



**THE USE OF ILLOCUTIONARY ACTS  
IN STEPHENIE MEYER'S NEW MOON**

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

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Your beliefs become your thoughts. Your thoughts become your words. Your words become your actions. Your actions become your habits. Your habits become your values. And your values become your destiny. (Mahatma Gandhi)



To my parents Abdurrahman and Jumiatusun

My sisters Aling and Shan

My uncle Edy Siswanto



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Finally, nothing is perfect and neither is this final project. Any corrections, comments, and criticism for the improving of this final project are always open-welcomed.

The Writer

## ABSTRACT

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**Key Words:** Illocutionary Acts, New Moon Novel.

The study is about the use of illocutionary acts in the novel entitled “*New Moon*”. The aim of the study is to identify and analyze the use of illocutionary acts in Stephenie Meyer’s *New Moon* based on Searle’s speech act classification. The writer used the qualitative study. The data included utterances from the characters’ conversation contain illocutionary acts in the novel. In conducting the research, the writer read the novel carefully and made notes on the pages contain the required data. Then the writer classified the data into five classification; representative, directive, commissive, expressive and declarative speech act and analyzed them.

The result of the study showed that there are 219 utterances containing the illocutionary acts. The writer found 95 utterances or 43.38% from the total data for representative speech act with the speech act verbs used are: state, deny, assert, agree, inform, assure, conclude, report, predict, tell, guess, describe, claim, and remind. Then followed by directive speech act with 49 utterances or 20.37% data, and the speech act verbs used are: suggest, question, ask, beg, and order. Commissive speech act used in 25 utterances or about 18.71% with the common verbs used like: offer, commit, promise, and reject. Meanwhile expressive speech act used in 41 utterances or 11.42% with speech act verbs used are: greet, surprise, like, fear, apology, thank, regret, and praise. The last is declarative speech act with only 9 utterances found or only 4.11% from the total data. The common speech act verbs used are: curse, announce, declare, and define.

Based on the result above, the writer suggests the readers especially those who are concerned with the pragmatic study to read this final project before making final project with other explore topics in pragmatics studies, such as deixis, maxims, implicature, etc. It is better to give this study linguist deeper since it is not given to the education program students in UNNES. This study is also useful in teaching learning process such as in teaching speaking because the students will get better knowledge about how to use language or utter something in a certain situation. There are many other speech act theories from other linguists which can be explored further by the reader such as speech acts classification from Austin.

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

The nature of language is for the sake of communication use. The Sage Dictionary and Thesaurus in <http://www.sequencepublishing.com/thesage.html> explains that “Communication itself is an activity of allowing access between persons. People transfer and transmit their feelings, thoughts, ideas, meanings and information through language they use, but people may not realize why they use language”. According to Brown and Yule (1988:1), “language we use has two functions. They are transactional and interactional. The transactional means that language serves the expression of ‘content’ between the users, while the interactional serves expressions of social relations and personal attitudes between the users.”

People may communicate their meaning into inappropriate way. What the writer means is that what people say is different with the meaning. It can be unintended or intended action. Pragmatics deals with phenomenon. Yule (1996:3) states that “pragmatics is concerned with the study of meaning as communicated by a speaker (or a writer) and interpreted by a listener (or a hearer).” Another definition is proposed by Sari (1988:19), saying that: “pragmatics is the study of how language is used to communicate. It concerns itself with how people use language within a context and why they use language in particular ways. Context can be divided into physical context; that is, where conversation takes place, what

objects are present and what actions take place; epistemic context, background knowledge shared by the speakers and hearers; linguistic context, utterances previous to the utterance under consideration; social context, the social relation and setting of the speakers and hearers.”

Therefore, pragmatics is not about the utterances reflected the intention of the speaker to the hearer only, but it is broader, the context around them.

Moreover Levinson (1983:21) defines “pragmatics as the study of the relation between language and context that is basic to an account of language understanding.” It means that understanding an utterance of a language involves a lot more than just knowing the meaning of the words uttered and the grammatical relation between them. Above all, understanding an utterance involves the making of inferences that will connect what is said to what is mutually assumed or what has been said before.

Meanwhile Tarrigan (1990:25) states that “pragmatics is the study of meaning dealing with the various situations of utterances.” It means that it does not matter we use language in various, unconventional ways because as language user, we know what we are doing. The important thing is we have to know the context or the situation of an utterance if we want to know its meaning truly.

Producing language means we create sentences and share our ideas with other people. To share our ideas we have to communicate with others. The way to communicate with each other is communication. In other way, “communication is the action or process of communicating” (Hornby 1995:230). Communication

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occurs if both the speaker and the hearer exist. In general, communication is described as an action, which there is a relationship between what the speaker says and what the hearer receives, and the purpose is the transforming of information or message.

According to Austin (1955:94), “there are three things we do when we use language in communication.” He identifies three levels of action beyond the act of utterance in communication, those are: the act of saying something, what one does in saying it and what one does by saying it. He then classifies these into the ‘locutionary’, ‘illocutionary’, and ‘perlocutionary’ act. The act of saying something or locutionary act is the ability to perform the act of saying something. While illocutionary act is the ability to perform and act to say something, and then we have specific effects on the hearer as a consequence of the interaction is called perlocutionary act.

Observing language used in communication can be conducted both spoken and written. In spoken, we can notice the language use is daily communication to each other. While in written, we can observe it in literary work since it is means of human communication that is to share thoughts, feelings, wishes and attitudes. “Literary work what so-called literature, according to Francis Connolly as quoted by Koesnosuebrotto (1988:3), is divided into two, those are literature of imagination and literature of knowledge. The literature of imagination i.e.: drama, poem, novel, short story, etc., whereas the literature of knowledge i.e.: technical books, textbooks, biography, etc.”

Literature can be said as a reflection of the complexity of human life. By knowing the complexity of human life, we will be able to understand the characteristic of human life. That is why we get so many useful benefits in knowing literature. A novel with its entire characteristic can be very enjoyable means of studying speech acts. This is mainly because mostly we can find conversation between the characters in the novel. A writer does not merely 'flow' his idea that develops the story of the novel through the sentences description. Nevertheless, often the writer builds the story through the conversation of the characters. Almost all novelists of course use the conversation to advance the story.

Therefore it is interesting to study speech act because we can know how actually the utterances reflected into actions. It is also an interesting research to analyze the speech act used in literary work like in *New Moon* (2006), a very popular novel by Stephanie Meyer. There we can find many direct utterances dealing with speech act, in various classifications.

Based on the explanation above, the study about speech acts in novel is still needed to contribute pragmatics study. Previous researches in exploring the use of speech acts have been done by Arofahida, Nufliyanti, Intan Larasati and Amelyya, but the explanation of their studies will be explained more in the next chapter.

## 1.2 Reasons for Choosing the Topic

There are several reasons why the writer chose the topic about the illocutionary speech acts in Stephanie New Moon to research. They are:

First, communication involves linguistic acts. Thus, the writer wants to investigate what actions are performed through language for communication among people. According to Searle (1977:16) “the reason for concentrating on the study of speech acts is because all linguistic communication involves linguistic acts. Speech act is the study dealing with meaning so in order to make a good communication between the speaker and the addressee we have to be carefully in catching the meaning.”

Second, the writer wants to know the speech acts in different contexts. This is implemented through analysis the writer will do through this research. As knowing the use of speech acts in different context means that we try to view a sentence not only from literal meaning but also from different way through pragmatics view. For example: when someone says “the weather is so hot”, in the literal meaning it means that he/she just wants to say that the weather is really hot and just wants to talk that how really hot the weather that day is. Different in pragmatics view, in this case the utterance can be interpreted that the speaker feels hot and he/she wants to protect his or her body from the sunshine.

Third, the writer wants to know the use of language based on the literary works. One of them is a famous novel and the second sequel of Stephanie Meyer’s *tetralogy* entitled *New Moon*. It is true that literary works reflect the reality, but



they work in different way depending on the writer's view. Besides that, novel can be used to teach reading comprehension or even speaking. By understanding the meaning of language in the novel, at least the students who study English will be able to use language based on the context or situation.

### 1.3 Statement of the Problem

The main problem of this research is how are illocutionary acts used in Stephanie Meyer's *Now Moon*? The writer took the speech act classification from Searle. He divided the speech acts into five kinds of speech acts. They are representative, directive, commissive, expressive, and declarative speech acts.

The main problem above can be elaborated into several sub-problems, such as:

- (1) How are representative speech acts used in the novel?
- (2) How are directive speech acts used in the novel?
- (3) How are commissive speech acts used in the novel?
- (4) How are expressive speech acts used in the novel?
- (5) How are declarative speech acts used in the novel?

### 1.4 Objective of the Study

The objective of this study is to describe the speech acts used in the novel by Stephenie Meyer entitled *New Moon* using the classification and theory by Searle which is elaborated as following:

- (1) To describe the use of representative speech act in novel
- (2) To describe the use of directive speech act in novel
- (3) To describe the use of commissive speech act in novel
- (4) To describe the use of expressive speech act in novel
- (5) To describe the use of declarative speech act in novel

### **1.5 Scope of the Study**

In this study the writer observes the illocutionary acts in Stephanie Mayer's *New Moon*. To limit this study, the writer observes it based on Searle's speech act classification because Searle gave more detail speech act classification. The limitation here is used to make the result of the study be more specific.

### **1.6 Significance of the Study**

There are three kinds of significance by conducting this study. They are:

- (1) Theoretical significance of the study
  - The study will enrich the knowledge of the reader about speech act.
  - The study will become an evidence to support the theory of speech act by many linguists.
- (2) Practical significance of the study
  - The study will improve the skill of analysis for researchers who conduct speech act analysis or discourse analysis.
  - The study will improve the understanding of speech act in general.

- The study will improve the communicative competence of the English users.
  - The study will improve the understanding of the readers of *New Moon*.
- (3) Pedagogical significance of the study
- The study will improve the knowledge of speech act in the linguistic lectures.
  - The study will become an example of speech act analysis for supporting the linguistic lectures.

### 1.7 Outline of the Research

In order to alleviate the readers in comprehending this study, this study is systematically arranged as follows:

Chapter 1 presents introduction that discusses the background of the study, reasons for choosing the topic, statement of the problem, objective of the study, scope of the study, significance and the outline of the research.

Chapter 2 (Review of Related Literature) is divided into two parts. The first part, the theoretical background from some literatures, discusses pragmatics, speech acts, locutionary, illocutionary and perlocutionary acts, classification of speech act, speech act in novel. The second part discusses the framework of the present study that is being researched.

Chapter 3 (Methods of Investigation) discusses the object of the study, synopsis, biography of the writer, role of the researcher, types of the data, procedures of collecting data and procedures of analyzing data.

Chapter 4 (Results of the Study) discusses the general description, results and discussion of the research. And the last is chapter 5 is the conclusion and suggestion and in the end will be followed by reference and appendices to enclose the study.



## CHAPTER II

### REVIEW OF RELATED STUDY

In this chapter, the writer is going to discuss about review of related study. Review of related study contains theoretical analysis about the research topic illocutionary acts. There are three main sub chapters discussed here. Those are previous study, review of related theories and framework of the analysis.

#### 2.1 Review of Previous Studies

Learning about how people use language to share their idea to other people in particular ways is an interesting subject to study in order to improve our skill in communication. Here are some previous studies related to the writer's study which is relevant with speech acts especially the illocutionary acts.

The first previous study related to the illocutionary acts was conducted by Arofahida (2003) who studied about an analysis of directive speech acts as found in Javanese. The aim of her study was what directive speech acts in Javanese are realized in public places like and the kind of directive speech acts found in Javanese in public places.

The next previous study was done by Nufliyanti (2005) who studied about the use of speech act in WH. Harrison's inaugural address. The statement of the problem of her research was how the speech acts used in inaugural address. She

found the five types classification from Searle in the inaugural address of William Henry Harrison. The result of her study revealed that the representative speech acts was the most commonly appeared in the inaugural address then followed by commissive, directive, expressive, and declarative speech acts. In the end of her study, she gave suggestions to the speaker to prepare a good speech before having the speech and commit the content of the speech in order to build the trust from the audience.

Another related research is the use of performative speech acts in a film entitled *Cinderella story* by Mark Rosman had explored by Intan Larasati (2005). She took the classification of performative speech acts from Austin's theory which consists of verdictives, exercitives, commissives, behabitives, and expositives.

The last reference is gained from the research of Dian Amelyya (2009) who had an analysis of directive speech acts in the movie "the sleeping and beauty". She aimed to know what the happened of the child after watching this film and the effect of the child abase reflected of the mayor character's psychological development..

## 2.2 Review of Related Theories

The writer uses some books from famous writers such as Levinson, Grundy, Austin and Searle for the sources of her study. And after taking the specific theories related to the study, related theories consist of pragmatics and semantics,

speech acts, locutionary, illocutionary and perlocutionary acts, the classification of illocutionary speech acts, and speech acts in novel are also elaborated in this chapter.

## 2.2.1 Pragmatics and Semantics

The first theoretical study related to the study is *pragmatics and semantics*. The writer takes some definitions and reviews about pragmatics and semantics from several books and websites as the resources. Pragmatics and semantics are related to the study because it is the branch of linguistics which deals with meaning and the study of language use. To see clearly, there are definitions from Leech, Fasold, Thomas and Campsall about pragmatics. And definitions from Parsons, Brown and Wikipedia free encyclopedia about semantics.

### 2.2.1.1 Pragmatics

The term *pragmatics* is difficult to define, that is why many linguists have their own definition in defining this term. Leech (1983:76) views that “language consists of grammar, vocabulary, and pragmatics.” He then defines “pragmatics as a set of strategies and principles for achieving success in communication by the case of grammar.” Therefore in this case, pragmatics is interested in the process of producing language and in its procedures, not just in the end – product, language. As whatever the outcome of our preliminary quest for a definition, the language uses seem to be at the center of attention in pragmatics.

Fasold (1990:119) states that “pragmatics is the study of the use of context to make inferences about meaning. The context in which an utterance is made is also an important factor in sentence.” So, the meaning of language in utterance cannot be separated with the context. Because when the same utterance is uttered in different context, it will also have different meaning. In other word, “pragmatics relates to meaning in interaction since this takes into account of the different contributions of both speaker and hearer as well as that of utterance and context to the making of meaning” (Thomas 1995:23).

Furthermore Campsall in <http://www.universalteacher.org.uk/lang/pragmatics.html> states that “pragmatics is a way of investigating how sense can be made of certain text even when, from semantic viewpoint, the text seems to be either incomplete or to have a different meaning to what is really intended.”

Pragmatics is distinguished from semantics in being concerned with meaning in relation to a speech situation (Leech 1983:15). This phenomenon can be viewed from a criterion of a speech situation. They are addressers, the context of an utterance, and the goals of an utterance as a product of a verbal act. Those elements are composed as a notion of a speech situation and perhaps other elements as well, such as the time and the place of the utterance. In other word, pragmatics is mostly focused on the process of producing language and its producers, not just in the language itself.

After knowing the review about pragmatics, the writer concludes that the speech acts, the study of the writer, is the branch of pragmatics itself. In pragmatics as stated by Leech above, there is a speech situation which consists of



addressers, context of an utterance, and the goal of an utterance. The speech act is inside of this speech situation, the utterance that uttered by the addresser is what we called speech act.

### **2.2.1.2 Semantics**

Semantic is the study of meaning. It focuses on the relation between signifiers, such as words, phrases, signs and symbols, and what they stand for, their denotata. Linguistic semantics is the study of meaning that is used by humans to express themselves through language. The word semantics itself denotes a range of ideas, from the popular to the highly technical. It is often used in ordinary language to denote a problem understanding that down to word selection or connotation (<http://en.wikipedia.org/wiki/Talk:Semantics>).

According to Parsons (1990:3) “semantic of simple sentences of English require logical forms that are somewhat more complex than is normally assumed in investigations of natural language semantics.

In <http://www.teachitem/semantics.html#13>, it is stated that “semantics is the study of meaning. It is a wide subject within the general study of language. An understanding of semantics is essential to the study of language acquisition (how language users acquire a sense of meaning, as speakers and writers, listeners and readers) and of language change (how meanings alter over time).” Therefore, it is important for understanding language in social contexts, as these are likely to affect meaning, and for understanding varieties of English and effects of style. It is thus one of the most fundamental concepts in linguistics. The study of

semantics includes the study of how meaning is constructed, interpreted, clarified, obscured, illustrated, simplified negotiated, contradicted and paraphrased.

Brown in <http://www.syntax.semanticsandpragmatics.html> states that “semantics is the study of the meanings of linguistic expressions (as opposed to their sound, spelling, etc.). Of course, 'meaning' is a notoriously vague and ambiguous term; many different kinds of meaning are part of semantics.”

### ***2.2.1.3 The Differences between Pragmatics and Semantics***

From the definitions of pragmatics and semantics above, we can simply take the differences between pragmatics and semantics. Pragmatics is the study of language focuses on the context of the utterance while semantics is the study of meaning focuses on the relation between signifiers. In other word, semantics is the study of meaning based on the dictionary meaning.

The term 'semantics' tends to be restricted to properties of sentences that remain constant as long as the same language is being spoken, while pragmatic values vary from context to context and includes things people can do with words or sentences that go beyond the literal meaning of the expressions involved (<http://www.syntaxsemanticsandpragmatics.html>).

We can see the following examples to know the differences between pragmatics and semantics clearly. When someone asked “what time is it?” semantically another one who heard this question replied “it is 9 o'clock”. But in pragmatics meaning the answers of this question could be different. When the context situation of this question was in a classroom where the lecturer was giving

an explanation to the students then a student knock the door 10 minutes later. The answer of the question “what time is it?” by the lecturer would be “I’m sorry Sir, I’m late.” This is what we called pragmatics meaning.

Another example is the sentence “she always be active in a classroom” means exactly what it says. But consider the following context of use: someone replied, “is so-and-so a good student?” and, after a long pause, another student uttered the sentence above. In this context, they very likely use the sentence to convey the information that the student is not all that good, even though they have not literally said this. One way to put the difference is to say that the literal meaning of the sentence is *semantically encoded* by the sentence, while the information that the student is not very good is instead *pragmatically imparted*.

### 2.2.2 Speech Acts

The second related review of the study is *speech act*. The writer takes the theory of speech act from several writers such as Searle, Austin, Kiefr and Bierwisch as the sources of her study.

Human beings are given speech organs which can be used to produce speech sounds. Because of this condition, we are able to say anything in the form of utterances. When we say something to someone, at the same time we also do something dealing with the arrangement of our utterances. Our acts in using utterances in everyday communication are known as speech acts.

The notion of a speech act is fairly well understood. Searle, Kiefer, and Bierwisch (1980:vii) states that “the theory of speech act starts with the

assumption that the minimal unit of human communication is not a sentence or other expression, but rather the performance of certain kinds of acts, such as making statement, asking questions, giving orders, describing, explaining, apologizing, thanking, congratulating, etc.”

In <http://en.wikipedia.org/wiki/speechact>, it is stated “that the study of speech acts forms part of the discipline of pragmatics, which forms part of linguistics.” In addition, Bach (2003) notes that “a speech act is quintessentially pragmatics because it is created when speaker makes an utterance to hearer in context and must be interpreted as an aspect of social interaction.” In general, speech acts are acts of communications.

Moreover, to communicate is to express a certain attitude, and act defined as the units at the lowest rank of discourse (Coulthard 1977:8). As an act of communication, a speech act succeeds if the audience identifies, in accordance with the speaker’s intention, the attitude being expressed.

“The first thing one should notice is that speech acts are actions happening in the world, that is, they bring about a change in the existing state of affairs” (Mey 1993:111). We can make requests, ask questions, give orders, make promises, give thanks, offer, apologies, and so on. A major task for the theory of speech acts is to account for how speakers can succeed in what they do despite the various ways which linguistic meaning under determines use.

Furthermore, “almost any speech act is really the performance of several acts at once, distinguished by different aspects of the speaker’s intention. Speech acts might be seen as a prototypically pragmatics phenomenon in the sense that

they challenge the notion that there is a one to one correspondence between a form and its function” (Grundy 1995:105). Studying speech acts is not a non sense, according to Searle (1977:16) “the reason for concentrating on the study of speech acts is simply this: all linguistic communication involves linguistic acts.” Therefore studying speech acts is very important because everyday we concern with linguistic communication.

Owens (2000:57) gives a statement relates to speech acts. He states that “a speech act is a unit of linguistic communication expressed according to linguistic rules that convey a speaker’s conceptual representations and intentions.” Moreover he defines intention as speaker’s attitude toward the proposition.

Even though focus of speech act theory has been on utterances, especially those made in conversational and other face-to-face situations, Owens (2000:27) states that “the phrase “speech act” should be taken as a generic term for any sort of language use, and or otherwise.”

Searle has proposed two fundamental aspects of speech acts theory; they are meaning and intentionality (Searle 1977:43). According to him, the manifestation of the intention of performing an act is enough for that act to be performed. Further, he suggests intentionality as a characteristic to group some speech act verb. Although speech act verbs categorized as performatives but they may not reach the performance attributed if intentionality by the speaker is missing. Whereas meaning relates to the situation in which the utterance is issued and based on the hearer’s interpretation.

From many definitions about speech act above, it is clearly explained that speech act is the main part of our daily communication. And the simplest unit of human communication is the performance of certain kinds of act, such as making statement, asking question, giving orders, describing or explaining something from the speaker to the hearer. The actions in those utterances can be identified into three components of speech act, they are; locutionary, illocutionary, and perlocutionary act which will be explained further.

### **2.2.3 Locutionary, Illocutionary and Perlocutionary Acts**

Utterances perform three kinds of act. Austin (1955:109) identifies three distinct levels of action beyond the act of utterance. He classifies the three levels of act began with the effect those words have on an audience. They are called locutionary act, illocutionary, and perlocutionary act.

