

TYPES OF SPEECH ACT PRESENTED BY MALE MAIN CHARACTER IN JANE AUSTEN'S NOVEL

*Speech Act,
Jane Austen*

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Abstract - *The study focusing on the types of speech act presented by male main characters in Jane Austen's Novel is a part of research roadmap plan. The research is aimed to find out types of speech acts presented by Edward Ferrars in the novel Sense and Sensibility. In conducting the research, the researcher used semantic and pragmatic approach to analyse types of speech acts. The research used descriptive qualitative approach to collect, analyse and present the data. The researcher conducted the research chronologically by identifying, classifying and analysing the utterances made by Edward Ferrars in Jane Austen's novel Sense and Sensibility. The researcher identified the utterances presented by the male main character by interpreting the utterances. The researcher used Qadir and Riloff's lexical and syntactic features that has been modified, as well as Searle Keywords focusing on four speech acts (Expressive, Representative, Directive and Commissive) to classify and analyse the utterances. The findings showed that representative speech acts are 62.6 %, followed by 20.8% directive speech acts, 8.3 % for each expressive and commissive speech acts. The identification of speech acts determine the character of Edward Ferrars, as a straightforward and curious gentleman.*

Keywords: *Speech Acts, Sense and Sensibility, Jane Austen.*

I. INTRODUCTION

Language is used in writing and oral to express speakers' feelings and thoughts. In general, language is differently expressed as it depends on the speaker, form, and situation. A good speaker should firstly consider the surrounding before conveying his/her purposes, then he/she can choose the appropriate way and form to convey his/her message. Actually, people perform action when they make statements, request, promises, complaints, ask questions, give orders, give thanks, offer apologizes, and so on. As explained by Finegan (2008) who said that actions are carried out through utterances. Utterances is not only found in speaking, but also in writing, particularly novel that shows the characters' emotions, feeling or thought.

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Novel, as an example of narrative prose, shows certain linguistic characterization particularly the use of speech acts expressed by the characters. Leech and Short (2007) said that “linguistics places literary uses of language against the background of more ‘ordinary’ uses of language.” They explain that language is an immensely complex, rich and variable instrument even in its more mundane uses. In other words, linguistic features is a perfect tool to analyse the novel.

The researcher was interested in Jane Austen’s work because she is considered one of the most significant and popular British novelist. Her novels have been studied around the world, producing criticism on her works. The recent studies of speech act on Jane Austen’s novel conducted by different researchers who respectively focused on *Sense and Sensibility* and *Pride and Prejudice*, particularly Hua (2013).discussing Critical Discourse Analysis of Women Language at the Lexical Level in *Sense and Sensibility*. Meanwhile, Yunhong (2010) focused on one of Jane Austen’s novels: *Pride and Prejudice*entitled “Elizabeth’s Utterances in *Pride and Prejudice*-An Investigation of Gendered Differences from the Perspective of Face Theory.” The research showed that Elizabeth Bennet is very skilful in dealing with different conversation as she can apply various approaches to make herself clearly expressed and understood. In summary, the study focused on male character’s utterances has not been conducted. Therefore, the study merely focuses on the utterances delivered by the Edward Ferrars, one of male main characters in *Sense and Sensibility*, in order to reveal types of speech acts used. Edward Ferrars is considered a strong character, since he is the opponent of Elinor Dashwood and he colours the plot. These can be proven by the use of language in his utterances.

A speaker uses language with an intention to make action possible. Santoso, et al (2014) said that the language is not only used to express emotion, but also show it. Likewise, Sbisá (1995) explained that utterance works as an act, the production of words or sentences as the performance of speech act, and the speech act as the unit of linguistic communication. “An utterance is the production (oral or in writing) of a token of a linguistic structure which may or may not correspond to a complete sentence. An act, generally speaking, is something that we “do”: a piece of active (vs passive) behaviour by an agent.”

