

## Speech Acts Analysis Of Pride And Prejudice Novel By Jane Austen

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### Abstract

This study mainly focused on an analysis of speech acts uttered by the main character of Pride and Prejudice novel written by Jane Austen. The objectives of this research are: 1) to know the most dominant type of speech acts uttered by the main character in the novel based on Searle's theory of speech acts, 2) to investigate the relationship of dominant type of speech acts and their relationship with the functions. In this research, our main data was all main character's utterances in the novel, then the researchers analyze the speeches based on Searle's theory. The researchers took some steps in carrying out the research: 1) reading the Pride and Prejudice novel focusing on Elizabeth Bennet's utterances in each chapter, 2) selecting data containing speech acts based on Searle's classification, 3) classifying the data, 4) displaying data into a table, 5) analyzing and interpreting the data. The result of the data analysis showed that there were only four types of speech acts; 1) 253 utterances of representatives, 2) 96 utterances of directives, 3) 4 utterances of commissives, and 4) 122 utterances of expressives, in which the most dominant type is representative speech act. In this case, representative speech acts can be seen as 'things that stand for something else'. It determines the force and the content of speech acts, by which there is no communication without representation.

**Keywords: Conversational Analysis; Pride And Prejudice Novel; Speech Acts**

### Abstract

*Penelitian ini berfokus utama pada analisis speech acts yang diucapkan oleh tokoh utama dalam novel Pride and Prejudice yang ditulis oleh Jane Austen. Penelitian ini menjadi menarik adalah karena analisis speech act didasarkan pada teori primer dari Searle. Tujuan utama dari penelitian ini adalah: 1) mengetahui jenis speech acts yang paling dominan yang diucapkan oleh karakter utama dalam novel yang didasarkan pada lensa teori Searle sebagai dasar analisis; 2) menginvestigasi hubungan dari jenis speech acts yang paling dominan dengan fungsinya. Dalam penelitian ini, data utama kami bersumber dari semua ujaran dari karakter utama dalam novel, kemudian peneliti menggunakan analisis percakapan untuk mengidentifikasi jenis speech acts yang paling dominan dan fungsinya dalam dialog. Peneliti mengambil beberapa Langkah dalam melaksanakan penelitian ini: membaca novel Pride and Prejudice dengan memfokuskan pada ujaran-ujaran Elizabeth Bennet di tiap babnya, menyeleksi data yang mengandung speech acts berdasarkan klasifikasi Searle, mengklasifikasi data, mendisplay data ke dalam tabel, menganalisa dan menginterpretasi data. Hasil dari data analisis menunjukkan bahwa ada empat jenis speech acts: 1) 253 ujaran representatif, 2) 96 ujaran direktif, 3) 4 ujaran komisif, dan 4) 122 ujaran ekspresif. Dari data tersebut dapat disimpulkan bahwa jenis yang paling dominan adalah speech acts representatif. Dalam kasus ini, representative seringkali dihubungkan dengan proses atau produk deskripsi arsip. Representatif juga dapat dilihat sebagai, 'benda-benda yang mewakili benda lainnya.' Representatif juga menentukan tekanan dan isi dari*

*speech acts, dimana tidak akan terjadi komunikasi tanpa representasi.*

**Kata Kunci: Analisis Percakapan; Novel Pride And Prejudice; Speech Acts**

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## INTRODUCTION

Speech act, in linguistics, is an utterance defined in terms of a speaker's intention and the effect it has on a listener. It is strengthened by what Owens states that a speech act is a unit of linguistic communication expressed according to linguistics rules that convey a speaker's conceptual representation and intentions (2000, p. 57). However, we use these kinds of speech acts in our daily life without us realizing it. Sometimes we do not realize that we produced the speech act in indirect meaning, such as forcing the interlocutors to do something. Learning speech act theory can be more easily learned through novels specially in EFL class. Some novels are inspired by famous people real-life story or even the author's itself with a touch of imagination or some fictional contents. There will be so many characters that are talking to each other and having a conversation and this means there are some dialogues. Dialogue between the characters itself will be a speech act.

