AN ANALYSIS OF REPRESENTATIVES SPEECH ACT USED IN NOVEL “BECAUSE OF WINN-DIXIE”

GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fullfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd) in English Education Department of Teacher Training and Education Faculty

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
SALATIGA
2018
DECLARATION

BISMILLAHIRROHMANIRROHIM

In the name of Allah,

Hereby, the writer declares that this graduating paper is written by the writer himself. This paper does not contain any materials which have been published by other people, and it does not cite any other people's ideas except the information from the references.

The writer is capable of accounting his graduating paper if in the future it can be proved of containing others' idea or in fact, the writer imitates the others' graduating paper.

Likewise, this declaration is written by the writer to be understood.

Salatiga, May 25th 2018

Doni Fatah
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Salatiga, May 25th 2018

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ATTENTIVE COUNSELOR’S NOTE
Case: Doni Fatah’s graduating paper

Dear,
Dean of Teacher Training and
Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Doni Fatah’s graduating paper entitled “AN ANALYSIS OF REPRESENTATIVES SPEECH ACT USED IN NOVEL BECAUSE OF WINN-DIXIE”, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor,

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A GRADUATING PAPER

AN ANALYSIS OF REPRESENTATIVES SPEECH ACT USED IN NOVEL "BECAUSE OF WINN-DIXIE"

WRITTEN BY:

DONI FATAH

NIM. 11311149

has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on (Thursday, May 31st 2018), and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

Board of examiners

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Secretary : Faizal Risdianto, S.S. M.Hum
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Salatiga, June 4th 2018
Dean of Teacher Training
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Suwardi, M.Pd.
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MOTTO

“LIFE is like riding bicycle. To keep your balance, you must KEEP MOVING”

–Albert Einstein–
DEDICATION

This graduating paper is dedicated for:

- My parents (Markimun and Wohamah) who have been supporting me.
- My beloved daughter (Allanis Adzra Kireina Fatah) who gives me spirit and motivates me to finish my study.
- My beloved wife (Putri Larasati) who never tired of motivating me.
- My big family who supported for my education and finishing this graduating paper.
- My fabulous counselor, Faizal Risdianto, S.S. M.Hum for giving me lots of suggestions and motivations.
- All of my crazy adventurer friends of MARTAVI
- All of my lovely friends of TBI 2011, thanks for become super friends of me in IAIN Salatiga.
ACKNOWLEDGMENT

In the name of Allah, the most gracious and merciful, the Lord of universe. Because of Him, the writer could finish this graduating paper as one of the requirement for Sarjana Pendidikan in English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga 2018.

Secondly, peace and salutation always be given to our Prophet Muhammad SAW who has guided us from the darkness into the lightness. However, this success would not be achieved without those supports, guidance, advice, help, and encouragement from individual and institution, and I somehow realize that an appropriate moment for me to deliver:

1. Dr. Rahmat Hariyadi, M.Pd. as the Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Suwardi, M.Pd. as the Dean of Teacher Training and Education Faculty.
3. Noor Maliah, S.Pd.,M.Hum.,Ph.D. as the Head of English Education Department.
4. Faizal Risdianto, S.S. M.Hum as a counselor who has educated, supported, directed and given the writer advices, suggestions, and recommendations for this graduating paper from beginning until the end.
5. All of lecture in English Education Department.
6. All of the staff who have helped the writer in processing the graduating paper administration.
7. My beloved mother Wohamah and my father Markimun thanks for your praying, guidance, love and kindness. You are the best parents and your smiles give me power to always stand up.
8. My beloved daughter Allanis Adzra Kireina Fatah and my beloved wife Putri Larasati, thanks for love you give, for motivating and give me spirit.
9. All of my big family , thanks for your support for me.
10. All of my beloved friends in campus, thanks for your friendship, kindness, kidding and support.
11. My friends in TBI 2011, a thousand of thanks who have given to me wonderful moments.

12. All my friends anywhere, thank you for your support and togetherness.
Finally this graduating paper is expected to be able to provide useful knowledge and information to the readers, and the writer is pleased to accept more suggestion and contribution from the readers for the improvement of this graduating paper.

Salatiga, May 25th 2018
The writer

Doni Fatah
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ABSTRACT


Keywords: pragmatics, speech act, representatives act, descriptive qualitative.

