

CHAPTER II

REVIEW OF RELATED LITERATURE

This part presents the review of previous studies, the foundation of theoretical review, and the theoretical framework.

2.1 Review of the Previous Study

In the implementation of the speech act, there are some researchers conduct researches in speech act (e.g., Kazemi & Zamani, 2018; Ibrahim & Abdullah, 2017; Altikriti, 2011; Arief & Mugableh, 2013; Hasyim, 2015; Mufiah & Rahman, 2018; Sudar, 2018, Mukhroji, et al., 2019; Akinwotu, 2013; Tutuariina, Ningsih & Rusiana, 2018; Ulum, Sutopo & Warsono, 2018; Mubais & Shofwan, 2018; Shi, 2018; Riyanti & Shofwan, 2016, Al-Mansoob, 2019; Banikalef, 2017; Oksana, 2013). Kazemi and Zamani (2018) researched investigating speech acts in Barefoot story. The findings indicate that the speech act theory enjoys a significant efficiency and can be utilized in recognizing and conveying the meaning dominating all over the story. A different study was conducted by Altikriti (2011), which focused on the quantity of speech act types. He found that speech acts fluctuate both in quantity and style from one writer to another and from one theme to another.

Some researchers conducted researches focused on some types of speech act (e.g., Ulum, Sutopo & Warsono, 2018; Mubais & Shofwan, 2018; Shofwan & Mujiyanto, 2018; Kohar, Bharati & Rukmini, 2018; Foo, Ismail & Abdullah,

2012; Anggraeni, Indrayani, Soemantri, 2020; Karyono, 2015; Altikriti, 2016; Mahmudah & Sumarti, 2021; Tauhid & Rukmini, 2016; Nugroho & Rekha, 2020; Dashela, Mujiyanto, & Warsono, 2019; Selviyani & Pujiati, 2021; Izzar, Nasution, & Ratnasari, 2020). In the commissive speech act, Kohar, Bharati, and Rukmini (2018) and Ulum, Sutopo, and Warsono (2018) had researched this type of speech act. Ulum, Sutopo, and warsono (2018) conducted a research commissive speech act in Trump's Speech. They found that there were six types of commissive speech acts used by Trump. Kohar, Bharati, and Rukmini (2018) also researched the commissive speech act on the Third Presidential Debate in the United States Presidential Election 2016. They found that the importance of commissive speech acts realized in the debate is to convince the audiences based on the candidates' ideas, vision, and mission and their works ahead after one of the two candidates wins the presidential election

Other researchers also focused on the five types of speech act primarily in a classroom setting in teacher and students talk (e.g., Basra & Thoyyibah, 2017; Nuridin, 2018; Swandewi, Ramendra & Juniarta, 2017; Juvrianto, 2018; Della & Sembiring, 2018; Wijaya & Helmi, 2019; Suparto, 2020; Helmita, 2020; Priyastuti, 2020). Basra & Thoyyibah (2017), who researched investigating types of speech acts in teacher's talks in EFL class, found that 70% for directives, 21% for representative, 6% for expressive, and 3% for commissive. Swandewi, Ramendra, and Juniarta (2017) found that the most frequent speech act used by the teachers is the directive speech act that occurred when the teachers tried to give questions, request something, provide a command, interrupt, invite, prohibit,

motivate, give suggestion and remind. This kind of speech act presented 133 utterances with a percentage of about 62%.

Some researches focused on investigating speech acts in out of classroom research like speech, interaction in society, and a movie as the object of the study (e.g., Wicaksono, 2018; Wardono & Hadi, 2018; Herman, 2018; Egenti & Madike, 2016; Katz, 2016; Rais & Triyono, 2019; Ifianti & Adi, 2021; Yarahmadi & Olfati, 2011; Ad-Darraji, Foo, Ismail1 & Abdulah, 2012; Rizky & Golubovic, 2020; Rahayu, Syahrizal, & Sadikin, 2019, Purwaningsih & Dewi, 2019; Hutahean, 2018; Anggraini & Ambalegin, 2020). Wicaksono (2018), who investigated the movie *My Lawyer, Mr. Joo*, found that many utterances contain declarative. In this movie, like a judge started the trial, the judge asked to witness and ended the trial. The different findings resulted from Wardono and Hadi (2018), who investigated the speech of Barack Obama. They found that they did not find a declarative one. Also, the utterances of Obama are mainly in the form of assertive (representative). The following ranks belong to commissive, directive, and then expressive. In different findings, Rais and Triyono (2019) stated that the most frequently found are assertive, with a total of 41 or 49% in the Video of *Prabowo Vs. Jokowi - Epic Rap Battles of Presidency*.