“Locutionary act is the aspect of language which has been the traditional concern of linguistics” (Stubbs 1983:152). The locutionary act is the act of saying something: producing a series of sounds which means something. On other word, locutionary act is the act simply uttering a sentence from a language; it is a description of what the speaker says. It is the act of using a referring expressions and a predicating expression. It is the acts of saying something in which each word in the sentences is uttered exactly the same as its meaning in the ordinary. Austin (1955:407) states that “the content of locutionary act (what is said) is not always determined by what is meant by the sentences being uttered.”

In order to make the understanding about locutionary act, observe the following example. Suppose, for example, that a bartender utters the words, “The bar will be closed in five minutes’, reported by means of direct quotation. He is thereby performing the locutionary act of saying that the bar (i.e., the one he is tending) will be closed in five minutes (from the utterance), and what is said is reported by indirect quotation (notice that what the bartender is saying, the content of his locutionary act, is not fully determined by the words he is using, for they do not specify the bar in question or the time of the utterance). When the bartender does not utter it to a definite hearer, the utterance has no sense. However, the utterance is absolutely right because everyone can get the meaning easily.

“What is usually meant by saying that we do something when we make an utterance is that we accomplish some specific social acts, such as making a promise, a request giving advice, etc, usually called speech acts, or more specifically, illocutionary acts” (Van Dijk 1977: 195).

Illocutionary act is performed in saying something, and includes acts such as betting, promising, denying, stating, promising, apologizing, threatening, predicting, ordering and requesting, and ordering. Some of the verbs used to label illocutionary acts can themselves be used performatively. Moreover, illocutionary act can be defined as what the speaker intends to do by uttering a sentence, (Sari 1988:15). In other word it is the out in saying something using a certain intention. Coulthard (1977:18) states that “basically an illocutionary act is a linguistic act performed in uttering a certain words in a given context.”

The most significant level of action in a speech act the illocutionary act because the force, which has been desired by the speakers, determines this act. Illocutionary act can be the real description of interaction condition. For example the bartender says, “The bar will be closed in five minutes”. In saying this, the bartender is performing the illocutionary act of informing the patrons of the bar’s imminent closing and perhaps also the act of urging them to order a last drink. Whereas the result of the illocutionary acts is the understanding on the part of the audience.

The last act is the perlocutionary act produces some effect on the hearer of what the speaker says. Therefore, perlocutionary act is hearer’s behavioral response to the meaning of utterance. It can be a physical or verbal response, perhaps merely a mental or emotional response of some kind. As with illocutionary act the effect associated with a perlocutionary force of the utterance. Although important to a complete understanding of speech act, perlocutionary act are fortunately, poorly understood at the present time. Perlocutionary act would include such effects as persuading, embarrassing, intimidating, boring, irritating, or inspiring the hearer. For instance a bartender utters the words, ‘The bar will be closed in five minutes’. Perlocutionary acts are performed with the intention of producing a further effect. The bartender intends to be performing the perlocutionary acts of causing the patrons to believe that the bar is about to close and of getting them to want and to order one last drink. He is performing all these speech acts, at all three levels, just by uttering certain words.



After knowing the definition of each speech act components, the writer concerns on the study of illocutionary speech act which deals with the utterances itself. There are many theories about illocutionary act classifications and the writer takes Searle's theory of illocutionary act classifications for her study.

#### **2.2.4 Classification of Illocutionary Speech Acts**

Speech act are all the acts we perform through speaking and it is not just acts of producing certain sounds. Speech acts always deal with our daily life. We tell people how things are, we try to get them to do things, we commit ourselves to doing things, we express our feelings and attitudes, and we bring about changes through our utterance. Perhaps the most significant characteristic of speech acts is that after their performance, the world has changed into a new reality promised something. More dramatically, the world has changed significantly for a particular person after a sentence has been passed on him or her.

Searle posits the notion of "illocutionary point" which is the point or purpose of its being act of that type. Searle (1977:34-8) as quoted by Mey (1993:131) proceeds to a classification of illocutionary acts. The classes of acts are the following:

(1) *Representative*

Representative speech act or assertive speech act is a speech act that commits the speaker to the truth of the expressed proposition. It has a truth-value, show words – to world fit, and express speaker's belief toward something.

Representative speech act uses language to tell people how things are, as in concluding, telling, asserting, hypothesizing, etc. for instance: “Nicole Kidman is a beautiful woman.” The sentence is a form of a statement. The speaker can state the sentence based on the fact or just gives his or her own opinion about physical condition of a person. It can be his or her subjective opinion.

(2) *Directive*

Directive speech act attempts by the speaker to get the addressee to do something. The point of which is to direct the hearer towards doing something; which have a world – to – word direction of fit; in which a wish is expressed; in which the proposition is a future act done by the hearer. In other word, directives use language to try to get someone to do thing as in demanding, commanding, requesting, advising, suggesting, etc.

One example of this kind of speech act is when a father speaks to his son, “Close the door” the sentence contains directive speech act. The speaker in this case “father” gives command to the hearer which is symbolized by “his son” to close the door.

(3) *Commissive*

Similar to directives, commissive operates a change in the world by means of creating an obligation; in this case, the speaker creates the obligation. In other words, commissive is acts, which commits the speaker. It includes promise, offer, swear, plague, etc.

See the following example of commissive speech act: ‘I will marry you as soon as possible.’ Here, the sentence contains a promise from the speaker to the

hearer. It shows that the promise has been realized yet. The speaker promises that he will marry the hearer as soon as possible.

(4) *Expressive*

The main point of expressive is that a certain psychological state is expressed. It is to express the speaker's inner state toward a certain thing. It is in which have no direction of fit; in which the proposition ascribes a property or act to the speaker or the hearer. In other word expressive uses language to express the feelings and attitudes as in apologizing, thanking, welcoming, etc.

(5) *Declarative*

This speech act is made by someone who is especially authorized to do so within some institutional framework. It is to bring something about in the world, which has both a world – to – world direction of fit; in which no psychological state is expressed; in which any proposition can occur. Declarations are typically broadcast within a social group to perform such acts stipulated conditions. We also can say that declarations use language to bring about changes in the world through utterances, as in declaring war, nominating a candidate, etc. For example “I declare this national park to be opened.” This sentence may be uttered by a president of a certain country who has the authority or duty to do so.

### 2.2.5 Speech Acts in Novel

There are various conceptions of literature which are stated by many authors. One of them is Rees (1973:1-2). He states that “literature is defined into two senses; broad sense and narrow sense.” The former means anything that is written such as

tables, catalogue, textbooks, brochures, etc. While the later means writing that express and communicate thoughts, feelings, ideas and attitude toward life in the serious fuller and deeper sense of the words.

Rees (1973:13) states that “the readers are interested in literary works because they want to learn about another country, to appear well educated, to pass the examination and to make themselves better people.” While Francis Connolly as quoted by Koesnosoebroto (1988) states that “people read literature because of hunger of information or amusement or solace because of an appetite for truth that seem to grow by what it feeds on. Men read to discover themselves and their world to asses their special roles in the universe, to learn the meaning of the personal struggles in which they are engage.” In other word, we want to share experience.

Kennedy and Dana (1979:231) in his book “Literature: An Introduction to Fiction, Poetry and Drama” states, “A novel is a book length story in prose whose authors tries to seat the sense that, while we read we experience actual life”.

A novel is a literary work that is built by means of language. This implies that basically literary works are a series of speech events. Generally, a literary work or a novel is developed in two forms; by narrating the story, or through the dialogues or conversation. These two forms can be used in turn because they support each other to build the story becomes alive and not monotonous.

In making an utterance, someone can do that in 2 ways, oral and written language. In fact, people mostly use oral speech than written speech. The reason is

that people can use oral speech naturally, unless he/she has speech organ disorder. Meanwhile, to be able to use written language, someone must have a special skill, for example a poet or a novelist. Not everyone can be a poet or a writer because it needs special skill to arrange words, so he/she can express feelings and ideas through poetry or novels.

In understanding conversation in novel, a reader cannot be separated from the context of utterance because a deep understanding of the conversation in the novel cannot be gained if the reader does not know the context in which the utterance is being uttered.

In a novel, the utterances among the characters are not quite different from those utterances that are spoken by people in their daily life. Therefore, the utterance in novel can be divided in certain speech acts based on Austin's idea.

Bach (2003) in "Routledge Encyclopedia of Philosophy Entry" proposes that "although the focus of speech act theory has been on utterances, especially those made in conversational and other face-to-face situations, the phrase 'speech acts' should be taken as a generic term for any short of language, oral or otherwise."

A novel, as a literary work can be a very useful source for studying speech acts that are used among the characters in conversation. Good novels help the readers behold aspects of other people and of themselves that they have not observed before.

A novel with all of its characteristics can be very enjoyable means of studying speech acts. This is mainly because mostly we can find conversation between the characters in the novel. A writer dose not merely ‘flow’ his idea that develops the story of the novel through the sentences description. Nevertheless, often the writer builds the story through the conversation of the characters. Almost all novelists of course use the conversation to advance the story. The writer orders to understand the conversation; sometime we cannot make it merely through an understanding of the syntactic level and lexical structure of the exchange. We also have to see the meaning of the utterances.

Robinson (1997) proposes his opinion that in the study literature, speech acts theory similarly moves the focus of the critic’s attention from the “text”, conceived formalistically as a stable object with certain intrinsic characteristic, to what we do with text-as writers, readers, editors, publishers, and so on. Every reading of a text is a speech situation in which the reader constitutes the text as speech act responds with his or her own speech acts.

### **2.3 Framework of Analysis**

The last part of this chapter is the theoretical framework. In the novel of Stephanie Meyer’s *New Moon*, the writer found many utterances that absolutely perform certain action. With the theory of speech act and the classification by Searle, the writer would analyze the use of speech acts found in the novel.

Austin (1955:109) states that “there are three level of speech acts (1) a locutionary act, (2) an illocutionary act, and (3) a perlocutionary act.” Observing the theory from Austin, the writer took the second act that is an illocutionary act to be analyzed. Moreover to be more specific, the writer focused it with the theory from Searle as the theoretical framework of her study.

The analysis is based on the theory of Searle (1977:34). He has classified illocutionary act into five, as follows: representative, directive, commssive, expressive and declarative speech act.

Then, from the five classifications above, the writer found speech act verbs of every speech acts, as proposed by Leech (1993:205-6). Leech gives some examples of speech act verbs of every speech acts, such as (1) the representative speech act verbs: assert, predict, insist, etc., (2) the directive speech act verbs: ask, beg, request, etc., (3) the commissive speech act verbs: promise, swear, offer, etc., (4) the expressive speech act verbs: apologize, congratulate, thank, etc., and the last is (5) the declarations speech act verbs: declare, bless, curse, baptize, etc. This classification can ease the writer in the process of analysis. The writer also analyzed it based on the way it is uttered, whether it is uttered directly or indirectly. To make the research work easier, the writer took some steps to do her research.

First, the writer read the novel carefully until she understood the content of the story in the novel. She read several times in the second chapter of the novel which would be the source of the data for her research. Then she made some notes on the pages that might contain the required data (utterances, sentences, and lines

containing Searle's speech act classification). The notes were in the form of underlining or bracketing the sentences or utterances in the novel.

Second, the writer started classifying all the data she got from the novel especially chapter two from the novel. She classified the data based on Searle's speech act classification (representatives, directive, commissive, expressive, and declarations).

And the third, the writer simplified the data which contained speech acts based on Searle's classification. Then she analyzed the data contained speech acts and gave the description about the function of those utterances or sentences.





## CHAPTER III

### METHOD OF INVESTIGATION

The writer uses qualitative research in this study, because she got the data from the form of utterances. As suggested by Miles and Hyberman (1994:1), this kind of data is indeed supposed to be qualitative, rather than quantitative. Qualitative research does not give the numeral or statistics, but it depends on how is the knowledge of the researcher in analyzing the data. Moreover, according to Fraenkel&Wallen in Creswell (1994:162), the data that emerge from a qualitative study are descriptive. That is, data are reported in words (primarily the participant's words) or pictures rather than in numbers.

Based on the consideration above, it means that the data were taken from the novel as the main source and then analyzed the data by using some resources such as books, articles, journals, etc. to support the writer's study. Then the writer reports the results of the analysis in descriptive way and gives the data that found in the novel.

#### 3.1 Object of the Study

The object of the study is the novel of Stephenie Meyer's famous and bestselling *tetralogy* entitled *New Moon*. The writer focuses on the use of illocutionary acts in the novel based on the Searle's speech act classification theory, they are; representatives, directives, commissives, expresives and declaratives speech act.

### 3.1.1 Synopsis

Stephanie Meyer's tetralogy consists of: *Twilight*, *New Moon*, *Eclipse* and *Breaking Dawn*. This is the brief summary of *New Moon*, the second part of the *tetralogy*, taken from Wikipedia.

The story of *New Moon* starts on Isabella "Bella" Swan's 18th birthday, Edward Cullen, the vampire she loves, and his family throws her a birthday party. While unwrapping a gift, she gets a paper cut, which causes Edward's adoptive brother, Jasper, to be overwhelmed by her blood's scent and attempt to kill Bella. To protect her, Edward decides to end their relationship, and the Cullens move away from Forks. This leaves Bella severely depressed.

In the months that follow, Bella learns that thrill-seeking activities, such as motorcycle riding, allow her to "hear" Edward's voice in her head. She also seeks comfort in her deepening friendship with Jacob Black, a cheerful companion who eases her pain over losing Edward. Bella discovers that Jacob is a werewolf. He and his fellow werewolves protect Bella from the vampires Laurent and Victoria, the latter of whom seeks revenge for her dead mate, James, whom the Cullens killed in *Twilight*.

Meanwhile, a series of miscommunications leads Edward to believe that Bella has killed herself. Distraught over her supposed suicide, Edward flees to Italy to provoke the Volturi, vampire royalty who are capable of killing him. Alice and Bella rush to Italy to save Edward, arriving just in time to stop him. Before leaving Italy, the Volturi tell Edward that Bella, a human who knows that vampires exist, must either be killed or transformed into a vampire. When they

return to Forks, Edward tells Bella that he has always loved her and only left Forks to protect her. She forgives him, and the book ends with the Cullens voting in favor of Bella being transformed into a vampire after her graduation, to Edward's dismay.

### 3.1.2 Biography of the Writer

The writer takes the biography of New Moon's author from <http://www.biography.com/articles>. The author **Stephenie Meyer** is the daughter of Stephen and Candy Morgan, Meyer was born on December 24, 1973, in Hartford, Connecticut. She was an excellent student of Brigham Young University, majoring in English literature and graduated in 1997.

Six years later, on June 2, 2003, Meyer became an author in Earnest. Following a compelling dream the inspiration for *Twilight* and the basis for Chapter 13 of the first book Meyer began a frenzied writing spree.

*Twilight* was released in 2005 to rave reviews and the following year, Meyer published her sophomore effort the sequel *New Moon* and sold the film rights to *Twilight*. With *Eclipse* (2007) and *Breaking Dawn* (2008), the four vampire books have sold over 250 million copies, and have been translated into 37 languages. Additionally, the film adaptation of *Twilight*, which stars actor Robert Pattinson, has grossed over \$191 million domestically.

### **3.2 Role of the Researcher**

Research is a kind of complex process done by the researcher from the beginning of the research up to the end. By doing the study, the writer gave her role as data analyzer. The writer tried to analyze and describe the use of speech acts verbs based on Searle's speech act classification. The kinds of speech acts are implemented through the character's utterances in the novel. And then the writer gave her description about the function of those utterances.

### **3.3 Types of the Data**

The data were taken from the novel entitled *New Moon* by Stephenie Meyer. The data were in form of words, phrase, and sentences taken from the novel. They were also in form of description and identification of utterances in the conversation among the characters that used five kinds of speech acts based on Searle's speech act classification. By analyzing the characters' utterances in the novel, the writer tried to find the use of speech acts in the novel.

### **3.4 Procedures of Collecting Data**

Collecting the data is the significant thing in this study. In collecting the data the writer did not need a lot of instruments, because the writer did her research without involving students or people as the object of the study. Therefore, she just needed the text of Stephanie Meyer's novel as the object of the study. The technique of gathering the data applied in this study is by using several steps:

(1) *Reading the novel carefully*

The first step the writer did in collecting the data was reading the novel in several times in order to understand the content. She read carefully chapter by chapter as the object of the study.

(2) *Identifying the data*

After reading the novel several times, the writer made some notes on the pages that might contain the required data (utterances, sentences, and lines containing Searle's speech act classification). The notes were in the form of underlining or bracketing the sentences or utterances in the novel.

(3) *Classifying*

After the writer got all the data from the novel, she then classified the data. In this part, she classified the data based on Searle's speech act classification, there were namely representative, directive, commissive, expressive, and declarations speech act.

(4) *Simplifying*

The last step was simplifying the data. After classifying the data into their categories based on Searle's classification, the writer then simplified the data which were the data contained speech acts would be analyzed.

### **3.5 Procedures of Analyzing Data**

This is a qualitative research data in the form of utterances. In this study, the writer describes the use of speech acts in the characters' conversation, which are found the novel. The utterances are classified into representatives, directives,

commissives, expressives, and declaratives based on Searle principles. Then, as the writer found out the use of speech acts, she analyzed the function of each utterance in the characters' conversation in the novel.

To make it easier in the process of reporting, the use of table is needed. The table consists of the data that have been identified before. Below is the form of the table which is also the example of the data analysis:

Table 3.1  
The Data Analysis

No	Utterances	Page	Speech Act	Speech Act Verb	Comments
1	"He's giving some friends a ride up to Port Angeles—I think they were going to catch a double feature or something. He's gone for the whole day."	201	Representative	Belief	The words <i>I think</i> indicate the speaker's opinion about something to the hearer. The speaker believes in his opinion to the hearer that they will catch a double feature or something. Opinion is one of representative speech act verbs.
2	"He's out late a lot	263	Directive	Suggest	The speaker

	these days. Kid needs his rest— <i>probably</i> you <i>shouldn't</i> wake him."				suggests the hearer should not wake him. It belongs to directive speech act.
3	"Well, <i>good morning</i> , Bella. What are you doing up so early?"	226	Expressive	Greet	The expressive speech act verb in this utterance noted by the italic words. Here the speaker greets the hearer by saying hey Bella.

The card was divided into 6 columns: (1) The number of the data which included speech acts that would be analyzed, the number started from number one, (2) The utterances that contain the speech acts, (3) The page in which the writer found the data, (4) Kind of speech acts based on Searle, they are namely representative, directive, commissive, expressive, and declarative, (5) Kinds of speech act verb contained in the utterances, (6) Comment contained analysis of the data based on Searle's classification of speech acts. It is in the form of sentences.

After all data which had been arranged were analyzed, the writer reported them by giving a description of the use of speech acts on Stephenie Meyer's New Moon to the readers.

## CHAPTER IV

### RESULT OF THE ANALYSIS

This chapter elaborates in detail the results of the analysis about the use of speech act in a novel entitled *New Moon*, which will be presented qualitatively. In analyzing the data, the writer uses the theory of speech acts from Searle. There are five types of speech acts based on Searle's classification, they are: the representatives, directives, commissives, expressives, and declaratives.

The following is the finding data collected from the novel, which has been arranged and analyzed based on Searle's theory of speech acts. Additionally, a number indicator (page) is also displayed in the end of quotations to enable fast access to the original data.

#### 4.1 Representatives

Representative speech act or assertive speech act is a speech act that commits the speaker to the truth of the expressed proposition. It has the truth-value, show words – to world fit, and express speaker's belief toward something.

Representative speech act can be noted by some speech act verbs, such as: assert, deny, correct, state, tell, guess, predict, report, remind, described, inform, insist, assure, agree, claim, believe, conclude, etc.

The data of representative speech act are as follows:



#### 4.1.1 Speech Act Verb 'Believes'

Believe is a representative speech act verb, it is feeling that something or somebody is real, true and can be trusted or being sure that somebody is feeling the truth. Uttering this verb means that the speaker tells the truth proposition to the hearer. The data of speech act verb believes from the novel are:

- (1) "He's giving some friends a ride up to Port Angeles—*I think* they were going to catch a double feature or something. He's gone for the whole day." (p.201)

The words '*I think*' in the utterance above indicate the speaker's belief about something to the hearer. The speaker believes in his opinion that they will catch a double feature or something.

- 3 "The time seems longer to me, I *imagine*. *You know* how they get distracted..." I was beginning to babble. (p.208)
- 4 He shook his head and chuckled. "*I know*, it seems a little backward to me, too. But James was her mate, and your Edward killed him." (p.210)

The italic words in the utterances above explain the speaker's belief to the hearer. In utterance (2) the speaker imagines the time seems longer to her. It is the same that the speaker believes in something. And in utterance (3) the speaker believes in the hearer that he *knows* it seems a little backward to him. The word 'know' also indicates the speaker's belief toward something. Belief is a representative speech act.

- 5 Charlie folded his arms across his chest. "I **thought** I asked you to stay out of the forest." "Yeah, I know. Don't worry, I won't do it again." I shuddered.(P.216)
- 6 "I think...I **think** something weird is going on down at the reservation. Jacob told me about some strange stuff happening with the other boys his age. Now he's acting the same way and I'm scared." (p.224)

The utterances (4) and (5) show the speaker's belief to the hearer. In utterance (4) the speaker thought he asked the hearer to stay out of the forest and in utterance (5) the speaker thought something weird was going on down on reservation. In other word, the speaker believes in the fact he states. These utterances belong to the representative speech act.

