D: 36, L: 68-69) that how someone who works only behind the scene or being anonymous will inspire others. This utterance emphasizes that that was the way of how the previous generations work. Therefore, Williams wants to deliver the importance of the graduates ending the cycle of anonymous activism. That is why the speaker urges the young graduates not to be like them. The word ‘them’ refers to the anonymous or the previous generations who only work behind the scenes.

(10) *Let your actions serve as an endorsement for education and watch the demand rise. (D:38, L:71)*

This datum contains directive act “urge.” Pharrell shows urging acts by saying to the hearer to let their actions serve as an endorsement for education and watch the demand rise. He urges the student not to shy away from public activism.

(11) *So, please, embrace that. (D:44, L:82)*

The datum contains directive act “urging.” This utterance is related to the utterance (D: 43, L: 81). Williams urges the graduates to embrace the endorsement for education as it is one of the keys to make a better world.

#### 4.1.1.3 Expressive Data

The *Expressive* data that are found in the speech are shown in the following.

*(1) Thank you. Hi everybody. I'd like to start by thanking President Andrew Hamilton, Trustees, and the NYU students and faculty for welcoming me into your halls last year and letting me have an experience that I honestly could have never imagined. (D:1, L:1-4)*

Expressive act generally express feelings. This utterance contains Pharrell Williams' feelings towards the audience. It contains Expressive acts "thank." He started thanked the President NYU, Trustees, and NYU students, for welcoming him into the halls last year. He hosted a private masterclass on Saturday, March 5 2016, for undergraduate students at the Clive Davis Institute of Recorded Music at NYU Tisch School of the Arts. Therefore, he thanked for giving him an experience which could have never imagined. He said it like stressing how important it was for him to have a chance to know and share with NYU students (<https://hypebeast.com/2016/3/pharrell-masterclass-nyu-2016-interview>).

*(2) And I want to thank all of you for this humbling experience today. This is major. It's heavy. (D:2, L:5-7)*

This datum contains expressive act "thank," which refers to gratitude. It means that Pharrell thanked the hearers because New York University gave him a chance to receive a Doctor of Fine Arts degree and have a fantastic experience again to join a part of a moment, for delivering a graduation speech in front of many people.

*(3) I am grateful. (D:3, L:8)*

This datum contains expressive act “thank.” It can be seen from the word “grateful”. The speaker feels grateful because he has been given a chance to give a speech as his humbling experience.

*(4) To be a part of a group like this is unimaginable. To speak on behalf of our group is an honor that I am not sure if I am qualified for. (D:5, L:10-11)*

This data contains Expressive acts ‘joy’. Pharrell shows his joy from his utterance “to be part of a group like this is unimaginable.” It means he has never imagined being a part of the honorary recipients. Pharrell also expressed his joy by saying that he felt honored to speak on behalf of the group that he felt unsure if he was qualified for.

*(5) In this day and age, it's easy to lose sight of the fact that it's the people who serve humanity, that make our world go around. Most social media and media itself would lead you to believe otherwise. (D:11, L:22-24)*

The datum contains expressive acts “sorrow.” The function is to tell the hearers about something that the speaker feels. He said to the hearers that in this day and age, it is easy to forget about the important fact that those people who serve humanity that play an essential role in causing the things in life to work as they should. He is sad seeing the reality of less appreciation for the people who underlie the fulfillment of the needs of human existence. Engineers, journalists, teachers, and so forth do not appear on the news, but they are those people who change the world. Knowing this thing is too important since it inspires people to take real change instead of quitting their dreams once difficulties arise. Sadly, the

media sometimes exposes something otherwise which less important to be a headline.

*(6) This group's work doesn't fuel gossip. Sadly, it doesn't generate a lot of clicks amongst a sea of headlines designed to bait. Their work is often too important to be boiled down to just a quick headline. Their work has never been more important, yet as a society, we seem to celebrate less important achievements far more frequently. (D:12, L:25-29)*

This datum contains expressive acts of “sorrow.” Pharrell felt sorrow because those who serve humanity, whose works are more important, no more than just pass on a quick headline. He felt so sad since people seemingly celebrate less important achievements.

*(7) I am glad to be a part of a moment that recognizes these people. The real movers and shakers. (D:13, L:30)*

This datum contains Expressive acts “joy.” Pharrell showed his joy by saying that he felt glad to be there as a part of a moment that recognizes those great people, the other honorees. Those people refer to the other honourees. They are physician Thomas R. Friedan, chemistry Nobel prize-winner Jean –Marie Pierre Lehn, first Democratic woman Senator Barbara A. Mikulski, Arizona politician Gabrielle Giffords, retired astronaut Mark Kelly and Maya Angelou Presidential Chair at Wake Forest University Melissa V. Harris-Perry. He said in the previous utterance that they are the people who serve humanity. Therefore, he felt honored to be part of the moment with them, who serve humanity that makes the world go around



(<https://www.billboard.com/articles/columns/pop/7800228/pharrell-williams-nyu-graduation-commencement-speech-video>).

(8) *Speaking to you guys today has me charged up. As you find your ways to serve humanity, it gives me great comfort knowing this generation is the first that understands that we need to lift up our women. (D:20, L:45-47)*

This datum contains expressive act “joy”. Williams feels his joy by seeing the generation ready to make women equality a priority. He also emphasizes the importance of uplifting women.