Some previous studies on how speech acts used in a various speech context are delineated in this paragraph. Dylgery (2017) analyzed speech acts of the victorious Edi Rama speech, then he concluded that his speech is characterized by the use of commissive speech acts, especially after a long political campaign, which filled the hearts and minds of the people with great expectations and hopes and promises for a brighter future. In addition, Sameer (2017) compared two Egyptian inaugural speeches: El-Sadat and El Sisi's speeches. Using Searle's theory as a model to analyze the data specifying the kind of sentences produced. It is revealed that commissive was used the most (45%), followed by assertive (35%) and directive and expressive, each with 10%. Next, El-Sisi's frequency of speech acts in his speech were assertive used the most (42%), followed by commissive (27%), directive and expressive, both with 12% each, and finally declarative (6%). In addition, one study from Indonesia, Suryanovika & Negara (2018) showed that the directive speech act is the most dominant speech acts found in the Bronte sisters' characters novel, while the declarative is the least speech act. Echoing the previous researches, the researchers' main purposes of writing this article are: 1) to know the most dominant type of speech acts uttered by the main character in the novel based on Searle's lenses of speech acts analysis, 2) to investigate the relationship of dominant type of speech acts and their relationship with the functions.

The theory of speech acts was introduced by J. L. Austin in 1960 (Austin, 1962) and further developed by Searle (1969) and Bach and Harnish (1979). Three aspects of a speech act are distinguished by Austin (1962) to: the illocutionary act (saying something), the illocutionary force (what is intended to be done by speaking) and the perlocutionary effect (the effect of what has been said). Searle (1969) improves on Austin's (1962) Speech Act theory by distinguishing between two types of speech acts: Direct and Indirect Speech Acts.

As for speech acts, Searle (1979) further divides them into five types: assertives (representative), directives, commissives, expressives and declaratives. They are further explained as the following: (1) Assertive (Representative) states the aim of this class is to commit the speaker (in varying degrees) to something being the case, e.g., to the truth of the expressed proposition. The verbs belonging to this class are assert, complain, report, state, conclude, etc. (2) Directives are attempts (in varying degrees) by the speaker to get the hearer to do something. They may be very modest "attempts" as when "I invite you to do it", or

“suggest that you do it”, or they may be very fierce attempts as when “I insist that you do it”. Verbs belonging to this class are ask, order, command, request, plead, beg, pray, entreat, advise, invite and permit. (3) Commissive commits a speaker to some future intentional action. It reveals the intention of the speaker. It denotes to vows, threats, pledges, warranties, contracts, promises, agreements, and oaths. For example, “I promise to drink eight glasses of water every day”. Thus, Searle (1979) states that the definition of commissives by Austin (1962) seems to him unexceptional, therefore he appropriates it as it stands with the caveat that several of the verbs that Austin listed as commissive verbs do not belong to this class at all, such as “favor”, “intend” and others. (4) Expressives The illocutionary point expressed in this class is to reflect a sincere wish about some condition or situation. Examples of verbs that belong to this class are “congratulate”, “apologize”, “condole”, “deplore” and “welcome”. (5) Declaratives This successful performance of one of its member verbs requires the correspondence between the propositional content and reality. For examples, if someone successfully performs the act of appointing someone else chairman, then he becomes chairman; if someone successfully performs the act of nominating somebody as a candidate, then he becomes a candidate; if the president successfully performs the act of declaring a state of war, then a war is on; if a judge successfully performs the act of marrying a couple, then the couple are married.

To assist you in clarity and better understanding, the five general functions of speech acts are summarized by Yule in Susanto (2017) in the table below:

Speech Act Type	Direction to Fit	S = Speaker; X = Situation
Representative	Make words fit the world	S believes X
Directive	Make the world fits words	S wants X
Commissive	Make the world fits words	S intends X
Expressive	Make words fit the world	S feels X
Declarative	Words change the world	S causes X

Table 1: The Five General Functions of Speech Acts by Yule (2006)

Teaching literature in learning English must be considered for some teachers to be taught in classroom. Hişmanoğlu (2005) said that the use of literature as a technique for teaching basic language skills (i.e. reading, writing, listening, and speaking) is popular within the field of foreign language learning nowadays. There are some educational advantages of learning literature from novel:

*Valuable Authentic Material*

Literature is authentic material. In reading literary texts such as novel, student have to cope with language intended for native speakers, they become familiar with many different linguistic forms, communicative functions and meanings.

*Cultural Enrichment*

Though the world of a novel is an imaginary one, it presents a full and colorful setting in which characters from many social backgrounds can be described. The readers can discover characters' thought, feeling, custom, tradition, and how they speak and behave in different setting.

