

CHAPTER I

INTRODUCTION

This chapter introduces and discusses the background of the research, the setting of the research, the limitations of the research, the formulation of the research, the purpose of the research, the significance of the research, and the definition of key terms. In this chapter, the researcher explains the speech act of the novel 'The Railway Children by E. Nesbit.

1.1 Background of the Research

Language is an inseparable part of the lives of living creatures, especially humans. Language must be communicated as clearly as possible so that the message can be understood and interpreted together. Those who know the language can speak it, and others who know it can understand it. It also means that a person must say a certain meaning and that the core message of the communication can be received and authorized by others. Language works best when people use it collectively, or at least two people. This is what is called communicative language. In communication practice, speech acts require speakers and speech partners. The speaker is the person who speaks the language while the speech partner is the person who listens and responds to the speaker's speech. Speech acts are concrete expressions of language functions that are at an advanced stage in pragmatic analysis. Speech acts are also an individual's psychological response to their implementation based on the speaker's language skills in dealing with certain conditions (Yule, 1996).

The process of communication between speakers and speech partners cannot be separated from speech acts because speech acts are one of the important aspects of the study of pragmatics. Speech acts in the subject of pragmatics are seen as shared knowledge between the speaker and the listener or speaker in which the knowledge is meaningful in a particular context. Knowing which speech act to perform is an important part of how speakers use language to communicate; likewise, the knowledge of the speaker and the listener or speaker say where knowledge is meaningful in a particular context can result in the identification of different types of speech acts. While communication can be conveyed verbally and non-verbally, the ability to recognize speech during communication determines the action taken. Communication is mediated through verbal and nonverbal communication. There are two types of communication, namely verbal and nonverbal communication. Verbal communication is a way of conveying a message using words as its elements. Nonverbal communication is a way of communicating messages using gestures, body movements, eye contact, facial expressions, or general appearance as elements. (N. Nida, 2022)

The science that studies how language is used is pragmatics. Pragmatics deals with the study of the meaning communicated by speakers (or writers) and interpreted by listeners (or readers). Pragmatics is the study of speaker meaning. This type of study involves interpreting what people mean in a given context and how that context affects what is said. It requires consideration of how speakers organize what they want to say according to who they are talking to, where, when, and in what situation (Yule, 1996).

One of the thinkers of speech act theory besides Searle, Lintah, and Grice is Austin. Austin's theory is a theory resulting from his study which was later published by J.O. Urmson under the title *How to do things with words*. Austin argues that speech activities are not limited to the information aspect alone, but do something based on the speech. The biggest contribution of speech theory is the classification of speech, locution, illocution, and perlocution. Austin asserts that the form of saying something is doing something with language or speech that can be used to create speech events. (Dynta Nabila Mahtristhasufi, 2021)

The first speech act based on Austin's theory is the illocutionary speech act. This speech act is a form of speech that conveys the meaning of words, phrases, and sentences according to the words and phrases used. This illocutionary speech act is a speech act performed with a specific purpose and function. A perlocutionary speech act is a type of speech act that causes an effect on the recipient of the speech act because it creates a relationship between locutionary and illocutionary behavior. Austin's theory states that all speech is an act that aims to do more than just convey information.

There are several reasons why studying speech acts is important. Analyzing speech acts first can provide a deeper insight into speech acts, thus knowing the author's purpose and the message they want to convey through words or actions. Secondly, By studying speech acts in fiction, students and readers gain a deeper understanding of characters and their motivations, analyzing how characters express themselves through verbal actions allows readers to empathize with their perspectives, feelings, and conflicts. This facilitates a more immersive reading

experience and a more nuanced understanding of human behavior.

Thirdly examining speech acts in novels increases students' awareness of the power of language. Exploring different levels of verbal action (locution, illocution, per locution) will help students become more aware of the complexity of communication and the implications of language choices. It increases verbal sensitivity and improves communication skills.

The reason for studying the last speech act is strongly tied to cultural and social context. By analyzing verbal acts in novels, students and readers can gain insight into the social norms, power relations, and cultural values presented in the text. This expands children's cultural competence, promotes cross-cultural understanding, and fosters critical thinking about social issues.

One way to learn more about speech acts is to look directly at examples of conversations in social life. Since the novel represents social life, the researcher decided to use the novel as research material. The researcher plans to identify the dialogues in *The Railway Children* by Nesbit Novel which can also be used as a data source for pragmatic research. Researchers can analyze how language is used in interactions between speakers and listeners in certain situations. In the event of speech acts, the utterances delivered by each speaker have different meanings. Therefore, speech act research is very important to be studied to know the purpose conveyed by the speaker to the speech partner.

Research on speech acts has been widely studied by previous researchers, including research that aims to describe and analyze the type and purpose of each speech act contained in the novel "*Al-Zayni Barakut* by Jamal Al-Ghani. (Intiyah,

2022). Research analyzing speech acts in the novel *Ayat-ayat Cinta* by Habiburahman El-Shirazy. (Fauziah, 2020). The research aims to analyze and identify types of speech acts in the novel *The Chinese Cinderella* (Purwati, 2022). Research in determining the types of locution, illocutionary, and perlocution in the short stories *Aini* and our play by Hasan Aspahani (Anggraeni & Ramdhani, 2023). Research in analyzing the types of speech acts in the novel " *Snow in Bali*" by Kathryn Bonella (Suardana, 2020).

Researchers found that this research was conducted in the 2020-2023 period using novels and short stories as research objects and analyzing speech acts using Austin's theory and Searle's theory. The method used is descriptive qualitative. The difference between this research and previous researchers lies in the research object and analysis of locutionary speech act identification which uses sentence types to identify locutionary speech acts. Therefore, the previous researchers above will be used as a basis or additional reference in conducting this research. The purpose of this research is to determine the types of speech acts and speech acts that often appear in the novel *The Railway Children* by E Nesbit.