The research is an analysis of representatives speech act used in novel by Kate DiCamillo titled “Because of Winn-Dixie”. The objectives of this research are (1) To find out the types of representatives speech act used in “Because of Winn-Dixie” novel. (2) To describe the representatives speech act that used in “Because of Winn-Dixie” novel. This research was descriptive qualitative.

This research was descriptive qualitative. The object of this research was novel by Kate DiCamillo titled “Because of Winn-Dixie”. The data were in the form of word, phrases and expressions written in novel.

The researcher found 21 of 32 types of representative acts used in novel Because of Winn-Dixie especially used by major characters about Opal and Winn-Dixie as main characters, they are; Asserting (4 data), Claiming (4 data), Affirming (2 data), Stating (2 data), Denying (1 data), Assuring (2 data), Informing (12 data), Notifying (3 data), Reminding (1 data), Objecting (2 data), Suggesting (1 data), Insisting (5 data), Conjecturing (3 data), Hypothesizing (2 data), Guessing (4 data), Swearing (1 data), Criticizing (2 data), Praising (2 data), Complaining (2 data), Boasting (1 data) and Lamenting (2 data). The most frequently used by the writer of representative speech acts was informing (20.3%).
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CHAPTER I
INTRODUCTION

A. Background of the Study

Literature is one of the most interesting for people around the world. According to Klarer (1999:1), Literature is referred to as the entirety of written expression, with the restriction that not every written document can be categorized as literature in the more exact sense of the word. The definitions, therefore, usually include additional adjectives such as “aesthetic” or “artistic” to distinguish literary works from texts of everyday use such as telephone books, newspapers, legal documents and scholarly writings.

Novel is one of the most popular literature, some people like novel than film. According to Eagleton (2005:1), A novel is a piece of prose fiction of a reasonable length. How good novel can be seen from how writer writes their words on their novel. Good language will be more interesting to read by the readers. This is related with the language that used by the writers.

In order language is a means of communication, it offers the writer an opportunity to write a good order of language, writer also should be right to choose the language they used in the novel to express the right expression of the characters to satisfy the reader. Language is the use by human of a system of sounds and words to communicate, According to Oxford Learner’s Dictionary.
Pragmatic is consists of several aspects. Pragmatic analysis is a language analysis based on pragmatic views. According to Yule (1996:4), Pragmatics is the study of the relationship between linguistic forms and the users of those forms. In a novel, Analysis of pragmatics try to find out the character’s intentions from the texts, whether it would be expressed explicitly or implicitly because of revealing speech in communication. Readers are expected to understand several meanings (intrapersonal, ideational, and textual) in various interactions of the text in the novel.

Based on the assumption of qualititative research method, it leads the writer to support the study to conduct the library research. It means that the investigation is based on the data taken from the script that the writer finds from the internet as the main source and then analyze it by using some sources such as books, articles, etc to support the study. The main source of data that used by the writer is data from the book (a novel by Kate Dicamillo “Because of Winn-Dixie”).

After read the novel, the writer found many speech act used by DiCamillo. Based on the novel that is family and children novel, the writer found many speech act of representatives. As Yule (1996:53) explain that Representatives tells about the truthfully of the utterance. In other words, it presents external reality by making their utterance or words fit with the world as they believe it to be. It leads the writer to analyze the Representatives Speech Act in Dicamillo’s novel titled “Because of Winn-Dixie”. It leads the
researcher to write this research paper titled “An Analysis of Representative Speech Act Used in “Because of Winn-Dixie” Novel”.

B. Problem of Study

1. What are the types of representative speech act that used in “Because of Winn-Dixie” novel?

2. What is the meaning of representative speech act used in “Because of Winn-Dixie” novel?

C. Objective of Study

Based on the problem of the study, the research purposes are:

1. To find out the types of representatives speech act used in “Because of Winn-Dixie” novel.

2. To describe the representatives speech act that used in “Because of Winn-Dixie” novel.

D. Limitation of the Study

The researcher analyzes the representative speech act taken from “Because of Winn-Dixie” novel conversations. In this discussion to limit the analysis the researcher focuses on the representative speech act used in the novel conversation.

