



ILLOCUTIONARY ACT AND PARADIGMATIC CASE IN SELECTED CHAPTERS OF SHORT STORIES BOOK “AUSTRALIA DAY” BY MELANIE CHENG

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Abstract

The purpose of this study is to find out the types of illocutionary acts and the paradigmatic cases of the types of illocutionary act that is a part of speech act in pragmatics that are in Australia Day short story book. A qualitative method was applied in this study. Therefore, there were 40 data found from the dialogues of selected chapters of Australia Day short story book that was identified into the classifications of illocutionary acts and the paradigmatic cases of the types of illocutionary act. As the results, the writers found that there were 27 assertives that have the paradigmatic cases of claiming, stating, reporting, asserting, and concluding. There were 2 commissives that have the paradigmatic cases of offering, and guaranteeing. Then, there were 6 directives that have the paradigmatic cases of commanding, and requesting. There were 5 expressions that have the paradigmatic cases of welcoming, disliking, thanking, celebrating, and praising. Lastly, there was no data found that was declarative. It is shown that understanding illocutionary acts to figure out the aim of the speaker's speech is proven to be useful as a medium of analysis in understanding the discourse's meaning used in the short story to obtain accurate and clear comprehension.

Abstrak

Ilokusi dalam Buku Cerita “Australia Day” oleh Melanie Cheng

Tujuan dari penelitian ini adalah untuk menemukan jenis-jenis tindak tutur ilokusi dan kasus-kasus paradigmatis dari jenis-jenis tindak tutur ilokusi yang merupakan bagian dari tindak tutur dalam pragmatik yang terdapat di dalam buku cerita pendek Australia Day. Metode kualitatif diterapkan dalam penelitian ini. Kemudian, sebanyak 40 data ditemukan dari judul-judul pilihan dari buku cerita pendek Australia Day yang teridentifikasi ke dalam klasifikasi tindak tutur ilokusi dan kasus-kasus paradigmatis dari jenis-jenis tindak tutur ilokusi. Hasilnya, penulis menemukan bahwa terdapat 27 bentuk asertif yang mempunyai kasus paradigmatis dari mengaku, menyatakan, melaporkan, menegaskan, dan menyimpulkan. Terdapat juga 2 bentuk komisif yang mempunyai kasus paradigmatis dari menawarkan dan menjamin. Lalu, terdapat 6 bentuk direktif yang mempunyai kasus paradigmatis dari memerintah dan meminta. Terdapat 5 bentuk ekspresif yang mempunyai kasus paradigmatis dari menyambut, membenci, bersyukur, merayakan, dan memuji. Terakhir, tidak ditemukan satupun data dari bentuk direktif. Hal ini menunjukkan bahwa memahami tindak tutur ilokusi untuk mengetahui tujuan dari tuturan pembicara terbukti bermanfaat sebagai media analisa dalam memahami makna percakapan yang digunakan di dalam cerita pendek guna memperoleh pemahaman yang akurat dan jelas.

Introduction

Communication is the process of transferring information; human beings apply a kind of language to socialize with others throughout human life (Haryati, 2020). This process involves at least two persons as a speaker and the hearer who transfer the message. To create successful communication, the hearer must understand the intention, the meaning, the feeling, and the perception of the speaker's message. For example, if the speaker speaks, "I want to eat

a cup of ice cream," then the hearer responds to him by bringing him an ice cream cup. It means that the hearer understands the intention of the language uttered by the speaker. In addition, the speaker's words have the energy to move the hearer to do something. This illustration is called pragmatics. Pragmatics is the study of learning the usage of language. In addition, it focuses on exploring the relationships between language and context. Moreover, it is a study of understanding the meaning of the utterance covered by the context in language. Similarly, Mey (2001, p. 6) defines "pragmatics as the study of the way humans use their language in communications, bases itself on a study of those premises and determines how they affect the human language used. Hence, pragmatics studies the use the language in human communication as determined by conditions of society." The quote above describes that pragmatics learns how humans communicate through the language by using many methods. In addition, Yule (2010, p. 128) highlights "pragmatics is the study of "invisible" meaning, or how people recognize what is meant even when it isn't actually said or written. In order for that to happen, speakers (or writers) must be able to depend on a lot of shared assumptions and expectations when they try to communicate." It means that pragmatics is the study learned to obtain the purpose of an ambiguous meaning of a speaker. Levinson (2000, as cited in Huang, 2007, p. 2) points out that "pragmatics is the systematic study of meaning by virtue of, or dependent on, the use of language. The central topics of inquiry of pragmatics include implicature, presupposition, speech acts, and deixis." It means that pragmatics is a systematic science discussing the whole aspect of using language.