Austin in Farnia (2014) stated that there are three levels of act that can be found in anybody’s speech: locutionary act, or literal meaning of speech;

illocutionary act, or what the speaker means by what he said; and perlocutionary act means the effect of what is said on the hearer. Farina (2014) also said that Searle elaborated the taxonomy of actions that can be performed by speaking through developing five macro classes: representatives, directives, commissive, expressive, and declaratives. Farina (2014), Kaburise (2012) and Ad-Darraji (2012) explained types of Searle's speech act theory according to their general function as follows:

1. Representative Speech Act

Representative speech act is the description of states or events. It is in the form of reports, assertions, conclusions, descriptions, and claims.

2. Directives Speech Act

Directives speech act involves the listener to do something in a future action. It is used by a speaker to direct someone else to do something, particularly to do what the speaker wants. Directive speech act can have negative or positive purposes, it includes command, order, invite, advice, beg, request, suggestion.

3. Commissive Speech Act

Commissive speech act is committing oneself to do something in the future, e.g. planning, refusals, pledges, promising, threatening, offering, swearing.

4. Expressive Speech Act

This speech act is expressing one's psychological state of mind, e.g. greetings, apologizes, condolences, congratulations, or thanks. It is aimed to express statements of pleasure, pain, like, joy, hatred, sorrow. Carretero (2015) used Weigand's theory that expressive speech act is classified based on the notions of belief and desire. Expressive speech act divides into two general types including self centred (speaker/ writer's feeling) and other-centred expressive (addressee's feelings). Self centred expressive includes likings to express positive emotional reactions, particularly Concern to express worries; Wishes to claim that the truth of proposition should (or should not) be the case. Meanwhile, other-oriented expressive include apologies, compliments and thanking, reassuring (aim at comforting the addressee by diminishing his/her feeling of guilt), reproaches (negative counterpart of compliments).

5. Declaratives Speech Act

Declarative speech act is bringing about a change, e.g. declaring, appointing. It is used to declare and express the change of world, it is usually uttered by priest

who pronounces husband and wife, or judge who sentences a person into prison.

Words to express declaration speech act are 'declare', 'pronounce', 'sentence'.

Besides types of speech acts based on general function, speech acts can also be distinguished with regard to their structure, namely direct and indirect speech acts. Finch (2003) said that direct speech acts are directly cooperative in nature, while indirect speech acts are indirectly cooperative. Yule (2013) clearly stated that direct speech acts are used to ask question, declare the condition, while indirect speech acts are used to be more gentle or more polite when conveying requests.

Some experts use various approach to classify speech acts. Ad-Darraji (2012), for example, used mood, agent, subject, tense, voice, and type of speech to analyse the text. Differently, Qadir and Riloff (2011) explained that the features of speech act classifications include lexical, syntactic and semantic features. They tried to capture linguistic properties associated with speech act expression as well as discourse properties associated with individual sentences. The lexical and syntactic features used by Qadir and Riloff are unigrams, personal pronouns, tense, tense and person, modals, infinitive verb phrase, plan phrase, sentence contains early punctuation, sentence begins with Modal/Verb, sentence begins with WH Questions, neighbouring question, sentence position, and number of verbs. Besides, Kaburise (2012) said that understanding or defining the meaning of speaker's utterances through sense (sentence meaning) and force (utterance/speaker meaning) or properties of grammar and principles of conversation. He said that speakers imply and hearers infer certain meanings from utterances based on their shared background and the immediate context of the utterance. Besides, context operates at external and internal settings. Internal context is more visible and commonly accepted notion of context, while external context is detailed as the pragmatic presuppositions or inferences about the beliefs, knowledges and experiences of participants required to understand an utterances.

Words, phrases and sentences in the utterances made by the female main characters should be considered to classify speech acts. Stockwell and Minkova (2001) said that the core vocabulary has been part of English for many centuries, passed down with minor changes. In their book, Stockwell and Minkova explained about the composition of the early modern and modern english vocabulary that can be used to understand the utterances made by female protagonists in Jane Austen's novels.