### *Language Enrichment*

Students become familiar with many features of the written language. They learn about syntax and variety of structure which develop and enrich their writing skills. Students also become more productive and adventurous when they begin to perceive the richness and diversity of the language they are trying to learn.

### *Personal Involvement*

Once the students read a literary text, they begin to inhabit the text and drawn into it. Understanding the meanings of phrase make the students become enthusiastic to find out what happens as the climax. They will feel close to certain characters and shares their emotional responses. Based on the above mentioned educational advantages in learning literature from novel, can be concluded that one of the main function of literature is its sociolinguistic richness. This kind of thing will help students develop their sociolinguistic competence in the target language.

## **METHOD**

The study is a qualitative research, as Kuckartz (2014:2) stated that qualitative data includes texts. In this study, the researchers collected the utterances of the main character (Elizabeth Bennet) in *Pride and Prejudice* Novel by Jane Austen which include phrases, clauses and sentences (texts). The researchers employed five categories of as the bases for coding and categorizing. They were defined before and during data analysis process, and the study used Searle's speech act categories pertaining to representative, commissive, expressive, directive, and declarative speech acts. In coding, the researchers considered the context of each utterance to make sure that the implied messages of the main character are correctly checked. The researchers took some steps in carrying out the research: 1) reading the *Pride and Prejudice* novel focusing on Elizabeth Bennet's utterances in each chapter, 2) selecting data containing speech acts based on Searle's classification, 3) classifying the data, 4) displaying data into a table, 5) analyzing and interpreting the data.

## **FINDINGS AND DISCUSSION**

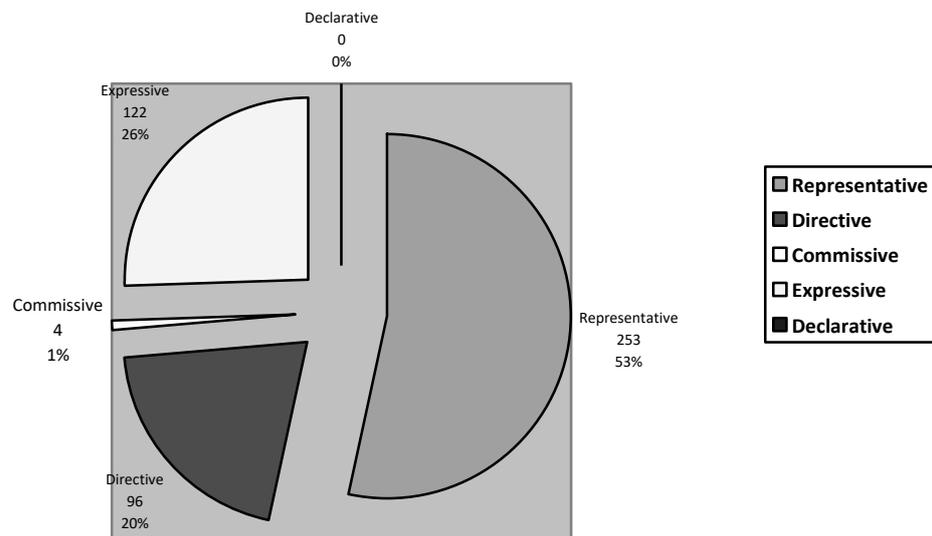
In this study, researchers used *Pride and Prejudice* novel by Jane Austen as our main data for analysis. In order to understand the phenomenon of what is experienced by the subject of the research such as kinds of speech acts, the communication of Elizabeth Bennet language style found in *Pride and Prejudice* novel, we employed speech acts analysis. The researchers collected the data from the main character's utterances of *Pride and Prejudice* novel containing the speech act types by Searle's classification used by Elizabeth Bennet as our main focus from the novel.

### **The Most Dominant Type of Speech Acts**

From this research, there are only four kind of speech act based on Searle's theory that can be found from Elizabeth Bennet's utterances in the novel. Types of speech acts that found

from the novel are representatives (253 utterances), expressives (122 utterances), directives (96 utterances), and commissives (4 utterances). See chart 1 below:

Chart 1. Data from conversational analysis of Elizabeth Bennet's utterances



The researchers read found at least 391 utterances containing speech acts used by Elizabeth Bennet as one of the main characters, and the most dominant is representatives.

### 1. Representatives

The first division of speech acts by Searle's classification is representatives. Representatives are speech acts in which the words state what the speaker believes to be the case, such as stating, informing, agreeing, arguing, explaining, describing, convincing, and opinion. The utterances made by the speaker report facts that are verifiable as true or false. Each type of representative acts is explained in the following.