(9) *Thank you again to the students and faculty at NYU. Thank you to these remarkable individuals that I am up here standing with. For your service, leadership, and inspiration. (D:45, L:83-85)*

The datum contains expressive act “joy” since it shows the expression of thanking. The speaker expresses his thanking to the hearers, which are the students and faculty at NYU. The speaker expresses his attitude by thanking all those remarkable individuals he was standing with for their service, leadership, and inspiration.

(10) *We are all forever grateful. (D:46, L:86)*

The datum contains expressive act “thank.” The speaker said that they are all forever grateful.

(11) *Thank you. (D:49, L:90)*

The datum contains expressive act “thank.” Williams thanked the audiences because he delivered his speech among the people at NYU. He thinks

that it such an incredible experience to be addressed as an honorary degree recipient and standing on stage delivered a commencement speech.

#### 4.1.1.4 Commissive Data

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 committing, promises, threats, offer, guarantee, swear, reject, refusals, pledges, threatened, dedicated and can be performed by the speaker alone, or by the speaker as a group member. The researcher does not find any kind of Commissive Acts in the content of the speech.

#### 4.1.1.5 Declaration

Declarations speech acts are those kinds of speech acts that change the world or situation through the speaker's utterances. The verb of declaration speech acts are declare, approve, announce, curse, name, call, nominate, and establish. The researcher does not find any kind of Declarations Acts in the speech.

## 4.2 Discussion

In this research, the researcher had analyzed the speech presented by Pharrell Williams, who had an appropriate context that is a persuasive speech. In this discussion, the writer identified the data that was taken from the speech by Pharrell Williams at New York University's 185<sup>th</sup> Commencement.

The illocutionary acts by Yule (1996) were used to analyze the data which has been classified. The illocutionary act by Yule (1996) is classified into

five classifications; they are representative, expressive, directive commissive, and declarative.

#### ***4.2.1 Illocutionary Acts***

According to Yule (1996, p. 53-54), illocutionary acts are classified into five types of general functions; they are Declarations, Representatives, Expressive, Directives, and Commissive. In this study found only three types. They are Representatives, Directives, and Expressives.

##### **4.2.1.1 Representatives Explanations**

Representatives are those kinds of speech acts that state what the speaker believes to be the case or not. The representative act can be highlighted by asserting, describing, stating, telling, informing, insisting, agree, claiming, believing.

Among those three Illocutionary acts in the speech, the Representative act is the most used in Pharrel Williams' Speech at NYU. It is noted in 27 utterances or 54% among the other kinds. From the 30 utterances consisting of representative speech acts, Williams uses Representative act verb 'tell', as he seemingly wants to show that he is very humble. He also uses Representative verb 'assert' to the audience to assert the importance of using education to serve humanity and close the gender gap. This time of the year when business people, politicians, or even artists go to colleges not to learn or lecture, they give inspiration to the university graduates before they start their real journey. Whether or not the speakers have attained a college degree does not matter because every speaker is unique. They have achieved valuable experience throughout their lives to succeed. Williams'

speech is powerful and persuasive. A persuasive speech is commonly telling a great story to build the audience's attention. Williams starts by telling the other honourees' accomplishment to awake the young graduates about the real change. He also told the graduates that people with real work to make a change do not appear on the news or keep posting actively on social media. Williams uses a lot of representatives verb 'assert' to give an assertion about education and the issues of gender equality. He said to the graduates by asserting that people need to make women equality a priority. He asserts a strong call to action that the upcoming generations need to serve humanity start by empowering women. The graduates hopefully can play their part in advancing women's rights and achieving gender equality. This imbalance situation needs to change. Therefore, Williams' sayings express one way to realize equal rights for men and women is continue to fight. To win the fight, people must have knowledge. Knowledge will bring power so that education is key. Williams has long been a powerful and outspoken advocate for women's rights, and his speech represents that these issues are still close to his heart.

#### 4.2.1.2 Directive Explanations

Directives are those kinds of speech acts that speakers use to get someone else to do something. They express what the speaker wants. They are questioning, interrogating, urging, encouraging, appealing, inviting, begging, demanding, commanding, ordering, advising, requests, suggesting, and they can be positive or negative.

Directive act is the second commonly used in Pharrell Williams' Speech at NYU. It shows up with 11 utterances or 23% among the other kinds. From the 11 utterances, Pharrell Williams was using directive act verb 'urge', and it was found in six data of directive acts. The rest of them are asking and questioning. After telling people about the real work from the other honorary recipients and the issue of women's rights, he began to use the directive act to encourage the young generation to make the world a better place. He began to urge the graduates to always inspire within an individuals or communities. He urges the graduates to always talk about the accomplishments they gained, as in the past, the previous generation works only behind the scene. Therefore, Williams urges people need to stop being an anonymous activist. People need to show up bravely talking about their accomplishments so that they might inspire others. He urges the graduates to embrace education so that they will be in the front line and if they are armed with the knowledge, they will have a chance of achieving a better and accessible education. Directive act is the kind of illocutionary act that will always appear in persuasive speech. After creating the audience's attention, the second way to get them to catch up about the speaker's wants through his utterance by using directive acts urging, asking, and questioning.

#### 4.2.1.3 Expressive Explanations

Expressives are those kinds of speech acts which state what the speaker feels. They express psychological states, which it can be statements of praise, cheer, pleasure, regret, pain, likes, dislikes, joy, fear, sorrow, congratulate, thank, apologize, welcome, or greet.