Furthermore, Searle (1969, p. 16 as cited in Huang, 2017) states that "speaking a language is performing speech acts, acts such as making statement, giving commands, asking question, making promises and so on." It means that the speech act aims to understand how words can be used to achieve the actions. The language spoken by the speaker is not only sound, it has a power to achieve the speaker's goal, to deliver the speaker's intention, and to guide the hearer to act on something. Searle (1969, as cited in Huang, 2017) names the speech acts under three general heading: utterance acts, propositional acts, and illocutionary acts. Therefore, he presents the alternative taxonomy of illocutionary acts based on the illocutionary point. Searle's alternative taxonomy of two illocutionary acts is divided into five types: representatives or assertive, directives, commissives, expressive, and declarations or declaratives, for example, a. Thank you for coming! b. I'm sorry that I broke your glass yesterday. The utterances above are classified as the type of expressive. Then, the illocutionary points of these utterances are that the speaker expresses a psychological attitude. Although (a) and (b) are classified into the same type, they have different paradigmatic cases. The paradigmatic case is carefully selected examples extracted from phenomena (Mills, Durepos, and Wiebe, 2010). The intended phenomena analyzed in this study are the types of illocutionary acts: assertive, directives, commissives, expressive, and declaratives. In addition, the paradigmatic case of (a) is thanking, and the paradigmatic case of (b) is apologizing.

The study also highlights the pragmatic cases. The term "paradigmatic" has a certain meaning in the linguistics field. In linguistics, paradigmatic is an associative relationship between words contained in a sentence or utterance in other words outside the utterance (Nababan and Hendriyana, 2012). Furthermore, Mills, Durepos, and Wiebe (2010) explain that paradigmatic cases are carefully selected examples extracted from phenomena. The intended phenomena in this study are the types of illocutionary acts: assertive, directives, commissive, expressive, and declaratives. Searle (1979, as cited in Huang, 2007), states that every type of illocutionary acts has several types of paradigmatic cases. Asserting, stating, concluding, claiming, and reporting are the paradigmatic cases of assertiveness, for example, a. The soldiers are struggling on through the snow (asserting) and b. Chinese characters were borrowed to write other languages, notably Japanese, Korean, and Vietnamese (reporting), c. Could you please

get that lid off for me? (requesting), d. Don't use my electric shaver! (commanding), e. I'll never buy you another computer game (threatening), f. We'll be launching a new policing unit to fight cyber-crime on the internet soon (pledging), g. Wow, great! (praising), h. I'm so happy. (Congratulations), i. Jury foreman: We find the defendant not guilty (declaring), and j. Chairman: The meeting is adjourned (pronouncing).

Dylgjeri (2017) analyzed Rama's victorious political speech. He classified the illocutionary types, and finally concluded the perlocutionary effect. As a result, this study showed that only four of five kinds of illocutionary act in that speech: 4 assertive, 1 expressive, 6 commissives, 3 directives, and 0 declaratives. Similarly, Umar (2016) analyzed the type of illocutionary act in Joko Widodo's speech. He confirmed only three of five kinds of illocutionary acts in that speech. There are 9 assertive, 2 expressive, 6 commissives, 0 directives, and 0 declaratives.

The use of the Illocutionary act is frequently found in short story dialogues. Hassan, Bano, & Tabassum (2015) highlight that "short story is a brief focused fictitious piece." It has the purpose of acting dialogues spoken among the characters. Dialogue is also a manifestation of the "show" not "tells" function in the story. Using this technique, the author can explore the story so that it becomes more lively and exciting. As a result, the message that the author intends to be conveyed can be well understood by the reader. Cheng (2017) describes a short story book collection about egalitarianism in Australia written by Melanie Cheng, a Hong Kong author who has lived in Australia for a long time. This book is interesting because there are many excerpts in the dialogues containing illocutionary acts. This study, then, aims to give a deeper understanding of the illocutionary act for the readers. As a result, the readers can understand the function and the implied meaning of the utterances in dialogue

Referred to the statements of the problems mentioned above, the goals of the study are to identify the types of illocutionary act used in the dialogues of selected chapters of Australia Day short stories book and to analyze the paradigmatic cases of the types of illocutionary act included in the dialogues of selected chapters of Australia Day short stories book. Some previous studies focused on analyzing the types of illocutionary acts in movie script and online articles; however, the study focuses on analyzing the illocutionary acts in story books and the paradigmatic cases. Moreover, this study is expected to increase the writer's understanding and give a deeper understanding of illocutionary acts for the readers.