- 7 "I know they saw me. But they turned and just disappeared into the trees. I **don't think** they were alone—I **think** Sam and his crew might have been with them."(P.228)
- 8 "I **think** I see a way to make this work out—because you know this, Bella! I can't tell you, but if you guessed it! That would let me right off the hook!" (p.248)
- 9 "It's my **turn**." "I **think** I'll let him get some rest." I was dying to ask him about his part in this. (p.264)
- 10 "I **think** Billy and Harry can manage to keep Charlie down here when he's not at work." (p.294)

The utterances (5), (6) and (7) have the same type. These utterances also show the speakers' belief in their opinion to the hearer; it is noted by the italic words 'think'. In utterance (5) the speaker thought they weren't alone and thought that Sam and his crew might have been with them. In utterance (6) the speaker thought that he saw a way to make something work out. In utterance (7) the speaker thought that he would let someone get some rest first. And in utterance

(8) the speaker thought Billy and Harry could manage to keep Charlie. 'Think' is the representative speech act verb believe.

11 Jacob sucked in a sharp breath. "They're here. Let's go." "Are you sure?" I asked while he popped his door open. "**Maybe** I **shouldn't** be here." (p.281)

The speaker states his opinion to the hearer that maybe he shouldn't be there. The speaker's opinion shows that the speaker believes not to be there.

12 "Jacob **thinks it would be best if** you spent as much time as possible here in La Push. She won't know where to find you so easily, just in case." (p.294)

The opinion of the speaker indicates the speaker's belief that Jacob thinks it would be best if the hearer spent as much time as possible there in La Push. This is the representative speech act.

13 "Don't kid yourself, Bella. The **guy's head over heels** for you. And girls **are** cruel," (p.299)

The utterance above shows the speaker's opinion that the guy's head over heels for the hearer and the speaker also thinks that the girls are cruel. It indicates the speaker's belief toward something. Therefore this utterance is the representative speech act.

14 "I don't know," I admitted. "I really have been trying my hardest." "I **believe** you." (p.342)

See the italic word above, the speaker states that he believes in the hearer.

It clearly shows this utterance is the representative speech act verb.

From the data above, we know that speech act verb believes can be indicated by the verb believe, think, know, imagine, and should. The speaker's opinion can also be an indicator of the speaker's belief.

#### 4.1.2 Speech Act Verb 'States'

State is a representative speech act verb, it is formally saying something clearly and fully. The purpose of a statement is to tell the truth to the hearer. The data found in the novel are:

15 "Yeah," Billy hesitated for an instant too long. "*Turns out it wasn't mono after all. Just some other virus.*" (P.201)

The italic words in the utterance above explain the speaker's statement to the hearer that it wasn't mono after all, just some other virus. The speaker tells the fact to the hearer, so this utterance is the representative speech act.

16 "The part that kills me," he said abruptly, "is that you already *know*. I already *told you* everything!" (p.247)

In the utterance above the speaker states that he has told the hearer everything, the speaker states the fact. The statement is the representative speech act.

- 17 "Get some sleep, Bells. You've got to get your head working. I know you can do this. I *need you*. To understand. I won't lose you, Bella. Not for this." (p.253)

The utterance above contains the speaker statement. See the italic words, the speaker tells the fact that he needs the hearer to understand the speaker. The speaker will not lose the hearer. This statement is the representative speech act.

- 18 I shrugged. "Not in the technical sense of the word. I *do* spent most of my time with Jacob, though. *He's my* best friend." (p.299)
- 19 "The smell?" I repeated. "You *smell* awful." (p.337)
- 20 "It *was my mistake*," Alice answered in the same tone. "It was my job to set right." (p.397)

The utterances (17), (18), and (19) also contain the speaker's statements. In utterance (17) the speaker states to the hearer that she spent most of time with Jacob. In utterance (18) the speaker states that the hearer smells awful. And in utterance (19) the speaker states her argument that it was her mistake and her job to set it right. Those three utterances are the representative speech act.

Speech act verb states can be shown in many types of utterances above. Some verbs like know, told, do, need, and smell are the indicators of the speaker's statement.

#### 4.1.3 Speech Act Verb 'Denies'

The verb deny is saying that something is not true or refusing to give something asked for or needed by somebody. Deny is one of the representative speech act

verb because using this verb makes the speaker commits to the truth of the expressed idea. The data of this speech act verb are:

- 21 "Isn't it a little early for lunch?" I asked as lightly as I could manage, trying to distract him. "***No, I'm just packing something to take out to the river...***" (p.202)

The italic utterance is a denial utterance. The word 'no' shows that the speaker denies the hearer's question before; the speaker tells he is just packing something to take out to the river. Deny is the representative speech act.

- 22 "Dad, ***it's not like that***. Jacob was scared of him." (p.225)

In the utterance above the speaker also denies the hearer's statement before as shown in the italic words. Deny is one of the representative speech act.

- 23 "That's ***not*** exactly how it happened," I muttered. (p.240)

The italic word 'not' in the utterance above shows that the speaker denies the hearer's utterance before. The speaker states his disagreement to the hearer; this denial utterance is the representative speech act.

- 24 "***No, you're not!*** It's not what you ***are***, stupid, it's what you ***do!***" (p.247)

- 25 "I'm ruining your spring break," Jacob accused himself. "***No, you're not***. I didn't have any plans. I don't think I like spring breaks, anyway." (p.306)

The utterances above indicate the speaker's denial to the hearer. In utterance (23) the speaker denies that it is not about what the hearer is but what the hearer does. And in utterance (24) the speaker denies the hearer's statement

before that the hearer doesn't ruin the speaker's spring break. These utterances are the representative speech act.

26 "I thought we were talking about your disgust for werewolves." "*No, Jake, no.* It's not that you're a... wolf. That's fine," (p.268)

The utterance above contains the speaker's denial as noted in the italic words. The speaker denies that she doesn't disgust to the hearer, it is fine for her if the hearer is a werewolf.

27 "Are you miserable?" "*No, I'm not miserable,* not anymore. Not now that you know. That was hard, before." (p.300)

The italic words in utterance above indicate the speaker's denial to the hearer. The speaker denies the hearer's question before that the speaker is not miserable anymore after the hearer knows the truth.

28 "*No.* I hadn't found him yet." (p.338)

The italic word above shows the speaker denies the hearer that she had not found someone yet, denial in this utterance is also the representative speech act.

The word *no* or *not* in the data above is the strong note of the speaker's refusal or denial about something to the hearer. The speaker uses the word *no* to deny the question and statement of the hearer and to express disagreement to the hearer.

#### 4.1.4 Speech Act Verb 'Asserts'

The verb assert means to state with assurance, confidence, or force; state strongly or positively. Therefore the speaker that uses the verb assert tries to state something truly and strongly to the hearer. The data of speech act verb assert in the novel are:

29 "Say, did you want me to stay with you, since Jake's out?" "That's okay, *seriously*, Dad. I think I'll call Jessica," I fibbed quickly. (p.202)

The italic word 'seriously' is assertion word. The speaker asserts the hearer that she is seriously okay if her father did not stay with her. Assertion is the representative speech act verb, so this utterance belongs to representative speech act.

30 "Hmm," he said again. "The house smelled like it had been vacant for a while... You *must* lie better than that, Bella," the voice urged. (p.208)

The italic word in the utterance (29) above shows that the speaker asserts the hearer to lie at him better. The word 'must' is the representative speech act verb of assert.

31 "I *mean* it, Bella. I'm not..." he struggled. (p.238)

The word 'mean' indicates that the speaker wants to assert the hearer about his feeling that he really means about something to the hearer. The speaker shows the truth expression to the hearer. That is why this utterance is the representative speech act.



32 "***You know this, you know this***," he muttered to himself. (p.250)

33 "***Of course not***. Don't you remember what we call ourselves?"  
(p.269)

The utterance (31) and (32) contain representative speech act verbs. The utterance (31) shows the speaker asserts the hearer to form a belief that the hearer knows this. While in utterance (32) the speaker asserts the hearer by using assertion verb 'of course'. These assertions are the representative speech act.

34 "This is important," "This is ***exactly*** what we needed to know. ***We've got to*** tell the others right away." (p.275)

The italic words are the assertion verb. The speaker asserts the hearer that this is exactly what they need to know and they got to tell the others right away. This utterance is representative speech act.

35 "That's what Jacob thinks is best, but you need to decide for yourself. ***You should*** weigh the risks of both options ***very seriously***. You saw this morning how easily things can get dangerous here, how quickly they get out of hand. If you choose to stay with us, I can't make any guarantees about your safety." (p.294)

36 "... We ***should*** get her out the cold, though..." (p.218)

The italic words in the utterance (34) and (35) above are assertion words. Both utterances use the word 'should' to assert the hearer. In utterance (34) the speaker asserts the hearer should weigh the risk of both options very seriously. And in utterance (35) the speaker asserts that the hearer should get someone out the cold. These assertions are the representative speech act verbs.

- 37 "We take what we do *very seriously*, Bella. Nothing's been forgotten. Everything they need to know has been passed down from father to son for generations." (p.308)

The speaker asserts the hearer for doing it very seriously. The word 'seriously' is assertion verb, so this utterance is the representative speech act.

- 38 "That's the second reason *of course*, the reason I couldn't say to Jasper. Because if they're there and the Volturi kill Edward, they'll fight them. Bella." (p.371)

The utterance above is also representative speech act. Here, the speaker asserts the hearer about the reason she couldn't say to Jasper by using assertion verb 'of course'.

- 39 "It's clear because it's immediate and close, and I'm *really* concentrating. The faraway things that come on their own—those are just glimpses, faint maybes. Plus, I see my kind more easily than yours." (p.379)

The speaker asserts the hearer that the speaker is really concentrating. The faraway things that come on their own—those are just glimpses. The word 'really' is the representative speech act verb.

- 40 "Trust *me*, Bella. If anyone sets up a roadblock, it will be behind us." (p.383)

The speaker asserts the hearer to trust her that if anyone sets up a roadblock, it will be behind them. The word 'trust' is an assertion verb. Therefore, this utterance is the representative speech act.

The data of speech act verb assert above show that there are many words which can be indicated as the assertion words, such as: seriously, of course, must,

should, mean, exactly, and very. Those words are used by the speaker to express the truth proposition to the hearer.

#### 4.1.5 Speech Act Verb 'Agrees'

The verb agree means the act of having some opinion with somebody or to be willing to do something and say yes to something. Therefore, this verb is one of the representative speech act verbs because it commits the speaker to the truth of the expressed proposition.

41 "I think I'll call Jessica," "*That's a good idea.* You've been spending so much time with Jacob, your other friends are going to think you've forgotten them." (p.203)

42 "Hmm." Edward's voice had a new edge to it. "In that case, perhaps we'd better leave sooner rather than later." "*Yes, that's a good idea.* Accidents *do* happen. Please wait below until after dark, though, if you don't mind." (p.418)

The utterances (40) and (41) contain the speaker's agreement to the hearer. It is noted by the italic words 'that's a good idea'. In utterance (40) the speaker agrees if the hearer calls Jessica is a good idea. And in utterance (41) the speaker agrees that it is a good idea to leave sooner rather than later. These agreements are the representative speech act verbs.

43 "Well, have him call me when he gets in, all right?" "*Sure, sure.* No problem." *Click.* (p.226)

44 "Look, do you mind saving the stupid stuff for when I'm around? I won't be able to concentrate if I think you're jumping off cliffs behind my back." "*Sure, no problem.*" (p.319)

The italic words in utterances (42) and (43) above show the speaker's agreement to the hearer. In utterance (42) the speaker agrees that it is no problem to have him call the hearer when he gets in. And in utterance (43) the speaker agrees that it does not mind saving the stupid stuff for when the speaker is around. Agree is the representative speech act verb.

45 "The cold ones?" "*Yes*. There are stories of the cold ones as old as the wolf legends, and some much more recent. According to legend, my own great-grandfather knew some of them. He was the one who made the treaty that kept them off our land." Jacob rolled his eyes. (p.256)

The italic word 'yes' shows that the speaker agrees with the hearer's statement before, the speaker agrees that there are stories of the cold ones as old as the wolf legends and some more recent.

46 "Look, honey, don't let this scare you. Just stay in town or on the highway—no stops—okay?" "*Okay*," I repeated in a weak voice. (p.259)

The italic word 'okay' explains that the speaker agrees with the hearer if the speaker will just stay in town or on the highway and will not stop.

47 "Maybe it's too early to go to La Push," I whispered. "*I agree*," he said. (p.260)

The utterance above clearly shows the speaker's agreement. It is noted by the italic words 'I agree'. Here, the speaker agrees with the hearer's statement that it is too early to go to La Push.

48 "Don't make jokes, Billy. This is too scary for that." "***You're right***, this one's tricky." (p.308)

The speaker agrees to the hearer's statement before that this is too scary for that. This agreement is also the representative speech act verb.

There are many words from the data above which can be categorized as agreement. They are: good idea, agree, sure, yes, and okay. Therefore, the speaker can use those words to state her/his agreement to the hearer in order to tell the truth condition.

#### 4.1.6 Speech Act Verb 'Informs'

The next representative speech act verb is the verb inform. It is to give or impart knowledge of a fact or circumstance to somebody. The data of this speech act verb are:

49 "***We've got*** a missing hiker—the rangers found his camp early this morning, but no sign of him. ***There were*** some really big animal prints... of course those could have come later, smelling the food... ***Anyway***, they're setting traps for it now." "Oh," I said vaguely. (p.203)

The utterance above contains the speaker's information. The speaker informs the hearer about the missing hiker in the forest and there were some really big animal prints... those could have come later, smelling the food, they're setting traps for it now. The speaker's information in this utterance is the representative speech act verb.

50 "My house ***is*** on the north side, back behind the store," he told me. (p.227)

The speaker informs the hearer about his house which is on the north side, back behind the store. Inform is the representative speech act verb.

51 "He and half the other *men in town are all out* in the woods with guns, hunting giant wolves." (p.263)

In the utterance above the speaker informs the hearer that the men in town are all out in the woods with guns, hunting giant wolves. The information in this utterance is also the representative speech act verb.

52 "That and the *fact* that Quil's grandfather says the kid could fry an *egg* on his forehead." "It won't be long now. There's no exact age... it just builds and builds and then suddenly—" (p.300)

53 "Because Ephraim Black *was* my father's grandfather and Quil Ateara was my mother's grandfather. His great-grandfather," "The Quil you know is my second cousin." (p.301)

The utterances (51) and (52) contain the speech act verbs 'inform'. In utterance (51) the speaker informs the fact to the hearer that Quil's grandfather says the kid could fry an egg on his forehead. And in utterance (52) the speaker informs the hearer about the fact that Ephraim Black *was* his father's grandfather and Quil Ateara was his mother's grandfather and The Quil the hearer knows is his second cousin.

54 "He just said they were an old, powerful family—like royalty. That you didn't antagonize them unless you wanted to... die," (p.373)

55 "Two females joined them over time, and the five of them make up the family." (p.374)

The utterances (53) and (54) also indicate the speaker's information about something. Both utterances inform the fact the speaker proposed to the hearer. These utterances are the representative speech act.

56 "***There were*** nine members of the guard that were permanent, the last time we heard. ***Others are*** more... transitory. It changes. And ***many of them are*** gifted as well—with formidable gifts, gifts that make what I can do look like a parlor trick. The Volturi chose them for their abilities, physical or otherwise." (p.374)

57 "There's a reason he called them royalty... the ruling class. Over the millennia, they have assumed the position of enforcing our rules—which actually translates to punishing transgressors. They fulfill that duty decisively." (p.374)

The utterances (55) and (56) have the same type. Both utterances contain the speaker's information. In utterance (55) the speaker informs the hearer that there were nine members of the guard that were permanent, the last time we heard. And many of them are gifted as well—with formidable gifts. And in utterance (56) the speaker informs that there is a reason he called them royalty the ruling class. Those utterances are the representative speech act.

58 "Right now, he's leaning toward the melodramatic. He wants the biggest audience possible, so he'll choose the main plaza, under the clock tower. The walls are high there. He'll wait till the sun is exactly overhead." (p.382)

The utterance above contains the speaker's information about someone else. The speaker informs the hearer that someone is leaning toward the melodramatic and wants the biggest audience possible, so he will choose the main plaza, under the clock tower.

- 59 "Edward **will be** under the clock tower, to the north of the square. There's a narrow alleyway on the right, and **he'll be** in the shadow there. You have to get his attention before he can move into the sun." (p.387)

The speaker informs the hearer that Edward will be under the clock tower, to the north of the square. There is a narrow alleyway on the right, and he will be in the shadow there.

- 60 "Aro needs physical contact to hear your thoughts, but he hears much more than I do. You know I can only hear what's passing through your head in the moment. Aro hears every thought your mind has ever had." (p.407)

The speaker gives information to the hearer that someone (Aro) needs physical contact to hear the hearer's thoughts, but he hears much more than the hearer does.

#### 4.1.7 Speech Act Verb 'Assures'

The verb assure is the representative speech act verbs, it means to tell somebody that something is definitely true. There are many utterances that use this speech act verb in the novel, they are:

- 61 "—he has such a temper... well, **I'm sure you remember**. He's still touchy about the whole James thing." I rolled my eyes and waved one hand dismissively. (p.209)
- 62 "Well, Bella, then **I'm sure** it's okay. Jacob's a kid; he was probably just messing around. **I'm sure he's fine**. He can't spend every waking minute with you, after all." (p.225)



Utterances (60) and (61) are the same. Both utterances contain the speaker's assurance to the hearer. In utterance (60) the speaker assures the hearer that the hearer still remember about someone's temper. He uses the utterance "I'm sure you remember", so this utterance is the representative speech act. And in utterance (61) the speaker tries to assure the hearer that Jacob is okay and fine. Assure is one of the representative speech act verbs.

63 Still frowning. "A werewolf? Are you sure about that?" "*Very sure.*" (p.337)

The speaker assures the hearer about her statement that she is very sure that there is a werewolf.

64 "No, Alice, the vampires didn't *really* leave-not all of them anyway." (p.338)

The speaker assures the hearer that the vampires did not really leave. The word 'really' is one of the representative speech act verbs.

65 "Aro will be disappointed," Demetri sighed. "*I'm sure* he'll survive the letdown," Edward replied. (p.395)

The italic words indicate the speaker's assurance. The speaker assures the hearer that Aro will survive the letdown.

66 "It takes quite a bit to surprise Marcus, I can *assure* you." (p.409)

The utterance above shows that the speaker assures the hearer if it takes quite a bit to surprise Marcus.

From the data above, the italic words like *very sure*, *I'm sure*, *assure*, and *really* are the indication of the speaker's assurance of something to the hearer. Therefore we can use those speech act verbs to make an assurance utterance.

#### 4.1.8 Speech Act Verbs 'Concludes'

Conclude is coming to believe something as a result of what we have seen or heard. The purpose is to bring something to an end based on the world fit, so conclude is the representative speech act verb. The data is:

67 "She thought it more appropriate to kill you than Edward—fair turnabout, mate for mate. She asked me to get the lay of the land for her, *so* to speak. I didn't imagine you would be so easy to get to. *So* maybe her plan was flawed—apparently it wouldn't be the revenge she imagined, since you must not mean very much to him if he left you here unprotected." (p.211)

The utterance above contains the speaker's conclusion, it is noted by the italic word *so*. The speaker tells the hearer about someone more appropriate to kill the hearer than Edward and the speaker also tells the hearer that someone asked the speaker to get the lay of the land for her and gives conclusion that maybe her plan was flawed. Conclude is one of the representative speech act verbs.

#### 4.1.9 Speech Act Verbs 'Reports'

The verb report is the representative speech act verb that commits the speaker to the truth of the expressed proposition. It is to give an account of something heard, seen or done to the hearer. The data are as follows:

- 68 "I *saw* the bear." I tried to say it calmly, but my voice was high and shaky. "*It's not* a bear, though—*it's* some kind of wolf. And there are five of them. A big black one, and gray, and reddish-brown..." Charlie's eyes grew round with horror. He strode quickly. (p.217)
- 69 My head bobbed in a weak nod, "They *didn't pay* any attention to me. But after they were gone, I *ran* away and I *fell* down a lot." (p.217)

Utterances (67) and (68) are the same; both utterances contain the speaker's report about something to the hearer. In utterance (67) the speaker reports the hearer about what the speaker saw in the forest. The speaker saw five big wolfs there. This utterance is a report, and report is one of representative speech act verbs. Therefore this utterance is the representative speech act. And in utterance (68) the speaker reports what he did to the hearer. These utterances are also the representative speech acts. These reports are the representative speech act.

- 70 "Well, it's just that when I *went* to pick up Harry, I *saw* Jacob out in front of the store down there with some of his friends. I *waved* hi, but he... well, I guess I don't know if he saw me. I think maybe he was arguing with his friends. He *looked* strange, like he was upset about something. And... different. It's like you can watch that kid growing! He gets bigger every time I see him." Charlie explained. (p.218)

Similar to utterances (67) and (68), in utterance (69) the italic words "went, saw, looked" are the report verbs. The speaker reports the hearer about what the speaker has done. Those italic words are the representative speech act verbs. Therefore this utterance is also the representative speech act.

The past form of the verb in the data above such as saw, didn't, ran, fell went, waved, and looked are the indicator of the speech act verb report.

#### 4.1.10 Speech Act Verbs 'Predicts'

The verb predict means to say something will happen in the future. In other words, by predicting something the speaker tells the truth condition about something will happen in the future to the hearer. Therefore, the verb predict is one of the representative speech act verbs. The data are:

71 "Billy said Jake and his friends were going up to Port Angeles to see some movies. They were *probably* just waiting for someone to meet them." (p.218)

The word 'probably' in the utterance (70) above shows the speaker's prediction. The speaker predicts that they were just waiting someone to meet them. Predict is a representative speech act.