For the rest of the illocutionary acts, Pharrell Williams was using Expressive act to start and finish his speech. He was using 11 utterances or 23% among the other kinds. He uses it to express his feeling toward the situation happened. He expressed his sorrow about how easy people forget the real movers' real work, and it becomes worse as their work does not last become a headline compared to those less important achievements. He also uses expressive data to show his gratitude toward people at Yankee Stadium, especially the NYU President and faculty, for giving him a great experience to receive an honorary as Doctor of Fine Arts and to speak among those great people.

Pharrell Williams hopes that people, especially the young generation can use their education to serve humanity by empowering women. Williams delivered such a great and powerful speech to encourage people, especially the upcoming generation, to embrace education as their tools to start serving humanity and fight against unjust laws and values.

#### **4.3 The Sum of Illocutionary Acts Found in the Speech**

After analyzing the kinds of speech acts contained in Pharell Williams' speech, the result of the analysis can be sum up in the table 4.1. The table is formulated to make it easier for the reader in getting information about the result of the study.

**Table 4.1 The Sum of Illocutionary Acts Found in the Speech**

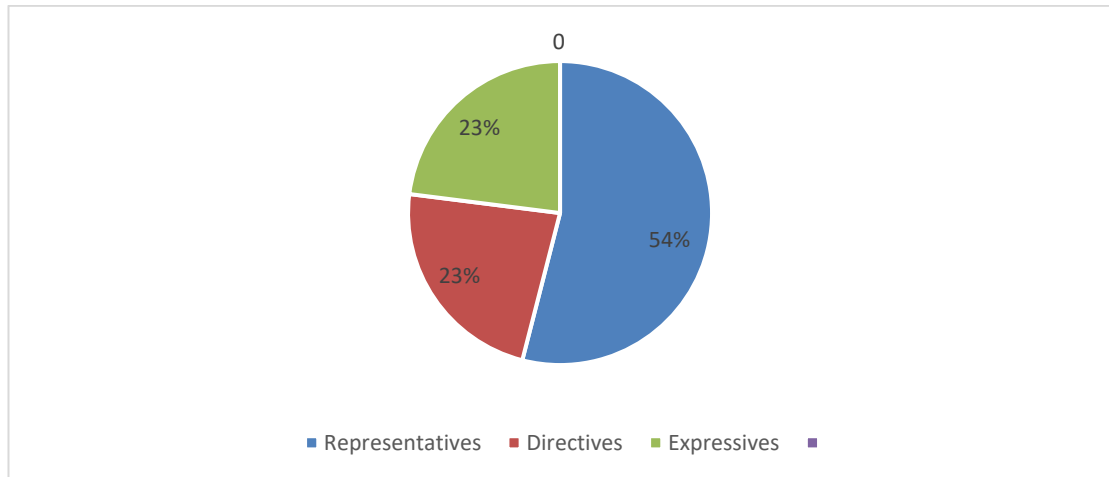
No	Kinds of Speech Acts	Total Data
1.	Illocutionary Act: Representative	27
2.	Illocutionary Act: Expressive	11
3.	Illocutionary Act: Directive	11
4.	Illocutionary Act: Commissive	0
5.	Illocutionary Act: Declaration	0
	Total Data	49

Based on table 4.1, the total data found in the speech are 49 data or utterances contain speech acts. The analyzed data for illocutionary acts can be found 49 data, and the Representatives act is the most commonly used in the speech. The total of representative data is 27 utterances. The second illocutionary act that commonly exists in the speech is expressive and directive. Directive act contains 11 data and expressive data contain 11 data or utterances. The writer does not find any kind of Commissives and Declarations in the speech.

#### **4.4 The Percentage of the Existing Illocutionary Acts Found in the Speech**

This part shows the existence of Speech act; Illocutionary acts in Pharrell Williams' speech at NYU Commencement. This part will be in the form of a chart to help in finding the percentage of the existence of the speech acts. Furthermore, the chart will help the readers to find the speech acts which commonly used in the speech. The total percentage of the existing speech act is shown down below.

**Chart 4.1 The Percentage of Existing Illocutionary Acts Found in the Speech**



After analyzing the data in the speech, the percentage diagram chart 4.1 shows Illocutionary Act: Representatives is the most used speech act with 54% among the other kinds. From 54%, Pharrell Williams mostly uses the Representatives act: Tell and assert. Williams attempted to motivate the graduates by telling and asserting something about many things, like social justice, technology creativity, and education. He wanted to show his gratitude as he stood there with some great people that he was unsure he was qualified for. In that case, Williams brings the other honorary recipients' accomplishments to motivate the graduates when they embark upon the world. He asserts that the honourees, or the group of people who make the world keep going, are the ones who keep posting on social media to show their value, to show what they have done. Instead, they are the one with the work which are too important to be just passing in a quick headline. Williams tells that those types of people do not depend on their high-profile, they do not chase fame; but they chase results. Not only talk about education but also he speaks out



about gender equality. He shares about his gratitude when he knows that the NYU graduates are the ones who will start to lift up women.

