

## THE STUDY OF SPEECH ACT ON LUCY MAUD MONTGOMERY'S NOVEL TITLED *ANNE OF GREEN GABLES*

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### Abstract

*This research titled is "The Study of Speech Act on Lucy Maud Montgomery's Novel Titled Anne of Green Gables". The purpose of this research is to analyze speech acts and meaning based on Austin terms that found on dialogue on novel story line. Research method is research library and supported by all information on internet. Speech act is a symptom of communication process and according to Austin divided into three categories, locutionary, illocutionary and perlocutionary. The type of speech act that the most used in Anne of Green Gables novel is illocutionary of order. The researcher also analyzing the meaning of speech act from the speaker views and the hearer views and the effect of perlocutionary from each dialogues.*

**Keywords:** *speech act, Anne of Green Gables, locutionary, illocutionary, perlocutionary*

### Introduction

*Pragmatics is the study of the relation between language and context that are basic to an account of language understanding (Levinson: 1983). This definition show that to understand the meaning of the language of the people, a native speakers are required to not only find out the meanings of words and grammatical relationships between words but also to draw conclusions that will connect what's being said to what is assumed, or what has been said before. Pragmatic referring to the study of language use based on the context. One of pragmatics study field is speech act. In an attempt to express them, people do not only produce utterances containing grammatical structures and words, they also perform actions via those utterances (Yule: 2001). This action basically was organized speech acts combination to achieve purposes. It's called that purposes as conversation's material. Actions performed via utterances are generally called speech acts and, in English are commonly given more specific labels, such as apology, complaint, compliment, invitation, promise or request, (Yule:2001).*

In English written form, speech act can be showed on dialogue between the speaker and the listener. On a dialogue, the words expressed by the speaker have two types of meanings at once, i.e. the meaning of propositional (locutionary meaning) and the meaning of illocutionary (illocutionary meaning). Propositional

meaning is literal meanings of the words that are spoken. To understand the meaning of this context listener quite do the decoding of these words with the lack of grammatical knowledge and vocabulary. The meaning of illocutionary is the effect brought about by the words spoken by the speaker to the listener.

Novel is one of English written form that usually uses dialogue as part of story line. Novel is a literally work that very famous in the world. This type of literary became the most widely distributed because of the communication of a large to the society. As a literally work, novel used the dialog as one of element on the story line. By using the dialog in novel not only described the character but also to help the writer explores the story, so that it becomes more real and interesting. The dialog in novel is very complex, use many form of language and show complexes meaning. Because of that, the researcher has interest to analyze type of speech act that used in dialogue on the novels and the meaning of propositional (locutionary act) and the meaning of illocutionary (illocutionary act) and the effect from illocutionary act (perlocutionary act)

### **Conceptual Theory**

Speech act is part of pragmatic study field. Pragmatics is the study of just those aspects of relationships between language and context that are relevant to the writing of grammar. Pragmatic generally is defined as the study about the relationship between the symbol and interpretation (Purwo: 1990). As part of pragmatic study field, speech act is a symptom of individual, psychological and the existence determined by the ability of language from the speaker in face of something (Chaer: 2010). Speech act focused about the meaning of act on speech behind. Speech act is a symptom of communication process.

The speaker normally expects that his or her communicative intention will be recognized by the listener. Both speaker and listener are usually helped in this process by the circumstances surrounding the utterance. These circumstances, including other utterances, are called speech event. In many ways it is the nature of the speech event that determines the interpretation of an utterance as performing a particular speech act (Yule: 2001). From explanation above, speech act is the language function or the purpose of language like to praise, apologize, give suggestions, and invite were these functions cannot be determined from its grammatical form only, but also from the context of the use of language

Leech (2011) stated that the best way to understand about speech act is preserve speech act classification based on Austin terms. Because based on Austin, said something means doing something. Language and utterances can be used to make event because generally utterance on a speech act having force. Austin classifies the speech act category into as follow; (1) Locutionary act which is basic act of utterance, or producing a meaningful linguistics expression. If you have difficulty with actually forming the sound and words to create a meaningful utterance in a language (2) Illocutionary act is performed via the communicative force of an utterance. Mostly we don't just produce well-formed utterances with no purpose.