Methodology

Descriptive qualitative study was applied as the design of the study. Stake (2010, p. 11) defines that "qualitative research relies primarily on human perception and understanding." It was a social study that assists people in understanding the social condition because the collected data were presented without considering the numerical results. Qualitative research was used in this study to obtain a broader comprehension by understanding the conclusion as the result of analyzing the collected data. Furthermore, analyzing the study, such as gathering the information, categorizing the data based on the selected theory, and developing the theory, were appropriate for operating the qualitative research. The data were assembled from the excerpts of dialogues among the characters in selected chapters of the short story book Australia Day written by Melanie Cheng and published in Melbourne in 2017. The selected chapters of Australia Day story book, Big Problems, Macca, and Clear Blue Seas. The illocutionary act needs to be analyzed in the script dialogues so that the readers can avoid misunderstanding in comprehending the dialogues among the characters in the short stories book.

To analyze the data, the writers applied several procedures. Initially, the writers selected some chapters of Australia Day short storybook and read them several times to comprehend

the content and identify the data. The dialogue excerpts were categorized into the types of illocutionary acts: assertive, directives, commissives, expressive, and declaratives. Then, the writers classified the paradigmatic cases of the data based on the types of illocutionary acts. Then, those were described in the form of an essay.

Finding and Discussion

The data analysis below are categorized into types of illocutionary acts and the paradigmatic cases of the types of illocutionary acts

Excerpt 1, page 1, line 12:

“Did you know that ninety percent of statistics are made up on the spot?” She says. “I saw it on ABC.” (Cheng, 2017, p. 1).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is that the speaker represents the world as he believes and then makes the words fit the world. Stanley claims that he obtains the information regarding the statistical construction production percentage by watching ABC channel, a News channel in Australia (RG, 2017). Furthermore, the paradigmatic case included in this act is claiming.

Excerpt 2, page 1, line 16:

“My dad has an Australian flag bumper sticker. What does that say about him?”. “The research looked at flags, not stickers. It would be wrong for me to extrapolate.” (Cheng, 2017, p. 1).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes and then makes the words fit the world. Stanley states the fact that the research looked at flags, not stickers, when researching the study. Furthermore, the paradigmatic case included in this act is stating.

Excerpt 3, page 2, line 24:

“Flexor pollicis longus,” Stanley said, pointing at a label pinned to one of the specimens. “It should be flexor pollicis longus, not flexor carpi radialis.” (Cheng, 2017, p. 2).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. The dialogue used by the speaker has the intention to say the correct variety of a thing clearly. In this case, Stanley states the correct label of the specimen box analyzed by Jessica. Furthermore, the paradigmatic case included in this act is stating.

Excerpt 4, page 2, line 27:

“I’ve taken it up with my anatomy tutor,” he said. “She’s going to relabel it on Monday” (Cheng, 2017, p. 2).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the words fit the world as he believes. Moreover, the speaker reports to the listener that the other event will occur at the other time. In this case, Stanley reports that his anatomy teacher will re-label the wrong label on Monday. Furthermore, the paradigmatic case included in this act is reporting.

Excerpt 5, page 2, line 32:

“Aren’t you in my anatomy class?” she asked. He blushed. “You jiggle your leg on the stool.” Stanley steadied his knee. “It’s annoying.” Jess shivered. (Cheng, 2017, p. 2).

The dialogue is classified as directives. The illocutionary point is the speaker represents attempts to get the hearer to do something. The direction of fit is the speaker makes the world fit the words via the hearer. Jessica (the speaker) gives Stanley (the hearer) command to stop jiggling his leg on the stool because she feels annoyed. Furthermore, the paradigmatic case included in this act is commanding.

Excerpt 6, page 3, line 4:

“How come you know the upper limb already?”. “I got bored and read ahead.” “Seriously? When I get bored I go for a coffee, or a bike ride. Something fun.” “The brachial plexus is pretty extraordinary,” Stanley said. (Cheng, 2017, p. 3).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. The speaker uses the dialogue to state the truth as he believes. In this case, Stanley states his opinion about the brachial plexus. He thinks that the brachial plexus is extraordinary. Furthermore, the paradigmatic case included in this act is stating.