Nesbit's *Railway Children* was chosen for this study because this first novel has great educational value. The story describes the adventures of three children along the railroad and highlights values such as friendship, courage, and the spirit of adventure. It also provides an insight into life in the Victorian era in England so that Indonesian publishers can see the potential in providing learning experiences and entertainment to readers, especially children and teenagers.

Secondly, the novel, "The Railway Children," has become one of the most

famous and popular classics in many countries. Due to its continued popularity, Indonesian publishers may see great market potential in rewriting the novel. The novel's previous success in other countries may be an important consideration when deciding to translate and publish it in family-bound Indonesia. This image may attract readers in Indonesia and provide them with the opportunity to reflect family values in the local cultural context. The fourth "The Railway Children" highlights the importance of family relationships and love among family members. This is in line with highly valued principles in Indonesian culture that value family and close family ties. This picture can appeal to readers in Indonesia and allow them to reflect on family values in the context of local culture.

The novel is a children's novel and has been adapted several times to the big screen and television, Nesbit wrote or collaborated on more than 60 fiction books for children and the novel *The Railway Children* is one of the best novels ever created by Nesbit, a drama series in one of the magazines in London, Twice in film in London in 1970 and India in 2016, featuring BBC television dramas in 1968 and 2000.

The story is about three siblings: Roberta (Bobbie), Peter, and Phyllis, who live in a comfortable and prosperous home in London with their loving parents. Their father is mysteriously absent, as he is accused of selling state secrets and unjustly imprisoned. After their father's departure, the family is forced to move to a modest cottage near a railroad line in the countryside. The children quickly adapt to their new life, forming close bonds with Their mother, and they affectionately refer to their new home as the "Three Chimneys. The train becomes

the focal point of their daily lives, and they spend hours observing and interacting with the trains and train staff as they meet kind-hearted people, such as the stationmaster and others.

As the story progresses, the children's innocence and ingenuity play an important role in helping others in need and unraveling some of the mysteries surrounding their father's predicament. Through their determination, they befriend an older boy named Jim, who plays an important role in uncovering the truth about their father's situation. In the end, their loyalty, perseverance, and acts of kindness touch the lives of those around them, and their actions have a huge impact on society. The children's unwavering hope and faith in the goodness of people leads to a heart-wrenching yet joyful encounter with their father.

The dialog between speaker and listener is natural and reflects the manners and speech patterns of the early 20th century. It adds to the authenticity of the setting and helps develop the distinct personalities of the children and other characters. "The Railway Children" captivates readers with its timeless language and heartfelt storytelling, making it a beloved classic in children's literature. Based on this explanation, the researcher is interested in choosing the novel *The Railway Children* as a research object with the title of this research "Speech Act in the Novel *The Railway Children* by E. Nesbit"

1.2 The Setting of The Research

Based on the research background above, the researcher focuses this research on speech acts in the form of fragments of conversations contained in the novel

The Railway Children by Nesbit which was published by PT Gramedia Pustaka Utama Jakarta in 2020. This novel is the second publication and It has 256 pages.

1.3 Limitations of The Research

This research is conducted within the scope of pragmatic study focusing on speech acts that appear in the novel “The Railway Children by E. Nesbit.” This research is limited to the analysis of the conversational speech act that refers to locution, illocution, and perlocutionary acts, which are written in this novel.

1.4 Formulation of The Research

In this research, the researcher will take “The Railway Children” as the object of the research. For the research, the researcher provides operational research questions as follows:

1. What kinds of speech acts are found in the conversational fragments written in The Railway Children's novel?
2. What dominant speech acts are written in The Railway Children Novel?

1.5 Purpose of The Research

Based on the statement of the problem above, the purposes of this research can be shown in the following sentences:

1. To find out the kinds of speech acts found in the conversational fragments written in The Railway Children novel
2. To find out what dominant speech acts are written in The Railway Children Novel.

1.6 Significance of The Research

1 Researcher

- a. The researcher understands more about speech acts and how language is used in a social context.
- b. This study can improve the ability to analyze language behavior.
- c. The benefits of other research as an academic requirement to achieve the goal of obtaining a bachelor's degree.

2 Future researcher

- a. It is hoped that speech act research for future speech act researchers will serve as a basis for a stronger understanding of speech act concepts and theories.
- b. It can enrich and expand understanding of the phenomena of human communication

3 Teacher

- a. Speech act research helps teachers understand how communication is carried out
- b. Teachers can use novels as a learning medium in developing learning materials that are relevant to student's needs and interests.

4. Students

- a. Students are expected to use novels to understand the speech act in a social context, especially using them in daily conversation
- b. Speech act research can develop more effective speaking skills such as how to convey messages appropriately.

1.7 Definition of the Key Terms

1 Speech act

Speech acts are acts that refer to the action performed by produced utterances. Austin (Nida, 2022)

2 Novel

A novel is a prose essay that is quite long by highlighting the story of a person's life with the objects around it. Novels have stories about the character and nature of the actors as well as the complexity of the storyline and other things to add to the sensation of storytelling in a novel. Of course, each novel has its characteristics and imaginative differences according to the author.(Cahyani Dara & Marudut Bernadtua Simanjuntak, 2022).

3 The Railway Children By. Nesbit

The Railway Children is a children's book by Edith Nesbit, originally serialized in The London 2019 and printed second 2022, 256 pages thick. It tells about three siblings: Roberta (Bobbie), Peter, and Phyllis, whose lives take an unexpected turn when their civil servant father is mysteriously taken away. The family must leave their comfortable home in London and move to a modest cottage in the countryside near a train station.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the study of theories related to research. Examining the theories related to this research is very important for the discussion because the researcher explains the theory of pragmatics, speech, and novel more thoroughly. This section deepens the discussion of locution, illocutionary function, and perlocutionary function. The stages of conducting the research are explained in the conceptual framework.

2.1 Review of Related Theories

2.1.1 The Definition of Pragmatic

Wijana (in Putri 2023: 11) states that pragmatics was a branch of linguistics that examined the structure of language externally, namely how linguistic units were used in communication. Pragmatics was also forwarded by other experts. Pragmatists defined this term in different ways. Yule explained that pragmatics was the study of meaning conveyed and then interpreted by listeners (Yule. 2006: 3).