Austin form an utterance with some kind of function in mind. This is the second dimension or illocutionary act; (3) Perlocutionary act is the effect of utterance for the listener. People do not, of course; simply create an utterance with a function without intending it to have an effect. Austin (1962) described the explanation of locutionary act, illocutionary act and perlocutionary act

In the meantime, (Searle: 1975) forward classifies on “taxonomy of illocutionary acts”. Differences in illocutionary verbs are a good guide, but by no means has a sure guide to differences in illocutionary acted (1979). Despite of the statement that he said, it is clearly enough known that Searle terms based on illocutionary verbs. The basic categories of illocutionary acts according to John Searle (1975) are (1) Representatives. The point or purpose of the members of the representatives’ class is to commit the speaker (in varying degrees) to something’s being the case, to the truth of the expressed proposition. All of the members of the representative class are assessable on the dimension of assessment which includes true and false. Verbs devoting members of this class are declare, suggest, boast, and complain, proposed, report. (2) Directives. The illocutionary point of these consist in the fact that they are attempts (of varying degrees and hence more precisely, they are determines of the determinable which includes attempting) by the speaker to get the hearer to do something. Verbs devoting members of this class are order, command, request, ask, questions, beg, plead, pray, entreat and also invite, permit and advise. (3) Commissives. Those illocutionary acts whose point is to commit the speaker to some future course of action. Verbs devoting members of this class are promise and offer. (4) Expressive. The illocutionary act of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content. The paradigms of expressive verbs are; thank, congratulate, apologize, condole, deplore and welcome. (5) Declarations. It is the defining characteristic of this class that the successful performance of one of its members brings about correspondence between the propositional of content and reality; successful performance guarantees that propositional content corresponds to the world. Verbs devoting members of this class are punishment, baptize, giving name, resign.

Meanwhile, (Leech:1989), classifies illocutionary act based on functions as follow; (1) Competitive; the purpose of illocutionary is compete with social purpose i.e. ordering, asking, demanding, begging; (2) Convivial; the purpose of illocutionary is accordance with social purpose, i.e. offering, invite, say, thanks, congratulate. (3) Collaborative; the purpose of illocutionary was ignored the social purpose, i.e. assertive, reporting, declare, telling. (4) Conflictive; the purpose of illocutionary is contrary with the social purpose, i.e. threaten, accusing, twitch. From the three kinds of speech act classifications, the researcher will conduct the research to make analysis focus on through three aspects locutionary, illocutionary and perlocutionary, refers to Austin term.

Writers always use narration and dialogue to make their story livelier. The process of dialogues is as a communication system that has the potential for bringing about a new world view (Bohm: 1990). Leech stated that a communication is

motivated by purposes. The speaker normally expects that his or her communicative intention will be recognized by the listener. Both speakers and listeners are usually helped in this process by the circumstances surrounding the utterance. These circumstances, including other utterances, are called speech event. In many ways it is the nature of the speech event that determines the interpretation of an utterance as performing a particular speech act (Yule: 2001). Leech stated that we will understand the story of novel if we understand the meaning of language used in the novel. We will understand the language if we know about pragmatics means that how the language is used on a communication or dialogues. From the explanation above can be defined that a novel would be easy to be understood if the language used on a novel is showed on dialogue or communication form between speakers and listeners.

### **Methodology**

Focus of this research is the study of speech act on novel entitled *Anne of Green Gables* by Lucy Maud Montgomery, therefore, the method used is the descriptive method with qualitative approach. Descriptive methods collect data or pictures, words shaped so as not to put emphasis on numbers. (Sugiyono: 2007) The subject of this research is novel titled *Anne of Green Gables* written by Lucy Maud Montgomery and language used in English. The object of the research is focusing on speech act found in dialogue on the novel's story. Based on Austin terms, which are the type of speech act used in dialogue on novel titled *Anne of Green Gables* written by Lucy Maud Montgomery.

The data analysis technique used in this research is descriptive qualitative. A technique is stated by statement, quotation or description by explanation. It is used to give more clear description about the study qualitatively by choosing, considering, defining and arranging the fixed data.