The second illocutionary acts: directive with 23% data used in the speech. Pharrell Williams mostly uses Directive verb 'urge', and it found six data of directive acts. The rest of the, are, questioning. Williams began to tell a good story about the other honorees' achievements since human love a good story. A great story can form an immediate human connection and raise an emotional reaction that makes it more possible to be remembered. Therefore, Williams attempts to urge the graduates by pulling some rousing words to make a change, to be a better generation. He motivated the graduates by giving an example of social justice, education so they can embrace what they have learned at college to be applied in reality. A Directive act is the type of illocutionary which always appear in persuasive speech. The speaker builds up a motivational story to get the readers' attention, then making them understand about the speaker's intention in using directive acts like urging, asking, and questioning.

The last illocutionary act used is Illocutionary Act: Expressive with 23%. During the speech, Pharrell Williams delivers several things, such as social justice and education. He delivers the key messages to the graduates in the crowd, speaking out things they need to be aware of since the graduates will face a new world they are entering. He uses Expressive act: sorrow to express his disappointment towards the situation that happened at that time. It can be seen from his utterance about the less appreciation for those who have significant work, but they got less attention, and society seems to celebrate less important

achievements. He also said that it is so sad that sometimes people forget with the hard work from people who make the world go around, which is serving humanity, while social media and the media would lead people to believe otherwise. For the rest of the expressive act, Williams used the expressive act verb “thank” to show his gratitude toward the NYU participant for giving him an unimaginable chance to deliver a commencement speech in front of many people, include the other honourees. He also shows his joy by feeling relief that he knows the graduates will help the world to make a change for better and accessible education. Williams delivers a motivational speech by pulling some rousing words to make the graduates feel enthusiastic.

Pharrell Williams was hopeful to the graduates since they are going to be the first generation that can help change the world. Williams was able to deliver such an inspirational speech to raise people especially the Millennials to make a change for a better future, starting from education and social justice. His speech is incredibly inspiring for many people not only for Millennials but also for many generations. His speech also contains a strong call to action. It appears like a reminder for all, a reminder to improve the quality from oneself to start loving the little thing to something much bigger, serving humanity.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

After presenting each activity in this study, such as choosing the topic, collecting the references, analyzing the data, the writer could draw the conclusion and suggestion as follows:

#### 5.1 Conclusions

After analyzing Williams' utterance, several conclusions can be presented. First, the type of illocutionary act that is commonly used is the Representative act with 54% data. Williams motivated the graduates by telling the other honourees accomplishment. Not many people do know about the actual great work from some great figures whose works are extremely important, so Williams highlights by using a lot of Representative verb "tell" and "assert" to give the audience a clear explanation about it. He also asserts a strong call to action that the upcoming generation needs to serve humanity start by empowering women. Second, the other kind of speech act is directive act is a kind of speech act which used by the speaker to get someone else doing something. It is found 23% data, and Williams mostly used directive act verb "urge." He uses the verb "urging" to encourage the graduates to do something meaningful as they should, such as to embrace education and close the gender gap. He also urges the graduates to talk about their accomplishments as in the past; the previous generation works only behind the scene. Therefore, Williams urges people needs to stop being an anonymous activist. Third, expressive act is those kinds of speech act which state what the

speaker feels. It is found 23% data in the speech, and Williams uses expressive act “sorrow” to show his sadness toward the situation happen until now on. He expressed his sorrow about how easy people forget the real work done by the real movers, and it becomes more emphatic as their work does not satisfy become a headline rather than those less important achievements. He also uses Expressive act “thank” to show his gratitude towards all NYU people, especially the NYU President and faculty, for giving Williams a great chance to deliver the speech among the great people and receiving an honorary as Doctor of Fine Arts degree.

## **5.2 Suggestions**

After presenting several conclusions, there are some suggestions that the writer proposes to the readers, especially those who are going to concern with this field of study.

First, for future researchers, the writer suggested learning more detail about the kinds of speech acts, especially Illocutionary acts.

Second, for the researchers who interested in linguistic study, there are many other media which can be chosen as an object such as, conversation and podcast.

Third, the pragmatic study in the English Department of UNNES has not been given effectively to the students of the literature program. Pragmatic study, especially speech act, is useful in analyzing literature such as novel, movie, and short story. That is why this field of study is essential to the students so that

students can get better knowledge to analyze the utterance in every literature works.

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# APPENDICES

## Appendix I:Pharrell Williams' Speech Text

Posted: May 17, 2017

Thank you. Hi everybody.

I'd like to start by thanking President Andrew Hamilton, Trustees and the NYU students and faculty for welcoming me into your halls last year and letting me have an experience that I honestly could have never imagined.

And I want to thank all of you for this humbling experience today. This is major. It's heavy. I am grateful. My mom is a lifelong educator — so this is gonna look good for me.

To be a part of a group like this is unimaginable. To speak on behalf of our group is an honor that I am *not* sure if I am qualified for. Their accomplishments... The body of work represented on this stage is staggering. We have history-makers. Miracle-workers in their own way.If their names aren't on buildings yet, they will be.

I like to say that I am forever a student, and its people like this that I'll forever learn from. They are fearless, boundless, multi-disciplined and multi-talented. They break down barriers and embody the focus and dedication this planet needs — even if, for Mark Kelly, it means leaving it from time to time.

Some may call them public servants, but their work is actually in service of humanity and standing with them here today... and it's blowing my mind.

In this day and age, it's easy to lose sight of the fact that it's the people who serve humanity, that make our world go around. Most media and certainly social media would lead you to believe otherwise.