Pragmatics study of contextual meaning. (Yule, 1996:3) how people use their language in communication and how it affects the contextual use of human language. Pragmatics refers to the use of language, or the relationship between language and meaning, which is central to the understanding of language, which includes inferences that relate what is said to what is shared or what has been said before. Pragmatics can also help address speaker and listener issues.

Pragmatics focuses on aspects of meaning used in communication that are determined by the conditions of society. In pragmatics, there are studies related to the use of language called speech acts. Speech acts are communication in verbal form. Speech acts are the result of speech in certain conditions and are part of language communication that determines meaning, the meaning communicated by the speaker (or writer) and conveyed by the listener (or reader). Therefore, pragmatics is more concerned with analyzing what people mean in their utterances than what the words or phrases in those utterances mean.

Pragmatics is specifically interested in the relationship between language and context Richard (2000). It encompasses the study of how interpretations of language are made dependent on the speaker's knowledge and how the speaker's is the study of contextual meaning. (Yule, 1996:3) how people use their language in communication and how it affects the contextual use of human language. Pragmatics refers to the use of language, or the relationship between language and meaning, which is central to the understanding of language, which includes inferences that relate what is said to what is shared or what has been said before. Pragmatics can also help address speaker and listener issues.

On the other hand, states that pragmatics involves solving problems from the point of view of the speaker and the listener, Leech (Ezekulie & Maduabuchi, 2016). Pragmatics focuses on aspects of meaning used in communication that are determined by the conditions of society. In pragmatics, there are studies related to the use of language called speech acts. Speech acts are communication in verbal form. Speech acts are the result of speech in certain conditions and are part of

language communication that determines meaning, the meaning communicated by the speaker (or writer) and conveyed by the listener (or reader). Therefore, pragmatics is more concerned with analyzing what people mean in their utterances than what the words or phrases in those utterances mean.

Pragmatics is specifically interested in the relationship between language and context Richard (2000). It encompasses the study of how interpretations of language are made dependent on the speaker's knowledge, how the speaker uses and understands utterances, and how sentence structure is affected by the relationship between speaker and hearer. Grundy (2000) also states that pragmatics is the study of the language used in contextual communication and the principles of use associated with it. So Pragmatics concerns the function of language in communication and the intention or meaning of the speaker when stating an utterance to the listener. (Agus, 2016)

Meanwhile, Peccei (1999: 5) states that pragmatics concentrates on aspects of meaning that cannot be predicted by linguistic knowledge alone and takes into (Agus, 2016) the physical and social world.

From the statements of the experts above, it can be concluded that pragmatics is a field of linguistics that deals with what the speaker implies and the listener's conclusions based on contributing factors such as situational context, individual mental state, previous dialog, meaning, and other elements

According to Yule (1996:129-133), pragmatics study covers:

- a. Entailment. Entailment is the relationship between two sentences where the truth of one (A) requires the truth of the other (B).

- b. Implicature. Implicature is the relationship between two statements where the truth of one suggests the truth of the other, but distinguishing implicature from entailment does not require two statements.
- c. Presupposition. The presupposition is an assumption about the world whose truth is taken for granted in discourse.
- d. Speech Act. Speech act is the study of how we do things with utterance. There are the basic acts in saying utterance namely: Locutionary act, illocutionary act, and perlocutionary act.
- e. Deixis. Deixis is how languages encode the feature of the context and thus concerns ways in which the interpretation of utterance depends on the analysis of that context of utterance (Haryanto, 2008).

According to Yule's statement above, the researcher concludes that some aspects cover a pragmatic study, such as Entailment, Implicature, Presupposition, Speech act, and Diesis.

2.1.2 Speech Act

Speech act is a theory that was first coined by John Langshaw Austin, an English philosopher. Austin's theory of language achieves philosophical excellence. Austin states that language is used in the form of speech for various functions, purposes, or objectives that do not only emphasize empty questions that are separated from the context. The speech act is an utterance that creates an action. Austin asserts that an action can be performed by an utterance and an utterance expresses an action.

1) Definition

Austin explains that speech acts are acts that refer to the action performed by produced utterances (Nida, 2022). In other words, speech acts are communication between speakers and listeners. The language used in speech acts must use language that can be understood by speech partners, the goal is that communication can be understood and runs according to the speaker's intention. Similarly, novels cannot be separated from aspects of communication, language, and plot. (Mahtristhasufi, 2021).

Jensen said that speech acts are the utterances produced in a dialogue between the speaker (the utterer) and the listener (the hearer). They are classified as follows: the utterance of the speaker is the locutionary act, the illocutionary act is the performative function/force of this utterance (a command, an order, a request), and the effect of the utterance on the listener is the perlocutionary act. (Farcaşel-Jensen, 2021)

The speech act is a part of pragmatics where there are certain aims beyond the words or phrases when a speaker says something. Speech acts are acts that refer to the action performed by produced utterances. People can act by saying something. Through speech acts, the speaker can convey physical action merely through words and phrases. The conveyed utterances are paramount to the actions performed. Regarding English as a foreign language, there are things to consider. It is easy for the speakers or listeners to determine the intended meaning of utterances if they are spoken in the mother tongue. Factors such as idiomatic expressions and cultural norms do not function as barriers to determining the intended meaning.

The speech act is the basic or minimal unit of linguistic communication. As the unit of linguistic communication, it is not as has generally been supposed, the symbol, word, or sentence, but rather the production of the symbol or word or sentence in the performance of the speech act. The speech act is the action that can be performed via utterances and is commonly given more specific labels, such as apology, complaint, compliment, invitation, promise, or request. In this case, in attempting to express themselves, people do not only produce utterances containing grammatical structures and words, but they also perform actions via those utterances. From Yule's explanation above, it can be concluded that speech acts are expressions that contain certain emotions through the utterances spoken. (Fulfillment et al., 2021).