### **The Study of Speech Act on Lucy Maud Montgomery's *Anne of Green Gables***

The dialogues have contained with speech act from chapter I to chapter IV totally 5 dialogues which are uttered by Matthew Cuthbert, Anne Shirley and Marilla Cuthbert. It can be seen in the following:

“I'm sorry I was late,” he said shyly. “Come along. The horse is over in the yard. Give me your bag.” “Oh, I can carry it,” the child responded cheerfully. “It isn't heavy. I've got all my worldly goods in it, but it isn't heavy. And if it isn't carried in just a certain way the handle pulls out—so I'd better keep it because I know the exact knack of it. It's an extremely old carpet-bag” (p: 17)

Based on quotation above can be seen that Matthew (Speaker) said to Anne (Hearer) “Give me your bag.” “Give me your bag.” is some words that utter with following meaning and context. “Give me” refer to give something to speaker and “your bag” refers to a thing that hearer has it. Illocutionary: when said “Give me

*your bag.*” Matthew (Speaker) offering to Anne (Hearer) that he want to bring hearer’s bag. *“Give me your bag.”* that stated by speaker has meaning offering to hearer for bring hearer’s bag. This illocutionary type is illocutionary of offering. Perlocutionary: by said *“Give me your bag.”* Matthew (Speaker) convinces Anne (Hearer) that he wants to bring hearer’s bag. Anne as character who got effect from on this dialogue want carries out by her. The next dialogues that also have contained with speech act is the dialogue between Anne Shirley and Matthew Cuthbert. As seen in the description below:

“But am I talking too much? People are always telling me I do. Would you rather I didn’t talk? If you say so I’ll stop. I can STOP when I make up my mind to it, although it’s difficult.’ Matthew, much to his own surprise, was enjoying himself. Like most quiet folks he liked talkative people when they were willing to do the talking themselves and did not expect him to keep up his end of it. But he had never expected to enjoy the society of a little girl. Women were bad enough in all conscience, but little girls were worse.”(P: 21)

Based on quotation above, Anne (Speaker) said to Matthew (Hearer) *“am I talking too much”*. *“Am I talking too much”* is some words that utter with following meaning and context. *“Am I talking”* refer to act that speaker do and *“too much”* refers to affirmative agreement. Illocutionary: when said *“am I talking too much.”* Anne (Speaker) asking to Matthew (Hearer) that she always talk and she afraid that Matthew will feel uncomfortable. *“am I talking too much.”* that stated by speaker has meaning asking to hearer about her attitude. This illocutionary type is illocutionary of asking. Perlocutionary: by said *“am I talking too much”* Anne (Speaker) convinces Matthew (Hearer) that she talking too much. Matthew as character who got effect from this dialogue enjoyed that situation. The next dialogue is between Matthew Cuthbert and Anne in other situation. It can be seen in the following description:

“She—she’s just referring to some conversation we had on the road,’ said Matthew hastily. ‘I’m going out to put the mare in, Marilla. Have tea ready when I come back.” (P: 34)

Based on quotation above, Matthew (Speaker) said to Marilla (Hearer) *“Have tea ready when I come back.”* *“Have tea ready when I come back.”* is some words that utter with following meaning and context. *“Have tea ready”* refer to order to make something for speaker and *“when I come back”* refers to the time of something already prepared. Illocutionary: when said *“Have tea ready when I come back.”* Matthew (Speaker) ordered to Marilla (Hearer) that the tea must be preserved when he come back. *“Have tea ready when I come back.”* that stated by speaker has meaning give order to preserve tea for him. This illocutionary type is illocutionary of order. Perlocutionary: by said *“Have tea ready when I come back.”* Matthew (Speaker) convinces Anne (Hearer) that the tea must be preserved when he come back. Marilla as character that got effect from on this dialogue is doing some act to preserved tea. In other dialogue also contained with speech act as seen in the description below:

“We want a boy to help Matthew on the farm. A girl would be of no use to us. Take off your hat. I’ll lay it and your bag on the hall table.’ Anne took off her hat meekly.”(P: 34)