72 "Yeah, *it'll be pretty cold*—not as cold as it is today. Can you feel the weather changing? The pressure? It *will be warmer tomorrow*. You up for it?" "Sure, I'm up for it. Fun." (p.307)

Utterance (71) contains the speech act verb predict. The italic words are the speaker's prediction about the weather for tomorrow. The speaker wants the hearer believes in him.

73 "We'll be too late." (p.382)

The utterance (72) above also contains the speech act verb predict. The speaker predicts that he and the hearer will be too late. The speaker tries to tell the truth proposition to the hearer by predicting that they'll be late. Therefore prediction in this utterance is also the representative speech act verb.

The words probably, it'll be, and we will be are the indicators of the speaker's prediction. We can use those words when we predict about something.

#### 4.1.11 Speech Act Verb 'Tells'

The verb tell means make something known to somebody in words. Here the speaker tells the truth of the expressed proposition to the hearer. The data of the speech act verb tell are:

74 "I **told** you that you didn't want to hear it," he said. (p.234)

The word 'told' is the past form of tell, in the utterance above the speaker tells the hearer that the hearer did not want to hear it. Tell is the representative speech act verb.

75 "Charlie just called, Bella. I told him you were on your way home."  
His eyes were full of pity. (p.238)

The speaker tells the hearer that Charlie just called and the speaker told Charlie that the hearer was on the way home. In this utterance the speaker states the fact to the hearer and gets the hearer to attend to a speaker's belief. This is a representative speech act utterance.

76 "Billy called. He said you got in fight with Jake—said you were pretty upset," he explained as he opened my door for me. (p.240)

The utterance above has the same case with the utterance (74); the speaker tells the fact to the hearer that Billy called and said the hearer got in fight with Jake and were pretty upset. This is also the representative speech act.

77 Jacob looked at me with wide eyes, surprised. "No, Bella. Don't hate the guys. It's not Sam's or any of the others' faults. I *told* you before—it's me. Sam is *actually*... well, incredibly cool. Jared and Paul are great, too, though Paul is kind of... And Embry's always been my friend. Nothing's changed there—the *only* thing that hasn't changed. I feel *really* bad about the things I used to think about Sam..."

The italic words indicate that the speaker tells the truth of the expressed proposition to the hearer. The speaker told the hearer not to hate Sam because the fact is that Sam is actually well, incredibly cool.

78 "Hey, Billy. I need to talk to Jake—where is he?" "Um... I *don't really* know." (p.263)

The speaker tells the hearer that he does not really know about where Jake is. Telling the truth is the representative speech act.

79 "I told him this would happen, but he didn't believe me." (p.334)

80 "The first I told him. We *could* try to stop Edward ourselves—if Emmett could get his hands on him, we might be able to stop him long enough to convince him you're alive. (p.371)

Utterances (78) and (79) contain the speech act verbs 'tell'. In utterance (78) the speaker told the hearer the truth that this would happen, but he did not believe in the speaker. And in utterance (79) the speaker tells the hearer about her strategy. Those utterances are the representative speech act.

81 "As long as she wants to be, it is an open invitation". (p.347)

The speaker tells the hearer that it is an open invitation as long as she wants to be, this utterance is also representative speech act.

82 "It's the same for Tanya's family in the north, and Carlisle speculates that abstaining makes it easier for us to be civilized, to form bonds based on love rather than survival or convenience." (p.373)

83 "I've seen them, in the picture in Carlisle's study." (p.373)

The utterances (81) and (82) have the same case. In the utterance (81), the speaker tells the hearer about the fact that it's the same for Tanya's family in the north and Carlisle speculates that abstaining makes it easier for them to be civilized. While in the utterance (82) the speaker tells that he has seen them. Both utterances contain the representative speech act verb 'tell'.

84 "**They're** interested in him—they think his talent could be useful. They're going to offer him a place with them." (p.379)

85 "Aro will be so pleased to see you again," (p.404)

The utterances above also contain the representative speech act verb 'tell'. The speaker in both utterances (83) and (84) tells the hearer about somebody else. In the utterance (83) the speaker tells that someone's talent could be useful. And in utterance (84) the speaker tells that Aro will be pleased to see the hearer.

From the data above, we know that the speech act verb tell can be noted by some verbs like tell, said, actually, could, and etc.

#### 4.1.12 Speech Act Verb 'Guess'

The verb guess means to try and give an answer or form an opinion about something without being sure of all the facts. The data are as follows:

86 "You want me to **guess? Guess** what?" "My secret! You can do it—you know the answer!" (p. 248)

The utterance above shows that the speaker tries to guess the hearer's secret because actually she knows the answer. Guess is one of the representative speech act verbs.

87 "Well, I'm so sorry that I can't be the right kind of monster for you, Bella. **I guess** I'm just not as great as a bloodsucker, am I?" (p.267)

88 "I don't know." He had his eyes closed, concentrating. "The extra stuff I **guess**." (p.303)

The word guess in the two utterances above indicates the speaker's guessing about himself. The speakers guess that they are just not as great as the bloodsucker and they do not know about the extra stuff. These utterances belong to representative speech act.

89 "Jacob Black. He's sort of my best friend, I guess. At least, he was..." (p.336)

90 "It's true that I probably would have drowned if Jacob hadn't jumped in after me. Well, okay, there's no probably about it. But he did and he pulled me out, and I **guess** he towed me back to shore..." (p.336)

91 "I **guess** you weren't with Carlisle the last time there were werewolves here in Forks?" (p.338)



The type of the three utterances above is similar. The speakers in those utterances try to guess something about somebody else. In utterance (88) the speaker guesses that Jacob is her best friend. In utterance (89) the speaker guesses that someone towed the speaker back to shore. And the utterance (90) the speaker guesses that the hearer were not with Carlisle the last time there were werewolves in Forks. These three utterances contain the representative speech act verb 'guess.'

The data above give us know that the verb guess is the clue that the speaker forms an opinion to the hearer about the facts although he or she is not really sure about it.

#### 4.1.13 Speech Act Verb 'Describes'

Describing what somebody or something is like is also the representative speech act, the speaker tells the hearer about something truly. The data of speech act verb describe are:

- 92 "Well, there *are* lots of legends, some of them claiming to date back to the Flood—*supposedly*, the ancient Quileutes tied their canoes to the tops of the tallest trees on the mountain to survive, like Noah and the ark." He smiled then, to show me how little stock he put in the histories. (p.256)
- 93 "Jasper *could*... sort of control the emotions of the people around him. Not in a bad way, just to calm someone down, that kind of thing. It would probably help Paul a lot," "And then Alice *could* see things that were going to happen. The future, you know, but not absolutely. The things she saw would change when someone changed the path they were on..." (p.303)

In the utterances (91) and (92) contain the speaker's description about something to the hearer that noted by the italic words. In utterance (91) the speaker describes the hearer about the Quileutes legend. The speaker tells the fact that Quileutes tied their canoes to the tops of the tallest trees on the mountain to survive, like Noah and the ark. And in utterance (92) the speaker describes the hearer that someone (Jasper) *could* sort of control the emotions of the people around him. Alice *could* see things that were going to happen. Describe is one of the representative speech act verbs.

#### 4.1.14 Speech Act Verb 'Claims'

The verb claim is also one of the representative speech act verbs. It means saying that something is true without being able to prove it, and the data found in the novel is:

94 "Another legend *claims* that we descended from wolves—and that the wolves are our brothers still. It's against tribal law to kill them. "Then there are the stories about the cold ones." His voice dropped a little lower. (p.256)

This utterance is a claim utterance, it is noted by the word 'claim' by someone to the speaker and the speaker retells it to the hearer that another legend claims they descended from wolves and the wolves are still their brother. Claim is one of the representative speech act verbs.

#### 4.1.15 Speech Act Verb 'Reminds'

The verb remind means to help somebody to remember something important that they must do. In other words, the speaker reminds the hearer about something to do based on the truth facts. Therefore this verb is the representative speech act verb.

95 "I'm not going home. We still haven't caught the bloodsucker, *remember?*" (p.326)

In the utterance above the speaker tries to remind the hearer that they have not caught the bloodsucker yet. Remember is also one of the representative speech act verbs.

96 "Just *remembering* how she appeals to you..." (p.410)

The utterance above shows that the speaker reminds the hearer how someone appeals to the hearer.

The word remember can be a note that an utterance contains the verb remind. The speaker can use this word when he or she is going to remind something to the hearer.

From the analysis about representative speech act above, it can be resulted that the writer found 95 utterances between the characters in the novel use the representative speech act. The representative speech act verbs such as: believe, states, denies, assert, inform, agree, assure, conclude, report, predict, tell, guess, describe, claim, and remind are used to commit the speaker's belief toward something.

The verb believe is used in 13 utterances and the verb state, assure and guess are used in 6 utterances of each verb. The verb deny is used in 8 utterances, while the verb assert, inform and tell are used in 12 utterances. The verb agree is used in 8 utterances and for the verb report, predict, describe, remind, conclude, and claim, are used in 12 utterances.

## 4.2 Directives

Directive speech act is an act which directs the hearer to do something or take a particular action. The form can be requesting, asking, questioning, interrogating, urging, encouraging, discouraging, inviting, begging, demanding, ordering, proposing, advising, suggesting and etc.

The data of directive speech acts are as follows:

### 4.2.1 Speech Act Verb 'Suggests'

One of the directive speech act verbs is the verb suggest. Suggest is putting forward an ideas or plan for consideration or putting an idea into somebody's mind. The data of speech act verb suggest in the novel are:

- (1) Charlie raised one eyebrow. *"Now don't you go making a pest of yourself,* Bells. Billy knows what's best for Jake. He'll be up and around soon enough. *Be patient."* (p.199)

The utterance contains the speaker's suggestion to the hearer. See the italic utterance, the speaker suggests the hearer to go making pest of herself and to be

patient. Suggest is the directive speech act verb because it causes the hearer to take a particular action.

(2) "He's out late a lot these days. Kid needs his rest—*probably you shouldn't* wake him." (p.263)

(3) "You don't look so good. *Maybe you should sit down.*" "Okay," I mumbled. (p.285)

The utterances (2) and (3) have the same type of directive speech act. In utterance (2) the speaker suggests the hearer should not wake him. And in utterance (3) the speaker suggests the hearer to sit down because the hearer does not look so good. Suggest is a directive speech act verb.

(4) "*Maybe you'd better drive, Embry.* She still looks like she might hurl." "Good idea. Where are the keys?" Embry asked me. (p.286)

The utterance also contains the speaker's suggestion to the hearer. The speaker suggests the hearer to take an action that is to drive because the car owner still looks like hurl.

(5) "Get some rest, *Bella*, honey. You look exhausted." (p.296)

(6) "How are you feeling? Are you okay? I probably should have taken you to a doctor or something." (p.325)

(7) "Bella, why don't you go back to the square and enjoy the festival?" (p.394)

The three utterances above also contain the suggestion. In utterance (5) the speaker suggests the hearer to take some rest. Utterance (6) the speaker suggests

the hearer to see a doctor. And utterance (7) is a suggestion to the hearer to go back to the festival.

From the data of directive speech act verbs 'suggest' above, there are some utterances which can be noted as the indicators such as: maybe you should, probably you shouldn't, maybe you'd better, why don't you, and etc. Those utterances are the suggestions given by the speaker to the hearer.

#### 4.2.2 Speech Act Verb 'Questions'

The next directive speech acts verbs is 'question', it is asking somebody about something especially officially. The purpose of this verb is to get the hearer to supply information to the speaker.

The data of speech act verb question are:

- (8) "Oh."It took me a second. "***So he's feeling better then?***" "Yeah," Billy hesitated for an instant too long. (p.201)

The speaker wants to get information from the hearer by giving the question and directs the hearer to take an action by answering the speaker's question.

- (9) "***Something wrong?***"Charlie asked as he came down the stairs. "No, I lied, hanging up the phone. (p.202)

The type of this utterance is the same with the utterance above. The speaker wants to get information from the hearer by giving the question and directs the hearer to take an action by answering the speaker's question.

- (10) "***Is he coming here, or are you going there?***" Charlie asked absentmindedly as he started poking through the fridge. "Neither," I admitted. "He's going out with some other friends." (p.202)

Just like the case of the utterance above, the speaker also wants to get information from the hearer by giving the question and directs the hearer to take an action by answering the speaker's question. Here the speaker is questioning whether someone is coming here or the hearer is going there.

- (11) "***Isn't it a little early for lunch?***" I asked as lightly as I could manage, trying to distract him. "No, I'm just packing something to take out to the river..." (p.202)

In this case, the speaker questions the hearer whether it is a little early for lunch or not. The speaker wants to get the answer from the hearer.

- (12) "***Do they visit often?***" he asked, "Now and again." (p.208)

In the utterance above, the speaker questions the hearer if some people visit often. The speaker directs the hearer to give the answer.

- (13) "***So how are things working out in Denali?*** Carlisle said you were staying with Tanya?" My voice was too high. (p.209)

- (14) "***How many did you say you saw?***" Charlie asked. "Five." Bella answered. (p.217)

In utterance (13) the speaker wants to know from the hearer how are things working out in Denali. While in utterance (14) the speaker questions the hearer how many did the hearer say she saw something. Both utterances direct the hearer to give the answer based on the fact to the speaker.

(15) *Charlie* shot me a strange look. "***Who told you that?***" "You really think there's something wrong with the Uley kid?" (p.240)

The italic words are the speaker's question to the hearer. He wants the hearer answers who told the hearer that.

(16) "***Can you understand that I might have the same kind of... situation?***" (p.247)

This utterance is the same type of the utterance above. The speaker asks if the hearer can understand that the speaker might have the same kind of situation.

(17) "***Do you know what Charlie is doing this morning?***"  
"Should I?" (p.263)

It is questioning form where the speaker asks the hearer about what Charlie is doing this morning.

(18) "***You... killed... Laurent?***" (p.270)

The speaker wants to know from the hearer whether the hearer killed Laurent or not by questioning about it.

(19) "Then why didn't you think it was safe for you there?" (p.271)

It is also questioning form. The speaker questions the hearer about the hearer's safety. This questioning form is the directive speech act.



(20) "*Are you dating that kid from La Push? The sophomore?*" He asked, poorly disguising the resentment in his tone. (p.298)

The speaker questions the hearer whether the hearer is dating the kid from La Push. The speaker directs the hearer to answer his question.

From the data above, we know that the utterances which contain the verb question are indicated by using interrogatives form like: do you, can you, are you, how many, etc. Those utterances direct the hearer to give the information to the speaker.

#### 4.2.3 Speech Act Verb 'Asks'

The verb ask is also one of the directive speech act verbs, it is saying somebody that you want them to do something. The data are as follows:

(21) "Well, it's just *that I want you to be careful* to stay out of the woods, like I told you before." (p.203)

(22) I tried to *sound* more friendly as I continued. "*Can I talk to Jacob, please?*"  
"Jake's not here." (p.226)

Both utterances above have the purpose to make the hearer do something. The utterance (21) explains that the speaker asks the hearer to be careful to stay out of the woods. And in utterance (22), the speaker asks the hearer to let him talk to Jacob.

(23) "Well, *have him call me* when he gets in, all right?"  
"Sure, sure. No problem." *Click*. (p.226)

(24) "**Quiet now**, Bella. Don't push him, "Edward cautioned in my ear."  
(p.235)

(25) "It would really help if you could figure this out on your own, Bella.  
**Put some honest effort into it.**" I made a weak grimace. "I'll try."  
(p.252)

These utterances contain speech act verb ask. In utterance (23) the speaker asks the hearer to tell someone to make a call when he gets in. In utterance (24) the speaker asks the hearer to be quiet. And in utterance (25) the speaker asks the hearer to figure out something and put some honest effort into it. Those three utterances have the same purpose to direct the hearer take a particular action.

(26) "**Don't listen to them.**"  
"I'll try." He shook his head, as if he doubted his success. (p.252)

(27) "**Come and tell me as soon as you figure it out.**" Something occurred to him just then, something that made his hands shake. "If you... if you *want* to." (p.252)

The utterances above also contain the speech act verb ask. In utterance (26) the speaker asks the hearer not to listen to them. And the hearer takes an action by saying 'I'll try' means that she will not listen to them. In utterance (27) the speaker asks the hearer to come and tell the speaker as soon as the hearer figures it out. Both utterances are directive speech act.

(28) "Oh, I can **think** of a reason, "he said in a harsh tone. "Look, I really have to go. **Could you do something for me?** (p.253)

(29) "So, **I'd like to** talk to Jake about that, **if** you don't mind," (p.263)

(30) "So, **tell** me something *I* don't know, "he said. "Something about vampires. How did you stand it, being around them? Didn't it creep you out?" (p.302)

(31) "Yeah, almost. Tell *me something else*. *Give me* something else to think about." (p.303)

Utterance (28) contains the interrogative form of asking. The italic words indicate that the speaker wants the hearer to take a particular action by asking the hearer to do something for the speaker. In utterance (29) the speaker asks permission to the hearer to talk to Jake if the hearer does not mind. In utterance (30) the speaker asks the hearer to tell something that the speaker does not know about vampires. And in utterance (31) the speaker also asks the hearer to tell and give something else to the speaker.

(32) "It's not Victoria. *Stop, stop!* I want to go back." (p.329)

(33) "Hay, *calm down*, Jake. It's okay. No danger, see?" (p.329)

Both utterances above contain the directive speech act which use the verb ask. In utterance (32) the speaker asks the hearer to stop the car. And in utterance (33) the speaker asks the hearer to be calm down. Those utterances direct the hearer to do something asked by the speaker.

(34) "*Tell me* everything-start at the beginning." (p.338)

(35) "Tell me about it. I want to know exactly we left." (p.345)

(36) "*Tell me* everything, Alice, I don't understand." (p.371)

The utterances above have the same indicators in using the speech act verb ask. The speakers use the words 'tell me' to ask the hearer to take a particular action that is to tell about something to them. In utterance (34) the speaker asks the hearer to tell her everything and start at the beginning. In utterance (35) the

speaker asks the hearer to tell what happened exactly when the speaker left. And in utterance (36) the speaker asks the hearer to tell everything she has not understood.

(37) "No!" I screamed. "**Edward, look at me!**" He wasn't listening. (p.392)

(38) "Follow me," (p.397)

The utterances (37) and (38) also contain the speech act verb ask. Both utterances cause the hearer to do something. In utterance (37) the speaker asks the hearer to look at the speaker. And in utterance (38) the speaker asks the hearer to follow him.

From the data of speech act verb asks above, we can find some words in the utterances as the indications of directive speech act verb ask; such as I want you to, can I talk to, don't listen, tell me, could you, look at me, follow me, and etc.

#### 4.2.4 Speech Act Verb 'Begs'

The verb beg means to ask somebody for something anxiously because you want or need it very much. Therefore, this verb automatically causes the hearer to do something to the hearer. The data of speech act verb begs are:

(39) "Jacob... why? Sam won't let you have other friends? **Please, Jake.** You promised. I need you!" (p.237)

In utterance (39) above the speaker begs the hearer to stay because the speaker needs him, it is indicated by the word please said by the speaker.

(40) "No. Don't think like that, Bella, *please*. Don't blame yourself, don't think this is your fault. This one is *all* me. I swear, it's not about you."  
(p.237)

(41) "Bella don't do this! *Please*, For me." (p.312)

The utterance (40) and (41) contain the speech act verb beg. The word 'please' in both utterances indicates that the speaker begs the hearer to do something to them. In utterance (40) the speaker begs the hearer not to think like that and not to blame herself. And in utterance (41) the speaker begs the hearer not to do this to the speaker.

(42) "Don't go Alice, *please* don't leave me." (p.339)

(43) "*Please*, Edward, let's be reasonable," (p.396)

The word 'please' in the utterances above also become the indications that those utterances contain the speech act verb beg. In utterance (42) the speaker begs the hearer not to leave her. While in utterance (43) the speaker begs the hearer to be reasonable.

From the data of speech act verb beg above, we know that the word 'please' can be a strong indicator that an utterance contains directive speech act. We can use this verb when we really want someone to do something to us.

#### 4.2.5 Speech Act Verb 'Orders'

The verb order means to tell somebody to do something. It is clear that this verb is the directive speech act verb because it causes the hearer to take a particular action. The data are as follows:

(44) "Jacob, what's wrong?" I asked.  
"**Run, Bella, you have to run!**" He whispered, terrified. (p.254)

The utterance above contains the speech act verb order. The speaker orders the hearer to run means that the hearer should take an action of running. This utterance is the directive speech act.

(45) "Jacob!" I screamed again, staggering forward. "**Stay where you are, Bella,**" Sam ordered. (p.284)

In utterance (45) the speaker orders the hearer to stay where the hearer is noted by the italic words. It directs the hearer to take an action to keep staying where she is. This utterance belongs to directives speech act.

(46) "No, I do not want to see!" I shouted as soon as I realized what he was thinking. "**Put that away!**" (p.300)

The utterance above contains the speech act verb order. The italic words explain that the speaker orders the hearer to put something away because the speaker does not want to see it.

(47) "**Breathe! Breathe, Bella! C'mon!**" (p.316)

(48) "It's not a trick. It's Carlisle. **Take me back!**" (p.320)

(49) "Forget about them. You have two minutes. **Go, Bella, go!**" (p.389)

The utterances above also contain the speech act verb order. In utterance (47) the speaker orders the hearer to breathe because the hearer does not breathe. In utterance (48) the speaker orders the hearer to take her back to somewhere.

And in utterance (49) the speaker orders the hearer to go to a place. Those three utterances cause the hearer take some particular actions.