E. Benefits of the Study

The writer hopes that this research will give some benefit as follow:
1. Theoretical benefits

In this research, the writer hopes that this study will be able contributes in English studies material, especially in giving description about representative speech act for the reader.

2. Practical benefit

a. Benefits for writer

The writer hopes that this research is able to improve the writer ability to comprehend this study and understand about “Because of Winn-Dixie” novel conversation and the story of that novel.

b. Benefits for reader

The writer hopes that the readers will understand more about speech act after read this research. The result of the research is able to be additional information for readers to study pragmatics or sociolinguistic.

c. For other researcher

The writer hopes that this research is able to be references and additional information for further researcher related with the same field of study.

F. Review Previous Research

In supporting this research, the researcher did previous research review some research papers that had done by other researchers before. Zumaroh
(2012), she found varieties of speech act that used in that movie script like direct and indirect speech, directives, Commissives, Representatives, Declaratives, Expressives speech act. Her research result is also able to help the researcher in searching information about Representative speech act.

There are several differences between my study and Siti’s study. They are the subject and object of the research. The subject of my research is novel written by Kate DiCamillo titled Because of Winn-Dixie, while the subject of Siti’s research is the Air Force One movie script. The object in my research is the expressions used in the novel, while the object of Siti’s research is the utterances in the movie script.

The researcher also did previous research review in graduating paper by Pambudi (2017), he found the form of commissives speech act used in The Vow movie and he also described the locutionary, illocutionary, and perlocutionary of commissive speech act in The Vow movie. His research is also helps the researcher in searching information about speech act generally.

The differences between my study and this previous research by Wahyu are the limitation of the study and the subject of the study. In the Wahyu’s study, he had limited the study to the commissives speech act, while my study limited to the representative speech act. The subject of Wahyu’s study was TheVowmovie, while my subject of this research was the novel written by Kate DiCamillo titled Because of Winn-Dixie

G. Definition of Key Term
The researcher would like to give the definition of the term used in this research as follow:

1. Analysis

According to Rosenwasser and Stephen (2003:42) explained that analysis seek to discover what something means. An analytical argument makes claims for how something might be best understood and in what context.

When we analyze novel conversation, it means that we will find what the meaning of the conversation, how the conversation and what is the purpose of the conversation used. Analyzing novel conversation is also leads us to criticism the conversation that used.

2. Speech Act

Speech acts is the theory that analyzes the effect of an utterance in the relationship between the speaker and the listener’s behavior. There are three kinds of speech acts according to J.L. Austin; locutionary acts, illocutionary acts, and perlocutionary acts. For short, in uttering a sentence, a speaker produces a locutionary acts or the saying; his act in producing the utterance called illocutionary acts, and the effect of his saying toward the hearer called perlocutionary acts. These are the simple understanding of the difference of speech acts. (Austin, 1962:110-111).

Searle (1969) in Yule (1996:53) classify five kinds of speech act, they are directives, commissives, representatives, declaratives and
expressive. Their classification of speech act study what the meaning of what the speakers said and what the effect of utterance on the hearer.

3. Representative Speech Act

Representatives in Yule (1996:53) tells about the truthfully of the utterance. In other words, it presents external reality by making their utterance or words fit with the world as they believe it to be.

4. “Because of Winn-Dixie” Novel

Because of Winn-Dixie is children’s novel written by Kate DiCamillo which was published in 2000. This novel is the winner of Newbery Honor. This film has been adapted as a family film in 2005.

This novel tells about 10 years old girl named India Opal Buloni that just moved to Naomi, Florida with her father. Her mother left them few years ago before they move to Naomi. While in the supermarket she found an ugly dog, then she and her father pet the dog that was named Winn-Dixie by Opal. Although it was an ugly dog, but it brings many happiness and make Opal got friends in Naomi.

This novel is a family novel that the ending was happy.

H. Graduating Paper Organization

The research will concern in five chapters. They consist of different discussion in each chapter.

Chapter I will be introduction that discuss about back ground of the study, problem of study, objective of study, limitation of the study, benefits of
the study, previous research review, definition of key term and graduating paper organization.

Chapter II will describe about literally review and theoretical framework. This chapter will discuss about the definition of the author of “Because of Winn-Dixie” novel and the description and the review of the novel itself. This chapter will also discuss about explanation of representatives speech act consist of definition and theories.