Some researchers conducted researches which focused on the illocution and perlocution (e.g. Aryanti & Hartanti, 2021; Hutajulu & Herman, 2019; Emike, 2013; Listya & Novitasari, 2015; Luckiyanti, Widodo & Sulisty, 2017; Budiasih & Rohmadi, 2016; Shie, 2014; Rahayu, Arifin & Ariani, 2018; Herman, 2015,

Pratama & Putri, 2019; Putra, *et.al*, 2017; Bahri, 2017; Amanda & Marlina, 2018). Hutajulu and Herman (2019) researched investigating types of the illocutionary speech act in the movie *You Are My home*. They found that only four types of Illocutionary acts (Representatives, Directives, Expressive, Commissive) occur in this movie subtitle. Emike (2013) also researched investigating the illocutionary act. He found that the different illocutionary frames in IFP explain that a single illocutionary act can be performed in different frames.

Some researchers also conducted research in direct and indirect speech acts (e.g., Arnawa, 2016; Fitriana, 2013; Komariah, 2017, Oktavia *et al.*, 2017). Arnawa conducted research focused on the indirect speech act among the baby at 18-24 months old found that children could comprehend than they could produce speech acts. Fitriana (2013) conducted research focused on analyzing the directive speech act in *Eat Pray Love* and its translation into Indonesian. She found that applying four translation techniques tends to be good at translation quality of directive speech acts.

Some researchers also focused on the felicity condition in speech acts (e.g., Al-Husseini & A-Shaibani, 2016; Hadiati, 2019; Adnyasuari, 2017; Toumi, 2010; Sameer, 2017). Hadiati (2019) conducted research focused on the felicity conditions in Banyumasa daily conversation in some types of speech act, directive, declarative, expressive, representative, and commissive. The finding of the research showed that felicity conditions of Banyumasan are realized into representative, directives, commissives, expressive, and declarations. Toumi

(2010) researched students' awareness of felicity conditions and their attitudes towards applying felicitous speech acts. It examines the ways students use the rules of felicity conditions to produce felicitous speech acts. The results reveal that the majority of the students become aware of felicity conditions and that this awareness enables them to make felicitous speech acts effectively.

Review of Related Literature

This part explains the concept of speech act, locution, illocution and perlocution, and direct-indirect speech act.

2.2.1 Concept of Speech Act

As social creatures, we need to communicate with other people. In daily life, we use language for some purposes. For example, in expressing ideas, make some requests, ask for a question, apologize, and thank. Sometimes, the speaker is producing utterances for some purposes and actions. It is called a speech act. In other words, the speech act is performed through utterances. According to Habermas (1998, p.217), speech act makes the speaker's intention known. A hearer can infer from the semantic content of the utterance how the sentence uttered is being used, that is, what type of action is being performed with it. It means that a speech act is about using language in performing an act.

Mainly, we produce utterances following with purpose in mind. It means that we act by using language. We are not only uttering language, but also we do by uttering language. According to Riemer (2010, p.108), we do not just use language to talk about or describe the world; we do things with language to

manipulate and induce transformations in it. It means language is not as simple as asking for something. Also, language seems to have as many different functions as there are occasions for using language, but for all the apparent diversity, the primary uses of language are somewhat limited (Kreidler, 1998, p.176). We can manipulate the meaning depending on the occasion the speech is uttered. The speech acts theory was introduced by Austin (1962, p.101). Austin stated that in uttering things, one is not only saying a thing but also doing things. There is an act that can only be done by saying things; such as promising. The act of promising will only occur through utterance. One can not do an act of promising unless he or she says such thing. Such use of utterance to do things differentiates language acts from other physical acts; such as sweeping and swimming.

2.2.2 Locution, Illocution and Perlocution

In a speech act, producing an utterance will consist of three related acts. They are locution, illocution, and perlocution act.