Excerpt 7, page 3, line 5:

“The brachial plexus is pretty extraordinary,” Stanley said, and his black eyes flashed wide. “I could teach you about it sometime.” Stanley had memorized Jessica’s student number. (Cheng, 2017, p. 3).

The dialogue is classified as commissives. The illocutionary point of this act is to commit the speaker to some future action. The direction of fit is the speaker making the world be adapted via his words. It can be analyzed from the word ‘sometimes’ describing the uncertain time in the future. Then, the word ‘could’ is the past form of the modal ‘can’ commonly used in offering something because it has better politeness in the usage. Furthermore, the paradigmatic case included in this act is offering.

Excerpt 8, page 3, line 15:

They laughed. Stanley looked down at the macerated tissue in Jessica’s hand. “Why were you crying before?” Jessica’s smile evaporated. Everybody, including Stanley, knew that Eddie Mitchell had cheated on her with Stephanie Hubbard. “It’s not important.” (Cheng, 2017, p. 3). The dialogue is classified as directives. The illocutionary point is the speaker represents attempts to get the hearer to do something. The direction of fit is the speaker makes the world fit the words via the hearer. By speaking the dialogue, the speaker does not aim to get information because the speaker knows that her boyfriend cheats and why the interlocutor cries. It can be seen from the utterance “Jessica’s smile evaporated. Everybody, including Stanley, knew that Eddie Mitchell had cheated on her with Stephanie Hubbard (Cheng, 2017, p. 3).” Therefore, when the speaker asks the interlocutor by using the word ‘why,’ the speaker commands the interlocutor to explain why she cries to make sure of his prediction. Furthermore, the paradigmatic case included in this act is commanding.

Excerpt 9, page 3, line 24:

When the car reaches a letterbox fashioned from a milk can, Jess takes a sharp left turn. The hatchback splutters up the gravel driveway. “I told you to get rid of that shitbox years ago!” Jessica’s father bellows when they park in front of the house. (Cheng, 2017, p. 3).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. The dialogue used by the speaker has the intention to tell his statement that he has commanded the hearer to do something in the past. In this case, Mr. Cook utters that he

commanded Jessica to get rid of the box a few years ago. Then, he restates the statement to remember Jessica regarding what he has spoken in the past. Furthermore, the paradigmatic case included in this act is telling.

Excerpt 10, page 3, line 26:

“Stanley,” Jess says, jumping out of the car, “meet my dad. Dairy farmer and Ford Falcon tragic, Neville Cook.” (Cheng, 2017, p. 3).

The dialogue is classified as directives. The illocutionary point is the speaker represents attempts to get the hearer to do something. The direction of fit is the speaker makes the world fit the words via the hearer. It can be proven from the verb 'meet' as the beginning of the sentence. The use of a verb at the beginning of the sentence is one of the characteristics of the command sentence. In summary, Jessica, the speaker, commands Stanley, the interlocutor, to face and meet her dad in the introductory process. Furthermore, the paradigmatic case included in this act is commanding.

Excerpt 11, page 3, line 29:

Neville sticks his pink, large-pored face up against the dusty glass. He grins. “Pleased to meet you.” (Cheng, 2017, p. 3).

The dialogue is classified as expressive. The illocutionary point is expressing the speaker’s psychological attitude. There is no direction of fit of this type. In addition, the dialogue is spoken by Neville Cook when he meets Stanley Chu. By saying the dialogue, Neville Cook welcomes him at the first meeting. Furthermore, the paradigmatic case included in this act is welcoming.

Excerpt 12, page 3, line 36:

She holds Jess at an arm’s length and then, as if unable to bear the distance, pulls her into a tight embrace. “Don’t they feed you at the residential colleges? Never mind. I’ll fatten you up. I’ve got your favorite, tuna casserole, in the oven. And apple pie for dessert.” (Cheng, 2017, p. 3).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. The dialogue is stated when Jessica’s mother welcomes Jessica when she arrives at home. After that, she looks at her daughter, analyzes her, holds her arm, and hugs her. Then, she says the statement because she feels that her daughter is thinner than before. Therefore, she concludes that during staying at the residential colleges, her daughter is not eating enough. Furthermore, the paradigmatic case included in this act is concluding.

Excerpt 13, page 4, line 1:

She holds Jess at an arm’s length and then, as if unable to bear the distance, pulls her into a tight embrace. “Don’t they feed you at the residential colleges? Never mind. I’ll fatten you up. I’ve got your favorite, tuna casserole, in the oven and apple pie for dessert.” (Cheng, 2017, p. 4).