Chapter III will discuss about research method. The method used in the research approach, object of the study, sources data that used in research, method of collecting data and technique of data analysis.

Chapter IV will be discussion. The researcher will analyze the data based on the technique of data analysis and discuss the findings.

Chapter V will be conclusion. This chapter discuss about the summary of the research, conclusion, and suggestion.
CHAPTER II

UNDERLYING THEORIES

In analyzing this research, it needs the existence of theories to analyze the address terms. This chapter contains of several theories related to this research. The theories become the basic elements in doing this research. This research explains the theories started from Pragmatics, Speech Act, The Classification of Speech Act, Representative and “Because of Winn-Dixie” novel.

A. Pragmatics

Pragmatics is a branch of linguistics study. Pragmatic focuses on the study of utterance meaning. According to Yule (1996:4), Pragmatics is the study of the relationship between linguistic forms and the users of those forms. In many ways, pragmatics is the study of invisible meaning, or how we recognize, what is meant even it is not actually said or written. In order for that to happen the speaker or writer must be able to depend on a lot of shared assumption and expectation.

In this research, Pragmatics is used to know the representative utterances that are used in “Because of Winn-Dixie” novel. There are many approaches for studying pragmatics such as deixis, implicature, presupposition, speech acts, and conversation structure.

B. Speech Act
In attempting to express themselves, people do not only produce utterances containing grammatical structures and words, they perform action via those utterances. If you work in a situation where a boss has great power, then the boss’s utterance of the expression “you’re fired” is more than just a statement. The utterance last can be used to perform the act of ending your employment (Yule, 1996:47). According to Yule (1996:47), speech act is actions performed via utterance. Speech acts theory focuses on communication acts which are performed through speeches.

Searle (1976:18) says if the speech act performed the utterances of a sentence in general function of the meaning of the sentence. While, Austin (In Levinson, 1997:236) involves three basic senses in which in saying something one are doing something and three kinds of acts. They are:

1. Locutionary Act

   Austin (1962:109) states that locutionary act is roughly equivalent to uttering a certain sentence with a certain meaning in the traditional sense. Thus, locutionary act is saying something with a certain meaning in traditional sense. In this case, it can be concluded in some points:
   a. The utterance of a sentence which determines sense and reference.
   b. The physical action to produce speech.
   c. Locutionary act in saying something which is meaningful and can be understood.

   Locutionary act is the act of saying something or what is said. For example, “Watch out! There is a car.” The utterance is a warning to
someone to be more carefully in crossing the road, because there is a car which quicken in speedily. Thus, it calls locutionary act.

2. Illocutionary Act

Illocutionary act is such as informing, ordering, warning, undertaking. It is utterances which have a certain (conventional) force. Searle (1976:136) claims the illocutionary act is the minimal complete unit of human linguistic communication. Whenever someone talks to each other, they are performing illocutionary act. The points are:

a. Using a sentence to perform a function.

b. The making of statement, an offer, a promise, etc. In uttering a sentence, by virtue of the conversational force associated with the sentence.

While, Austin (1962:109) focused on illocutionary acts, maintaining that here a person might find the “force” of a statement and demonstrate its performative nature. For example, to say “Don’t run with scissors” has the force of a warning when spoken in a certain context. By hearing the statement and understanding it as a warning, the auditor is warned, which is not to say that the auditor must or will act in any particular way regarding the warning.

3. Perlocutionary Act
Perlocutionary act is a speech act that produces an effect, intended or not, achieved in an addressee by a speaker’s utterance. Examples of perlocutionary are persuading, convincing, searing, insulting, getting the addressee to do something, etc. Perlocutionary act is the results or effects that are produced by means of saying something. For example, the speaker says “I have much money”, then, the hearers’ effect is they ask for some money or ask for a dinner treat, “Treat me at the Korean restaurant to night”. The effect of the hearer calls perlocutionary act.

From the description above, it can be concluded that in speech act the speaker at least produces three kinds of speech act. Those are locutionary act, illocutionary act, and perlocutionary act. Speech acts mostly discuss about illocutionary act that is the speaker intends the hearer to do something that the speaker’s want. This conclusion, Austin (1962:139) stated his belief that studying words or sentences (locutionary acts) outside of social context tells a little about communication (illocutionary acts) or its effect on and audience (perlocutionary acts).