This group's work doesn't fuel gossip. Sadly, it doesn't generate a lot of clicks amongst a sea of headlines designed to bait. Their work is often too important to be boiled down to just a quick headline. Their work has never been more important, yet as a society, we seem to celebrate less important achievements far more frequently. I am glad to be a part of a moment that recognizes these people.

Think about it... these great scientists, public servants, and activists cannot be bothered with building their Instagram followers. Or how many views they get on Youtube... But they are the *real* influencers. Their work makes us healthier, safer, more enriched, and more intelligent. Their work is designed to improve the quality of life for *all* people, not just themselves.

They are *not* motivated by attention. But rather, they *are* motivated by the idea of creating change. For the better.

I personally find that incredibly inspiring. I hope you do as well. 36

NYU — the school you all chose to attend — is going out of its way to honor this distinguished group. What will they honor you for someday? What will they honor you for?

Speaking to you guys today has me *charged up*. As you find your ways to serve humanity, it gives me great comfort knowing this generation is the first that understands that we need to *lift up our women*. Imagine the possibilities when we remove imbalance from the ether. Imagine the possibilities when women are not held back. Your generation is unraveling

deeply entrenched laws, principles and misguided values that have held women back for far too long and therefore, have held us *all* back. The world you will live in will be better for it.

This is the first generation that navigates the world with the security and confidence to treat women as equal. You are the first *ever*. I'm going to say that again you guys are the first ever. Our country has never seen this before. It makes some people uncomfortable. *But just imagine the possibilities.*

Today is in many ways a celebration of higher education.

I am forever a student as I said before. I believe it is a trait we all share. Yet we live in a time when a great education is harder and harder to come by.

But like anything in life, if there is enough demand, somebody will supply it.

So to the graduates, you might think your time in education is done, but after you leave here today, I am asking you to let your actions out there in the world... fuel the demand for better and accessible education. Engage and inspire — whether on an individual level or loudly within your communities. Talk about your accomplishments. It's very important. Talk about your accomplishments Be humble, but not too humble. Don't be invisible.

Sidebar... The days of being an anonymous activist or participant are over. How can we inspire if we are only behind the scenes? How will an anonymous donation ever inspire another? That was the way of previous generations. Don't be like them.

Let your actions serve as an endorsement for education and watch the demand rise.

Shining a light on a group of individuals like these on this stage also helps fuel the demand. It's why all of us standing here do what we do.

That same gene — those same feelings and adrenaline that fuel US — is inside all of you as well. Just like you, these recipients are brothers, sisters, sons, and daughters. We all put our pants on one leg at a time. We all have a daily commute, but we do so with an eye towards something bigger. Serving humanity.

There is no humanity without education. There is no education without demand.

You are all walking endorsements for education. So please, embrace that.

Thank you again to the students and faculty at NYU. Thank you to these remarkable individuals that I am standing with here. For your service, leadership and inspiration. We are all forever grateful.

Thank you.

## Appendix II: Table of Illocutionary Acts (Representatives)

No.	Kind of Speech Acts	Utterances	Comments
1.	Representative: tell	My mom is a lifelong educator — so this is gonna look good for me. (D: 4, L: 6-7)	In the utterance above, it contains Representatives acts verb “tell”. The utterance above indicates about something. He tells the audience that his mother, Carolyn Williams, an educator who earned her Ph.D. from Regent University, a retired teacher from Virginia Beach, is a lifelong educator. The utterance shows the fact the speaker proposed to the hearer.
2.	Representative: belief	Their accomplishment... The body of work represented on this stage is staggering. We have history-makers. Miracle-workers in their own way. If their names aren't on buildings yet, they're totally gonna be. (D:6, L:9-12)	This datum shows representative acts, the act of believing something. He wants the audience to believe if their name, the history-makers, aren't on building yet, they will be. It means that he believes about something what meant to be, they will be.
3.	Representative:	I like to say that I am	The utterance contains the

	assert	forever a student, and its people like this that I'll forever grateful to learn from. (D:7, L:13-14)	speaker assertion. Pharrell calling himself “forever a student” which means that he is just like every other graduate in the crowd. In other word, he would never stop being a student. As a fact, Pharrell himself didn't finish his college. He attended Northwestern University for two years before dropping out. Nevertheless, he has invested in education. He held a masterclass on music for NYU's Tisch School of the Arts in 2016 as a part of a 50 <sup>th</sup> anniversary Artist-In-Residence. He continues with ‘and its people like this that I’ll forever learn from’. This statement is the representative speech act of stating. It means that he has would never stop learning especially from those great people.
4.	Representative: tell	They are fearless, boundless, multi-disciplined and multi-	The utterance contains representative speech act of ‘tell’. The speaker tells the



		talented. (D:8, L:14-15)	hearer that they (history-makers) are fearless, boundless, multi-disciplined and multi-talented.
5.	Representative: tell	They break down barriers and embody the focus and dedication this planet needs — even if, for Mark Kelly, it means leaving it from time to time. (D:9,L:15-17)	This utterance contains representative act verb “tell”. Williams attempts to inspire student by bringing the other honorees’ accomplishment.
6.	Representative: tell	Some may call them public servants, but their work is actually in service of humanity and standing with them here today... and it’s totally mind blowing. (D:10, L:18-19)	Pharrel tell the audience that people may call the history makers as public servant, but in this case, they are serving humanity. He also tells that it really surprised because he stands with them at the time he delivers the speech.
7.	Representative: assert	Think about it... these great scientists, public servants, and activists cannot be bothered with building their Instagramfollowers. Or how many views they get on Youtube... But they are the real	The speaker assert about those great scientists, public servants, and activists cannot be bothered with building their Instagram followers or how many views they get on Youtube, but still