1. Locution

In communication, we produce utterances in transferring meaning. Riemer (2010, p.109) states that the locutionary act is the act of saying something and expressing the fundamental, literal meanings of the words chosen. For example, in uttering the words. You will get your hands blown off. A speaker performs the locutionary act, stating that the hearer will get their hands blown off. Kreidler (1998, p.181) states that locution is about what the speaker said or the utterance. According to Yule (1996, p.48) locution is the basic utterance in producing linguistic expression. It means that locution is about making meaningful

utterances focusing on the real meaning of the words, for example, in the statement "This room is hot." By this utterance, the addressee understands that the speaker tries to inform that the room is hot without giving another purpose they utter the statement.

We understand that locution is about producing a linguistic utterance or simply saying something. How about the characteristics of saying something? According to Austin (1962, p. 92), saying something is divided into definitions. The first is to perform a phonetic act, for example, uttering certain sounds. The second is to perform a phatic act, for example, the act of uttering sounds of certain types, conforming to and conforming to certain rules (specific words, in a particular construction with a specific intonation). The last is to perform a rhetic act, using the words uttered with a specific meaning.

2. Illocution

After understanding the concept of locution, which is about using and producing utterances in transferring meaning by using a linguistic expression, we have to know that someone has a goal in making the utterance in another situation. The utterance is in expressing something in mind. This dimension is included in the illocution act. Cruse (2000, p.329) states that illocutionary acts are internal to the locutionary act, in the sense that, if the contextual conditions are appropriate, once the locutionary act has been performed, so has the illocutionary act. Riemer (2010, p.109) states that the illocutionary act is the speaker's act in saying something. In the previous example, in uttering the words You will get your hands blown off, a speaker performs the locutionary act of stating that the hearer will get their hands

blown off, an illocutionary act. The utterance can be understood as a warning. It means that Illocution is about the act of saying something. Illocution is about producing an utterance with a specific objective in social interaction.

Illocution is about the interpretation of the addressee of what the speaker said. In Illocution, we focus on how the speaker has used their utterance, or more precisely, on the act s/he has performed in saying what s/he said (Ostman&Vcrschuercn 2009, p. 232). So, Illocution is about the purpose of the utterances by the speaker. An illocution can be performed with different locutions. For example, when a speaker says *I love her*, and *I love Mariana*, with the assumption that the addressee understands that *her* refers to Mariana.

3. Perlocution

When a speaker produces the utterance, the addressee will get the message of the utterance or effect of the utterance. This process is called perlocution. Kreidler (1998, p.181) states that perlocution is the message that the addressee gets, his interpretation of what the speaker says. Cruse (2000, p.332) states that perlocutionary acts are acts performed employing language, using language as a tool. So, perlocution is about intending an effect by uttering an utterance.

Perlocution is about intending effect by saying something. (Riemer, 2010, p.109) the perlocutionary act is the act of producing an impact in the hearer employing the utterance. In the previous example in locution, You will get your hands were blown off, which is understood as a warning in illocution. Depending on the circumstances, the perlocutionary act involved in saying You will get your

hands blown off might be to dissuade the hearer from playing with a lighter and a stick of dynamite, to frighten the hearer, to encourage them to go on provocatively waving a naked flame in front of a bag of fireworks, etc.

To sum up, locution, illocution, and perlocution are about producing utterance, giving meaning, and asking for something as an effect of the utterance. According to Yule (1996, p.48), locution is the basic of utterance in producing linguistic expression. Illocution is about creating utterances with some function in mind. Then perlocution is creating and intending to affect. Meanwhile, Hurford, Heasley, and Smith (2007, p.269) stated that illocution carried out by the speaker making utterance is the act viewed in terms of utterance's significance within a conventional system of social interaction and the perlocution act carried out by the speaker making utterance is the act of causing a specific effect on the hearer and others. The concept was then developed by Searle (1977, p.95) by stating that there are three acts in one speech act: locutionary act, illocutionary act, and perlocutionary acts. Locutionary act is an act to state something; an illocutionary act is used to do something, and a perlocutionary act states an effect or impact of utterance to hearers.

2.2.3 The Felicity Conditions in Speech Act

Producing felicitous utterances is an essential point in using language. The appropriateness of circumstances, the acceptable condition regarding propositional content, sincerity, and clear essence when performing speech will determine the purpose of utterance is achieved or not. Hurford, Heasley, and

Smith (2007, p.282) state that the felicity conditions of an illocutionary act must be fulfilled in the situation in which the act is carried out if the act is to be said to be carried out felicitously or adequately. It means that to produce felicitous utterances, the speaker should fulfill some rules of felicity condition.