In the data of speech act verb orders above, there are some words which can be identified as directive speech act; such as you have to run! Stay where you are, breathe! Take me back! Go! And you have to move!

From the analysis of the directive speech act above, it can be resulted that there are 49 utterances in the novel use the directive speech act. They are divided into some directive speech act verbs, such as: suggest, question, ask, beg, and order. The verb suggest is used in 7 utterances, the verb question is used in 13 utterances. For the verb ask, there are 18 utterances, while the verb order is used in 6 utterances. The verb beg is only used in 5 utterances. The characters in the novel use those verbs to direct the hearer to do something.

### **4.3 Commissives**

Commissive speech act is an act which commits the speaker to do something in the future. The speech act verbs of commissive are: offer, commit, promise, reject, and swear.

The results of the analysis are as follows:

#### **4.3.1. Speech Act Verb 'Offers'**

The verb offer is one of the commissive speech act verbs. It is saying that you are willing to do something to somebody or giving something to somebody.

Therefore, we can say that this verb commits the speaker to some future action.

The data of speech act verb offer are as follows:

- (1) "***Is there anything in particular you wanted?***" Billy asked politely.  
"No, not really." (p.201)

In the utterance (1) the speaker commits himself to do something to the hearer. The speaker offers the hearer if there is anything in particular the hearer wants from the speaker. This utterance is the commissive speech act.

- (2) "Say, ***did you want me to stay with you***, since Jake's out?"  
"That's okay, Dad." I said. (p.202)

The utterance (2) contains the speech act verb offer. The speaker offers the hearer to stay with him if the hearer wants it. It commits the speaker to do something in the future.

- (3) "***Can I give you a ride somewhere?***" I offered. (p.227)

- (4) "***What can we do?*** Can't we call him? Can Carlisle?" (p.349)

The utterances (3) and (4) contain the speech act verb offer. In utterance (3) the speaker offers the hearer to give her a ride to somewhere. And in the utterance (4) the speaker offers the hearer to do something whether they can call him or Carlisle. Both utterances commit the speaker to do something in the future.

Therefore, they are the commissive speech act.

- (5) "Do you need some water? A doctor? Tell me what to do," (p.274)

- (6) "She's not here. ***Do you need something?***" (p.346)



The utterances (5) and (6) have the same indication of speech act verb offer. They use the words *do you need...?* to offer something to the hearer. In utterance (5) the speaker offers to take some water, call a doctor or do something to the hearer. And in utterance (6) the speaker offers the hearer what the speaker can do to the hearer.

(7) "Can I get you ladies a pillow?" (p.379)

The utterance (7) also contains speech act verb offer. The speaker offers the hearer to get him a pillow. It means that the speaker commits to do something in the future, this utterance is the commissive speech act.

From the data above, there are some words used in offering something. They are: *is there anything...? can I give...? do you need...? do you want me to...? can I help...?* and etc. Those words belong to the speech act verb offer.

#### 4.3.2. Speech Act Verb 'Commits'

The verb commit means to promise sincerely that you will do something. This verb is clearly the commissive speech act because it commits the speaker to do some future action. The data of this verb are:

(8) *"I'll have* to mention to Carlisle that you stopped by. He'll be sorry they missed your visit." I pretended to deliberate for a second.( p.209)

The italic words in the utterance (8) above are the indication of the speech act verb commit, the speaker commits that he will have to mention to Carlisle that the hearer stopped by. This utterance is the commissive speech act verb.

(9) "And *I'll try* to see you soon." He sighed. "And *they'll try* to talk me out of that." (p.252)

In utterance (9) the speaker commits to do something in the future that he will try to see the hearer soon noted by the italic words in the utterance. This utterance is the commissive speech act.

(10) "We're trying to do our job, Bella. We're trying to *protect* them, but we're always just a little too late." (p.269)

In utterance (10) the speaker commits the hearer that he has tried to do his job and protect the people. The word protect is a commissive verb because by protecting the people, the speaker commits a future action to the hearer.

(11) "*I'll call* a meeting. Hey, wait here for just a minute, okay?" "*I'll be right back,*" (p.276)

(12) "*I'll take tomorrow morning off.* The others can run without me. We'll do something fun." (p.305).

The utterances (11) and (12) are the same. They contain the speech act verb commit that shows the speaker's future action noted by the italic words. In utterance (11) the speaker will call a meeting and ask the hearer to wait there for a minute and the speaker will be right back. And in the utterance (12) the speaker commits to take off tomorrow morning. In those utterances, the speakers try to commit doing something to the hearer. Therefore, those utterances are clearly the commissive speech act.

From the data of speech act verb commits above, the words *I will* and *I try* are the indication that those utterances are the commissive speech act. By these words the speaker commits the hearer to do something in the future.

#### 4.3.3. Speech Act Verb 'Promises'

The next verb of the commissive speech act is the verb promise. It is telling somebody that you definitely do or not do something. Therefore, it is the same that this verb commit the speaker to some future action to the hearer. The data of speech act verb promise are:

(13) "*I'll* be very quick. You won't feel a thing, I *promise*. Oh, I'll lie to Victoria about that later, naturally, just to placate her. But if you knew what she had planned for you, Bella..." (p.211)

The commissive speech act in this utterance is shown by the existence of the speech act verb 'promise'. The speaker promises the hearer to be very quick and will not make the hearer feel a thing. It means that the speaker commits something in the future to the hearer.

(14) "After that stupid movie," he reminded me. "I *promised* you that I wouldn't *ever* hurt you... So I really blew it this afternoon, didn't I?" (p.252)

(15) "*Don't* be. We'll take care of you—and Charlie, too. *I promise*." (p.276)

The utterances (14) and (15) contain the speech act verb promise. In utterance (14) the speaker promises that he would not ever hurt the hearer. And in utterance (15) the speaker promises the hearer to take care of her. Both utterances commit the speaker to some future actions.

(16) "**Another promise** to keep." "Didn't I **promise** to take you cliff diving?" (p.305)

(17) "I **promise**-one hour." (p.341)

(18) "Yeah, I'll always be your friend, No matter what you love. **Promise.**" (p.348)

The utterance (16) the speaker promises the hearer to take the hearer cliff diving. In utterance (17) the speaker promises the hearer to come back in one hour. And in utterance (18) the speaker promises the hearer to always be her friend. Those three utterances are the commissive speech act because it causes the speaker definitely takes some future actions to the hearer.

(19) "Don't follow me. **I promise**, Jasper. One way or another, I'll get out... And I love you." (p.371)

(20) "I **promised** him I would get out before they killed me, too. It's not something I can guarantee—not by a long shot." (p.372)

The utterances (19) and (20) have the same case with the utterance before. They contain the speech act verb promise. In utterance (19) the speaker promises the hearer to get out of something in one way or another. And in utterance (20) the speaker promises someone to get out before another one killed them. Both utterances cause the speaker definitely do something in the future. Therefore they are the commissive speech act.

From the data of speech act verb promise above, we know that the word promise is the only indication that an utterance contains speech act verb promise. The speaker uses this word to tell the hearer that he / she definitely does or does not something. In other word, the verb promise has a purpose to commit the speaker to do something in the future.

#### 4.3.4. Speech Act Verb 'Rejects'

The verb reject is also one of the commissive speech act verbs. It is refusing to accept something or somebody. In other words, the speaker commits to refuse something to the hearer. The data of the speech act verb reject are:

(21) "No," he protested. "I came to apologize." "*I don't accept!*" (p.245)

The italic words in utterance (21) indicate the commissive speech act verb 'reject' exists. The speaker rejects the apology from the hearer. It means that the speaker commits not to accept the hearer's apology.

(22) "Yeah, wanna see? It's pretty cool." His eyes flipped open and he grinned. "*No, I do not want to see!*" (p.300)

In utterance (22) the italic words also show that the speaker rejects to see something proposed by the hearer. This utterance is the commissive speech act too.

From the data of speech act verb reject above, the negative form of the utterances noted by the words no or don't is the strong indication that this utterance contains the commissive speech act. We can use those words to make a rejection of something or somebody.

#### 4.3.5. Speech Act Verb 'Swears'

The last commissive speech act verb is the verb swear. It is to make a serious promise to do something or promise something solemnly. In other words, the speaker can use this verb to commit some future act to the hearer seriously. The data are as follows:

(23) He shook his head with a slow movement, almost as if in disgust. "I *swear* you'd be thanking me for this." (p.211)

The italic word in utterance (23) shows the commissive speech act exists in this utterance. The speaker swears to the hearer that the hearer would be thanking the speaker for something.

(24) "I *swear* I don't mind. I'm just so glad that you're okay that I could sing." (p.327)

(25) "I wasn't keeping tabs on you, Bella. I *swear*." (p.334)

The utterances (24) and (25) also contain the speech act verb swear noted by the italic words. In utterance (24) the speaker swears he does not mind about something to the hearer. He is just glad that the hearer is okay. And in utterance (25) the speaker swears that he was not keeping tabs on the hearer. Both utterances commit the speaker to definitely take some actions in the future to the hearer.

The data of speech act verb swear above show that the word *swear* is the strong indication an utterance contains the speech act verb swear. We can use this verb to make a commissive utterance in a very serious way.

From the analysis of the commissive speech act above, it can be resulted that there are about 25 utterances in the novel use the commissive speech act. It is noted by commissive speech act verbs, such as: offer, commit, promise, reject, and swear which used between the characters in the novel to commit something in the future. The verb offer is used in 7 utterances, the verb commit is used in 5

utterances and the verb promise is used in 8 utterances. The rests are the verb reject and swear which are used in 2 and 3 utterances.

## 4.4 Expressives

Expressive speech act is a speech act which expresses a certain psychological state of the speaker or expresses the speaker's attitudes and emotions towards the proposition. The expressive speech act can be preceded by some speech act verbs such as: greet, surprise, like, apologize, thank, praise, and regret.

The results of the analysis are as follows:

### 4.4.1 Speech Act Verb 'Greet'

The first expressive speech act verb is the verb greet, it is the act of saying hello to somebody or welcome somebody. By saying hello, the speaker expresses his or her psychological state to the hearer. The data of the speech act verb greet are:

- (1) "*Hello? Oh, hey*, the phone is working again! *Hi, Billy*. It's Bella. I was just calling to see how Jacob is doing. Is he up for visitors yet? I was thinking about dropping by—" "I'm sorry, Bella," Billy interrupted, he's not in." (p.200)
- (2) "*Oh, hey, Bella*, "he greeted me dully.  
"Hi, Quil... Are you okay?" (p.226)

Utterance (1) contains the speaker's greeting to the hearer on the phone noted by the italic words. Here the speaker greets the hearer by saying hello. While in utterance (2) the speaker greets the hearer by saying *hey Bella* and causes the hearer responds the speaker by saying *hi*. Both utterances are the psychological expressions of the speaker.

- (3) "**Well, good morning**, Bella. What are you doing up so early?" (p.263)
- (4) "**Greetings**, gentlemen," (p.394)
- (5) "**Good afternoon**, Jane," (p.403)

The utterance above also contain the speech act verb greet. In utterance (3) the speaker greets the hearer by saying good morning. In utterance (4) the speaker says *greetings* to greet the hearers, and in utterance (5) the speaker also *greet*s the hearer by saying *good afternoon*. Those three utterances express the speaker's psychological state to greet the hearer. Therefore, they are expressive speech act.

- (6) "**Welcome back, Edward**," (p.404)
- (7) "**Welcome** home, Heidi," (p.420)

The utterances (6) and (7) contain the speech act verb greet. Both utterances express the speaker's psychological state. The speaker in both utterances greets the hearer by welcoming the hearer.

#### 4.4.2 Speech Act Verb 'Surprises'

The verb surprise is causing somebody to feel surprised or attack or discovering somebody suddenly and unexpectedly. This verb is also the expressive speech act verb. Because this verb causes the speaker expresses his or her attitude to the hearer. The data of the speech act verb surprise are:

- (8) "Hmm, he murmured.  
"They did move on, "I finally managed to tell him. **I'm surprised** they left you behind. (p.208)



In utterance (8) above the speaker is surprised that someone left the hearer behind. Here, the speaker expresses his psychological state of being surprised to the hearer.

(9) "I'm *surprised* that any of them can keep it up for long." He smiled at me. (p.209)

In utterance (9) the speaker expresses his surprise that any of them can keep something up for long. This utterance also belongs to the expressive speech act.

From the analysis of speech act verb surprise above, the speakers can use the word *surprise* to express a certain psychological state to the hearer. The word surprise is the expressive speech act verb.

#### 4.4.3 Speech Act Verb 'Likes'

The next expressive speech act verb is the verb like; this verb means to find somebody or something pleasant, attractive or satisfactory. There is only one utterance that uses this verb found in the novel, it is:

(10) "I *like* Tanya *very much*, and her sister Irina evens more... I've never stayed in one place for so long before, and I enjoy the advantages, the novelty of it. But, the restrictions are difficult... (p.209)

In utterance (10) above the speaker uses the word *like* to express his feeling to the hearer. The speaker explains that he likes the hearer very much. Therefore, it expresses his psychological state to the hearer. This expression is clearly the expressive speech act.

#### 4.4.4 Speech Act Verb 'Fears'

The verb fear is also the expressive speech act verb. It is being afraid of something or somebody or feeling that something bad might happen in the future or will happen. The data of this verb are as follows:

(11) My voice was shaking. "I'm *worried* about Jacob." (p.224)

The utterance (11) contains the speech act verb fear. The speaker uses the word *worried* to express her feeling of fear about someone. This kind of expression is the expressive speech act.

(12) "I think... I think something weird is going on down at the reservation. Jacob told me about some strange stuff happening with the other boys his age. Now he's acting the same way and *I'm scared*." (p.224)

(13) "I'm not sick—I'm *scared*," (p.274)

The utterances (12) and (13) have the same indication. The speakers use the word *scare* to express their feeling of fear about something. In utterance (12) the speaker is scared that something weird is going down at the reservation. And in utterance (13) the speaker explains that he is not sick but he is scared about something happens to her.

(14) "...Sometimes *I'm afraid* that I'm losing myself." (p.301)

(15) "... That's why I raced home I was *afraid* she was going to double back swimming." (p.319)

The utterances above have the same indication too. The speakers use the word *afraid* to express their fearless about something. Utterance (14) explains that

the speaker is afraid to himself because sometime he loses himself. And in the utterance (15) the speaker explains that he is afraid someone was going to double back swimming and killed the hearer. Both utterances are the expressive speech act verb.

(16) "Don't make jokes, Billy. This is too *scary* for that."(p.308)

The utterance (16) also contains the speech act verb fear. The speaker uses the word *scary* to express her fear of something. In this utterance the speaker feels too scary hearing the hearer's joke.

In the data of speech act verb fear above, the speaker can use some words like; worried, scared, and afraid to express the feeling of fear about something to the hearer.

#### 4.4.5 Speech Act Verb 'Apologizes'

The next expressive speech act verb is the verb apology, it is saying that you are sorry to somebody. In other words, by apologizing the speaker expresses his emotion of being sorry toward something to the hearer. The data of this verb are:

(17) "*I'm sorry, Bella*, "Jacob said each word distinctly in a cold voice that didn't seem to belong to him. (p.237)

(18) "*I'm sorry* that I couldn't... before... I wish I could change how I feel about you, Jacob."I was desperate, (p.237)

The utterances (17) and (18) contain the speech act verb apologize that noted by the italic words. In utterance (17) the speaker apologizes to the hearer by

saying sorry for something he has done. And in utterance (18) the speaker does apologize to the hearer by saying sorry that she could not do something before.

(19) "*I'm* sorry, *Bella*, "he said again; this time it was a broken mumble.(p.238)

(20) "Crap. Well... *I—I'm so sorry*, *Bella*."The apology was sincere, "Why did you come here? I don't want apologies from you, *Jake*." (p.246)

In utterance (19) the speaker says sorry to the hearer because she could not do something before. And in utterance (20) the speaker also does apologize to the hearer for something he did before. Both utterances express the speaker's emotion of being sorry to the hearer for something they did before. Therefore, they are the expressive speech act.

(21) "I know, "he whispered. "But I couldn't leave things the way I did this afternoon. That was horrible. *I'm sorry*." (p.246)

(22) "*I'm sorry*, "he whispered. "This is so frustrating." (p.247)

(23) "Well, *I'm so sorry* that I can't be the right kind of monster for you, *Bella*. I guess I'm just not as great as a bloodsucker, am I?" (p.267)

The utterances above also contain the speech act verb apologize. The word *sorry* indicates the speaker's emotion towards the proposition. In utterance (21) the speaker does apologize to the hearer by saying sorry that he could not leave things the way he did this afternoon. In utterance (22) the speaker apologizes the hearer by saying sorry for being frustrated because of something. And in utterance (23) the speaker apologizes for cannot be the right kind of monster for the hearer.

(24) "*Sorry* I called you a hypocrite," (269)

(25) "He? Oh, you mean Edward—oops, *sorry*. I forgot. You don't like to say his name. Or hear it." "*Sorry*." (p.280)

The utterance (24) shows the speaker's attitude in doing apologize to the hearer for calling him hypocrite. And in utterance (25) the speaker does apologize because he forgot that the hearer does not like hearing the name Edward. Both utterances express the speaker's attitude towards the proposition to the hearer.

(26) "Okay." "I'm *sorry* I said anything." (p.280)

(27) "It's okay, Bella, it's okay. I won't bring it up again. *I'm sorry*." (p.304)

(28) "*Sorry*, it was stupid." (p.319)

The utterances (26), (27) and (28) above are also the same with the utterances before, they contain the speech act verb apologize. The three utterances express the speaker's attitude of being sorry for something they did to the hearer. Those utterances are the expressive speech act.

(29) "*Sorry*, did we wake you?" (p.324)

(30) "*I'm sorry* I came at such a bad time." (p.343)

(31) "*I'm sorry*, only four buses allowed in the city today, miss," (p.388)

In utterance (29) the speaker says sorry for waking up the hearer. In utterance (30) the speaker says sorry because she came at the wrong time. And in utterance (31) the speaker says sorry for not letting the hearer enter the place. Those three utterances express the speaker's emotion to the hearer by doing apologize; they are also the expressive speech act.

The word *sorry* is the indication of the speech act verb apology. The speakers can use this word to express their emotion of feeling sorry about something to the hearer.

#### 4.4.6 Speech Act Verb 'Thanks'

The next expressive speech act verb is the verb thank. It is telling that you are grateful for something. This verb also expresses the speaker's psychological state toward something. The data of the speech act verb thank are:

(32) "I know you didn't want to do it, Jake. It's okay."  
*"Thanks, Bella."*He took my hand (p.252)

(33) "Oh. Um, *thanks*. I'm glad you didn't wait." (p.288)

The utterances (32) and (33) contain the speech act verb thank, it is indicated by the word thanks said by the speaker. In utterance (32) the speaker expresses his grateful to the hearer because the hearer can understand the situation of the speaker. And in utterance (33) the speaker expresses his grateful because the hearer did not wait the speaker. Those two utterances are the expressive speech act.

(34) "Yeah, I'll take it from here ... *Thanks*, Sam." (p.318)

(35) "*Thank you*, Charlie. I know it's horrid timing." (p.344)

The utterances above also contain the speech act verb thank that indicated by the italic words. Both utterances express the speaker's emotion of being grateful to the hearer. In utterance (34) the speaker says thanks to the hearer

because of something done by the hearer before. And in utterance (35) the speaker says thank you because the hearer can understand the speaker's condition.

The word thanks in the data of speech act verb thank above is the main indication that the utterance contains the expressive speech act. The speakers can use the speech act verb thank to express their grateful of something to the hearer.

#### 4.4.7 Speech Act Verb 'Regrets'

The verb regret means to be sorry or sad about something. This verb is the expressive speech act because by regretting something the speaker expresses his or her emotion toward something that being happen.

(36) "**Sorry**, I'm ruining your spring break," (p.305)

The utterance (36) above indicates that the speaker is being regret for ruining the hearer's spring break. He expresses it by saying sorry to the hearer. This utterance is the expressive speech act.

There is only one utterance found in the novel which uses the speech act verb regret. The word sorry is the indication that an utterance contains speech act verb regret. By saying sorry, the speaker shows his / her regret of something to the hearer.

#### 4.4.8 Speech Act Verb 'Praises'

The last expressive speech act verb is the verb praise; it is expressing your approval or admiration for somebody or something. The data of this speech act verb are:

(37) "*You're quick.*" (p.277)

(38) "You're *also very good* with weird. I thought that would bother you."  
(p.277)

The utterances above contain the speech act verb praise. Utterance (37) explains that the speaker expresses his admiration to the hearer by praising that the hearer is quick. And utterance (38) explains that the speaker praising the hearer by saying that the hearer is very good with weird. Both utterances are the expressive speech act.

(39) "You are *so bizarre*, even for a human." (p.382)

In utterance (39) the speaker expresses her emotion by praising the hearer. The speaker says that the hearer is so bizarre even for a human. This utterance is the expressive speech act.

(40) "*Nice work.*" (p.404)

(41) "Ah, Jane, you are such a *comfort* to me." (p.406)

The utterances (40) and (41) also contain the speech act verb praise. Both utterances express the speaker's admiration for something and somebody. In utterance (40) the speaker tells that it is a nice work something done by the hearer. And in utterance (41) the speaker praises the hearer that she is such a comfort for the speaker.

There are many words used by the speakers to express their emotion of being admired for something or somebody, such as nice work, very good, you're quick and you're such a comfort. We can use those words to make an expressive utterance.