		influencers. (D:14, L: 29-31)	they are the real influencers. Basically, the previous generation has the real power to show their value. It is quite different with the milenials at the time being. Sometimes, what he or she is trying to say, will be followed depends on how many people like him or her or it simply can be defined on how many followers they got on social media. The honorees don't really depend on posting in social media to show their value and gain many followers, but they already did in their own way. In other words, they don't chase fame, they chase results. Williams interestingly enough said that they are the real influencers who are not the ones posting on Instagram, they are the ones out there changing the world for the better.
8.	Representative: belief	Their work makes us healthier, safer, more	This utterance shows the speaker's opinion to the

		<p>enriched, and more intelligent. Their work is designed to improve the quality of life for all people, not just themselves. (D:15, L:31-33)</p>	<p>hearer The speaker thought that their (great scientists, public servants, and activists) work makes us healthier, safer, more enriched, and more intelligent. In other word, the speaker beliefs in the fact he states. This utterance is the representative act.</p> <p>Pharell shows his belief that their work, that is scientists, public servants, and activists, is designed to improve the quality of life for all people, not just themselves. He shows belief of the work of the other NYU honorary degree recipients as a lesson to students.</p>
9.	Representative: assert	<p>They are not motivated by attention. But rather, they are motivated by the idea of creating change. For the better. (D:16, L:34-35)</p>	<p>Pharell continues to assert that those great people are not motivated by attention, but they are motivated by the idea of creating change to be better. It means that he tried to say that people should not be motivated by attention, since the</p>

			honorees reached their accomplishment by staying focus on their goals without getting distracted by the fame of their high-profile positions. Williams himself, has over nine million followers on Instagram, but he doesn't count it as a success.
10.	Representative: tell	I personally find that incredibly inspiring. I hope you do as well. (D:17, L: 36)	Williams tells the audience about the real work from those great people is inspiring and he tells that he had hope to the young generation to do as well.
11.	Representative: Tell	NYU — the school you all chose to attend — is going out of its way to honor this distinguished group. (D:18, L:37-38)	Williams' utterance shows the representative act of telling. He tells the graduates that NYU is going to honor the distinguished group.
12.	Representatives: Assert	Your generation is unraveling deeply entrenched laws, principles, and misguided values that have held women back for far too long and therefore, have held us all back. The world you will live in will	This utterance shows the representatives act. Williams asserts that current generations is unraveling deeply entrenched laws, principles and misguided values that have held

		be better for it. (D:22,L:44-47)	women back for too long. From his utterance, Williams is also hopeful that the future generation will help close the gender gap to improve the world to be better. According to Williams, everyone needs to take the leap to serve humanity and start by empowering women. When women and girls are empowered and educated, they invest more in their communities, children are healthier and the whole world benefits. The world is going to be a better future.
13.	Representatives: belief	This is the first generation that navigates the world with the security and confidence to treat women as equal. (D:23, L:48-49)	William believes that the graduates are committed to treating women as equal and the first generation which navigates the world with the security and. Even in this day and age, gender inequality did really exist. Men and women do not have equal rights and opportunities, whether in academia, in the

			workplace, in politics. This kind of situation needs to be changed the one way. The one way to reach equal rights is to continue to fight. Therefore, there are many influencers today who speak out about gender equality, like so many have before. One of the examples is Pharrell Williams.
14.	Representatives: assert	You guys and gals are the first-ever. I'm going to say that again—you guys are the first-ever. (D:24, L:49-50)	The speaker asserts about something to the audience, that they are the first ever. It refers to the previous utterance in (D:23, L:48-49), it emphasizes that they are the first who which navigates the world with the security and confidence to treat women as equal. The speaker praised that generation (the students) for turning the world as their responsibility when it comes to social justice.
15.	Representative: tell	Our country has never seen this before. It makes some	It still refers to the previous utterance in (D:23, L:48-

		people uncomfortable. But just imagine the possibilities. (D:25, L:50-52)	49). Williams tells the audience that the country has never seen the confidence to treat women as equal, and it made some people uncomfortable with that. Therefore, he highly hopes that the upcoming generation can change the situation as they should.
16.	Representative: tell	Today is in many ways a celebration of higher education. (D:26, L:53)	Williams tells the audience that today there are many ways of celebrating higher education. One of the ways to celebrate is like what they were doing, the graduation ceremony. There is also a graduation speech as a part of the ceremony, which is important for the graduates since it presents the graduates with the tools to try to solve problems in life.
17.	Representative: assert	I am forever a student, as I said before. (D:27, L:54)	The utterance is an assertion. Williams said that utterance twice. He

			tells that he is forever a student, which means that he would never stop learning.
18.	Representative: belief	I believe it is a trait we all share. (D:28, L:54)	The next utterance contains Representatives acts verb “belief”. Pharrell believes that he has a place he can trust. According to his previous utterance in (D:27, L:54), he beliefs that we all forever student, since we would never stop learning about something no matter what.
19.	Representative: belief	Yet we live in a time when a great education is harder and harder to come by. But like anything in life, if there is enough demand, somebody will supply it. (D:29,L:54-57)	Williams said to the hearers that they live in a time when a great education is harder and harder to come by. That is why he also believes that if there is enough demand, somebody will supply it.
20.	Representative: assert	Sidebar... The days of being an anonymous activist or participant are over. (D:35,L:65)	The speaker asserts that the days of being an anonymous activist or participant are over. It means that working behind the scene should