In making speech act, the speaker considers some factors. Holmes (2013) said that some components influencing the linguistic choice, including participants (the speaker and the hearer), the setting (social context of the interaction), the topic (what the participants talk about), and the function (purpose of speaking). Furthermore, Holmes also provides four different dimensions that relate to the factors above to analyse the linguistic choice: social distance scale, status scale, formality scale, and referential and affective function scales. First, Social distance scale is concerned with participant relationship. It can be measured by using the scale intimate (high solidarity) and distant (low solidarity). Second, status scale focuses on participant relationship, particularly the position. It can be assessed through superior (high status) and subordinate (low status). Third, formality scale is seen from the social setting or type of interaction on language choice. The scale can be categorised into formal/high formality, and informal/low formality. Lastly, Referential and affective function scales are related to the purposes or topic of interaction. Referential includes high information content and low information content, while affective considers low affective content and high affective content.

In order to classify types of speech acts, the researchers will use the theory of Qadir and Riloff to identify the linguistic features in utterances. Besides, the researchers will refer to Stockwell and Minkova in understanding the linguistic structure in utterances.

II. METHOD

The research used semantic and pragmatic approach to analyse types of speech act. The descriptive research applied to collect, analyse and present the data. Data collection involved the interpretative approach.

After classifying the utterances, the researcher analysed the utterances referring Lexical and Syntactic Features, and Searle Keywords that has been customized by Qadir and Riloff, and. Out of 13 lexical and syntactic features designed by Qadir and Rilof, I only focus on Tense (*past, present, and future tense*), Modals (*may, must, shall, will, might, should, would, could*), Number of Verbs (four possible values: 0, 1, 2, >2), Sentence begins with WH Questions (*Who, When, Where, What, Which, What, How*), and Sentence begins with Modal/Verb (the feature to capture interrogative and imperative sentences as they are likely to be Directives). I

added Sentence begins with Auxiliary, as well as the use of Conjunction, Punctuations and Part of Speech. Sentence begins with Auxiliary defines directive speech acts, Conjunction includes subordinating, correlative, conjunctive, while Punctuation include the use of question mark and exclamation mark, and part of speech indicates the criteria of Searle Keywords.

Qadir and Riloff also creates one feature for each speech act class, and they only focus on four speech acts. First, the Representative keywords were: (*hypothesize, insist, boast, complain, conclude, deduce, diagnose, and claim*), they didn't used 3 words from Searle's list (*suggest, call, believe*) but I keep using it, and they alsoadjoined 2 new words (*assume and suspect*).Second, the Directive keywords were *ask, order, command, request, beg, plead, pray, entreat, invite, permit, advise, dare, defy, challenge*. They also appended the word *please*. The Expressives keywords were *thank, apologize, congratulate, condole, deplore, welcome*, as well as *appreciate and sorry* added by Qadir and Riloff. As Searle did not provide any hint on possible indicator words for Commissives, they determine that the Commissive keywords include *plan, commit, promise, tomorrow, later*.

III. FINDINGS AND DISCUSSION

Sense and Sensibility talks about Dashwood's family and people around them particularly focusing on the daughters Elinor and Marianne. The title itself represents the characters Elinor Dashwood and Marianne Dashwood respectively. Altogether, there are twenty characters mentioned in Sense and Sensibility, eight are male characters and twelve female characters. In the story, Elinor Dashwood is the female main character who falls in love with Edward Ferrars, the brother of Fanny Dashwood (the wife of John Dashwood, Elinor's step brother). Austen describes Edward Ferrars as an unattractive man who has a humble desire to live in a far distant county, and not a dream of a bright career and flamboyant life, his quality is clearly illustrated as follows:

“Edward Ferrars was not recommended to their good opinion by any peculiar graces of person or address. He was not handsome, and his manners required intimacy to make them pleasing. He was too diffident to do justice to himself; but when his natural shyness was overcome, his behaviour gave every indication of an open, affectionate heart. His understanding was good, and his

education had given it solid improvement. But he was neither fitted by abilities nor disposition to answer the wishes of his mother and sister, who longed to see him distinguished—as—they hardly knew what. They wanted him to make a fine figure in the world in some manner or other. His mother wished to interest him in political concerns, to get him into parliament, or to see him connected with some of the great men of the day. Mrs. John Dashwood wished it likewise; but in the mean while, till one of these superior blessings could be attained, it would have quieted her ambition to see him driving a barouche. But Edward had no turn for great men or barouches. All his wishes centered in domestic comfort and the quiet of private life. Fortunately he had a younger brother who was more promising (Chapter 3, page 17).”