Explained that speech acts are verbal actions happening in the world. In uttering a speech act, the speaker does something with their words. They perform an activity that brings about a change in the existing state of affairs (hence the label, 'performative utterances,' that originally was attached to the speech act Mey (2001:95). May also stated that the language people use and in particular the speech acts they utter, are entirely dependent on the context of the situation in which such acts are produced. Based on Searle in Mey (2001:93) stated that the speech act is the basic or minimal unit of linguistic communication. As the unit of linguistic communication, it is not as has generally been supposed, the symbol, word, or sentence, but rather the production of the symbol or word or Mey sentence in the performance of the speech act.

The Speech Acts are individual issues that are psychological and their implementation is directly influenced by the speaker's mastery of language in dealing with certain situations. In contrast to speech events that focus on the purpose of the event, speech acts focus more on the meaning contained in the speaker's speech (Chaer and Agustina, 2014, p. 50).

From the definition of the experts above, it can be concluded that speech acts are activities that a person does after listening to someone speak.

2) Elements of Speech Act construction

The elements of speech act construction are based on John L. Austin's perspective. Austin states that the conditions for the occurrence of performative actions consist of several things, including:

- a. The actor and the situation must be relevant; an example is "We are a married couple." The sentence is invalid if spoken by a male or female partner.

The action must be performed correctly: an example is "I apologize for my mistake" The utterance is invalid because it does not explain completely and raises many questions.

- b. The speaker must have a relevant purpose, e.g., "We meet at 7 am" utterance is invalid if the speaker has another appointment at that time.

3) Aspects of speech acts

The aspects of speech generally act on the context of speech; speakers and interlocutors, the purpose of speech, speech as a form of action or activity, and

speech as a product of verbal level. The explanation will be explained as follows:

Putrayasa in (Mahtristhasufi, Dynta Nabila, 2021)

- a. The context of speech is the environmental situation of speech interaction that makes speech meaningful and includes every aspect of the social setting that is by the speech in question. The speech context is the background of the speech that can be understood by the speaker and the interlocutor.
- b. Speakers and interlocutors include age, social background, gender, economy, level of familiarity, and others. The interlocutor is the target of the speaker's speech. Speakers and interlocutors can also be writers and readers with written media.
- c. The purpose of speech is in the form of the speaker's intention to convey speech to the interlocutor.
- d. Speech is a form of action or activity in this case the speech in the view of pragmatics is the entity of speakers and interlocutors, the place where the speech occurs, and the time when the speech occurs
- e. Speech as a verbal level product. In this case, the entity of speech is different from the sentence. Speech will produce actions, while sentences are the result of language.

2.1.3 Classification of Speech Act

A Constative and performative speech acts

John L. Austin first classified that language can perform actions through constative speech and performative speech. The explanation is as follows

(Cummings, 2007, pp. 8-9). The first is Constative speech acts, which are utterances that describe events or occurrences and contain true or false values. The second Per formative speech acts, which are non-constative utterances that include parts of performing actions. Another example is: "I promised to come home". This sentence is not just a report, but an agreement that means an action, which is to go home. So this example is a performative utterance.

B. Locutionary, Illocutionary, Perlocutionary Speech Act

The First Locutionary Act, According to (Austin, 1962) locutionary refers to speaking, questioning, expressing knowledge, and so forth. According to Sari (2012:4), locutionary speech acts are speech acts that have the sole purpose of expressing something by the speech that is spoken without any further intentions. Speakers typically use declarative, statement, and news phrases when they are simply informing the audience without intending to take action. Gawen 2017,h.40-43, on the other hand, said that locutionary speech acts were split into the following three sections (Mahtristhasufi, 2021)

1) Form of Statement (Declarative)

The declarative is a sentence that is only used to convey news or news about something around the speaker; therefore the speaker does not expect a response from the speech partner; likewise, the speech partner has no demand to answer or respond to the speaker's statement.

2) Form of question (Interrogative)

The interrogative function of asking is expressed in the form of a sentence with an interrogative mode. Interrogative sentences require an answer.

Especially a verbal answer, although there is the possibility of an answer by action.

3) Form of command (Imperative)

Imperative sentences are stated with the intention that the speaker and speech partner do the intention or content of the speech that the speaker wants.

The second illocutionary act, Austin said that the illocutionary act is a speech act to do something with the intention conveyed by the speaker. This speech act is referred to as the act of doing something (Anggraeni & Ramdhani, 2023). An illocutionary act is an utterance that has a certain force. an illocutionary act is performed via the communicative force of an utterance, such as promising, apologizing, or offering. Meanwhile, illocutionary speech acts are speech acts that contain the power to act by saying something. Illocutionary speech acts are forms of speech that have the function of expressing and providing information in an action. This act is also called the act of doing something in saying something According to Leech. The most significant level of action in a speech act is the illocutionary act because the force that has been desired by the speakers determines this act. The illocutionary speech act is real speech acts carried out by speech such as promises, greetings, and warnings (Nida, 2022). In understanding speech acts, the illocutionary act is a very important part. According to Chair, (Sari, 2014) Illocutionary speech act is a speech act that is performed or uttered with a specific purpose and function. An illocutionary act is a speech act identified with performative sentences. An illocutionary act is classified in

speaking activities into five forms of speech, According to Searle (1979: 12-20), Searle's classification of illocutionary acts is detailed as follows:

- (a) Representatives or Assertive speech acts
- (b) Directive speech acts
- (c) Commissive speech acts
- (d) Expressive speech acts.
- (e) Declarative speech acts.

Representatives or Assertive, Searle states that the point or purpose of the members of the representative class is to commit the speaker to something being the case, to the truth of the expressed proposition, e.g., stating, boasting, complaining, claiming, and reporting. Therefore, testing a representative can be done by simply questioning whether it can be categorized as true or false. This is similar to Yule's

definition (1996: 53) that representatives state what the speaker believes to be the case or not. By performing a representative or an assertive, the speaker makes the words fit the world (belief). For examples,

- (a) The name of the British queen is Elizabeth.
- (b) The earth is flat.