			be ended, people need to show up what they got without being as an anonymous participant anymore.
21.	Representative: tell	Shining a light on a group of individuals like these on this stage also helps fuel the demand. It's why all of us standing here do what we do. That same gene — those same feelings and adrenaline that fuel us — is inside all of you as well. (D:39, L:71-74)	The speaker tells the audience that becoming a part of the group like these on the stage is also one of the ways to help fuel the demand. He also tells that they all have the same gene with those same feelings and adrenaline. That is why Pharrell is hopeful that the graduates can make a change to help fuel the demand as well.
22.	Representative: Tell	Just like you, these recipients are brothers, sisters, sons, and daughters. (D:40, L:74-75)	This utterance contains representative act verb “tell”. Willaims tells that these recipients are just like the graduates, although they are great people with great accomplishments, they are also brothers, sisters, sons, and daughters.
23.	Representative:	We all put our pants on one	The data contains

	assert	leg at a time. We all have a daily commute, but we do so with an eye towards something bigger. Serving humanity. (D:41, L:75-77)	representative act verb “assert”. Williams asserts with idiomatic expression ‘put pants on one leg at a time’ which means they are just an ordinary human being. He also asserts that they have a daily commute, but they have something much bigger to do, it is serving humanity.
24.	Representative: Assert	There is no humanity without education. There is no education without demand. (D:42, L:78-79)	This utterance contains representative act verb “assert”. He asserts that there is no humanity without education, and there is no education without demand. That is why he always emphasizes that education is the key to achieve accomplishment, one of them is education. Moreover, education cannot work if there is no demand
25.	Representative: assert	You are all walking endorsements for education. (D:43, L:80)	The speaker gives an assertion. He asserts that the hearers are all walking endorsements for

			education. That is why in the previous utterances, he always said that the current generation should not be shy to let their action and let it shine when they embark upon the world.
26.	Representative: Belief	And I know that somebody out there right now in this class just might occupy the White House one day. (D:47, L:84-85)	The utterance shows us representative act. The act of believing to the graduates by addressing the graduates with rousing word that spoke to their potential that somebody might occupy the White House someday.
27.	Representative: Tell	And let me be clear, not red and not blue but maybe purple like N-Y-U. (D:48, L:86)	Williams ends his speech by saying the utterance using a rhyme 'not red and not blue, but maybe purple like NY-U'. Since the NYU's primary color is purple.

## Appendix III: Table of Illocutionary Acts (Directives)

No.	Kind of Speech Acts	Utterances	Comments
1.	Directives: questioning	What will they honor you for someday? What will they honor you for? (D:19, L:38-39)	Williams questioning the hearer about ‘what will NYU honor them (the young graduates) someday?’ He gave a question to the hearers to emphasize his intention to make the hearers think what NYU will honor them for someday. He brought the question not to get the answer literally, but he tends to bring round the hearers that they have to do something so that people can honor them.
2.	Directive: asking	Imagine the possibilities when we remove imbalance from the ether. Imagine the possibilities when women are not held back. (D:21, L:42-44)	The speaker asks the hearer to imagine the possibilities when we treat each other equally. He ask the audience to make the impossible possible for continuing to strive to make the world a better place.

3.	Directive: asking	To the graduates, you might think your time in education is done, but after you leave here today, I am asking you to let your actions out there in the world, fuel the demand for better and accessible education. (D:30, L:58-60)	The utterance indicates the act of asking. The speaker asks the hearer to let their actions out there in the world and fuel the demand for better education. He thinks that after graduated, student's time in education is not done yet, instead, they need to spread the real actions. Quality education that is accessible is getting increasingly difficult to achieve for many Americans, and Pharrell would like to see the NYU graduating class have an influence in changing that fact.
4.	Directive: urging	Engage and inspire — whether on an individual level or loudly within your communities. (D:31, L:60-62)	Pharrell urges the hearers to engage and inspire learning far beyond graduation. He urges the student to keep learning whether on an individual or within their communities.
5.	Directive: urging	Talk about your accomplishments. It's very	The speaker urges people to talk about their

		important. Talk about your accomplishments. (D:32, L:62-63)	accomplishments, as it can pursue others with our high-quality work which hopefully can have a positive impact.
6.	Directive: urging	Be humble, but not too humble. (D:33, L:63)	Pharrell urges the hearer to be humble not too humble. This utterance is still related to the previous utterance in (D:32, L:62-63), that we need to talk about our great accomplishments, and it is continued by the speaker saying 'be humble, but not too humble'. It means that we should be humble to the others, it is a good thing, but not too humble. Being too humble is bad since people might underestimate us. If no one hears about the great works we've done, people may assume that we are not doing anything important.
7.	Directive: urging	Don't be invisible. (D:34, L:63-64)	The utterance contains directive act 'urge'. Pharrell urges people not