From the analysis of the expressive speech act above, it can be resulted that there are 41 utterances in the novel contain the expressive speech act. It is shown by the use of expressive speech act verbs, such as: greet, surprise, like, fear, apology, thank, regret, and praise. Those verbs have the same purpose that is to express the speaker's psychological state especially attitude and emotion toward the proposition. The most commonly used is the verb apology with 15 utterances, then followed by the verb greet and fear with 7 and 6 utterances. The verb praise and thank are used in 5 and 4 utterances while the verb surprise is used in 2 utterances. The most rarely used are the verbs regret and like with only 1 utterance for each verb.

#### **4.5 Declaratives**

Declarative speech act is performed by someone who is especially authorized to do so within some institutional framework. In other words, declarative is a speech act that changes the reality in accord with the proposition of the declaration and to say how things are. e.g. class dismissed (change the reality the students get up and leave the room).

The speech act verbs of declarative are: curse, announce, declare, define, appoint, call, bless, nominate, and authorized. The data of declaratives speech act are as follows:

#### 4.5.1 Speech Act Verb 'Curses'

The verb curse is one of the declarative speech acts. It is saying rude things to somebody or thinking rude things about somebody. By cursing the speaker changes the reality in accord with the proposition.

- (1) "Weren't you *sort of a pet* of theirs?" His eyes were innocent of any intended offense.  
I smiled wryly. "Something likes that." (p.208)

The italic word in the utterance (1) shows the speaker's anger. The speaker curses the hearer as sort of a pet. Curse is the declarative speech act verb.

- (2) He halfway smiled; it was a bleak, twisted thing.  
"You don't want to hear that."  
"*The hell* I don't! I want to know, and I want to know *now*." I snapped. (p.234)
- (3) "Bella!" it hissed. "Ouch! *Damn* it, open the window! OUCH!" (p.243)

The utterances (2) and (3) contain the speech act verb curse. The italic words in both utterances also show the speaker's anger. In utterance (2) the speaker curses the hearer by saying the hell to the hearer for not giving known the fact. And in utterance (3) the speaker curses himself for something bad happen to him outside the window.

- (4) "If that *idiot bloodsucker* is honestly stupid enough." (p.275)

In utterances (4) the speaker curses someone by calling him *idiot bloodsucker*. This utterance is also the declarative speech act.

The utterances contain the speech act verb curse above show that by cursing, the speakers show their anger to the hearer and change the reality in accord with the proposition.

#### 4.5.2 Speech Act Verb 'Announces'

The next declarative speech act verbs is the verb announce, it is making something known publicly. The data of this verb are:

(5) "*Food's ready*,"she announced then. (p.295)

The utterance (5) contains speech act verb announce that noted by the italic words. The speaker announces that the food is ready. It changes the reality from there is no food becomes there is some food and everyone can eat the food. This utterance is the declarative speech act.

(6) "Then *I'm* afraid that I'll be unable to accept Aro's invitation, Demetri."

In utterance (6) also contains the verb announce. The speaker announces the hearer that the speaker will be unable to accept Aro's invitation. It changes the reality that the speaker cannot accept the invitation of the hearer. Therefore this utterance is the declarative speech act.

### 4.5.3 Speech Act Verb 'Declares'

The verb declare is the declarative speech act verb. It means to state something firmly and clearly. By declaring the speaker is authorized to do so to the hearer.

The data are as follows:

- (7) "Yes. You're right, dog. *The Volturi are the very essence of our kind-they're the reason your hair stands on* and when *you smell me*. They are the substance of your nightmares, the dread behind your instincts.

The utterance (7) contains the speech act verb declare. The speaker gives a clear and firm statement to the hearer that The Voltury are the very essence of his kind who make the hearer's hair stands and gets nightmare. There is a powerful force in this utterance that changes the reality.

- (8) "*We Cullens are unique in more ways than you know*. It's... abnormal for so many of us to live together in peace.

The utterance (8) contains the speech act verb declare. The speaker declares that he as the Cullens is unique in more ways than the hearer knows. The speaker states it firmly and clearly to the hearer. This utterance is also the declarative speech act.

From the data above, it shows that by declaring something there is a firm and clear statement uttered by the speaker to the hearer that makes the reality change. Like in utterances (7) and (8) the speaker firmly states something that forces the hearer to change his mind to believe it. Therefore, those utterances are the declarative speech act.

#### 4.5.4 Speech Act Verb 'Defines'

The verb define is describing or showing something clearly. This verb is also the declarative speech act. Defining is done by someone who is authorized to do so.

- (9) "They **are so protective** of their city that they don't allow hunting within its walls. Volterra is probably the safest city in the world—from vampire attack at the very least."

In utterance (9) the speaker defines about something to the speaker. He defines that some people are very protective of their city that they do not allow hunting within its walls and states clearly that Volterra is the safest city in the world. This utterance is the declarative speech act.

From the analysis of the expressive speech act above, it can be resulted that there are 9 utterances in the novel contain the declarative speech act. The speech act verbs used in the declarative speech act are the verbs curse, announce, declare, and define. Those speech act verbs have the purpose to change the reality in accord with the proposition and say how things are. The verb curse is used in 4 utterances, the verbs announce and declare found in 2 utterances of each. And the verb define only found in 1 utterance.

After analyzing the kinds of speech act contained in *Stephenie Meyer's New Moon* (representative, directive, commissive, expressive, and declarative), the result of the analysis can be summed up in the following table. The table is formulated to make the readers easier in getting information about the result of the study.

Table 4.1

The Result of The Study

No	Kinds of Speech Act	Total Data
1.	Representatives	95
2.	Directives	49
3.	Commissives	25
4.	Expressives	41
5.	Declaratives	9
<b>Total data</b>		<b>219</b>

Based on the table summary of the total data found in the novel, it can be identified that there are 219 data or utterances contain speech acts. Among five kinds of speech acts, representative speech act is the most commonly used in the novel. It is used in 95 data/utterances. It may be because the conversations among the characters in the story show words-to world fit; therefore, most of the characters express their belief toward something and tell the truth to the other characters. The second speech act commonly used is directive. It is used in 49 utterances. The third place is expressive speech act with 41 utterances. And the commissive speech act is only used in 25 utterances. The most rarely used is the declarative speech act since it is found only 9 utterances. It may be because Meyer does not really appear a character who is authorized to declare something that can change the way of the story; therefore, only few utterances which contain the declarative speech act.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

After analyzing the utterances found in the novel, the writer can draw some conclusions. First, among the five kinds of speech acts, representative is the most commonly used in the conversation among the characters. This kind of speech act is used in 95 utterances or 43.38 % from the total data. In this kind of speech act, believe is the most frequently used. This is because the conversations in the novel tell about the truth feeling between the characters. Other representative speech act verbs used in the novel are: state, deny, assert, agree, inform, assure, conclude, report, predict, tell, guess, describe, claim, and remind.

Second, the directive speech act is the second commonly used after the representative speech act. This kind of speech act is employed in 49 utterances or 20.37 %. The directive speech act verbs used in the novel are: suggest, question, ask, beg, and order.

Third, the expressive speech acts used in the short story are: greet, surprise, like, fear, apology, thank, regret, and praise. This kind of speech act is used in the novel for about 18.71 % since there are 41 utterances of this speech act found in the novel.

Fourth, the commissive speech act, which commits the speaker to do something in the future used in the novel are: offer, commit, promise, and reject.

The data found is about 25 utterances or 11.42 % from the total data used this kind of speech act.

Fifth, the declarative speech acts is the most rarely used in the novel. It takes only about 4.11 % among the other kinds or 9 utterances. It may be because Meyer does not really appear a character who is authorized to declare something that can change the way of the story. The declarative speech act used here are: curse, announce, declare, and define. Their usages in the novel are quite balance.

## 5.2 Suggestions

After drawing some conclusions, there are some suggestions that the writer addresses to the readers, especially those who are concerned with the pragmatics study.

First, as there are various topics in pragmatics which have not been explored largely, the writer suggests that the English Department students read this final project before making final projects which explore other topics in pragmatics studies, such as deixis, maxims, implicature, etc.

Second, so far, the pragmatics study in English Department of UNNES is not given to the students of Education Program. It is only given to the students of literature program. Therefore it is better to give this study linguistics deeper. Besides it is also useful in teaching learning process such as in teaching speaking because the students will get better knowledge about how to use language or utter something in a certain situation.



For the readers, especially English Department students, the writer just took one kind of speech act from one linguist that is classification of speech act by Searle. There are many other speech acts from other linguists which should be explored further such as speech acts classification from Grundy.



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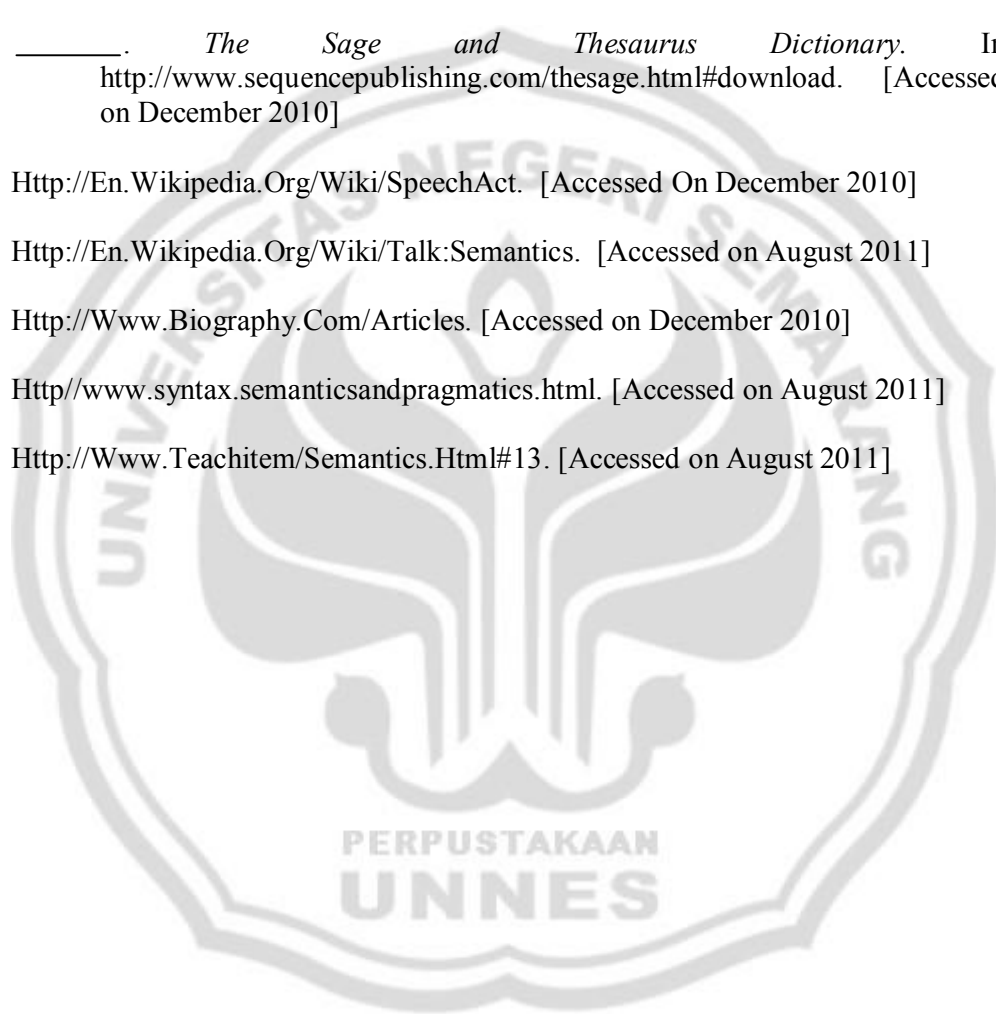
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# APPENDICES



THE DATA OF THE RESEARCH

REPRESENTATIVE SPEECH ACTS:

(6) Speech act verbs **'belief'**

	Utterances	Page	Sp eech Ac t Ve rb	Comments
	s giving some friends a 'He" —o Port Angelesride up t/ <i>think</i> they were going to catch a double feature or s gone for the 'He .something ".whole day		Belief	The words <i>I think</i> the speaker's opinion about something to the hearer. The speaker beliefs in his opinion to the hearer that they will catch a double feature or something. Opinion is one of representative speech act verbs.
	The time seems longer to " I ,meimagine .You <i>know</i> how they get I was "distracted... .beginning to babble		belief	The italic words also explain the speaker's opinion to the hearer. The speaker imagines the time seems longer to her. It is the same that the speaker beliefs to something.

				This utterance is the representative speech act.
	<p>But "I know they saw me" they turned and just I disappeared into the trees <i>don't think</i>—they were alone <i>I think</i> Sam and his crew "might have been with them"</p>		belief	This utterance shows that the speaker believes in her opinion to the hearer speaker thinks they were alone and thinks that Sam and his crew might have been with them. This is the representative speech act verb of belief.
	<p>Charlie folded his arms across his chest <i>thought</i> asked you to stay out of the forest." "Yeah, I know. Don't worry, I won't do it again." I shuddered.</p>		Belief	This utterance also shows the speaker's opinion to the hearer. The speaker thought he asked the hearer to stay out of the forest. In other words, the speaker believes in the fact he states. This utterance is also the representative speech act.
	<p>"I think I ... <i>think</i> weird is going on down at the reservation. Jacob told me about some strange stuff"</p>		Belief	This utterance is the speaker's opinion that something weird is going on down on

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	happening with the other boys his age. Now he's acting the same way and I'm scared."			Think .reservation tes the speaker indica so ,belief in something this is belongs to representative speech .act
	"I <i>think</i> I see a way to make this work out—because you know this, Bella! I can't tell you, but if you ! That would let me right off the hook!"		Belief	se with The same ca the utterances before this utterance ,above also shows the speaker opinion toward The .something speaker believes the hearer that he see a way to make this work It also belongs .outto representative speech act.
	"It's my turn," I " <i>think</i> him get some ll let'I ".restwas dying to ask him about his part in this.		Belief	The word “think” is the representative speech act verb. The speaker think will let someone get some rest first. The speaker’s thought shows the speaker’s belief toward something.
	Jacob sucked in a sharp		Belief	The speaker states his



	<p>breath. "They're here. Let's go." "Are you sure?" I asked while he popped his door open. "Maybe I shouldn't here."</p>			<p>opinion to the hearer that maybe he The .shouldn't be here speaker's opinion hows that the speaker s .beliefs in something</p>
	<p>Jacob"<i>thinks it would be best if</i>you spent as much time as possible here in La t know where 'She won .Push just in ,to find you so easily ".case</p>		<p>Belief</p>	<p>The opinion of the speaker indicates the speaker's belief that Jacob thinks it would be best if the hearer spent as much time as possible here in La Push. This is the representative speech act.</p>
	<p>I"<i>think</i> and Harry can manage to keep Charlie down here when he's not at work."</p>		<p>Belief</p>	<p>The speaker's opinion or think to the hearer that Billy and Harry can manage to keep Charlie is the representative speech act verb of belief.</p>
	<p>.Bella ,t kid yourself'Don" The<i>guy's head over heels</i>for And girls .<i>youare</i>",cruel</p>		<p>Belief</p>	<p>This utterance shows er's opinion the speak that the guy's heelover heels for the hearer and the speaker also</p>

				thinks that the girls are cruel. The opinion here is the speaker's belief toward something. So utterance is the representative speech act.
	"I don't know," I admitted. "I really have been trying my hardest." I "believe".you	342	Belief	The word "believe" is one of representative speech act verbs that show the speaker's belief to the hearer.
	"Yeah," Billy hesitated for an instant too long. " <i>Turns out it wasn't mono after all.</i> <i>Just some other virus.</i> "		State	The italic words explain the speaker's statement to the hearer that it wasn't mono after all, just some other virus. The speaker tells the fact to the hearer, so this utterance is the representative speech act.
	e shook his head and H " .chuckled <i>I know</i> it seems , .too ,a little backward to me and ,But James was her mate ".your Edward killed him		State	This utterance is the speaker's statement to the hearer that he <i>knows</i> it seems a little backward to the

				tatement is S .speaker a representative .speech act
	"The part that kills me," he said abruptly, "is that you already <i>know</i> . I already <i>told you</i> !"		State	The speaker states that he has told the hearer the ,everything .speaker states the fact ative It's the represent .speech act
	"Get some sleep, Bells. You've got to get your head working. I know you can do this. I <i>need you</i> . To understand. I won't lose you, Bella. Not for this."		State	The utterance contains the speaker statement. The speaker tells the fact that he needs the hearer to understand the speaker. The speaker won't lose the hearer.
	I shrugged. Not in the " .technical sense of the word <i>Ido</i> most of my time with Jacob, though. <i>He's mybest</i> ".friend		State	The speaker states to the hearer that she spent most of time with Jacob. This statement is the representative speech act verb.
	"The smell?" I repeated. uoY" <i>smell</i> ".awful	337	State	The speaker states that the hearer smells awful
	"It was <i>my mistake</i> ," Alice		State	The apeaker states her

	answered in the same tone. "It was my job to set it right."			argument that it was her mistake and it was her job to set it right.
	t it a little early for 'Isn" I asked as lightly as "lunch trying to ,I could manage .distract him <i>"No, I'm just packing something to take out to the river..."</i>		Deny	The italic utterance is a denial utterance. The word 'no' shows that the speaker denies the hearer's question before. The speaker tells he just packing something to take out to the river. Deny is the representative speech act.
	,Dad"it's not like thatJacob . was him."		Deny	The speaker denies the hearer statement before as shown in the italic words. Deny is one of the representative speech act.
	"That's not exactly how it happened," I muttered.		Deny	The word 'not' shows that the speaker denies the hearer's utterance before. The speaker states his disagreement to the hearer; this denial

				utterance is the representative speech act.
	"No, you're not!s not what 'It youare s what you'it ,stupid , do"!		Deny	The utterance indicates the speaker's denial to the hearer that it's not about what the hearer is but .what the hearer do Denial is the representative speech .act verb
	"No, Jake, nos not that 'It .",s fine'That .re a... wolf'you		Deny	It's also a denial form. The speaker denies that it's no problem if the hearer is a wolf.
	"No, I'm not miserable," "Not anymore. Not now that you know. That was hard, before."		Deny	The speaker denies the hearer that the speaker is not miserable.
	"No, you're not have 'I didn . t think I like 'I don .any plans ".anyway ,spring breaks		Deny	Speaker's denial of the hearer's statement before.
	"No. I hadn't found him yet."	338	Deny	The speaker tries to deny that she hadn't found him yet.
	"Say, did you want me to		Assert	The italic word

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	<p>stay with you, since Jake's out?" ,s okay'That"" <i>seriously</i>,I think .Dad "I'll call Jessica," I fibbed quickly.</p>			<p>noitressa si 'ylsuoires' The speaker .word asserts the hearer that she's seriously okay if her father didn't stay Assertion is .with her the representative so ,speech act verb this utterance belongs to representative .act speech</p>
	<p>The ".he said again ",Hmm" house smelled like it had been vacant for a while... You<i>must</i> ,lie better than that .the voice urged ",Bella</p>		<p>Assert</p>	<p>The speaker asserts the hearer that the hearer must be lying to him. The word 'must' is the representative speech act verb of assert.</p>
	<p>I"<i>mean</i> "m not...I .Bella ,it ,he struggled</p>		<p>Assert</p>	<p>The word 'meant' shows that the speaker wants to assert the hearer about his feeling that he really means it to the hearer. The speaker shows the truth expression to the hearer. That's why this utterance is the representative speech</p>

				act.
	"You know this, you know this," he muttered to himself.		Assert	The speaker gets the hearer to form a belief that the hearer knows this. This assertion is the representative speech act verb.
	"Of course you 'Don't not remember what we call?"		Assert	"Of course" shows that the speaker asserts the hearer belongs to representative speech act.
	This is " ", This is important" exactly we needed to know. We've got to tell the others ".right away		Assert	The speaker asserts the hearer that this is exactly what they need to know. This utterance is representative speech act.
	s what Jacob thinks is "That" but you need to decide ,best You .for yourself should the risks of weigh both options very seriously . You saw this morning how easily things can get how quickly ,dangerous here		Assert	Should is assertion words, the representatives speech act. The speaker asserts the hearer to weigh the risk of both options very seriously.