The two examples represent the events of the world as what the speaker believes. Example (a) implies the speaker's assertion that the British queen's name is Elizabeth. In example (b), the speaker asserts that s/he believes that the earth is flat.

Directives: According to Searle, directives are attempts by the speaker to get the hearer to do something (Mardiani, 2022), such as ordering, commanding, requesting, advising, and recommending. They express what the speaker wants. According to Yule (1996: 53), by using a directive, the speaker attempts to make the world fit the word (via the hearer). The following sentences are examples of the directive :

- (a) You may ask.
- (b) Would you make me a cup of tea?
- (c) Freeze!

Example (a) is a suggestion that has a function to get the hearer to do something as what the speaker suggests, i.e. suggests someone to ask. Meanwhile, in example (b), in saying an interrogative sentence, the speaker has the intention to perform a request that has a function to get the hearer to do something that the speaker wants, i.e. requests someone to make him/her a cup of tea. The speaker does not expect the hearer to answer the question with „yes“ or „no“, but the action of making him/ her a cup of tea. Example (c) is a command to someone to freeze something.

Commissives, Searle (1979: 14) states that commissives as the illocutionary acts whose point is to commit the speaker to some future course of action. Yule (1996: 54) states that commissives commit the speaker to some future action. They express what the speaker intends such as promising, threatening, refusing, pledging, offering, vowing, and volunteering. In using a commissive, the speaker

undertakes to make the world fit the words (via speaker). The examples are as follows:

- (a) I'll be back.
- (b) We will not do that.

Example (a) can be a promise that has a function to commit the speaker to some future action, i.e. a promise to someone that the speaker will be back after speaking the utterance. Meanwhile, in example (2), the speakers have the intention to perform a refusal. The speakers refuse to do something that the hearer asks.

Expressive, Searle (1979: 15) states that expressive are illocutionary points used to express the psychological state of the speaker. They state what the speaker feels and can be statements of joy, pain, sorrow, etc., but also expressions of thanking, apologizing, welcoming, congratulating, etc. (Yule, 1996: 53). In using an expressive, the speaker makes words fit the world (of feeling). The examples are:

- (a) I'm sorry!
- (b) Congratulation!
- (c) We greatly appreciate what you did for us.

Example (a) is an expression to show sympathy. Example (b) is used to congratulate someone. Example (c) can be used to thank or appreciate someone.

Declarations, Searle (1979: 16) states that declarations affect immediate changes in the institutional state of affairs; that is, they change the world via utterance. According to Yule (1996: 53), the speaker has to have a special

institutional role in a specific context to perform a declaration appropriately; typically, examples include excommunicating, declaring war, marrying, firing from employment, nominating, etc. Some examples of utterances classified as declarations are:

(a) Boss: “You are fired”

(b) Umpire: “Time out!”

Utterance (a) and (b) bring about a change in reality and they are more than just a statement. Utterance (a) can be used to perform the act of ending the employment and (b) can be used to perform the ending of the game. Searle’s classification of illocutionary acts is used because it is a modification of Austin’s general theory of speech acts. Searle’s classification is based on what the speaker wants to imply in his or her utterances. Besides, this classification is more specific and details than other classifications.

The third Perlocutionary Act, the perlocutionary act is a speech act to generate influence or Effect on influence. Speech acts are referred to as the act affecting someone (Anggraeni & Ramdhani, 2023). Perlocutionary act refers to the effect the utterance has on the thoughts or actions of the other person. A perlocutionary act is specific to the circumstances of issuance, and is therefore not conventionally achieved just by uttering that particular utterance, and includes all those effects, intended or unintended, often indeterminate, that some particular utterance in a particular situation causes. In others, perlocutionary is doing an action by stating something

This perlocutionary act influences the speech partner who listens to the speech (Chaer, 2010: 28). As a result of this influence, the response of the speech partner is not only in the form of words but also in the form of actions or deeds. Perlocutionary acts are referred to as the act of effective someone. The perlocutionary speech act is the effect on the listener (Wijana, 1996: 19). Perlocutionary acts are actions that are used to influence the speech partner, such as embarrassing, intimidating, persuading, and others. Perlocutionary acts are speeches that have an effect or influence on speakers with the form of their speech. (Sari, 2014).

Based on that argument, it may be said that an utterance that influences the other person about the stated utterance is a perlocutionary speech act. The influence of the expression that the other person hears, depending on the circumstances, is the effect.

2.1.4 Context of Situation

A speech act is producing an utterance in certain circumstances representing an action (Musriyono & Saptono, 2018). The speaker's language ability in dealing with specific situations determines the speech act. Therefore, meaningful interaction is not only determined by knowledge of the language but must be supported by situational and contextual factors in the use of the language as well. In this context, the speech act is a central entity in pragmatics. that one aspect that needs attention in interaction is the contextual meaning of the language used.

Contextual meaning is concerned not only with the form of linguistic expression used but also anything outside of the intended linguistic form, including the communication context, the participants, the subject of the discussion, and the conditions or atmosphere in which the communication takes place. Context includes issues related to spoken words, physical or social environment, and background knowledge shared by the speaker and interlocutor. It helps the interlocutor interpret the message's meaning. (Daar, 2023)

Therefore, analyzing the meaning of an utterance cannot ignore the context since the meaning of an utterance will be different if the context is different. It will establish the interpretation of the utterance. Besides, identifying the speech act being performed by a particular utterance can only be done if people know the context in which the utterance takes place (Nunan, 1993: 65). Leech (1983: 13) states that context is a relevant aspect of the physical or social setting of utterance. Context is background knowledge shared by the speaker and listener in delivering and understanding their utterance.