C. Classification of Speech Act

The classifications of speech act based on the theory of Searle (in Yule, 1996:53) defines that there are five types of general functions performed by speech acts, they are declarations, representatives, commissives, directives, and expressive.

1. Declarations
The speaker changes the word via utterance, in using declaration; the speaker must have the institutional role, in a specific context, in order to perform a declaration appropriately. Declarations are those kind of speech act that change the world through their utterances. The given examples below illustrate, the speaker has to have a special institutional role in a specific context in order to perform a declaration appropriately: “Priest: I now pronounce you husband and wife”, “Referee: You’re out!”, “Jury Forceman: We find the defendant guilty” (Searle in Yule, 1996:53).

2. Representatives

The speaker expresses his belief about the truth of a proposition. Representatives are those kinds of speech acts that state what the speaker believes to be the case or not. They are all examples of the speakers representing the world as their believe it (Searle in Yule, 1996:53). “The earth is flat”, “It was a warm sunny day”, in these examples is illustrated the above mentioned.

3. Expressives

The speaker expresses his feelings; it can be statements of pleasure, pain, like, dislikes, etc. Expressives are those kinds of speech acts that state what the speaker feels, such as pain, like, dislike, joy or sorrow, complimenting, congratulating, thanking, and welcoming. As illustrated in the examples below, they can be
caused by something the speaker does or the hearer does, but they are about the speaker’s experience (Searle in Yule, 1996:53), “I’m really sorry”, “Congratulations”, “Oh, yes, great!”. 

4. Directives

The speaker wants the listener to do something. Directives are those kinds of speech acts that speakers use to get someone else to do something. They express what the speaker wants, such as commands, orders, requests, suggestions, etc. They can be positive or negative (Searle in Yule 1996:54). As illustrated in these examples: “Give me a cup of coffee. Make it black”, “Could you lend me a pen, please?”, “Don’t touch that”.

5. Commissives

The speaker indicates that he will do something in future. Commissives are those kinds of speech acts that speakers use to commit themselves to some future action. They express what the speaker intends, such as promise, threat, warning, and refusal. They can be performed by the speaker alone, or by speaker as a member of a group (Searle in Yule, 1996:54). For example: “I’ll be back”, “I’m going to get it right next time”, “We will not do that”.

From the explanations and examples above, it can be concluded that in using declaration, the speaker change the world via words, in using representatives, the speaker makes words fit the world (of believe), in using expressives, the speaker makes words
fit the world (of feeling), in using a directives, the speaker attempts to make the world fit the words (via the hearer), and using a commissive, the speaker undertakes to make the world fit the words (via the speaker). This theory is also used to know the functions of representatives used in “Because of Winn-Dixie” novel.

D. Representatives

According to Searle (1979:12), the point or purpose of the members of assertive (representatives) class is to commit the speaker (in varying degrees) to something being the case, to the truth of the expressed proposition. All the members of assertive (representatives) class are assessable on the dimension of assessment which includes true or false.

The speaker expresses his belief about the truth of a proposition. Representatives are those kinds of speech acts that state what the speaker believes to be the case or not. Such as statement of fact, assertions, conclusions and descriptions. They are all examples of the speakers representing the world as their believe it (Searle in Yule, 1996:53). Representatives speech act means that the expression of the speaker uttered based on what they believe in, it can be true or false.

There were several categories of representative speech acts. Searle and Vanderveken (1985:182) classify the sub categories in representative speech act into thirty two subcategories. Here are the categories of representative speech acts:
1. Asserting

Asserting is “assert”, which names the illocutionary force of assertion.

2. Claiming

Claiming is the same as the asserting if it is seen to the notion that is the notion of speaker right which means claiming is asserting something based on the speaker claim.

3. Affirming

It is assertive which have the same illocutionary point, mode of achievement, degree of strength, proportional content conditions, preparatory conditions, and sincerity conditions as “assert”. Affirming in this case, carrying the positive assertion as opposed to negative assertion.

4. Stating

Stating something is connected to the notion of setting something forth or representing something normally for the benefit or edification of the hearer. Stating in the other hands will connect to the motion of setting something.