Edward Ferrars is considered as the male main character as he is the opponent character of Elinor Dashwood. Therefore, the analysis of speech acts is merely focused on utterances made by Edward Ferrars. The utterances made by Edward Ferrars are twenty four utterances in eight situations as he made conversations with Mrs. Dashwood, Elinor Dashwood, and Marianne Dashwood.

Table 1. Identification of Speech Acts

Category	Utterances	Percentage
Representative	15	62.6
Directive	5	20.8
Expressive	2	8.3
Commissive	2	8.3

The analysis shows that the representative speech acts are mostly appeared in the novel, followed by directive and expressive speech acts, and left commissive speech acts behind. The lexical and semantic features in the following table also show that all features are used in the production of speech acts.

Table 2. Lexical and Semantic Features

Category	Lexical & Semantic Features
Representative	Noun Place, Adjective (to declare the condition), Conjunction for showing reason, Correlative Conjunction for showing belief, Coordinating Conjunction for declaring and concluding, Verb <i>hope, guess</i> for showing assumption, Auxiliary (insisting in the idea, complaining) Verb <i>perhaps and presume</i> , and Phrase <i>I am afraid</i> to show strong disapproval. Present tense also used to conclude the situation
Directive	Exclamation Marks, Question Marks, Auxiliary, WH Questions.
	Conditional Sentence.
Expressive	Verb (Adjective).
	Past Tense
Commissive	Positive Verb, and Negative Verb.

The representative speech acts employed by Edward strongly aim to consecutively deliver declaration, conclusion, assumption, strong disapproval, insistence, belief, deduction, and complain. Edward declared his situation when Elinor asked him about particular issue, the utterance “I was at Norland about a month ago (Page 106)”, and “About eighteen hundred or two thousand a year; not more than THAT.(Page 110)” are Edward replies to Elinor who asked about his activity in Sussex, and his competence (income). These two responses are representative speech acts, since they were in accordance with the topic discussion, and were responding to the questions given by Elinor. It is found that to declare the situation, past and present tense are used to convey the situation, noun and adjective clearly used to illustrate the condition. Besides, conjunction for reason, correlative and coordinating conjunction are used.

Edward also made conclusion when he conveyed his opinion. In concluding, coordinating conjunctions, modals and present tense are applied as in “And the bulk of your fortune would be laid out in annuities on the authors or their heirs.’ (Page 112)” and She knows her own worth too well for false shame,’ replied Edward. ‘Shyness is only the effect of a sense of inferiority in some way or other. (Page 114). In the meantime, the utterances to assume apply the use of verb *hope* and

guess, he used them respectively when he had conversations with Mrs. Dashwood (about her mother's expectancy), and Marianne (about Mr. Willoughby's existence). In "No. I hope my mother is now convinced that I have no more talents than inclination for a public life! (Page 109)", he clearly assumed that her mother accepts his preference. Meanwhile, the utterance "Well then; I guess that Mr. Willoughby hunts.(Page 121)" showed his conjecture to soothe Marianne. To deplore, *perhaps* and *presume* are used to express uncertainty, and minimize his strong disapproval, along with the stress on the use of *your*. Besides, Edward also put *I am afraid* when he showed his disapproval: "My judgment,' he returned, 'is all on your side of the question; but I am afraid my practice is much more on your sister's. I never wish to offend, but I am so foolishly shy, that I often seem negligent, when I am only kept back by my natural awkwardness. I have frequently thought that I must have been intended by nature to be fond of low company, I am so little at my ease among strangers of gentility!'(Page 114)". In addition, the utterance categorized into representative speech act as the word usage: *judgement*, *offend*.