Austin also states the statement about felicity conditions. In Cutting (2002, p.18), Austin says that the felicity conditions are the contexts and the roles of participants must be recognized by all parties; the action must be carried out thoroughly, and the person must have the right intentions. Also, Yule (1996, p. 50) states that felicity conditions are certain expected or appropriate circumstances for the performance of a speech act to be recognized as intended. Also, Yule gives an example of an infelicitous utterance.

I sentence you to six months in prison

Based on the utterance, we can predict that the speaker of the utterance must be a judge in a courtroom. So, the utterance is infelicitous if the speaker is not a judge. The utterance is also infelicitous if the utterance is not spoken in legal court. If the hearer of the utterance is not a defendant, the utterance is also infelicitous.

2.2.4 The Types of Felicity Condition

There are some experts' arguments about the types of felicity conditions. Searle and Yule state the most popular theories. Searle (1969, p.66) says four conditions to make a felicitous utterance, preparatory condition, propositional content, sincerity condition, and essential condition. In a different statement, Yule (1996,

p.50) adds general felicity, meaning that participants understand the language being used and are not playing acting or being nonsensical. It means that an utterance must fulfill the felicity condition to achieve the purpose of the utterance itself.

Unlike Searle and Yule, some experts give different statements about the circumstances in producing felicitous utterances. In Levinson (1995, p. 229), Austin states that an utterance at least has to fulfill the three conditions. First, a conventional procedure must have a traditional effect, and the circumstances and persons must be appropriate, as specified in the process. Second, the procedure must be executed correctly and completely. Third, often the person must have the requisite thoughts, feelings, and intention, as specified in those procedures, and if consequent conduct is identified. Then the relevant parties must do so. Thomas (1995, p.30) explains that in line with truth-conditional semantics, an utterance will be meaningful if it fits with the world, which is proven in the real world. The point of those statements is similar. Those are about producing meaningful utterances and achieving the purpose of utterance. But this study will focus on the felicity condition by Searle and Yule.

1. Propositional Content

The propositional condition is acceptable and fits with the propositional content. It is about the circumstances in which the utterance is spoken. Yule (1996, p.50) illustrates propositional content in a promise and a warning, the content of the

utterance must be about a future event. A further content condition for a promise requires that the future event be the speaker's future act.

I promise you will be the one in my life.

2. Preparatory Condition

Preparatory condition is about the prerequisite of utterance to be spoken. For example, when a speaker gives a question, They must have at least two preparatory conditions. First, the speaker doesn't know the answer to the question. Second, it is not apparent that the hearer will provide the information without being asked. Yule provides another example. The preparatory conditions for a promise are significantly different from those for a warning. When someone promises to do something, there are two preparatory conditions: first, the event will not happen by itself, and second, the event will have a beneficial effect. When someone utters a warning, the following preparatory conditions are not clear that the hearer knows the event will occur, and the event will not have a beneficial effect.

3. Sincerity Condition

The sincerity condition specifies what will be achieved if the utterance is sincerely uttered. In performing a felicitous act, the speaker must have a confident psychological attitude concerning the propositional content of the statement. For example, when a person is making a promise, they must have the intention of keeping it (Searle, 1970). For example when the speaker says:

Please close the door.

Based on the requesting utterance above, sincerely, the speaker wants the hearer to do what he/she requested.

4. Essential Condition

The essential condition is about the intention of utterance. The essential condition has to do with its purpose to get the hearer to perform the intended act (Searle, 1970). Yule (1996, 41) provides the essential condition in promising and warning, for example:

Keep away! This river is dangerous.

In a warning, under the essential condition, the utterance changes the speakers' statement from non-informing of a lousy future event to informing. This essential condition thus combines with a specification of what must be in the utterance content, the context, and the speaker's intentions, for a specific speech act to be appropriately (felicitously) performed.

2.2.5 The Classification of Speech Act

In transferring meaning by using spoken and written languages, we have a specific goal by uttering an utterance. To make it clear, some experts classify speech acts in some classifications. Yule (1996, p.53) divided speech acts into five classifications. They are declarative, representative, expressive, directive, and commissive.