Claiming, affirming and stating have the same illocutionary point, mode of achievement degree of strength, propositional conditions, preparatory conditions, and sincerity conditions as “asserting”. They name the name of illocutionary force. Though “stating”, “affirming”, “claiming” and “asserting” are all subject to the same feature analysis in our system, there are none the less important differences between them.
These differences are not relevant from our purposes because in general they come from relations between sequences of illocutionary acts in conversation and not from within the structure of each act. In ordinary speech the notion of a statement has to do with giving a full account of something or taking an official position on something, as, for example when a politician makes a statement to the press. A statement in this sense would generally involve a series of assertive illocutionary act. Claiming and asserting are more closely connected to the notion of the speaker’s rights, as when in a non-assertive sense of “claiming” and “asserting” one can speak someone’s lying claim to something or asserting his right.

5. Denying

Denying creates the action of denial and oppose or negate the proportion. It can be said that \( \text{deny}(P) = \vdash (\neg P) \). To deny that \( P \) is simply to assert not \( P \).

6. Disclaim

An act of disclaiming is the illocutionary denegation of claiming.

7. Assuring

Assuring is done when one assures one tries to make the hearer feel sure, normally because he already has some doubts. To assure is the representative act with the perlocutionary intention of convincing the hearer of the truth of the propositional content in the world of the utterance. This illocutionary intention increases the degree of strength of
the illocutionary point and determines the preparatory condition that the
hearer has some doubts about the truth of the propositional content.

8. Arguing

Arguing is the action which against a certain thesis. When
someone argue that $P$ one represent that $P$ and gives reason which
support the proposition that $P$, normally with the perlocutionary intention
of convincing the hearer that $P$.

9. Rebut

Rebut is the act to argues against and argument or view already put
forward. In the standard case, someone rebut an argument by arguing
against it. Thus to rebut $P$ is to argue that not $P$ with the additional
preparatory condition that it has already been previously argued (or at less
asserted) that $P$.

10. Informing

To inform is to assert to a hearer with the additional preparatory
conditions that the hearer does not already know what he is being
informed of.

11. Notifying

To notify is to assert to a hearer with the additional of achievement
that the hearer be put on notice. The speaker informs or notifies the hearer
by making a statement or assertion to him, but the direct object of
“inform” and “notify” is a personal non or pronoun referring to the hearer
whereas the indirect object is a “that” clause.
12. Reminding

Remaining is to assert to a hearer with the additional preparatory condition that the hearer once knew and might have forgotten the proportional content. Thus only by having more preparatory conditions attributing propositional attitude to the speaker. “Remind” is hybrid verbs because reminding does not need to be a speech acts at all. For example, someone was reminding of event in the past by eating and madeleine.

13. Objecting

Objecting is the act to assert with the additional preparatory condition that some proposition. To object that P is to represent with the additional preparatory condition that some proposition which is incompatible with or contrary to the propositional content has been previously asserted, suggested or otherwise put forward. In a legal context, when one object to testimony ones need not deny it, but rather object to its admissibility. The propositional content being objected to is: that the testimony is admissible. The special feature of objecting is that the speaker takes issue with a previously presented or implied propositional content with a view to rebutting it, etc.

14. Predicting

Predicting is to assert with the proportional content condition that the proportional content is future with respect to the time of the utterance
and the additional preparatory condition that the speaker has evidence in support of the proposition. Evidence is a special kind of reason.

15. Reporting

Reporting is to assert with the proportional content condition that the proportional content is about the past with the respect to the time of the utterance. In some case it can be about the present but it cannot in general be about the future. He/she report on what has happen. The man who gives the weather report, for example, reports on the state of the weather and the recent history of the weather.

16. Retrodict

Retrodict is the opposite of predict. To retrodict is simply to represent past proposition with respect to the time of the utterance of the basis of present evidences. “Retrodict differs in this respect from “report”. He/she can, for example report what he/she remembers but if someone makes a statement on the basis of their memory it is not a retrodict.

17. Suggesting

Suggesting is giving a suggestion for someone to do something. Suggesting has both directive and representative use someone can suggest that you do something and something is the case. It seems likely that the directive use is historically primary. But the representative use is a genuine use in contemporary English. Suggesting is not forcing the hearer to do.
18. Insisting

Insisting is the same illocutionary force with Suggesting. The different is that the force to do something where insisting has more authority to assert the hearer. It has both directive and representative use. Someone can insist on your doing something and insist that something is the case.