Furthermore, Edward insisted on his opinion when he talked with Mrs. Dashwood about his mother's expectancy, he clearly stated that "I shall not attempt it. I have no wish to be distinguished; and have every reason to hope I never shall. Thank Heaven! I cannot be forced into genius and eloquence.' (Page 109)". The representative speech acts clearly have the keyword *believe*, and it is used in the utterance "As moderate as those of the rest of the world, I believe. I wish as well as every body else to be perfectly happy; but, like every body else it must be in my own way. Greatness will not make me so.(Page 109)". Edward draws a logical conclusion when he had a discussion with Elinor about Marianne, he deduced "You have not been able to bring your sister over to your plan of general civility, Do you gain no ground?(Page 114)" after he observed the discussion between Elinor and Marianne. The representative speech act which keyword is complain can be seen in the utterance "Reserved! Am I reserved, Marianne?, I do not understand you,Reserved!—how, in what manner? What am I to tell you? What can you suppose? (Page 114)". Edward complained on Marianne's opinion about him, the sentence begins with auxiliary forming questions not to ask but to question Marianne's opinion. Not only once Edward complained to Marianne about her opinion, he also complained when Marianne said that "Nay, Edward,' said

Marianne, 'you need not reproach me. You are not very gay yourself. (Page 113)', since he concluded Marianne's behavior, beforehand. To sum up, the lexical and semantic features found in the representative speech acts are Noun Place, Adjective (to declare the condition), Conjunction for showing reason, Correlative Conjunction for showing belief, Coordinating Conjunction for declaring and concluding, Verb *hope*, *guess* for showing assumption, Auxiliary (insisting in the idea, complaining) Verb *perhaps* and *presume*, and Phrase *I am afraid* to show strong disapproval, while Present tense also used to conclude the situation.

There are five utterances categorized into directive speech acts aimed to ask questions, and give advice. Edward asked some questions because he was curious about things he heard, the questions were asked to Mrs. Dashwood, Marianne, and Elinor. Beside curiosity, the question was also made to break the ice as in "Do you like London?" (Page 290)" to Elinor who was awkward with Lucy's existence. "Meanwhile, advice was given to Marianne by putting himself as an example, the utterance "If I could persuade myself that my manners were perfectly easy and graceful, I should not be shy(Page 114)" uses *if* to refine his message. In short, Exclamation Marks, Question Marks, Auxiliary, WH Questions are used to ask some questions, while Conditional Sentence is to give advice.

Expressive speech acts are only found in two utterances, in the form of compliment and apology. In giving compliment, the utterance emphasizes on the delicacy of expression "'What magnificent orders would travel from this family to London,' said Edward, 'in such an event! What a happy day for booksellers, music-sellers, and print-shops! You, Miss Dashwood, would give a general commission for every new print of merit to be sent you—and as for Marianne, I know her greatness of soul, there would not be music enough in London to content her. And books!— Thomson, Cowper, Scott—she would buy them all over and over again: she would buy up every copy, I believe, to prevent their falling into unworthy hands; and she would have every book that tells her how to admire an old twisted tree. Should not you, Marianne? Forgive me, if I am very saucy. But I was willing to shew you that I had not forgot our old disputes.'(Page 111-112)". In the meantime, utterance "I was engaged elsewhere(Page 291)" contains apology as he was expected to spend some time with Elinor and Marianne in Harley Street the other day. In summary, lexical and semantic features of expressive speech acts are the use of verb (adjective) and past tense.

Commissive speech acts is in the last sequence as only two utterances found. The utterances “I believe you are right,’ ‘and yet I have always set her down as a lively girl.’ (Page 113)”, and “I do not doubt it (Page 121)” clearly show that Edward agree with Elinor and Marianne respectively, the expressions *you are right* and *I do not doubt it* indicate Edward’s strong agreement. Lexical and semantic features identified the use of positive and negative verbs to express commissive speech acts.

IV. CONCLUSION

Edward Ferrars is a straight forward gentleman, he conveys what he think directly to Mrs. Dashwood, Elinor and Marianne Dashwood. It can be seen in the utterances that representative speech acts mostly used when he declared his situation or condition. Besides, he is also full of curiosity, he doesn’t restrain himself from asking questions. He only agree with Elinor about things, and he is also care about Mrs. Dashwood but complain to Marianne.

His aforementioned characters are seen from the use of speech acts in utterances. Representative speech acts is mostly applied; then, followed by directive, expressive and commissive speech acts.

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