1. Declarative

Sometimes, the speaker wants an effect by producing an utterance. The statement is intentionally created to change the situation or condition in some cases. In pragmatics, it is called the declarative act. According to Cruse (2000, p.343), declarative is said to bring about a change in reality: that is to say, the world is in some way no longer the same after they have been told. Yule (1996, p.53) states that the declarative act changes the world using utterances. The declarative speech act is about changing the situation by using utterances. There is an effect after uttering an utterance. Below is an example:

Priest: I now pronounce you husband and wife.

By producing the declarative speech act in I now pronounce you husband and wife, in reality, this utterance makes different conditions between before and after the utterance is spoken. The condition is changed by pronouncing the statement I now pronounce you husband and wife. After the priest utters the statement, the man and the girl officially become husband and wife.

2. Representative

The representative act is about producing utterances in expressing speakers' beliefs. In a representative speech act, the speaker tries to deliver their belief. It can be opinion or fact by using utterance. Cruse's (2000, p. 343) representative act is called an assertive act. He states that Assertive commit the speaker to the truth of the expressed proposition state, suggest, boasts, complains, claims, report, warn

(that) Notice that boast and complain also say an attitude to the proposition expressed other than a belief in its truth. For example:

- a. The earth is flat.
- b. Chomsky didn't write about peanuts.
- c. It was a warm sunny day.

By those examples by Yule (1996, p.53), the speaker represents the world as he or she believes it is. It happens because representatives are those kinds of speech acts that state what the speaker believes to be the case or not. The representative can be in the statement of fact, assertion, conclusion, and description.

3. Expressive

The expressive act is about producing utterance in expressing the speaker's feelings. Yule (1996, p.53) states that expressive is a kind of speech act that says what the speaker feels. They express psychological states and can be pleasure, pain, like, dislike, happy, sad, etc. Here are the examples:

- a. I am sorry!
- b. Congratulations!
- c. I am happy.

In using expressive, the speaker makes words fit the world in feeling. Cruse (2000, p.343) states that expressive makes known the speaker's psychological attitude to a presupposed state thank, congratulate, condole, praise, blame,

forgive, pardon. It means that the expressive speech act is about producing utterance in expressing the speaker's psychology. The speaker tries to fit the word with their feeling..

4. Directive

A directive act is about asking someone to do something by using utterance. Yule (1996, p.54) states that the directive act is a kind of speech act that the speaker uses to get someone else to do something. For example:

- a. Give me a cup of coffee. Make it black
- b. Could you lend me a pen, please?
- c. Don't touch my bike.

The speaker tries to make the world fit the words via the Hearer by using directive. Also, Cruse (2000, p.343) states that Directives have the intention of eliciting some action on the part of the Hearer, it can be in order, command, request, beg, implore, advise (to), warn (to), recommend, ask, ask (to). It means that directive is a kind of speech act to ask someone else to do something. The speaker tries to use utterance to get something by using the Hearer's action.

5. Commissive

A commissive act is about producing utterance to express a future action. Cruse (2000, p. 343) states that commissives commit the speaker to some future action. It can be in promise, vow, offer, undertake, contract, threaten. Besides, Yule (1996, p. 54) states that the commissive speech act is used to commit the speakers to some future action. For example:

- a. I will be back.
- b. I am going to get it right next time.
- c. We will not do that.

In those examples, Yule explains that in using a commissive, the speaker undertakes to make the world fit the words via the speaker. In those examples, it can be concluded that commissive is producing utterances to express future actions.

2.2.6 Context, Register, and Genre

Communication intended to deliver meaning and ideas should be appropriate the moment the utterance is spoken. Relevant here means that in uttering an utterance, the speaker must know who the listener is, how the circumstances are, when and where the utterance is spoken, and the environment around. Those conditions will consider what kinds of statements must be created to deliver an intended meaning. The importance of context, register, and the genre will be explained in the following part.

a. Context

The appropriateness of written or spoken text and context will not be separated. Halliday and Hasan (1985) state that a text accompanies it: text that is 'with,' namely, the context. In other words, in supporting the existence of a particular text, there are other factors out of the text, among which influence the hearer's interpretation. Also, Thornbury (2005, p.84) states that people speak spoken and written in a particular situation and for specific purposes. A particular situation

means that an utterance will work differently in a different context. Halliday (1978:1) states that:

“If the context is theorized in linguistic terms as another stratum in the organization of language itself, this enables us to model its variation and complexity, taking account of the different situational contexts for different levels and kinds of teaching/learning activities, as well as the processes and the institutions of education and the different cultures within which this are located.”

about language as a medium for learning and language as the subject of what is learned in language teaching. It is depended on the context. It means that context is about the variation or model of the language in a different situation where the language is spoken. For example, a student whose mom is a teacher in his class. The student's style in uttering an utterance will be different when he is talking to his mom in the home.