	<p>If you .they get out of hand I ,choose to stay with us t make any guarantees 'can ".about your safety</p>			
	<p>We take what we do"very seriouslys 'Nothing .Bella , Everything .been forgotten they need to know has been passed down from father to ".n for generationsso</p>		Assert	<p>The speaker asserts the hearer for doing it very seriously. Assertion is the representative speech act verb.</p>
	<p>“..... We <i>should</i>get her out though...” ,the cold</p>	318	Assert	<p>The Speaker Assert the hearer to get her out the cold.</p>
	<p>s the second reason'That"of <i>course</i>set 'the reason I couldn , Because if .say to Jasper re there and the Volturi 'they ll fight 'they ,kill Edward ".Bella .them</p>		Assert	<p>The utterance also representative speech act, the speaker asserts the hearer about the reason she couldn't say to Jasper.</p>
	<p>s 's clear because it'It" and ,immediate and close m'<i>really</i> . The faraway things that come on their own—those are just glimpses, faint maybes. Plus, I see my kind more easily than yours.</p>		Assert	<p>The speaker assertthe hearer that the speaker .really concentrating The faraway things that come on their those are just—own faint ,glimpses .maybes</p>



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	"Trust me If anyone .Bella , it will ,sets up a roadblock be ."		Assert	The speaker asserts the hearer to trust her and asserts if anyone it ,sets up a roadblock will be them.
	"I think I'll call Jessica," "That's a good idea."ve 'You been spending so much time your other ,with Jacob friends are going to think ".ve forgotten them'you		Agree	terance is The italic ut the speaker's agreement to the He agrees that .hearer the hearer calls Jessica Agree .is a good idea is a representative so ,speech act verbs this utterance is the representative speech .act
	"Well, have him call me when he gets in, all right?" "Sure, sure. problem." Click.		Agree	The italic words 'sure, sure' show the speaker agreement to the hearer. The speaker agrees that it's no problem to have him call the hearer when he gets in. Agree is the representative speech act verb.
	"The cold ones?" "Yes. There are stories of the		Agree	The italic word 'yes' shows that the speaker

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	<p>cold ones as old as the wolf legends, and some more recent. According to legend, my own great-grandfather knew some of . He was the one who made the treaty that kept them off our land."</p> <p>Jacob his eyes.</p>			<p>agree with the hearer's statement before, the speaker agree that there are stories of the cold ones as old as the wolf legends and some more recent.</p>
	<p>"Look, honey, don't let this scare you. Just stay in town or on the highway—no — okay?"</p> <p>"<i>Okay</i>," I repeated in a weak .</p>		Agree	<p>The italic word 'okay' explains that the speaker agree with the hearer's statement before that is the speaker will just stay in town or on the highway and won't .stop</p>
	<p>"Maybe it's too early to go to La Push," I whispered.</p> <p>"<i>I agree</i>," he said,</p>		Agree	<p>In this utterance the speaker also agree with the hearer's statement that it's too early to go to La Push.</p>
	<p>"Don't make jokes, Billy. This is too scary for that."</p> <p>"<i>You're rights</i> 'this one ,".tricky</p>		Agree	<p>The speaker agrees to the hearer's statement before that this is to scary for that.</p>
	<p>"Look, do you mind saving the stupid stuff for when I'm</p>	319	Agree	<p>It is indicate that the Speaker agree with the</p>

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	around? I won't be able to concentrate if I think you're jumping off cliffs behind my back." "Sure, no problem".			hearer's statement before.
	"Hmm." Edward's voice had a new edge to it. "In that case, perhaps we'd better leave sooner rather than later." "Yes, that's a good idea. Accidents do. Please wait below until after dark, though, if you don't mind."		Agree	The speaker agree to the hearer's statement before that it's a good idea leave sooner rather than later.
	ve got a missing "We" the rangers found his —hiker but ,amp early this morningc There were .no sign of him somereallybig animal prints... of coursethose ,could have come later smelling the food... re setting 'they ,Anyway ".traps for it now "Oh," I said vaguely		Inform	The speaker inform e the hearer about th the ,missing hiker speaker also assert the hearer by using the wordreally of course. words are the representative speech act verbs.
	My house"ison the north ",back behind the store ,side .he told me		Inform	The speaker informs the hearer about his house which is on the north side, back behind the store.

				Inform is also including into the representative speech act verb.
	He and half the other" <i>men in town are all out</i> in the hunting , woods with guns ".giant wolves		Inform	Inform is the representatives speech act verb, here the speaker informs the hearer that the men in town are all out in the woods with guns, hunting giant wolves.
	That and the" <i>fact</i> Quil's says the kid could fry an <i>egg</i> his forehead." "It won't be long now. There's no exact age... it just builds and builds and then suddenly—"		inform	The speaker informs the fact to the hearer that Quil's grandfather says the kid could fry an egg on his .forehead
	Because Ephraim Black" <i>wass</i> grandfather 'my father my and Quil Ateara was His .s grandfather'mother The " ",grandfather-great Quil you know is my second ".cousin		Inform	The speaker informs the hearer about the fact that Ephraim Black <i>wass</i> 'my father grandfather and Quil Ateara was my s grandfather 'mother and The Quil you know is my second .cousin
	"He just said they were an		inform	Informing the hearer

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	old, powerful family—like royalty. That you didn't antagonize them unless you wanted to... die,"			they were an old—powerful family.
	"Two females joined them over time, and the five of them make up the family."		Inform	Informs the hearer that two females joined them over time.
	" <i>There were</i> nine members of the guard that were the last time we heard. <i>Others are</i> more... And <i>It changes</i> many of them are as —with formidable gifts, gifts that make what I can do look like a parlor trick. The Volturi chose them for their abilities, physical or otherwise."		Inform	Informing the hearer about the truth proposition. The speaker informs the hearer that There were nine members of guard that were permanent, the last time we heard.
	"There's a reason he called them royalty... the ruling class. Over the millennia, they have assumed the position of enforcing our rules—which actually translates to punishing transgressors. They fulfill that duty decisively."		Inform	This utterance also contains information from the speaker to the hearer. The speaker informs that there's a reason he called them royalty ruling class.

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	<p>"Right now, he's leaning toward the melodramatic. He wants the biggest audience possible, so he'll choose the main plaza, under the clock tower. The walls are high there. He'll wait till the sun is exactly overhead."</p>		<p>Inform</p>	<p>This utterance contains the speaker's information about someone else. The speaker informs the hearer that someone is leaning toward the melodramatic and wants the biggest so ,audience possible ll choose the main 'he under the clock ,plaza tower.</p>
	<p>Edward"will be under the tower, to the north of the square. There's a narrow alleyway on the right, and he'll be .in the shadow there You have to get his attention before he can move into the ".sun</p>		<p>Inform</p>	<p>The speaker informs the hearer that Edward will be under the to the ,clock tower .north of the square s a narrow 'eTher ,alleyway on the right ll be in the 'and he shadow there.</p>
	<p>he has such a temper... —" ,wellI'm sure you remembers still touchy 'He . about the whole James thing." I rolled my eyes and waved one hand dismissively,</p>		<p>Assure</p>	<p>The speaker assures the hearer that the hearer still remember about someone's temper. He use the utterance "I'm sure you remember", so</p>

				this utterance is the representative speech act.
	then ,Bella ,Well" <i>I'm sure</i> ;s a kid'Jacob .s okay'it he was probably just .oundmessaging ar' <i>I'm sure he's fine</i> .t spend 'He can every waking minute with ".after all ,you		Assure	The speaker tries to assure the hearer that Jacob is okay and fine. Assure is also the representative speech act verb.
	still frowning. "A werewolf? Are you sure about that?" " <i>Very sure</i> ".	337	Assure	The speaker assures the hearer about her statement that she's very sure there is a werewolf.
	"No, Alice, the vampires not all of -didn't really leave "them anyway	338	Assure	The speaker assures the hearer that the vampires didn't really leave.
	"Aro will be disappointed," Demetri sighed. " <i>I'm sure</i> he'll survive the letdown," Edward replied.		Assure	The speaker assures the hearer that Aro will survive the letdown.
	to It takes quite a bit" I can ,surprise Marcus <i>assure</i> ."		Assure	The speaker assures the hearer that it takes quite a bit to surprise.

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	<p>She thought it more " appropriate to kill you than ,fair turnabout—Edward She asked me .mate for mate to get the lay of the land for ,erhsot 'I didn .to speak imagine you would be so .easy to get toSomaybe her —plan was flawed t be the 'apparently it wouldn since ,revenge she imagined you must not mean very much to him if he left you ".here unprotected</p>		<p>conclude</p>	<p>This utterance is the .speaker' statement The speaker tells the hearer about someone more appropriate to kill the hearer than Edward and the speaker also tells the hearer that someone asked the speaker to get the lay of the land The italic .for her words<i>thought</i> soe indicate th speaker's conclusion .of his statement Telling something and opinion are thespeech act verb.</p>
	<p>"I"sawI tried to ".the bear but my voice ,say it calmly " .was high and shaky<i>It's not</i>—though ,a bear<i>it's</i> kind of wolf. And there are five of them. A big black one, and gray, and reddish-brown..." Charlie's eyes grew round with horror. He strode quickly</p>		<p>Report</p>	<p>The speaker reports the hearer about what the speaker saw in the forest. The speaker saw five big wolfs there. This utterance is a report, and report is one of representative speech act verb. So this utterance is the representative speech act.</p>



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	<p>s just that when I't ,Well" <i>went</i> I ,to pick up Harry <i>saw</i>Jacob out in front of the store down there with some I .of his friends<i>waved</i>but ,hi essI gu ,he... well don't know if he saw me. I <i>think</i>maybe he was arguing He .with his friends <i>looked</i>like he was ,strange .upset about something s like you 'It .And... different !can watch that kid growing He gets bigger every time I .Charlie explained ".see him</p>		<p>Report</p>	<p>The italic words “went, saw, looked’ are the report verbs. The speaker reports the hearer about what the speaker done. Those italic words are the representative speech act verbs. So this utterance is the representative speech act.</p>
	<p>nd his Billy said Jake a" friends were going up to Port Angeles to see some They were .movies <i>probably</i>just waiting for ".someone to meet them</p>		<p>Predict</p>	<p>The word ‘probably’ shows the speaker’s prediction that they were just waiting someone to meet Predict is a .them sentative speech repre .act</p>
	<p>"Yeah, <i>it'll be pretty cold</i>— not as cold as it is today. Can you feel the weather changing? The pressure? It <i>will be warmer tomorrow</i>. You up for it?" Sure",".Fun .m up for it'I</p>		<p>Predict</p>	<p>The italic words are the speaker’s prediction about the weather for tomorrow. The speaker wants the hearer beliefs to him.</p>

	"We'll be too late,"		Predict	Predicting that the speaker and the hearer will be too late.
	I ,Look"really .have to go ,t worry about Jake'Don ".s nothing'it m sure'I .Bella		Insist	The speaker insists the hearer that he really has to go. Insist is the representative speech act.
	"For one thing, you look like you're going to pass out at any second. You need your sleep—I need you firing on all pistons. You're going to figure this out, you <i>have to</i> ."		Insist	The representative speech acts in this utterance noted by the speech act verb insist. The speaker insists the hearer to figure this out by using the words 'have to'.
	I"toldt 'you that you didn .he said ",ant to hear itw		Tell	'Told' is the past form of tell, the speaker tells the hearer that the hearer didn't want to hear it. Tell is the representatives speech act verb.
	"Charlie just called, Bella. I told him you were on your way home." His eyes were full of pity.		Tell	The speaker tells the hearer that Charlie just called and the speaker told Charlie that the

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				<p>hearer was on the way home. In this utterance the speaker states the fact to the hearer and gets the hearer to attend to a speaker's believe. This is a representative speech act utterance.</p>
	<p>"Billy called. He said you got in fight with Jake—said you were pretty upset," he explained as he opened my door for me.</p>		Tell	<p>This utterance has the same case with the utterance '26' above; the speaker tells the fact to the hearer. This is also the representative speech act.</p>
	<p>"If you <i>think</i> I'm going to her about that, then you had better think again. She's only just starting to get over it, and mostly because of Jacob, I <i>think</i>. If whatever Jacob has going on with this Sam character sends her back into that depression, then Jacob is going to have to answer to me. You're my friend, Billy, but this is</p>		Tell	<p>The speaker tells the the ;fact to the hearer so states his speaker al opinion about something to the This is the .hearer representative speech .act</p>

	hurting my family."			
	Jacob looked at me with wide eyes, surprised. "No, Bella. Don't hate the guys. It's not Sam's or any of the others' faults. I <i>told</i> you before—it's me. Sam is <i>actually</i> ... well, incredibly cool. Jared and Paul are great, too, though Paul is kind of... And Embry's always been my friend. Nothing's changed there—the <i>only</i> thing that hasn't changed. I feel <i>really</i> bad about the things I used to think about Sam..."		Tell	The speaker tells the truth of the expressed proposition to the hearer. The speaker told the hearer not to hate Sam because the fact is that Sam <i>actually</i> well, <i>incredibly</i> cool.
	"Hey, Billy. I need to talk to Jake—where is he?" "Um I ... <i>don't really</i> ", know		Tell	The speaker tells the hearer that he doesn't really know about where Jake is. Telling the truth is the representative speech act.
	"I <i>told</i> him this would happen but he didn't .happen ".believe me	334	Tell	The word "told" indicates the representative speech

				act, the Speaker Tell the fact.
	"As long as she wants to be, It's an open invitation".	347	Tell	The speaker tells the hearer that it's an open invitation as long as she wants to be.
	We .The first I told him" <i>could</i> to stop Edward ourselves—if Emmett could get his hands on him, we might be able to stop him long enough to convince him you're alive.		Tell	The speaker tells the hearer about her strategy, it indicates the representative speech act.
	"It's the same for Tanya's family in the north, and Carlisle speculates that abstaining makes it easier for us to be civilized, to form bonds based on love rather than survival or ".convenience		Tell	The speaker tells the hearer about the fact that it's the same for he s family in t'Tanya and Carlisle ,north speculates that abstaining makes it easier for us to be civilized.
	" <i>They're</i> in him—they think his talent could be useful. They're going to offer him a place with them."		Tell	The speaker tellsthe hearer that someone's .could be useful talent
	"Aro will be so pleased to see you again,"		Tell	The speaker tellsthe hearer that Aro will

				.please to se her
	<p>"You want me to guess? Guess what?"</p> <p>"My ! You <i>can do it</i>—you know the answer!"</p>		Guess	The speaker insists the hearer to guess his secret. He convinces that the hearer can do it and know the answer. Insist as the representative speech act verb.
	<p>"I had to sneak out—I'm not <i>supposed</i> to see you. They've got to be wondering where I am." His mouth twisted. "I <i>suppose</i> I should go let them know."</p>		Guess	The word <i>suppose</i> used by the speaker shows that the speaker tries to guess something and wants to tell it to the hearer.
	<p>m so sorry'I ,Well" I can't be the of monster for you, Bella. <i>I guess</i>m just not as 'I am ,s a bloodsuckergreat a "?"I</p>		Guess	The word <i>guess</i> indicates the speaker's guessing to the hearer that the speaker just not as great as the This .bloodsucker utterance belongs to representative speech .act
	<p>"I don't know." He had his eyes closed, concentrating. "The extra stuff I <i>guess</i>."</p>		Guess	Speaker's guessing about something is the representative speech act verb.

	<p>“Jacob Black. He’s sort of my best friend, I <i>guess</i>At . he was...” ,least</p>	336	Guess	“Guess” is one of representative speech act verbs.
	<p>“It’s true that I probably would have drowned if Jacob hadn’t jumped in after me. Well, okay, there’s no probably about it. But he did and he pulled me out, and I <i>guess</i>she towed me back to shore...”</p>	336	Guess	“Guess” is one of representative speech act verbs and the speaker guesses that some one towed her back to shore.
	<p>“I <i>guess</i>you weren’t with Carlisle the last time there were werewolves here in “?forks</p>	338	Guess	The speaker guesses that the hearer weren’t which Carlisle the last time there were werewolves in forks.
	<p>"Well, there <i>are</i>lots of legends, some of them claiming to date back to the Flood —<i>supposedly</i>, the ancient Quileutes tied their canoes the tops of the tallest on the mountain to survive, like Noah and the ark." He smiled then, to show how little stock he put in the histories.</p>		Describe	In this utterance the speaker describes the hearer about the The .Quileutes legend speaker tells the fact that Quileutes tied their canoes the tops of the tallest on the mountain to survive, like Noah and the ark.
	<p>Jasper"<i>could</i> fo tros ... control the emotions of the Not in a .people around him just to calm ,bad way</p>		Describe	The speaker describes the hearer that (Jasper)someone <i>could</i> sort of control

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	<p>that kind of ,someone down It would probably .thing help And then Alice" ",Paul a lot <i>could</i>see things that were ,The future .going to happen but not ,you know The things she .absolutely saw would change when someone changed the path "they were on...</p>			<p>the emotions of the .people around him Alice<i>could</i>see things that were going to .happen</p>
	<p>"Another legend <i>claims</i>that we from wolves—that the wolves are our brothers still. It's against law to kill them. "Then there are the stories about the cold ones." His voice dropped a little lower.</p>		<p>Claim</p>	<p>This utterance is a it's ,claim utterance noted by the word ot enoemos yb 'mialc' the speaker and the speaker retells it to the hearer that another legend claims they descended from wolves and the wolves .still their brother</p>
	<p>"I'm not going home. We still haven't caught the bloodsucker, <i>remember?</i>"</p>	<p>326</p>	<p>Remind</p>	<p>The Speaker remains the addressee that they haven't caught the bloodsucker yet.</p>
	<p>.s ironic'that ,Well"<i>It's Saint Marcus Day</i>".</p>		<p>Remind</p>	<p>The speaker remainsthe hearer that .Day it's Saint Marcus</p>
	<p>Just"<i>remembering</i>how she "appeals to you...</p>		<p>remind</p>	<p>The speaker remainsthe hearer how</p>



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				someone appeals to the hearer.
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**DIRECTIVES SPEECH ACTS:**

	Utterances	Page	Sp ee ch Ac t Ve rb	Comments
	<p>Charlie raised one eyebrow. <i>"Now don't you go making a pest of yourself, Bells.</i></p> <p>Billy knows what's best for Jake. He'll be up and around soon enough. <i>Be patient."</i></p>		Suggest	<p>The utterance contains the speaker's suggestion to the hearer. The speaker suggests the hearer to go making pest of herself and to be patient. Suggest is the directive speech act verb because it cause the hearer to take a particular action.</p>
	<p>"He's out late a lot these days. Kid needs his rest—<i>probably you shouldn't wake him."</i></p>		Suggest	<p>The speaker suggests the hearer should not wake him. It belongs to directives speech act.</p>
	<p>"You don't look so good. <i>Maybe you should sit down."</i></p> <p>"Okay," I mumbled.</p>		Suggest	<p>The speaker suggest the hearer to sit down because the hearer don't look so good. Suggest is a directive speech act</p>

				verb.
	<p>"Maybe you'd better drive, Embry. She still looks like she might hurl."</p> <p>"Good idea. Where are the keys?" Embry asked me.</p>		Suggest	<p>The utterance also contains the speaker's suggestion to the hearer. The speaker suggests the hearer to drive because the car owner still looks like hurl.</p>
	<p>"Get some rest, Bella, honey. You look exhausted."</p>		Suggest	<p>The speaker suggests the hearer to take some rest. Suggests is a directives speech act verb.</p>
	<p>"How are you feeling? Are you okay? I probably should have taken you to a doctor or something."</p>	325	Suggest	<p>The Speaker suggests the hearer to see a doctor.</p>
	<p>"Bella, why don't you go back to the square and enjoy the festival?"</p>		Suggest	<p>Suggesting the hearer to go back to the festival.</p>
	<p>"Oh." It took me a second.</p> <p>"So he's feeling better then?"</p> <p>"Yeah," Billy hesitated for an instant too long.</p>		Question	<p>the speaker wants to get information from the hearer by giving the question and direct the the hearer to take an action by answering the speaker's question.</p>

	<p>"Something wrong?"</p> <p>Charlie asked as he came down the stairs.</p> <p>"No," I lied, hanging up the phone.</p>		Question	<p>The type of this utterance is the same with the utterance above. the speaker wants to get information from the hearer by giving the question and direct the the hearer to take an action by answering the speaker's question.</p>
	<p>"Is he coming here, or are you going there?" Charlie asked absentmindedly as he started poking through the fridge.</p> <p>"Neither," I admitted. "He's going out with some other friends."</p>		Question	<p>Just like the case of the utterance above, the speaker also wants to get information from the hearer by giving the question and direct the the hearer to take an action by answering the speaker's question. Here the speaker questioning whether someone coming here or the hearer going there.</p>
	<p>"Isn't it a little early for lunch?" I asked as lightly as I could manage, trying to distract him.</p> <p>"No, I'm just packing</p>		Question	<p>The speaker questions the hearer whether it is a little early for lunch or not. The speaker wants to get the answer from</p>

	something to take out to the river..."			the hearer.
	"Do they visit often?" he asked, "Now and again."		Question	The speaker questions the hearer do they visit often. The speaker directs the hearer to give the answer.
	"So how are things working out in Denali? Carlisle said you were staying with Tanya?" My voice was too high.		Question	The speaker wants to know from the hearer <i>how are things working out in Denali</i> .
	"How many did you say you saw?" Charlie asked. "Five." Bella answered.		Question	The speaker questions the hearer how many did the hearer say she saw.
	Charlie shot me a strange look. " <i>Who told you that?</i> " "You really think there's something wrong with the Uley kid?"		Question	The italic words is the speaker's question to the hearer. He wants the hearer answers who told the hearer that.
	"Can you understand that I might have the same kind of... situation?"		Question	This utterance is the same type of the utterance above. The speaker asks can the hearer understand that the speaker might have the same kind of situation.

	<p>"Remember the first day we met—on the beach in La Push?" "Of course I do."</p>		Question	The speaker questioning the hearer about remembering the first day they met in La Push.
	<p>"Do you know what Charlie is doing this morning?" "Should I?"</p>		Question	It's questioning form where the speaker asks the hearer about what Charlie is doing this morning.
	<p>"You... killed... Laurent?"</p>		Question	The speaker wants to know from the hearer whether the hearer killed Laurent or not by questioning about it.
	<p>"Then why didn't you think it was safe for you there?"</p>		Question	It's also questioning form. The speaker questions the hearer about the hearer's safety. This questioning form is the directives speech act.
	<p>"Are you dating that kid from La Push? The sophomore?" He asked, poorly disguising the resentment in his tone.</p>		Question	The speaker questions the hearer whether the hearer dating the kid from La Push. The speaker direct the hearer to answer his question.