19. Conjecturing

Conjecturing is when $P$ is to weakly assert that $P$ while presupposing that one has at least some slight evidence.

20. Hypothesizing

Hypothesizing and guessing is also weak assertive verbs similar to conjecturing. Hypothesizing like conjecturing requires at least some evidence or other sort of reason.

21. Guessing

Guessing can just be an unfounded stab in the dark. None of the three types of act is essentially hearer-directed, and indeed one can hypothesize, guess or conjecture without performing any overt speech acts at all.

22. Swearing

Swearing is both representative and commissive use. Someone can swear both that something is the case and that he/she will do something. In each case, an element of solemnity and increased degree of strength is added to the assertion or the commitment. Normally when one swear one
call upon God or some other supernatural agent or some sacred person or
object or revered institution as part of the mode of achievement of the
illocutionary act of swearing.

23. Testifying

Testifying is a special case of swearing. To testify is to assert in the
capacity of being a witness and under an oath. This mode of achievement
increases the degree of strength of the assertion and requires the
additional preparatory condition that the speaker has witnessed the event.

24. Admitting

Admitting is to assert with the additional preparatory conditions
that the state of affairs represented by the proportional content is bad.

25. Confessing

Confessing is to admit with the additional proportional content
condition that the propositional content predicates of the speaker
responsibility for a certain state of affairs and with the additional
preparatory condition that the state of affairs is bad. If a state is of affair
is bad, it is also bad to be the person who is responsible for it. Thus
whenever one confesses one admits, but not all admissions are
confessions.

26. Accusing

Accusing is to assert to someone with the proportional content
condition that the proportional content predicates responsibility to some
individual for the existence of state of affairs and with the preparatory condition that this state of affair is bad.

27. Blaming

The main difference between blaming and accusing appears to be that whereas blaming can be done privately in one’s thoughts, accusing requires a public speech performance (as in “J’accuse” in French). Blaming does not require an overt speech acts.

28. Criticizing

Criticizing and praising is from another pair. To criticize someone or something is to assert that a certain state of affairs that has to do with him or it is bad while expressing disapproval of him or it.

29. Praising

To praise someone or something is to assert that a certain state of affairs that has to do with him or it is good while expressing approval of him or it.

30. Complaining

Complaining has both an assertive and an expressive use. In the assertive sense to complain about $P$ is to assert that $P$ with the additional sincerity conditions that one is dissatisfied with $P$ and the additional preparatory condition that the state of affair is bad.

31. Boasting
Boasting has both representative and expressive use. In the representative sense, to boast that \( P \) is to assert \( P \) while expressing pride that \( P \). because of the ego involvement in boasting, it is do not form a minimal pair. Since to express pride is to express satisfaction for something that is related to oneself, the propositional content \( P \) of an act of boasting must have something to do with the speaker and the speaker must presuppose both that \( P \) is true and that the state of affairs that \( P \) is good for the speaker.

32. Lamenting

To lamenting that \( P \) is to assert \( P \) while expressing dissatisfaction and sadness that \( P \), because of the ego a feature lacking in lamenting.

Lamenting differs from complain, only by the fact that sadness.

E. Because of Winn-Dixie Novel

*Because of Winn-Dixie* is children’s novel written by Kate Dicamillo which was published in 2000 by Candlewick Press in Cambridge. This novel is the winner of Newbery Honor. This film has been adapted as a family film in 2005.

*Because of Winn-Dixie* consists of 182 pages (82 pages for e-book version). It has 26 chapters. There are the review and summary of this novel below:
1. Because of Winn-Dixie book review

   a. Characters

      1) Main characters

         a) India Opal Buloni

         Opal is a 10 years old girl that play role as the top character.