#### a. Stating

Stating is an act to express something in spoken or written words carefully, completely, and clearly. It is used to arrange, fix, or announce something in advance. People produce a statement which expresses something in words to state what they think about. Below is the example:

Utterance 1.

*"... One cannot wonder that so very fine a young man, with family, fortune, everything in his favour, should think highly of himself. If I may so express it, he has a right to be proud."*

*"That is very true," replied Elizabeth, "and I could easily forgive his pride, if he had not mortified mine."*

*Chap 05/Par 19/Page 013*

Above sentence happened when Elizabeth's friend, Charlotte, and her mother Mrs. Bennet were talking about Mr. Darcy at the evening ball. She announced that she will forgive

Darcy's pride if he at least did not embarrass her. Elizabeth utterance above included in stating and classified into representative speech acts.

b. Informing

Informing somebody about something is to give or tell somebody facts or information about something. Below are the examples of informing performed by the main character. Below is the example:

Utterance 2.

*"I do not cough for my own amusement," replied Kitty fretfully. "When is your next ball to be, Lizzy?"*

*"To-morrow fortnight."*

*Chap 02/Par 11/Page 003*

Kitty asked Elizabeth about her next ball, and she informed her sister that the ball will be held tomorrow fortnight. Elizabeth utterances indicate a statement of information, thus classified into representative speech acts.

c. Agreeing

Agreeing to something means to say "yes"; to say that one is willing to do something or for something to happen. Below example is how Elizabeth expressed her agreement.

Utterance 3.

*"... When she is secure of him, there will be more leisure for falling in love as much as she chooses."*

*"Your plan is a good one," replied Elizabeth, "where nothing is in question but the desire of being well married, and if I were determined to get a rich husband, or any husband, I dare say I should adopt it. But these are not Jane's feelings; she is not acting by design. As yet, she cannot even be certain of the degree of her own regard nor of its reasonableness. She has known him only a fortnight. She danced four dances with him at Meryton; she saw him one morning at his own house, and has since dined with him in company four times. This is not quite enough to make her understand his character."*

*Chap 06/Par 06/Page 014*

The conversation above happened when Elizabeth mentioned about Jane's feeling to Charles Bingley to her friend Charlotte Lucas. Elizabeth confirm omens agree to the plans Charlotte's said by saying, *"Your plan is a good one."* The statement included in representative speech acts.

d. Arguing

Arguing is a kind of representative used to express an opposite opinion. Arguing is also used to give reasons for or against something especially with the aim of persuading somebody to share one's own opinion. Below is the example from Elizabeth utterance:

Utterance 4.

*"We are not in a way to know what Mr. Bingley likes," said her mother resentfully, "since we are not to visit."*

*"But you forget, mamma," said Elizabeth, "that we shall meet him at the assemblies, and that Mrs. Long promised to introduce him."*

*Chap 02/Par 04/Page 003*

The conversation between Mrs. Bennet and Elizabeth above happened when the family were talking about the visits of Mr. Bingley to Hertfordshire. Elizabeth argue her mother by saying "but" and remind her about what being said by Mrs. Long, because Mrs. Bennet said that they will not meet Mr. Bingley. The utterances indicate argument that included in representative speech acts.

e. Explaining

Explaining is to tell someone about something in a way that is clear or easy to understand. The utterance below for the example:

Utterance 5.

*"Your mother should have taken you to town every spring for the benefit of masters."*

*"My mother would have had no objection, but my father hates London."*

*Chap 29/Par 25/Page 115*

Above is conversation between Elizabeth and Lady Catherine de Bourgh. Elizabeth explaining to the ladyship about her parents opinion about the town. She said that her mother had no objection about the girls taken to the town every spring, but not for her father because he hates London. This utterances included explaining of representative speech acts.

f. Describing

Describing is a representative act which says what somebody or something is like. The main character, Elizabeth, performs the act in her utterances below.

Utterance 6.

*"That is a question which Mr. Darcy only can answer."*

*"But if he does it any more I shall certainly let him know that I see what he is about. **He has a very satirical eye**, and if I do not begin by being impertinent myself, I shall soon grow afraid of him."*

*Chap 06/Par 15/Page 016*

Elizabeth was talking about Mr. Darcy to her friend, Charlotte. She describing Mr. Darcy as a man who has a very satirical eye that she shall soon grow afraid of him. Describing the physical looks of someone is included in representative speech acts.

g. Convincing

Convincing somebody of something means to cause somebody to believe that something is the case. Elizabeth's utterance below for the example:

Utterance 7.