The dialogue is classified as commissives. The illocutionary point of this act is to commit the speaker to some future action. The direction of fit is the speaker making the world be adapted via his words. The words ‘I’ll’ indicate that the speaker promises something to the interlocutor. Then, the word ‘fatten’ implies the thing the speaker promised. In brief, the speaker has an assignment in the future and commits to make it happen. Jessica’s mother guarantees Jessica that she will fatten her daughter up while living at home in the dialogue above. Furthermore, the paradigmatic case included in this act is promising.

Excerpt 14, page 5, line 11:

“Is that where you’re from?” Mrs Cook asks, spooning a clump of macaroni and bechamel sauce onto Stanley’s plate. “China?” “Hong Kong.” (Cheng, 2017, p. 5).

The dialogue is classified as assertives. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. The speaker says the dialogue to give the correct statement. In this case, Stanley, the speaker, says that he comes from Hong Kong, not from China, as presumed by Mrs. Cook. Moreover, the complete sentence above is 'I am not from China, but I am from Hong Kong'. Azar (2009, p. 361, as cited in Martarini, 2018, p. 39) states that it is categorized into Elliptical Construction. Furthermore, the paradigmatic case included in this act is stating.

Excerpt 15, page 5, line 15:

Stanley wonders if he has underestimated Mr. Cook. “You know Hong Kong?” “Pam and I paid a visit once,” Neville replies, clearly pleased with Stanley’s reaction. “Before we had kids.” (Cheng, 2017, p. 5).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. In this case, Mr. Cook, as the speaker, tells an event that happened in the future. He and his wife experience the event. He tells Stanley that he has visited Hong Kong once with his wife. Furthermore, the paradigmatic case included in this act is telling.

Excerpt 16, page 5, line 30:

“Another one, please, Pammy,” Neville says and bangs the butt of his beer bottle on the table. (Cheng, 2017, p. 5).

The dialogue is classified as directives. The illocutionary point is the speaker represents attempts to get the hearer to do something. The direction of fit is the speaker makes the world fit the words via the hearer. By using the dialogue, the speaker asks the interlocutor to act in supporting the speaker’s need. It is proven by using the word ‘please,’ usually used in a request or command sentence. Then, the words “bangs the butt of his beer bottle on the table” describe that his beer runs out. Therefore, Neville requests Pammy to bring him another bottle of beer. Furthermore, the paradigmatic case included in this act is requesting.

Excerpt 17, page 6, line 5:

“And Rhys, well, when he grows up and realizes art doesn’t pay shit until you’re dead” “Neville.” Pam shoots her husband a look. She turns to Stanley. “Rhys did that beautiful landscape on the wall over there.” (Cheng, 2017, p. 6).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. The intention of the dialogue is, the speaker intends to inform the interlocutor of the other information to add the interlocutor’s knowledge. Moreover, this information is gained by the speaker by seeing the event directly. In this sentence, Mrs. Cook acts as an agent who reports a piece of information to Stanley as the addressee. Then, the reported information is Rhys’ work. The dialogue is also used by Mrs. Cook to refute Mr. Cook’s statement stating that Rhys’ job is in vain. Therefore, Mrs. Cook informs Stanley that her son created a beautiful picture on the wall. Furthermore, the paradigmatic case included in this act is reporting.

Excerpt 18, page 6, line 15:

“Dad’s family were big South Melbourne fans,” Jess explains. “And who do you barrack for, Stanley?” Pam asks. Jessica beams. “Stan’s a North Melbourne man.” Stanley freezes. He has never watched a game of football. (Cheng, 2017, p. 6).

The dialogue is classified as directives. The illocutionary point is the speaker represents attempts to get the hearer to do something. The direction of fit is the speaker makes the world fit the words via the hearer. Jessica uses the dialogue to command her mom to stop asking Stanley about the South Melbourne football club because he is the North Melbourne people. Furthermore, the paradigmatic case included in this act is commanding.

Excerpt 19, page 6, line 24:

Pam stands up and walks to the stove. Finally Neville licks the last drop of beer from the mouth of his bottle. “Hit me again, Pam!” (Cheng, 2017, p. 6).