Levinson (1983: 276) also states that a context must be understood to be a set of propositions, describing the beliefs, knowledge, commitments, and so on of the participants in a discourse. Meanwhile, Mey (1993: 39) gives an example of utterance; "It's a long time since we visited your mother." The utterance will have a different pragmatic meaning when it is uttered at the coffee table after dinner in a married couple's living room than when it is uttered by a husband to his wife while they are standing in front of the hippopotamus enclosure at the local zoo, which of course can be considered as a joke.

context refers to the situation giving rise to the discourse and within which the discourse is embedded. He adds that there are two types of context:

1. Linguistic Context

The linguistic context is the language surrounding or accompanying the piece of discourse under analysis. It refers to the words, utterances, and sentences surrounding a piece of text.

2. Non- Linguistic Context

Non-linguistic context is the experiential context within which the discourse takes place. It refers to the real-world context in which the text occurs. There are six components of a nonlinguistic context. They are the type of communication event, the topic, the purpose of the event, the setting, the participants, the relationship between them, the background knowledge, and the assumption underlying the communicative event. (Sari, 2014)

2.1.5 Description of Novel

The Novel is a long narrative work of fiction with some realism. It is often in prose form and is published as a single book. The word 'novel' has been derived from the Italian word 'novella' which means "new". Similar to a short story, a novel has some features like a representation of characters, dialogues, setting, plot, climax, conflict, and resolution. However, it does not require all the elements to be a good novel. (Colbert, 2017). There are types of Novel as follows

1. Mystery novels

Mystery novels revolve around a crime that must be solved, often a murder but not always.. The traditional format will have a detective either professional or

amateurs, the protagonist, surrounded by a group of characters who help solve the crime or are suspects. Throughout the story, the detective will sift through clues, including false leads and red herrings, to solve the case. Some of the best-known Hardy Boys novels of all time fall into the mystery genre, including the Nancy Drew series, Sir Arthur Conan Doyle *Sherlock Holmes* novels, and Agatha Christie's novels. Christie's *And Then There Were None* is the world's best-selling mystery novel.

2. Science Fiction and Fantasy

One of the more popular genres of novels is science fiction and fantasy, which both deal with speculative world-building. The lines between the two are often blurred, but in general, science fiction tends to imagine a world that's different because of technology, while fantasy imagines a world with magic. Early science fiction included the works of Jules Verne and continued through George Orwell's seminal classics such as *1984*; contemporary science fiction is a highly popular genre. Some of the best-known novels in Western literature are fantasy novels, including the *Lord of the Rings* series, *The Chronicles of Narnia*, and *Harry Potter*; they owe their debt to European epic literature.

3. Horror/thriller novels

Thriller novels are occasionally combined with other genres, most often with mystery or science fiction. The defining characteristic is that these novels are often designed to induce a sense of fear, suspense, or psychological horror in the reader. Early versions of this genre included *The Count of Monte Cristo* (a revenge thriller) and *Heart of Darkness* (a psychological/horror thriller). More contemporary examples might be the novels of Stephen King.

4. Romance

Romance novels of the present day have some things in common with “romances” of the past: the idea of romantic love as an end goal, the occasional scandal, and intense emotions at the center of it all. Today romances, however, are more specifically focused on telling a story of romantic and/or sexual love between characters. They often follow highly specific structures and are all but required to have an optimistic or “happy” resolution. Romance is currently the most popular novel genre in the United States.

5. Historical Fiction

Just like its name suggests, historical fiction is simply a fictional story that takes place at some real, past time in human history. Some instances of historical fiction involve fictional (or semi-fictional) stories about actual historical figures, while others insert wholly original characters into real-life events

6. Realist Fiction

Realist fiction is, quite simply, fiction that eschews heightened genre or style to attempt to tell a story that “could” take place in the world as we know it. The focus is on representing things truthfully, without romanticization or artistic flourishes. Some of the best-known realist authors include Mark Twain, John Steinbeck, Honoré de Balzac, Anton Chekov, and George Eliot.

7. Novel Structure and Elements

A novel can be structured in a myriad of ways. Most commonly, novels will be structured chronologically, with story segments divided into chapters. However, this is not the only structural option for authors.

8. Dividing Up the Story

Chapters tend to revolve around some small portion of the novel that is unified by a character, theme, or piece of plot. In larger novels, chapters may be grouped into even larger sections, perhaps grouped by period or an overarching portion of the story. The division into smaller "chunks" of the story is one of the defining elements of a novel; a story that's short enough to not need such divisions is likely not lengthy enough to qualify as a full-length novel.

9. Timelines and Points of View

Authors may choose to structure novels in a variety of different ways. Instead of telling a story chronologically, for instance, the story may toggle between different periods to maintain suspense or make a thematic point. Novels may also switch between the perspectives of multiple characters, rather than focusing on a single character as the sole protagonist. A novel may be told in the first person (narrated by a character) or in the third person (narrated by an outside "voice" with varying degrees of knowledge).

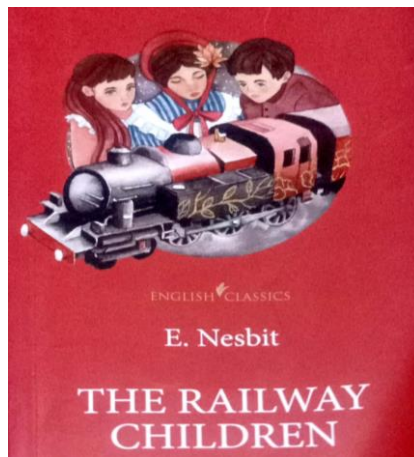
10. Three-Act Structure

Regardless of the time frame, a novel plot will often follow what is known as the three-act structure. The opening chapters will be concerned with acquainting readers with the main cast of characters and the world of the story, before a specific incident, typically referred to as the "inciting incident," shakes up the status quo and launches the "real" story (Prahl, 2019).

From the definition above about types of Novel, The Railway Children of Novel includes Novel Structure and Elements

2.1.6 Synopsis of The Railway Children

The Railway Children is perhaps Nesbit's best-known work and has been adapted several times for radio, television, and film. There have also been recent stage adaptations of the novel in 2014 and 2020. This study guide uses the Kobo e-book from the Standard Ebooks Project, 2nd edition, edited by David Grigg and transcribed by Les Bowles and David Widger, published in 2018.