There are some components and factors about defining different language choices and language context. Thornbury (2005) states that possible context parts might impact language choices in text production. They are the situation or what kind of social activity is going on and about what sort of topic. Then The Who situation is about considering the participants, their relationship, and so on. The last is How of the concern about the text being created, such as email, face-to-face telephone, etc. In Gerot and Wignell (1994), it is influenced by the context of the situation and the context of the culture. (Halliday and Hasan: 1985, 10) states that the context of culture is the institutional and ideological background that gives value to the text and constrains its interpretation. Halliday (1978: 10)

says that the context of the situation is a theoretical construct for explaining how a text relates to the social processes within which it is located", and consists

of three components: the main social activity taking place, the people involved in it (plus the way they relate to one another), and the roles and functions of the text within this social activity known technically in systemic functional linguistics as 'field,' tenor and mode as specific variables of register.

b. Register

Based on the previous explanation in the context which influences language choices and consists in the context of culture and context of a situation, then it will be more clear to discuss the field, tenor, and mode as specific variables of the register as a consideration in the context of the situation. A more detailed explanation about the field, tenor, and mode will be explained in the following part.

1. Field

In producing an utterance, the speaker must think about the topic in communication. Gerrot and Wignell (2005, p. 11) state that field refers to what is going on, including activity focus (nature of social activity) and object focus (subject matter). Martin (1992, p. 536) says that the field represents the activity sequence and a physical reality referring to what is happening, where, when, and how it takes place. It can be concluded that the field relates to the topic is being spoken and the goal of written or spoken language.

2. Tenor

In producing utterances, we always think about status, social classes, and listener power in our daily activities. It will influence language choices. Talking to a friend, which is more casual, will be different from talking to the lecturers or

parents, which is more formal. The consideration of who is speaking to whom or about the participant in communication was called a tenor.

The tenor was about participants, their statuses and roles; what kinds of parts relationships obtain, including the permanent and temporary relationship of one kind of another, both the types of socially significant relationships in which they are involved (Martin and Rose, 2003, p 243). While, Gerrot and Wignell (2005, p.11) state that tenor refers to the social relationship between those taking part. Gerrot and Wignell also specify tenor in terms of status power (agent roles, peer or hierarchic relations), affect (degree of like, dislike or neutrality), and contact (frequency, duration, and intimacy of social contact). So, based on some experts, it can be concluded that tenor is about the consideration in language choices based on the participant, status, power, and social relationship.

3. Mode

Communication is not only in spoken language but also in written language. The different way of communication also influences language choices. A mode is about how communication is happening. Martin (1992, p.537) states that mode refers to the role of symbolism played by language in realizing social action. Gerrot and Wignell (2005, p.11) state that mode refers to how language is being used, whether the communication channel is spoken or written, or language is being used as a mode of action or reflection. So, it can be concluded that mode is about the symbol of language being used, in spoken or written. In other words, a

mode is about language that is spoken as an action or registered as a reflection of spoken language.

c. Genre

When producing or integrating utterances, we must have appropriate text-type viewed by social and cultural contexts. Eggins (2004, p. 54) states that there must be a pattern of cohesion tying the element of the text together. But texture also involves the text's relationship with its context. In systematic functional interpretation, of the genre as the cultural purpose of the text and examine how texts express genres through the structural and realizational pattern. Gerrot and Wignell (2005, p. 17) state that a genre can be defined as a culturally specific text type from using language in spoken or written to help accomplish something. So, the genre is the particular text type formed by using the language for cultural and social purposes.

There are some examples of the genre as a cultural purpose of a text. Eggins (2004, p. 56) states that by defining genres in this way, we can see that there are as many different genres as there are recognizable social activity types in our culture. Such as literary genres (short stories, autobiographies, ballads, sonnets, fables, tragedies), popular fiction genres (romantic novels, whodunits, sitcoms), popular non-fiction genres (instructional manuals, news stories, profiles, reviews recipes, how-to features), educational genres (lectures, tutorials, report/essay writing, leading seminars, examinations, text-book writing). Still adapting from Eggins (2004, p.56), there is also an extensive range of everyday genres, genres in

which we take part in daily life, such as buying and selling things ('transactional' genres), seeking and supplying information, telling stories, gossiping, making appointments, exchanging opinions, going to interviews, chatting with friends. Those examples of the genre by Eggins clearly explained the text-type, which is formed culturally to accomplish such particular goals by producing language.