Based on quotation above, Matthew (Speaker) said to Anne (Hearer) “*Take off your hat.*” “*Take off your hat.*” is some words that utter with following meaning and context. “*Take off*” refer to order to take off something and “*your hat*” refers to thing that wearied on the hat. Illocutionary: when said “*Take off your hat.*” Matthew (Speaker) ordered to Anne (Hearer) that she must take off her hat immediately. “*Take off your hat.*” that stated by speaker has meaning give order to take off something from hearer hat. This illocutionary type is illocutionary of order. Perlocutionary: by said “*Take off your hat.*” Matthew (Speaker) convinces Anne (Hearer) that she must following the order. Anne as character that got effect from on this dialogue is took off her hat meekly. The last dialogue that contained with speech act is between Marilla Cuthbert and Anne Shirley as seen in the description below:

“Breakfast is waiting. Wash your face and comb your hair. Leave the window up and turn your bedclothes back over the foot of the bed. Be as smart as you can.’ Anne could evidently be smart so some purpose for she was down-stairs in ten minutes’ time, with her clothes neatly on, her hair brushed and braided, her face washed, and a comfortable consciousness pervading her soul that she had fulfilled all Marilla’s requirements.” (P: 43)

Based on quotation above, Marilla (Speaker) said to Anne (Hearer) “*Breakfast is waiting. Wash your face and comb your hair. Leave the window up and turn your bedclothes back over the foot of the bed.*” “*Breakfast is waiting. Wash your face and comb your hair. Leave the window up and turn your bedclothes back over the foot of the bed.*” is some words that utter with following meaning and context. “*Breakfast is waiting.*” refer to informational statement and “*Wash your face and comb your hair*” refers to the activity to freshen up. “*Leave the window up and turn your bedclothes back over the foot of the bed*” refer to the activity to smoothing out something. Illocutionary: when said “*Breakfast is waiting. Wash your face and comb your hair. Leave the window up and turn your bedclothes back over the foot of the bed.*” Marilla (Speaker) ordered to Anne (Hearer) that she must do some actions before breakfast time. “*Breakfast is waiting.*” The utterance by speaker has meaning give information and the utterance “*Wash your face and comb your hair. Leave the window up and turn your bedclothes back over the foot of the bed*” has meaning giving order to hearer to act something. Type of illocutionary from first utterance is illocutionary of statement and the second is illocutionary of order. Perlocutionary: by said “*Breakfast is waiting. Wash your face and comb your hair. Leave the window up and turn your bedclothes back over the foot of the bed.*” Marilla (Speaker) convinces Anne (Hearer) that she must following the order. Anne as character that got effect from on this dialogue is do instantly, with her clothes neatly on, her hair brushed and

braided, her face washed, and a comfortable consciousness pervading her soul that she had fulfilled all speaker requirements.

## Conclusion

Based on Austin's speech act classifications, the writer comes to previous conclusion about the research are (1) Speech act classify that found in dialogue divided into locutionary act, illocutionary act and perlocutionary act. (2) The dialogue which has three aspect of speech act on all chapters in novel totally 19 dialogues with 15 illocutionary of order, 2 illocutionary of statement, 2 illocutionary of offering and 1 illocutionary of asking. (3) 15 dialogues has meaning giving order to hearer to do something, 2 dialogue has meaning making statement or pronouncing something to the hearer, 2 dialogue has meaning giving offer to the hearer and 1 dialogue has meaning asking about something to the hearer. (4) The perlocutionary effects from 19 dialogues which are contain with speech act, 15 dialogues was following by some action from the hearer, 5 dialogues was following by reaction from the hearer. The character that mostly used illocutionary are Marilla Curtberth with 10 illocutionary act, Matthew Curtberth with 3 illocutionary act, Anne Shirley with 2 illocutionary act, Mrs. Spencer, Mrs. Rachel Lynde, Josie Pye and Diana Barry with 1 illocutionary act. The character that mostly got perlocutionary effect are Anne Shirley who is the protagonist of the novel with 17 effect of dialogues, Marilla Curtberth the supporting character of the novel with 1 effect of dialogues and Matthew Curtberth who is the supporting character of the novel with 1 effect of dialogues

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