Second print : September 202

The novel tells the story of the struggles of three brothers after going off their father. Roberta (also called Bobbie), Peter, and Phyllis live comfortable, privileged lives with their loving mother and father in London. One day everything changes. Father suddenly leaves the family home under mysterious circumstances and the children move to a modest house in the countryside to live a far more isolated and impoverished existence. The children do not understand why their father is absent, and their mother is reluctant to give them any details about his exact whereabouts.

The children cope with their adverse circumstances by forming a bond with their new home and community. They develop a deep love for the nearby

railway, especially the train they nickname the Green Dragon. Each day, they appear on the platform to wave at this train as it passes, and a passenger they nickname the old gentleman waves back to them. The children forge friendships with the railway employees, including the Station Master and the Porter, Mr. Perks. During their time in the countryside, they have several adventures, including preventing a train accident, rescuing a baby from a burning barge on the canal, and aiding an injured boy in a railway tunnel. Although poor, the children seek to perform acts of kindness for others whenever they can, while Mother maintains her fierce independence by supporting the family through constantly writing for various publications. (Widgon, 2020)

The appearance of a Russian Exile at the station midway through the novel foreshadows Father's whereabouts. The Russian Exile has suffered arbitrary imprisonment and so, too, has Father, who is serving a five-year sentence for supposed treason. Although all three of the children gradually become aware that there is something strangely amiss in their father's absence, it is only Roberta the eldest and most sensitive of the children, who finally discovers the truth in an old newspaper article. She responds to this discovery by writing a letter to the old gentleman's asking for his assistance, as the well-connected and kind man is often a benefactor to the family in times of need. The old gentleman's intervention secures Father's release and leads to the eventual reunion of the family at the novel's end.

2.2 Review of Related Findings

A review of related findings is the part where this research will be compared with other research findings that have similarities and differences to be observed,

such as the types of conversational speech acts in novel dialogues. They:

The first research was a journal by Intiyah (2022) the research titled “*Speech Acts on Novel Entitled “Al-Zaynī Barakāt” by Jamal al-Ghitani*”; This study aims to describe and convey the types and the purpose of each speech act in a novel entitled Al-Zaynī Barakāt written by Jamal Al-Ghitani. The researcher uses Austin's theory (1962) combined with Searle's theory (1969) for examining perlocutionary speech acts. Using a qualitative approach, the type of research is descriptive research. Data collection techniques were carried out by recording speeches, reading the script, and identifying speech values. The result The research results show that in elocutionary speech acts, the meaning consists of three types, namely (1) telling, (2) command, and (2) request. Meanwhile, in an illocutionary speech act, the meaning consists of: five types, namely (1) stating, (2) commanding, begging, and exhorting, (3) praising and apologizing, (4) offering and promising, and (5) punishing. (Intiyah, 2022)

The second research was a journal by I Putu Eka Suardana (2021), *Speech Acts Found in the Novel “Snowing in Bali”*. This research is aimed to find out and analyze the illocutionary acts, the illocutionary acts, and the perlocutionary acts. The theory used is of Austin (1962). The method used in this study is qualitative. The types of illocutionary force found in the utterances in the novel include elocutionary, illocutionary, representatives, directives, commissives, expressive, declarations, and perlocutionary speech acts. The majority of the data analyzed used the elocutionary, illocutionary, and perlocutionary speech acts. However, the types of illocutionary force found in the utterances are only directives,

declarations, and expressions. There are no representatives and commissions used in the utterances of the data. (Suardana, 2020)

The third research was conducted by Muthia Fauziah (2020), the research title is *Speech Act Analysis of Habiburahman El Shirazy's Novel Ayat – Ayat Cinta*". The use of speech act analysis in novel ayat – ayat cinta by Habiburahman El Shirazy's. The source of data was the novel Ayat-ayat cinta. Descriptive qualitative research is applied to analyze the data in the form of the Text. This research applied note-taking and reading novels to collect data techniques and techniques of data analysis collected from data reduction, data display, conclusion drawing and verification, and novel Ayat - ayat Cinta by Habiburahman El Shirazy. The result of the data analysis shows the researcher found and analyzed the Illocutionary Act (89), Locutionary Act (54), Perlocutionary Act (94). As a whole, the dominant speech act in the novel Ayat – ayat Cinta by Habiburahman El Shirzy is perlocutionary. (Fauziah, 2020)

The Fourth research was a journal by Angreini Mayvina Exva et al (2023). The researcher's title is Locutionary, Illocutionary, and Perlocutionary Speech Acts in the Short Story of Aini and Our Play by Hasan Aspahani. The researcher chose short stories as the object to be analyzed. The result of the research is elocutionary speech act is an utterance in the form of a statement. Illocutionary is an utterance in which there is information that the speaker wants to convey. Perlocutionary speech is a speech that has an effect or influence on the listener or the interlocutor. (Anggraeni & Ramdhani, 2023)

The last research was an article by Mia Purawati (2022). The research title is *A Speech Act Analysis in the Chinese Cinderella Novel*. This research aims to analyze the speech acts and classify the illocutionary acts used in the Chinese Cinderella novel. This research used a descriptive qualitative method of the research. The result of the research shows that (1) there are 137 utterances considered speech acts, and (2) there are 99 utterances of illocutionary acts found in this novel which is the most dominant is assertive, consisting of 28 utterances. (Purwati, 2022)