	"Well, it's just that I <i>want you to be careful</i> to stay out of the woods, like I told you before."		Ask	The speaker asks the hearer to be careful to stay out of the woods. Ask is the directive speech act verb.
	I tried to sound more friendly as I continued. "Can I talk to Jacob, please?" "Jake's not here."		Ask	The speaker ask the hearer to talk to Jake. Asking is the expressive speech act verb, it cause the speaker to take a particular action.
	"Well, <i>have him call me</i> when he gets in, all right?" "Sure, sure. No problem." <i>Click.</i>		Ask	The speaker ask the hearer to tell him that the speaker has just called.
	" <i>Quiet now</i> , Bella. Don't push him," Edward cautioned in my ear.		Ask	The speaker askt the hearer to take an action to be quite.
	"It would really help if you could figure this out on your own, Bella. <i>Put some honest effort into it.</i> " I made a weak grimace. "I'll try."		Ask	This utterance contains speech act verb of ask. The speaker asks the hearer to figure it out and put some honest effort into it.
	" <i>Don't listen to them.</i> " "I'll try." He shook his head, as if he doubted his success.		Ask	The utterance also contains the speech act verb asking. The speaker asks the hearer not to listen to them.

	"Come and tell me as soon as you figure it out." Something occurred to him just then, something that made his hands shake. "If you... if you <i>want</i> to."		Ask	The italic words contains teh speech act verb asking, the speaker ask the hearer to come and tell the speaker as soon as the hearer figure it out.
	"Oh, I can think of a reason," he said in a harsh tone. "Look, I really have to go. <i>Could you do something for me?</i> "		Ask	The italic words indicates that the speaker wants the hearer take a particular action by asking the hearer to do something for the speaker.
	"So, <i>I'd like to</i> talk to Jake about that, <i>if you don't</i> mind,"		Ask	The speaker asks permission to the hearer to talk to Jake if the hearer doesn't mind.
	" <i>Remember</i> how I couldn't finish my sentences last night? How I couldn't just tell you the whole story?"		Ask	The word indicates that the speaker ask the hearer to remember how the speaker couldn't finish his sentences last night in the form of question.
	"So, <i>tell</i> me something <i>I</i>		Ask	The speaker asks the



	don't know," he said. "Something about vampires. How did you stand it, being around them? Didn't it creep you out?"			hearer to tell something the speaker doesn't know about vampires. Asking is one of the directive speech act verbs.
	"Yeah, almost. <i>Tell me something else. Give me something else</i> to think about."		Ask	The italic words in this utterance also indicates the speech act verb of asking. The speaker asks the hearer to tell and give something else.
	"It's not Victoria. <i>Stop, stop!</i> I want to go back."	329	Ask	The speaker asks the hearer to stop the car.
	"Hay, <i>calm down</i> , Jake. It's okay. No danger, see?"	329	Ask	The speaker asks the hearer to be calm down.
	" <i>Tell me</i> everything-start at the beginning."	338	Ask	The speaker asks the hearer to tell her everything start at the beginning.
	"Tell me about it. I want to know exactly we left."	345	Ask	The speaker asks the hearer to tell what happened exactly when the speaker left.
	" <i>Tell me</i> everything, Alice, I don't understand."		Ask	The speaker asks the hearer to tell everything she hasn't understood.
	"No!" I screamed. " <i>Edward, look at me!</i> "He		Ask	Asking the hearer to look at the speaker. This

	wasn't listening.			utterance is the directive speech act.
	"Follow me,"		Ask	Asking the hearer to follow him.
	"Jacob... why? Sam won't let you have other friends? <i>Please, Jake.</i> You promised. I need you!"		Beg	The speaker begs the hearer not to go because she needs the hearer. It's indicated by the word <i>please</i> said by the speaker.
	"No. Don't think like that, Bella, <i>please.</i> Don't blame yourself, don't think this is your fault. This one is <i>all</i> me. I swear, it's not about you."		Beg	The word <i>please</i> indicates that the speaker begs the hearer not to think like that and not blame herself.
	"Bella don't do this! <i>Please,</i> For me."		Beg	The speech act verb of this utterance is begging. The speaker begs the hearer not to do this to the speaker.
	"Don't go Alice, please don't leave me."	339	Beg	Begging is also indicates directives speech act. The speaker begs the hearer not to leave her.

	"Please, Edward, let's be reasonable,"		Beg	Begging the hearer to be reasonable.
	"Jacob, what's wrong?" I asked. "Run, Bella, you have to run!" he whispered, terrified.		Order	The utterance contains the speech act verb of order. The speaker orders the hearer to run.
	"Jacob!" I screamed again, staggering forward. "Stay where you are, Bella," Sam ordered.		Order	The speaker asks the hearer to stay where the hearer is. This utterance belongs to directive speech act.
	"No, I do not want to see!" I shouted as soon as I realized what he was thinking. "Put that away!"		Order	The speaker order the hearer to put that away because the speaekr doesn't want to see that.
	"Breathe! Breathe, Bella! C'mon!"	316	Order	The ytterance contains the speech act verb of order. The Speaker orders the hearer to breathe.
	"It's not a trick. It's Carlisle. Take me back!"	320	order	The speaker orders the hearer to take her back.
	"Forget about them. You have two minutes. Go, Bella, go!"		Order	ordering the hearer to forget them and go. Order is the directive speech act verb.

	"Forget about them. You have two minutes. <i>Go, Bella, go!</i> "		Order	ordering the hearer to forget them and go. Order is the directive speech act verb.
	" <i>You've got to get back into the shadows. You have to move!</i> "		Order	Ordering the hearer to get back into shadows and move.
	" <i>Come in!</i> Well, good morning, Bella. What are you doing up so early?" "Hey, Billy. I need to talk to Jake—where is he?"		Invite	The utterance shows invitation from the speaker to the hearer that causes the hearer take an action to come in.
	" <i>You need some sleep, Jake.</i> " "I'll get around to it."		Advise	The utterance contains speech act verb of advice. The speaker gives advice to the hearer to sleep.
	"Jacob, I have to <i>warn</i> you they've got guns! They're setting traps and offering rewards."		Warn	The speaker wants the hearer listen to her warning and pay attention that they've got guns and offering rewards. This utterance classified into directives speech act.
	"Oh, Alice, <i>do it now!</i> I		Request	Requesting the hearer to

	could help you so much—and I wouldn't slow you down. <i>Bite me!</i> "			do it now and bite the speaker.
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COMMISIVES SPEECH ACTS:

	Utterances	Page	Sp ee ch Ac t Ve rb	Comments
	<p><i>"Is there anything in particular you wanted "?</i> Billy asked politely "No, not really."</p>		Offer	<p>The speaker commits himself to do something to the hearer. The speaker offers the hearer is there anything in particular the hearer wants from the peaker. Offer is a commissive speech act verb.</p>
	<p>,Say"<i>did you want me to stay with you</i> 'since Jake , "?out "That's okay, Dad," I said</p>		Offer	<p>This utterance contains the speech act verb of offer. The speaker offers the hearer to stay with if the hear wants it.</p>
	<p><i>"Can I give you a ride somewhere.</i>I offered "?</p>		Offer	<p>The speaker offers the hearer to give a ride to somewhere.</p>

	<p>"What can we do? Can't we?"</p> <p>"Can Carlisle call him?"</p>	349	Offer	The speaker offers the hearer to do something whether they can call him or not.
	<p>"Do you need some water? A doctor? Tell me what to do,"</p>		Offer	The speaker offers the hearer what the speaker can do to the hearer. Offering is a form of commissive speech act.
	<p>"She's not here. Do you need something?"</p>	346	Offer	The speaker offers the hearer to do something. It belongs to commissive speech act.
	<p>"Can I get you ladies a pillow?"</p>		Offer	Offering the hearer to a pillow.
	<p>"I'll have to mention to Carlisle that you stopped by. I'll be sorry they'll be your visit." I pretended to deliberate for a second.</p>		Commit	In this utterance, the speaker commits something in the future that he will have to mention to Carlisle that the hearer stopped by.
	<p>"And I'll try to see you soon." He sighed. "And they'll try to talk me out of"</p>		Commit	The speaker commits to do something in the future to the

	that."		hearer. In this case, the speaker will try to see the hearer soon. Commit is a commissive speech act verb.
	<p>are trying to do our job 'We are trying to 'We .Bella protectre 'but we ,them ".always just a little too late</p>	Commit	The speaker commits the hearer that he has tried to do his job and protect the people. And "protect" belongs to commissive speech act verb.
	<p>"I'll call meeting. Hey, wait here for just a minute, okay?" "I'll be right back,"</p>	Commit	The utterance shows the speaker's future action. The speaker will call a meeting and asks the hearer to wait here for a minute and the speaker will be right back.
	<p>"I'll take tomorrow morning off The others can run . ll do 'We .without me ".something fun</p>	Commit	The speaker commitsto take off .omorrow morningt



	<p>You .ll be very quick'I" I ,t feel a thing'won<i>promise</i> . ,Oh ll lie to Victoria about that 'I just to ,naturally ,later But if you knew .placate her she had planned for you, Bella..."</p>		Promise	Teh commissive speech act in this utterance is shown by the existence of the speech act verb 'promise'. The speaker promises the hearer to be very quick and won't make the hearer fell a thing.
	<p>"After that stupid movie," he reminded me. "I <i>promised</i> you that I wouldn't ever hurt you... So I really blew it this afternoon, didn't I?"</p>		Promise	The speaker promises the hearer that he wouldn't ever hurt the hearer. Promise is the commissive speech act verb.
	<p>ll take care of 'We .t be'Don" .too ,and Charlie—you/ <i>promise</i>".</p>		Promise	"Promise" is the commissive speech act verbs. The speaker promises the hearer to take care of her.
	<p>"I won't hurt her,"</p>		Promise	Promising, commissive speech act
	<p>Another"<i>promise</i> ".to keep t I'Didn"<i>promiseto</i> take you "?cliff diving</p>		Promise	The speaker Promises the hearer take the hearer cliff diving.

	"I <i>promise</i> ".one hour	341	Promise	The word "promise" indicates that the speaker commits the hearer to come back in one hour.
	"Yeah, I'll always be your friend, No matter what you love. <i>Promise</i> ".	348	Promise	The speaker commits the hearer the he will always be her friend and promise it.
	.t follow me'Don" <i>I promise</i> , ,One way or another .Jasper 'll get out... And I love you."		Promise	Promise indicates the speaker's commit to It's .the hearer issive speech comm .act
	I" <i>promised</i> I would get out before they killed me, too. It's not something I can guarantee—not by a long shot."		Promise	Promise is commissive speech act.
	"Yeah, wanna see? It's pretty cool." His eyes flipped open and he grinned. " <i>No, I do not want to see</i> "!		Reject	The italic words shows the speaker's rejection to the hearer taht the speaker don't to see something proposes by the hearer.
	"I <i>swear</i> I'm .I don't mind	327	Swear	Swear, one of

	just so glad that you're okay "that I could sing			commissive speech act verbs. The Speaker Swear that he doesn't mind to the hearer.
	"I wasn't keeping tabs on you, Bella. I swear".	334	Swear	"Swear" indicates commissive speech act that the speaker commif swear to the hearer.
	"I <i>promised</i> I would get out before they killed me, too. It's not something I can guarantee—not by a long ."		Promise	Promise is commissive speech act.
	"Can I get you ladies a pillow?"		Offer	Offering the hearer to a pillow.

EXPRESSIVES SPEECH ACTS:

	Utterances	Page	Speech Act Verb	Comments
	<p>"Hello? Oh, hey, the phone is working again. Hi, Billy. I was just calling Bella. It is to see how Jacob is doing. I was here up for visitors yet thinking about dropping by —"</p> <p>"Bella, I'm sorry. I, Billy. He is not in here, interrupted."</p>		Greet	<p>One of the expressive speech act verbs is 'greet', this utterance contains the speaker's greeting to the hearer on the phone. It's noted by the utterance <i>Hello? Hi, Billy Bella.</i></p>
	<p>"Oh, hey, Bella he greeted me, Billy."</p> <p>"Hi, Quil... Are you okay?"</p>		Greet	<p>The expressive speech act verb in this utterance noted by the italic words. Here the speaker greets the hearer by saying hey Bella.</p>
	<p>"Well, good morning, Bella. What are you doing up so early?"</p>		Greet	<p>The speaker expresses his attitude by greeting the hearer.</p>

	"Greetings," gentlemen		Greet	Greeting the hearer.
	"Good afternoon", Jane ,		Greet	The speaker greets the hearer by saying good afternoon.
	"Welcome back, Edward,"		Greet	The speaker greets the hearer by welcoming the hearer.
	"Welcome home, Heidi,"		Greet	The speaker greets the hearer by welcoming the hearer.
	ve "I s a relief that , Well" m" I . been so worried glad he ". felt good enough to get out My voice sounded horribly . y as I babbled on phon		Glad	The speaker express his glad that someone felt good enough. Glad is one of the representative speech act verb.
	"I'm just so <i>happy</i> to see "! you	333	Glad	Expression of glad of the speaker to the hearer.
	"Of course, we'd <i>love</i> to have ". Alice , you	344	Glad	The speaker assures that he loves and glad to have the hearer.
	This " <i>is happy</i> ! surprise <i>Wonderful</i> !"		Glad	The speaker expresses his happiness to the hearer.

	"Hmm," he murmured. "They did move on," I finally managed to tell him. <i>I'm surprised</i> left you behind.		Surprise	The speaker expresses his surprising that they left the hearer behind. Surprise is the expressive speech act verb.
	"m'I <i>surprised</i> any of can keep it up for long." He smiled at me		Surprise	The speaker expresses his surprise that any of them can keep it up for long.
	I <i>like</i> Tanya very much, and her Irina evens more... I've never stayed in one place for so long before, and I the advantages, the novelty of it. But, the restrictions are difficult...		Like	the speaker expresses her feeling that she likes Tanya very much.
	m'I". My voice was shaking <i>worried</i> Jacob."		Fear	The expressive speech act verb of fear in this utterance appears in the italic word. Here the speaker shows that she's worried about Jacob.
	"I think... I think something weird is going on down at the reservation. Jacob told		Fear	The speaker expresses to the hearer that she's scared that something

	me about some strange stuff happening with the other boys his age. Now he's acting the same way and <i>I'm scared.</i> "			weird is going down at the reservation.
	m'I—m not sick' <i>I'm scared</i> ",		Fear	The speaker tells the hearer that he's scared.
	"...Sometimes <i>I'm afraid</i> m losing 'that I ".myself		Fear	Feelafraid of the .
	.Billy ,t make jokes'Don" This is too <i>scary</i> that."		Fear	Expressing feeling of scary.
	"... That's why I raced home I was <i>afraid</i> she was going to "double back swimming	319	Fear	The speaker afraid that some one was going to double black swimming.
	"I'm sorry, Bella," Jacob said each word distinctly in a cold voice that didn't seem to belong to him.		Apologize	The speaker do apologize to the hearer by saying sorry. Apologize is the expressive speech act verb.
	" <i>I'm sorry</i> ... 'that I couldn re... I wish I could befo ,change how I feel about you Jacob." I was desperate,		Apologize	The speaker do apologize to the hearer by saying sorry that she couldnt do soemthing before. Apologize is the

				expressive speech act verb.
	"I'm sorry, Bella," he said again; this time it was a broken mumble.		Apologize	The speaker do apologize to the hearer by saying sorry that she couldnt do soemthing before. Apologize is the expressive speech act verb.
	"Crap. Well... I—I'm so sorry, Bella." The apology was sincere, "Why did you come here? I don't want apologies from you, Jake."		Apologize	The speaker do apologize to the hearer by saying sorry that she couldnt do soemthing before. Apologize is the expressive speech act verb.
	"I know," he whispered. "But I couldn't leave things the way I did this afternoon. Thar was horrible. <i>I'm sorry.</i> "		Apologize	The speaker do apologize to the hearer by saying sorry that she couldnt do soemthing before. Apologize is the expressive speech act verb.



	<p>"I'm sorry," he whispered. "This is so frustrating."</p>		Apologize	<p>The speaker do apologize to the hearer by saying sorry for being frustrated. Apologize is the expressive speech act verb.</p>
	<p>,Well"<i>I'm so sorry</i> I can't be the <i>right</i> of monster for you, Bella. <i>I</i> I'm just not as great as a bloodsucker, am I?"</p>		Apologize	<p>There are two First .classifications the italic words<i>I'm so sorry</i>shows that the speaker apologizes the its commissive ,hearer .speech act</p>
	<p>"<i>Sorry</i>I called you a ",hypocrite</p>		Apologize	<p>ance shows The utter speaker's attitude in doing apologize to the hearer for calling .hypocrite</p>
	<p>you mean ,Oh ?He" ,oops—Edward<i>sorry</i>I t like to say 'You don .forgot ".Or hear it .his name "<i>Sorry.</i>"</p>		Apologize	<p>Apologizing is expressive speech act.</p>
	<p>m'I" ".Okay"<i>sorry</i>I said ".anything</p>		Apologize	<p>Apologizing, the expressive speech act verb.</p>
	<p>I .s okay'it ,Bella ,s okay'It"</p>		Apologize	<p>Expressing</p>

	.t bring it up again'won't I'm sorry".			apologizing of the speaker.
	"Sorry".it was stupid ,	319	Apologize	One of the expressive speech act verb is apologize, the Speaker tries to apologize to the hearer because of her stupidity.
	"Sorry".it was stupid ,	319	Apologize	One of the expressive speech act verb is apologize, the Speaker tries to apologize to the hearer because of her stupidity.
	"Sorr"?did we wake you ,y	324	Apologize	The Speaker Apologize to the hearer for waking up.
	"I'm sorry I came at such a time."	343	Apologize	The speaker do apologize to the hearer for coming at a bad time
	"I'm sorry, only four buses allowed in the city today, miss,"		Apologize	The speaker apologizesto the .hearer For not letting the hearer enter the place.
	The anger flashed hot inside me. "I hate them!"		Hate	The speaker shows his feeking to the hearer

				that he hates them. Hate is also the expressive speech act verb.
	"I know you didn't want to do it, Jake. It's okay." "Thanks, Bella." He took my hand		Thank	The speaker expresses his thank to the hearer for something the hearer do to the speaker. Thank is the expressive speech act verb.
	,Um .Oh"thanks.m glad 'I ".t wait'you didn		Thank	Thanking, expressive speech act.
	"Yeah, I'll take it from here ... Thanks;".Sam	318	Thank	The Speaker expresses his attitude by thanking the addressee.
	"Thank you Charl ,i. I know it's horrid timing."	344	Thank	The speaker expresses her thank to the hearer for understanding her although it's horrid timing
	"You're quick".		Praise	The speaker praises the hearer that he is quick. Praise is the expressive speech act verb.
	"You're also very goodwith I thought that would .weird ".bother you		praise	The speaker praises the hearer that the hearer also very good with weird.

	You are "so bizarre even for , ". a human		Praise	Praising the hearer that she is so bizarre for a human.
	"Nice work".		Praise	The speaker praises the hearer that it's nice work.
	"Ah, Jane, you are such a comfort to me."		Praise	The speaker praises the hearer that the hearer is a comfort for the speaker.
	"Nice work".		Praise	The speaker praises the hearer that it's nice work.
	it was , When I... changed" the most... <i>horrible</i> , the most <i>terrifying</i> I've ever been through—worse than anything I could have imagined		Horrible	The speaker expresses his feeling to the hearer that it was horrible when he changed. This utterance belongs to expressive speech act.
	The hardest part is" <i>feeling</i> ", lortnoc fo tuo ... Feeling like I" t like —be sure of myself maybe you <i>shouldn't</i> around me,"		Hard	aker expresses The spe the hardest part feeling .of out control
	"Sorry m ruining your 'I , ", spring break		Regret	Speaker's regret to the hearer for ruining the

				spring break.
	"It doesn't look so greeright now."	320	Bad	Express the Speaker's feeling that right now it doesn't look so great.



DECLARATIVES SPEECH ACTS:

	Utterances	Page	Speech Act Verb	Comments
	<p>t you" <i>Werensort of a pet</i> theirs?" His eyes were innocent of any intended offense. Something" .I smiled wryly that."</p>		Curse	The italic utterance shows the speaker's anger. The speaker curses the hearer as sort of a pet. Curse is the declarative speech act verb.
	<p>He halfway smiled; it was a bleak, twisted thing. "You don't want to hear that." "The hell!t'I don want to know, and I want to know now.I snapped "</p>		Curse	The italic word in the utterance also shows the speaker's anger. She's cursing that the hell she wants to know it now.
	<p>"Bella!" it hissed. "Ouch! <i>Damn it</i>, open the window! OUCH!"</p>		Curse	The speakers curse himself for getting bad situation.
	<p>If that"<i>idiot bloodsucker</i>is ".honestly stupid enough</p>		curse	The speaker curses someone by calling him <i>idiot bloodsucker</i> This .

				utterance belongs to declaration
	"You're such a hypocrite , ,there you sit—Bellaterrified me! How is that fair?"		Name	Naming and calling are the declaratives .speech act verbs Here the speaker calls the hearer as a .hypocrite
	"There were three of them originally, Aro, Caius, and Marcus."		Name	Naming, the speaker announce the name of someone.
	",s readyFood"she announced then,		Announce	Stating that the food's ready, representative speech act.
	Then"I'm that I'll be unable to accept Aro's invitation, Demetri."		Anounce	Announcing that the speaker will be unable to accept Aro's invitation.
	"Yes. You're right, dog. The Volturi are the very essence of our kind-they're the reason your hair stands on and when you smell me. They are the substance of your nightmares, the dread behind your	350	Declare	The speaker declares the hearer de that the Volturi are her essence kind hearer's hair stands and like a nightmare.

	instincts.			
	We Cullens are unique in ".more ways than you know s... 'Itabnormal so many of us to live together in peace.		Declare	Declare that the speaker's families the Cullens are unique family.
	"They are soprotectiveof their t allow 'city that they don .hunting within its walls Volterra is probably the safest from —city in the world vampire attack at the very ".least		define	Defining a place to the hearer. It belongs to declarations speech act.
	"There, Volterra,"		Appoint	Appointing and naming a place, Volterra.
	"There—we're at the southern end of the square."		Appoint	Appointing a place to the hearer.