*"... I am therefore by no means discouraged by what you have just said, and shall hope to lead you to the altar ere long."*

*"Upon my word, sir," cried Elizabeth, "your hope is a rather extraordinary one after my declaration. I do assure you that I am not one of those young ladies (if such young ladies there are) who are so daring as to risk their happiness on the chance of being asked a second time. **I am perfectly serious in my refusal**. You could not make me happy, and I am convinced that I am the last woman in the world who could make you so. Nay, were your friend Lady Catherine to know me, I am persuaded she would find me in every respect ill qualified for the situation."*

*Chap 19/Par 13/Page 076*

The dialogue happened when Mr. Collins propose Elizabeth and insist her to marry him for the sake of Lady Catherine de Bourgh. Elizabeth convincing Mr. Collins about her refusal

by saying "*I am perfectly serious in my refusal.*" The convincing act is included in representative speech acts.

#### h. Opinion

Opinion is a belief or judgment about somebody/something, not necessarily based on fact or knowledge. It is also the beliefs or views of a group; what people think in general. Below is the example of stating opinion:

Utterance 8.

*"I was very much flattered by his asking me to dance a second time. I did not expect such a compliment."*

*"Did not you? I did for you. But that is one great difference between us. Compliments always take you by surprise, and me never. What could be more natural than his asking you again? He could not help seeing that you were about five times as pretty as every other woman in the room. No thanks to his gallantry for that. Well, he certainly is very agreeable, and I give you leave to like him. You have liked many a stupider person."*

*Chap 04/Par 03/Page 009*

Above conversations happened when Jane was talking to Elizabeth about how very much she admired Mr. Bingley. Elizabeth also have a good opinion about the man by saying that he is agreeable and let Jane like him because her sister have liked many a stupider person. The opinion produces by Elizabeth is classified to representative speech acts.

Besides the most dominant type of speech acts found in this study, the researchers also came across three other classification of speech acts in Elizabeth Bennet's utterances. These are described below:

### 2. Directives

The second division of speech acts by Searle's classification is directives. Directives are acts in which the words are aimed at making the hearer do something. They express what the speaker wants. Kinds of directives performed by the main character are commanding, requesting, suggesting, questioning, warning, praying, and begging. This kind of speech acts uttered 96 times which means it is 20% from total 391 utterances.

Below is the example of directive speech acts (commanding):

*"Nor I, I am sure," said Miss Bingley.*

*"Then," observed Elizabeth, "you must comprehend a great deal in your idea of an accomplished woman."*

*"Yes, I do comprehend a great deal in it."*

*Chap 08/Par 52/Page 027*

The situation of above conversations is at the drawing-room. Elizabeth was invited to the chitchat group where there are The Bingleys and Mr. Darcy. In the middle of conversations while the topic was about the accomplished woman, Darcy said he only know not more than half-a-dozen women in his acquaintance that are really accomplished. Then Elizabeth command him to comprehend a great deal in his idea of an accomplished woman. The utterance of Elizabeth's command as above is included in directive speech acts.

### 3. Commissive

The third division of speech acts by Searle's classification is commissives. Commissives includes acts in which the words commit the speaker to some future action. Kinds of commissives performed by the main character are promising, offering, threatening. Commissive speech act become the second lowest level from 5 kind of speech acts. Elizabeth Bennet uttered 4 of commissive means it is only 1%.

Below is the example of commissive speech acts (promising):

*"Another time, Lizzy," said her mother, "I would not dance with him, if I were you."*

*"I believe, ma'am, I may safely promise you never to dance with him."*

*Chap 05/Par 17/Page 012*

Above conversations is between Elizabeth and her mother, Mrs. Bennet, and they were talking about how the looks of Mr. Darcy is. Mrs. Bennet said that if she were Elizabeth, she will not dance with Mr. Darcy. So Elizabeth promising her mother and herself to not to dance with him. This is classified into commissive speech acts.

#### 4. Expressive

The fourth division of speech acts by Searle's classification is expressives. Expressives are acts in which the words state what the speaker feels. They express a psychological state. Kinds of expressive performed by the main character are thanking, apologizing, complimenting, pleasure, sorrow, doubt, confusion, surprise, panic, anger, and dislike. In expressive, there are 122 utterances (26%) and mostly in thanking sentence, it indicates that Elizabeth Bennet is also a thankful person.