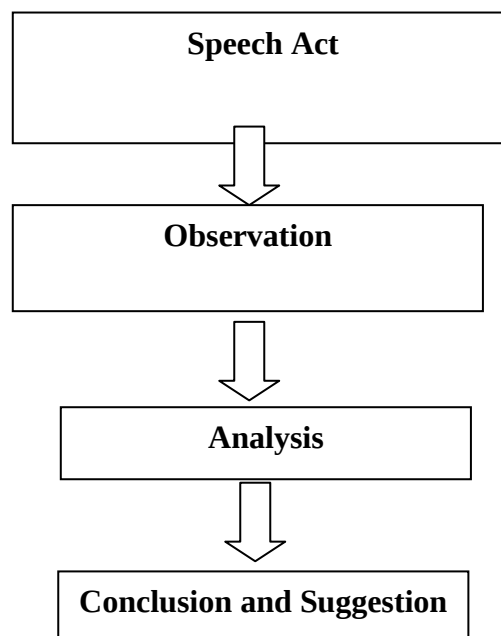
Based on several previous studies, there are similarities and differences between these studies. The similarities lie in the analysis of speech acts and determining the types of speech acts and functions of speech acts, the theories used by Austin's theory and Searle's theory, as well as qualitative descriptive research methods, and the differences, lie in the research objects and the results obtained. In previous research during the 2020-2023 period, researchers have not found previous researchers identifying speech act locations using sentence functions. Researchers will examine the types of illocutionary speech acts using sentence functions and use Searle's classification to determine the types of illocutionary speech acts. Perlocutionary speech acts are based on the consequences or influence on the speech partner. The difference between this research and previous research is the object. The previous studies above will be used by researchers as a basis or additional reference in conducting this research. This research aims to (1) determine the types of speech acts in conversation fragments written in *The Railway Children* based on Austin's point of view and

Searle's illocutionary classification (2) To determine the dominant speech acts contained in the novel *The Railway Children*.

2.3 Conceptual Framework

In this research, the conceptual framework of the research explains how the researcher researches to get the data about the speech acts in the novel “*The Railway Children*” form of the picture below:

Figure 1. Conceptual Framework of the Research



From the figure above, the researcher tries to explain the outline of this research by taking the observation to find out the speech acts in the novel “*The Railway Children*” The types of speech acts found in that novel will be described in chapter 4 as the findings of this research.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the design of the research including the object of the research, the Source of data that will be used, the technique of collecting the data, and the technique of analyzing the data. This chapter explains the direction of this research and also the procedure that will be taken by the researcher in completing this research.

3.1 Research Design

This research was conducted in a qualitative descriptive manner. According to Bogdan and Taylor, qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. This research aims to describe situations and conditions specifically related to the natural description of conditions based on the social context Nugrahani 2014 (in Mahtristhasufi, 2021: 475). These written words are fragments of conversation in the novel *The Railway Children* by E. Nesbit, in which the type of speech act will be determined, and then the results of the analysis will be described in depth in text form.

3.2 Setting Of the Research

. The researcher conducts this study by analyzing and describing speech acts in the novel *The Railway Children* By E. Nesbit based on Austin's theory, and assisted by Searle's classification.

3.3 Instrument of the Research

The instrument in this research can be categorized into two types, namely primary data and secondary data. The first, primary data are its original data obtained through direct research and collected by researchers specifically to answer a research question. Therefore, in this study, the authors choose E. Nesbitt's novel *The Railway Children* as primary data that forms a book, secondary data is information that is already available elsewhere, such as in journals, books, articles, or the Internet. Therefore, the secondary data in this research are data from books, journals, and articles related to the analysis of speech acts.

3.4 The Technique of Collecting the Data

This research data collection technique is written or text-shaped data. In written data techniques, there are two techniques designed by researchers, That`s reading techniques and note-taking to get saturated data, Chaer (Mahtristhasufi, 2021).

1. Reading techniques

The researcher read the novel *The Railway Children* By. E Nesbit to get data that is relevant to the theory. As for the step in the reading technique that is:

- 1) The researcher read the whole thing to find out the number of temporary data
- 2) The researchers gave the signal or code to make it easier for data analysis
- 3) Researchers read repeatedly to understand the text of the Speech act
- 4) Researchers determined the type of speech act based on the 1962 Austin Theory.

2. Technical Note-taking

Taking notes means recording all fragments of conversations in the novel *The Railway Children* By E. Nesbit relates to the story of Austin's Theory. After finding data that was relevant to Austin's theory, the researcher recorded the data resulting from the analysis (Studentto, 2012). There are notes on the steps, namely:

- 1) The researcher noted all speech act dialogues that were relevant to the theory that had been coded in the novel.
- 2) Researchers noted sentence fragments that contain speech acts
- 3) Researchers sort the data according to the type of speech act, namely locutions based on speech function, illocutions based on Searle's classification, and perlocutions.

3.5 The Technique of Analyzing the Data

Miles and Huberman said that Data analysis is the process of finding out and arranging the data that have been analyzed from the result of data collection in a specific period. Data Analysis researchers used the interactive model to analyze the data. According to Miles and Huberman, this model shows the steps to analyze the data those are data reduction, data display, and conclusion drawing verification. According to. (Huberman, Miles, Saldana 2014)

1) Data condensation

Researchers read critically the contents of the novel to get an overview and understanding of the novel as a whole. The researcher then determined the speech acts that contained Austin's (1962) theory, namely locution, illocution, and

perlocution. Locution is a speech act to express something. This speech act can be referred to as the act of saying something, a meaningful sentence according to the function of the sentence which will be identified using the purpose or function of the speech, namely Declarative, Interrogative, and Imperative. Illocutionary speech acts are speech acts to do something with the intention conveyed by the speaker. This speech act is called an act of doing something which is identified using Searle's calcification. Perlocutionary acts are speech acts that produce an influence or effect. This speech act is called the act of influencing someone. Then the researcher determines, chooses, signs, and collects speech acts that contain these speech acts carefully and carefully so that nothing is missed in determining the analytical data.

2) Data Display

The presentation of speech act analysis data uses a classification table to make it more systematic and structured, then the finding data is explained in detail as the qualitative research data is in the form of a narrative which will be explained outside the table for more detail.

3) Drawing and Verifying Conclusions

The researcher summarizes the results of the research and discussion of Austin's speech acts in the form of a brief description. Thus, the conclusions obtained in the research should be able to solve the problem formulation previously described.