The dialogue is classified as directives. The illocutionary point is the speaker represents attempts to get the hearer to do something. The direction of fit is the speaker makes the world fit the words via the hearer. By using the dialogue, the speaker asks the interlocutor to act in supporting the speaker’s need. The words “finally Neville licks the last drop of beer from the mouth of his bottle” describe that the bottle is empty. Then, the speaker uses the dialogue to requests the hearer to bring him another bottle of beer. Furthermore, the paradigmatic case included in this act is requesting.

Excerpt 20, page 6, line 25:

“How about dessert? I made Jess’s favorite. Apple pie.” They all watch Pam pull the pastry from the oven. The smell of cooked apples and cinnamon fills the air. (Cheng, 2017, p. 6).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. The speaker tells the fact. The intention of the dialogue is, the speaker intends to inform the interlocutor that an event has happened to add the interlocutor understands. The event intended in this discourse is making the apple pie. In addition, in this sentence, the word ‘made’ indicates the activity the speaker created. Then, the words ‘apple pie’ are the thing she created. Furthermore, the paradigmatic case included in this act is reporting.

Excerpt 21, page 7, line 19:

Jessica picks up the bear and straightens its vest before placing it on the dresser. “There’s a fresh towel on the chair.” (Cheng, 2017, p. 7).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. The speaker uses his words to inform the hearer about the actual condition around them. Furthermore, the paradigmatic case included in this act is reporting.

Excerpt 22, page 8, line 14:

“So?” Jess. “He’s sweet.” And Mrs. Cook. “Isn’t he?” “But...” A groan of pipes. Rushing water. “But what?” Buzz of an electric toothbrush. Spitting. Squeak of a rusty tap. “He’s no Eddie.” (Cheng, 2017, p. 8).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. What the speaker says fits reality. The dialogue is spoken by Jessica’s mother when she has a discussion with Jessica in the hall. The topic is talking about Stanley. She admires Stanley’s face, but on the other hand, the truth says that Stanley is not Eddie. Furthermore, the paradigmatic case included in this act is stating.

Excerpt 23, page 11, line 6:

“I hate Australia Day,” Rhys says, finally, before cracking open another Carlton Draught. (Cheng, 2017, p. 11).

The dialogue is classified as expressive. The illocutionary point is expressing the speaker’s psychological attitude. There is no direction of fit of this type. In addition, this statement is spoken by Rhys to express his dislike of Australia day. Pearson & O’Neill (2009, as cited by Yasmeen, 2015, p. 112) state that “Australia Day (January 26) was originally celebrated to remember the British arrival on the continent in 1788. The day has been celebrated to differing degrees in the colonies and later in Australia since 1901.” The planned bicentennial celebration in 1988, however, set in motion a trend to identify the day as a celebration for Australian national identity. Furthermore, the paradigmatic case included in this act is disliking.

Excerpt 24, page 11, line 11:

“Bunch of nostalgic bullshit,” Rhys says. Then, sensing he might have offended Stanley, he adds, “Thanks for saying you liked my painting.”(Cheng, 2017, p. 11).

The dialogue is classified as expressive. The illocutionary point is expressing the speaker’s psychological attitude. There is no direction of fit of this type. Moreover, the thanking statement can be described as the speaker’s appreciation of somebody’s helpfulness. In this case, this statement is spoken by Rhys, who expresses his feelings because Stanley appreciates his work.

Furthermore, the paradigmatic case included in this act is thanking.

Excerpt 25, page 11, line 20:

“Happy Australia Day,” Rhys says and raises his beer. (Cheng, 2017, p. 11).

The dialogue is classified as expressive. The illocutionary point is expressing the speaker’s psychological attitude. There is no direction of fit of this type. In this case, this statement is spoken by Rhys to express his happy feeling in celebrating Australia day. Pearson & O’Neill (2009, as cited by Yasmeen, 2015, p. 112) state that “Australia day was celebrated to differing degrees in the colonies and later in Australia since 1901”. Furthermore, the paradigmatic case included in this act is celebrating.

Excerpt 26, page 17, line 17:

Ellen spooned some potato salad onto her plate. “Do you have family in Australia?” “No.” Leila thought it an odd question, as if everyone from England should have relatives in the former colony. “I’m working in Melbourne. As a pair.” (Cheng, 2017, p. 17).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. What the speaker says is related to reality. The dialogue is spoken by Leila to Ellen when she introduces herself to her. Leila uses this dialogue to tell her job. She claims that she works as an au pair. Cox (2015, p. 1) states that “Au pair workers are paid cheaper than a domestic worker and framed within government policies as a form of cultural exchange between equals, au pairs are now looked to by many tens of thousands of families to fulfill their housework, childcare and elder care needs.” Because the hearer does not know anything about the speaker so that what the speaker says in this dialogue can be categorized as a claim. Furthermore, the paradigmatic case included in this act is claiming.