			to be invisible. People should embrace their positive accomplishments with big pride so that people will know and might be inspired.
8.	Directive: questioning	How can we inspire if we are only behind the scenes? How will an anonymous donation ever inspire another? (D:36, L:66-67)	Giving a question is the act of getting information from the hearer. In this case, he is likely showing an expression to emphasize his previous utterance, which is 'Don't be invisible'. He emphasized how somebody can inspire if they are only behind the scenes and how anonymous donation will inspire another. Therefore, those kinds of question do not mean to ask them literally and get the answer from them. It pushes the hearer for being aware that their influence does not work if they are just behind the scenes.
9.	Directive: urging	That was the way of previous generations, no disrespect, but don't be like	Williams; utterance shows the representative act. He asks the graduates to not be

		them. (D:37, L:67-68)	like them, which refers to the previous generations that work only behind the scene. It means that he also want to deliver the importance of the graduates ending the cycle of anonymous activism. That is why the speaker asks to the hearer not to be like them. The word ‘them’ refers to the anonymous, or the person who only work behind the scenes.
10.	Directive: urging	Let your actions serve as an endorsement for education and watch the demand rise. (D:38, L:69-70)	This datum contains directive act “urging”. Pharrell urges the hearer to let their actions serve as an endorsement for education and watch the demand rise. He urged the student not to shy away from public activism.
11.	Directive: urging	So, please, embrace that. (D:44, L:80)	The datum contains directive act “urging”. This utterance is related to the utterance (D:43, L:80). Williams urges the graduates to embrace the



			endorsement for education as it is one of the keys to make a better world.
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## Appendix IV: Table of Illocutionary Acts (Expressives)

No.	Kind of Speech Acts	Utterances	Comments
1.	Expressive: thank	Thank you. Hi everybody. I'd like to start by thanking President Andrew Hamilton, Trustees, and the NYU students and faculty for welcoming me into your halls last year and letting me have an experience that I honestly could have never imagined. (D:1, L:1-4)	Utterances in Expressive acts are normally express about feeling. This utterance shows Pharrell Williams' feeling towards the audience there. This utterance contains Expressive acts of thanking.
2.	Expressive: thank	And I want to thank all of you for this humbling experience today. This is major. It's heavy. (D:2, L:5-6)	This datum contains expressive act "thank", it refers to gratitude. It means that Pharrell thanked the hearers because New York University gave him a chance to receive a Doctor of Fine Arts degree and have an amazing experience again to join a part of a moment, for delivering a graduation speech in front of many people.

3.	Expressive: thank	I am grateful. (D:3, L:6)	This datum contains expressive act “thank”. It can be seen from the word “grateful”. The speaker feels grateful because he has been given a chance to deliver a speech.
4.	Expressive: joy	To be a part of a group like this is unimaginable. To speak on behalf of our group is an honor that I am not sure if I am qualified for. (D:5, L:8-9)	This data contains Expressive acts “joy”. Pharrell shows his joy from his utterance ‘to be part of a group like this is unimaginable’. It means he has never imagined being a part of the honorary recipients. Pharrell also expressed his joy by saying that he felt honored to speak on behalf of the group that he felt unsure if he was qualified for.
5.	Expressive: sorrow	In this day and age, it’s easy to lose sight of the fact that it’s the people who serve humanity, that make our world go around. Most social media and media itself would lead you to believe otherwise.	The datum contains expressive acts “sorrow”. The function is to tell the hearers about something that the speaker feels. He is sad seeing the reality of less appreciation for the

		(D:11, L:20-22)	people who actually underlie the fulfillment of the needs of human existence.
6.	Expressive: sorrow	This group's work doesn't fuel gossip. Sadly, it doesn't generate a lot of clicks amongst a sea of headlines designed to bait. Their work is often too important to be boiled down to just a quick headline. Their work has never been more important, yet as a society, we seem to celebrate less important achievements far more frequently. (D:12, L:23-27)	This datum contains expressive acts of "sorrow". Pharrell felt sorrow because those people who serve humanity, which their works are more important, no more than just pass on a quick headline. He felt so sad since people seemingly celebrate less important achievements.
7.	Expressive: joy	I am glad to be a part of a moment that recognizes these people. The real movers and shakers. (D:13, L:27-28)	This datum contains Expressive acts "joy". Pharrell showed his joy by saying that he felt glad to be there as a part of a moment that recognizes those great people, the other honorary recipients. Those people refer to the other honourees.
8.	Expressive: joy	Speaking to you guys today has me charged up. As you	This datum contains expressive act "joy".

		find your ways to serve humanity, it gives me great comfort knowing this generation is the first that understands that we need to lift up our women. (D:20, L:40-42)	Williams feels his joy by seeing the generation ready to make women equality as a priority. He also emphasizes the importance of uplifting women.
9.	Expressive: joy	Thank you again to the students and faculty at NYU. Thank you to these remarkable individuals that I am up here standing with. For your service, leadership, and inspiration. (D:45, L:81-83)	The datum contains expressive act "joy" since it shows the expression of thanking. The speaker expresses his thanking to the hearers, which are the students and faculty at NYU. The speaker expresses his attitude by thanking all those remarkable individuals that he was standing with there for their service, leadership, and inspiration.
10.	Expressive: thank	We are all forever grateful. (D:46, L:83)	The datum contains expressive act "thank". The speaker said that they are all forever grateful.
11.	Expressive: thank	Thank you. (D:49, L:87)	The datum contains expressive act "thank".

			<p>Williams thanked the audiences because he delivered his speech among the people at NYU. He thinks that it such an unimaginable experience to be addressed as an honorary degree recipient and standing on stage delivering a commencement speech.</p>
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