2.2 Theoretical Framework

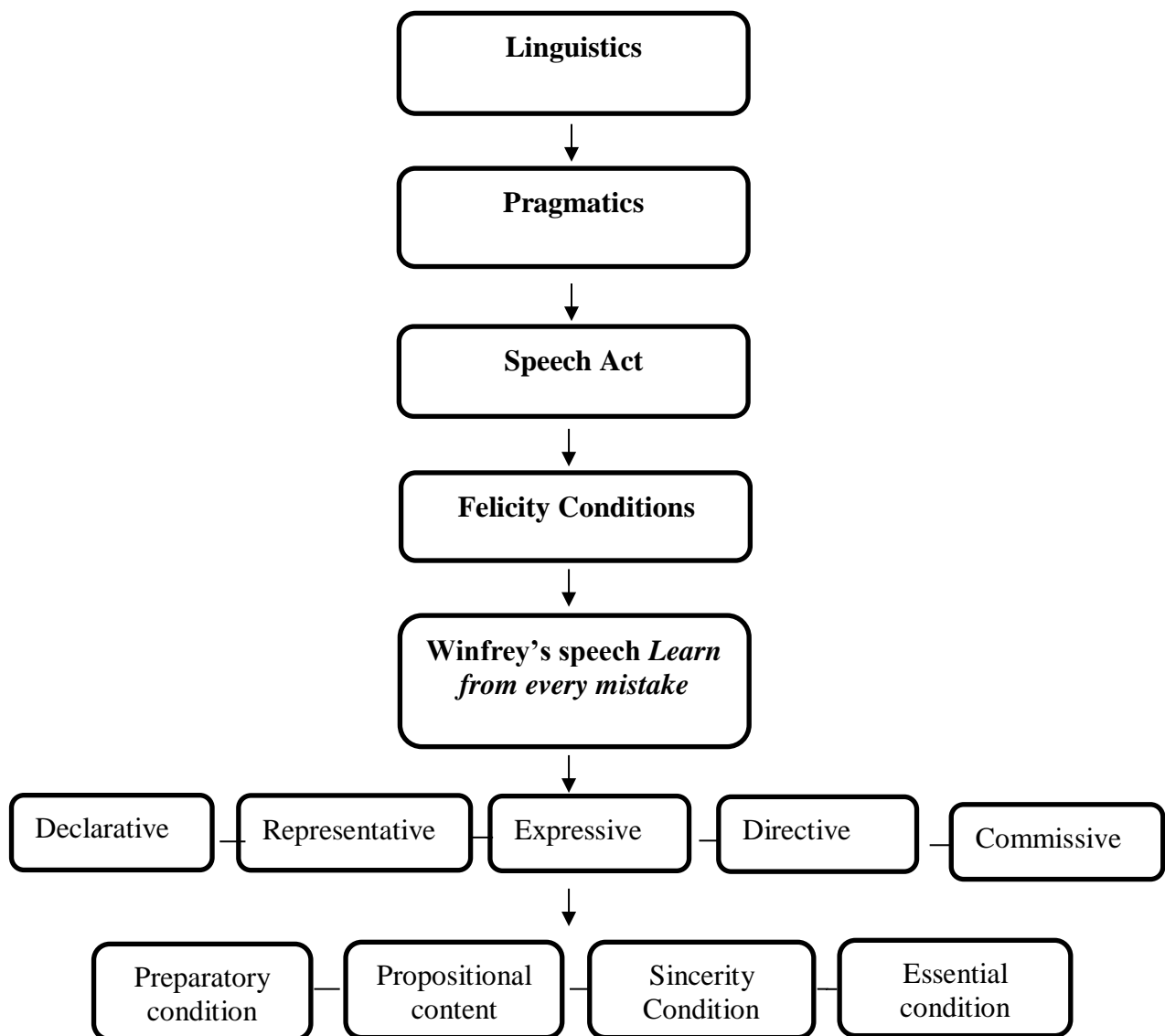


Figure.1 Theoretical Framework