Excerpt 27, page 17, line 20:

Ellen picked up a burnt sausage with a pair of tongs. Without asking, she placed it on Leila's plate. "I had a nanny in South Africa." (Cheng, 2017, p. 17).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. The dialogue is said by Ellen to Leila when they get familiar with each other. Then, the speaker claims that she has a nanny in South Africa. However, this statement cannot be verified because it is the first time the hearer meets the speaker. Furthermore, the paradigmatic case included in this act is claiming.

Excerpt 28, page 17, line 22:

Ellen picked up a burnt sausage with a pair of tongs. Without asking, she placed it on Leila's plate. "I had a nanny in South Africa." Leila imagined a large black woman with a white bonnet and frilly apron. "The kids still talk about her." (Cheng, 2017, p. 17).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. What the speaker says fits reality. The dialogue is said by Ellen to Leila when they get familiar with each other. The speaker reports the event that she directly experiences, and she believes that the event does exist. The event intended by the speaker is the kids still talking regarding the nanny. Furthermore, the paradigmatic case included in this act is reporting.

Excerpt 29, page 17, line 28:

Ellen groaned as she sat down. "Arthritis," she explained and rubbed her knees with her hands. "So what do you think of Australia?" "Leila flicked an ant off the summit of her potato salad. "It's nice. The People are friendly." (Cheng, 2017, p. 17).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. Leila uses this dialogue to express her opinion regarding Australian culture. The words uttered by the speaker relate to the reality she believes. Because she has been living in Australia for a long time, she believes that Australian culture is excellent and friendly. Furthermore, the paradigmatic case included in this act is stating.

Excerpt 30, page 17, line 30:

Ellen groaned as she sat down. "Arthritis," she explained and rubbed her knees with her hands. "So what do you think of Australia?" "Leila flicked an ant off the summit of her potato salad. "It's nice. The People are friendly." "It's a lucky country." (Cheng, 2017, p. 17).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. The dialogue is said by Ellen to Leila when they get familiar with each other. The speaker uses the dialogue to express her conclusion after making a short talk with the hearer. Furthermore, the paradigmatic case included in this act is concluding.

Excerpt 31, page 19, line 12:

"Minga!" a voice boomed from behind the group. He was a tall Aboriginal man with green eyes and a wide-brimmed black hat. "That's what we call the climbers in our language." (Cheng, 2017, p. 19).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. The dialogue is said by Jimmy to the tour members when they stand in front of Uluru. The speaker states the dialogue to provide the information regarding the word he said before.

Furthermore, in the previous discourse, the speaker shouted the utterance ‘Minga!’ to the interlocutors. Then, he uses the sample dialogue to explain its actual meaning. Therefore, the paradigmatic case included in this act is reporting.

Excerpt 32, page 19, line 15:

He pointed a finger at the rock. “See that white line? “Leila looked at the chalky streak on the rock’s orange face. “That’s the mark left by people’s footprints.” (Cheng, 2017, p. 19).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the words fit the world as the speaker believes. The dialogue is said by Jimmy to the tour members when they stand in front of Uluru. The speakers use the words to explain the actual process regarding the white line on the Ayers rock. His words can be trusted as a truth because he is a native aborigine, so that. Therefore, the paradigmatic case included in this act is reporting.

Excerpt 33, page 19, line 16:

He pointed a finger at the rock. “See that white line?” Leila looked at the chalky streak on the rock’s orange face. “That’s the mark left by people’s footprints.”

“Like a scar,” Leila said (Cheng, 2017, p. 19).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the words fit the world as the speaker believes. The speaker expresses her opinion regarding the mark on the Ayers rock. Her opinion comes from the object she directly sees. Then, her opinion becomes her belief in stating the words. Therefore, the paradigmatic case included in this act is stating.

Excerpt 34, page 21, line 11:

“Lucy’s back at the hotel with the kids,” Tim said, excusing his wife’s absence. “They’re bugged.” “She still upset about Ayers Rock?” Ellen said, ignoring Tim’s clear desire to avoid the subject. “She’ll get over it.” (Cheng, 2017, p. 21).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the words fit the world as the speaker believes. The dialogue was spoken by Ellen to Tim last night in Uluru. Ellen utters the words to conclude the reason why Lucy does not come. Ellen believes that Lucy does not come because she is still upset about the incident on Ayers rock. Therefore, the paradigmatic case included in this act is concluding.