Below is the example of commissive speech acts (promising):

*"... As I must therefore conclude that you are not serious in your rejection of me, I shall choose to attribute it to your wish of increasing my love by suspense, according to the usual practice of elegant females."*

*"I do assure you, sir, that I have no pretensions whatever to that kind of elegance which consists in tormenting a respectable man. I would rather be paid the compliment of being believed sincere. I thank you again and again for the honour you have done me in your proposals, but to accept them is absolutely impossible. My feelings in every respect forbid it. Can I speak plainer? Do not consider me now as an elegant female, intending to plague you, but as a rational creature speaking the truth from her heart."*

*Chap 19/ Par 19/Page 077*

The situations above was where Mr. Collins confess his love to Elizabeth and propose her in private conversation. Although Elizabeth reject the proposal, she was thanking Mr. Collins for the honour of what he has done to Elizabeth herself. This kind of expression included in expressives speech acts.

#### 5. Declarative

The fifth division of speech acts by Searle's classification is declaratives. Declarative is the kind of speech acts that change the world via utterances performed by someone in a very special occasion or in specific context. Elizabeth Bennet in *Pride and Prejudice* novel described as an ordinary person, she cannot change the world by her utterances. So, there are no declaratives speech acts uttered by Elizabeth Bennet in this research.

It is confirmed by the data that the most dominant type of speech acts uttered by Elizabeth Bennet is representatives in which this main character of the novel stated her

utterances with the functions of stating, informing, agreeing, arguing, explaining, describing, convincing, and opinions.

## 2. The Relationship of Dominant Speech Acts and Their Functions

Based on the data, it can be concluded that representative act is the most dominant types of speech act utters by Elizabeth Bennet with percentage 53%. Elizabeth mostly produced representative which used to represent a state of affairs, have a word-to-world fit. She represent the world as she believe it is (Yule, 2006:92). The character reports fact that are verifiable as true or false. The most function of representative speech act from Elizabeth Bennet utterances is opinion. It indicates her characteristic in the novel that she always said what is true and believe what she said is true. Assertive (Representative) Searle (1979) states the aim of this class is to commit the speaker (in varying degrees) to something being the case, e.g., to the truth of the expressed proposition. The verbs belonging to this class are assert, complain, report, state, conclude, etc. The types of speech acts in the utterance of the novel appear mostly in representative classification. The most function of representative speech act from Elizabeth Bennet utterances is opinion. It indicates her characteristic in the novel that she always said what is true and believe what she said is true.

As we all know that speech act is related to speaking skill. However, it turned out that speech act is also synchronize with writing skill, especially grammar in teaching-learning process. In the novel, the full range and variety of English language is displayed, with concrete examples of writing skill in action (for example, the sequencing of ideas). A rich context for grammatical and lexical items is provided, as well as a large resource of prompts for oral work (Oda and Khaz 'al, 2009).

In learning English through novel, students can be taught to discuss the linguistic expression mentioned by the characters in the novel in particular condition. The expression found in the novel which can be learned by the students is speech acts. In other words, the teaching process in correlating speech acts and grammar can be done by the teacher while taking some example from the novel. For example in *Pride and Prejudice* novel, the utterance "*I may safely promise you never to dance with him*" (Chapter 05/Par 17/Page 012) is containing specific significance. First, the character said "may" which is part of the modal auxiliary verb. Second, the function of "may" is used to ask, grant, or describe permission, and in those utterance the "may" meaning is to express a wish or desire that something will be the case in the future by saying "*promise you*". Third, grammatical structure of future tense can be analyze from the sentence such as the subject, predicate, and object. From the three points above, student can get the whole-package grammar aspect learning taught by the teacher in EFL class.

## CONCLUSION AND SUGGESTION

The result of this research showed that there are only four kinds of speech acts identified and found from Elizabeth Bennet as the main character in *Pride and Prejudice* novel. They are directive, commissive, expressive, and mostly in representative. Elizabeth did not utter declarative speech act because she described as an ordinary person that live in a nearby village. From the findings, we can see that the main character of the novel used her speech acts to state, inform, agree argue, explain, describe, convince and to put forward her opinions.

It is also suggested for further researchers to conduct some other researches in analyzing speech acts using other theory or combination of some speech act theories to make it deeper in understanding the meaning of the main character utterances in the novel.

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