Excerpt 35, page 23, line 8:

“Macca,” he says, sitting down and fiddling with the crotch of his tracksuit pants. “My daughter’s name is Emily.” “Her favorite things are Lady Gaga and spaghetti Bolognese.” (Cheng, 2017, p. 23).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the words fit the world as the speaker believes. The dialogue is said by Macca to Dr. Garret in a moment at Dr. Garret’s office. The dialogue intends to inform the hearer regarding the actual name of his daughter. Then, what the speaker says relates to reality. Therefore, the paradigmatic case included in this act is stating.

Excerpt 36, page 27, line 24:

“Seeing Em on the weekend,” he says, his voice faltering. “Missus says, she’s proud of me.” “Macca, that’s wonderful.” (Cheng, 2017, p. 27).

The dialogue is classified as expressive. The illocutionary point is expressing the speaker's psychological attitude. There is no direction of fit of this type. In this case, the statement spoken by Dr. Garret intends to praise Macca's achievement. In addition, the speaker expresses her admiration. Therefore, the paradigmatic case included in this act is praised.

Excerpt 37, page 29, line 23:

She points to Kat's Havaiana thongs and Raf's leather moccasins. "Oh no," Kat says, looking at Raf. "We couldn't possibly." (Cheng, 2017, p. 29).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the words fit the world as the speaker believes. The dialogue is told by Kat to Sukhon when Sukhon commands her to take the shoes off. The dialogue intends to assert the speaker's feelings. Moreover, the word 'couldn't' indicates that the statement used is categorized into a refusal statement. Moreover, this sentence is used to assert the speaker's previous statement. Furthermore, the paradigmatic case included in this act is asserting.

Excerpt 38, page 32, line 23:

Raf looks up. "You all right?" She watches the amber fluid ooze across her plate. "Not the friendliest of people, is he?" "Who?" "That chef." Raf looks over at the buffet. A woman in a hot-pink bikini has ordered a crepe. The chef flips it in a perfect arc above his clean white paper hat. "What do you expect?" Raf says, dropping his sunglasses over his eyes. "It's Ramadan. Poor guy's probably starving." "Ramadan. Of course," Kat says, feeling stupid. (Cheng, 2017, p. 32).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the words fit the world as the speaker believes. The dialogue is said by Raf to Kat when she feels annoyed by the chef in the hotel. Moreover, as he believes, Raf concludes that the chef's unpleasant treatment is the effect of fasting in Ramadan. Therefore, the paradigmatic case included in this act is concluding.

Excerpt 39, page 32, line 32:

He is a small man named Ali with dancing eyes and a porcelain smile. "Ten years ago we were hit by the tsunami." (Cheng, 2017, p. 32).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the words fit the world as the speaker believes. The dialogue is said by Ali to members of the tour when they pull over at the dock. Then, what the speaker says relates to the reality that has happened in the past. Ali says that the people of his land were hit by a tsunami ten years ago. Then, his experience makes him believe. Therefore, the paradigmatic case included in this act is telling.

Excerpt 40, page 35, line 20:

As they round the bend, they see four men sitting cross-legged on the sand with drums between their knees. "Bodu beru," Raf says. "Made from stingray hide." (Cheng, 2017, p. 35).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the words fit the world as the speaker believes. Raf says the dialogue to Kat as they round on the bend. In addition, what Raf says relates to what he believes. Moreover, Raf produces the words expressing his belief. He believes that Bodu Beru is made from stingray hide. Therefore, the paradigmatic case included in this act is stating

Conclusion

This research is concerned with analyzing illocutionary acts used in dialogues of selected chapters in the short stories book *Australia Day* by Melanie Cheng. Moreover, understanding the speech situation can be ensured to determine the types of illocutionary acts and the paradigmatic cases of the types of illocutionary acts. The writers found 27 assertive, 2 commissive, 6 directives, 5 expressive and 0 declaratives. Furthermore, illocutionary acts classified as assertive is the most dominant type used in this study. The writer also found 3 claiming, 9 stating, 7 reporting, 3 telling, 70 4 concluding, 1 asserting, 1 offering, 1 guaranteeing, 4 commanding, 2 requesting, 1 welcoming, 1 disliking, 1 thanking, 1 celebrating, and 1 praising. Furthermore, the paradigmatic case of stating is the most dominant case used in this study

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