         She found happiness after met Winn-Dixie, she get many

         friends in Naomi because of Winn-Dixie.

         b) Winn-Dixie

         It is a big and ugly dog that founded by Opal in Winn-Dixie

         grocery store. Opal loves Winn-Dixie very much.

         c) The preacher

         He is Opal father, his role is as a preacher in Open Arms

         Baptist Church of Naomi. He is a good father for Opal.

         d) Gloria Dump

         She is wrinkled and mostly blind old woman.

         e) Miss Franny Block

         She is a librarian in her own library cottage. She lives alone in

         her library cottage.

         f) Otis

         He is a shop keeper in Winn-Dixie grocery store. He prefers

         animals to people, but he is a nice man, he likes Winn-Dixie

         and Opal. He is a man that gives Opal job in the shop.
2) Minor characters

a) Sweetie Pie Thomas

She is a five years old girl, she is just the cutest, with a big old open heart. She loves parties and themes and hair bows and Otis’s music.

b) The Dewberry brothers

Dunlap and Stevie Dewberry, aged ten and nine, looked like two identical bald-headed babies, even though they weren’t twins.

c) Amanda Wilkinson

She is a lonely little girl, her younger brother, Carson, died in a drowning accident. She is still young, but his face seen old.

d) Opal’s Mother

She never officially sets foot in the story. She never even gets a name, but she plays a big role in the life of Opal and the preacher. She left Opal and the preacher before they moved to Naomi.

e) Littmus W. Block

Like Opal’s mother, Littmus only show up in stories, not in real life. He was Miss Franny’s great-grandfather, but he is still a pretty important guy.
b. Setting

1) Place

Every story in this novel is happened in Naomi, Florida. Dicamillo didn’t tell the reader about others places, she just told that Opal and her father moved to Naomi from Watley. It show that places where the story happen was in Naomi. There are some places in Naomi where the story happened:

a) Winn-Dixie grocery store where Opal met a dog, she named that dog Winn-Dixie because she met the dog there.

b) Open Arms Baptist Church of Naomi, where Opal’s daddy as a preacher there.

c) Friendly Corners Trailer Park, where Opal and the preacher live.

d) Herman W. Block Memorial Library, where Miss Franny Block live as a librarian in his own library.

e) Gloria Dump House, where Opal meet Dump because of Winn-Dixie when Winn-Dixie runs to the house.

2) Time

The story happened in all the day, it can be morning, noon, and night.
c. Summary

Opal Buloni and her preacher dad move to Naomi, Florida from Watley, Florida. Even though it is a new place, ten-year-old Opal is not digging it. She misses her friends, her home and her mother who left her when she was little girl. Life is pretty rotten.

Enter Winn-Dixie, a mangy stray dog that Opal be friends as it ran sacks a Winn-Dixie grocery store. The lovable mutt falls in love with Opal and the preacher, they fall in love with the dog. Opal’s summer suddenly takes turn for better.

Thanks to Winn-Dixie’s easygoing nature, it manages to introduce Opal to new friends in Naomi, the little old librarian, Miss Franny; the alleged witch, Gloria Dump; and the shy store worker, Otis. Opal spends each day swapping stories with these new friends, despite taunts from the neighborhood bully patrol.

As Opal’s brain gnaws on the stories, she learns that, like Bertie Bott’s Every Flavour Beans, “what you see ain’t what you get”. She also aches for the loss of her mother, wishing she could have story time with her.

Things go on like this for a while, and then Opal and Gloria Dump plan a shindig. Opal invites everyone, including the bully patrol. Everything is going swimmingly until a storm come and freaks out Winn-Dixie, who is ridiculously afraid of thunderstorm. Winn-Dixie disappears.
Opal and her father search Winn-Dixie, coming up with nada. Then, as her father tries to convince her to give up, Opal has a mother of a meltdown. Literally, it is about her mother (the whole “abandonment” thing). She and the preacher have a heart-to-heart. Opal realizes that her mother is not coming back, but she has father who loves her, friends who loves her, potential friends to live her, and she will be okay.

Opal and the preacher find Winn-Dixie. It was hiding under the bed at the party the whole time. Opal still has a mangy dog that loves her too. But, it is not just that. She can love each and every one of them in return, for as long as they are in her life. It is a happy days in opal’s world. Life lesson learned; warm fuzziest felt.

2. The Author

Katrina Elizabeth “Kate” DiCamillo was born in March 25, 1964. She was born in Philadelphia, Pennsylvania, raised in Clermont, Florida, and currently lives in Minneapolis. She is an American writer of children’s fiction for all reading levels, usually featuring animals. Because of Winn-Dixie was a runner up of Newbery Honor Book in 2000. Her 2003 novel The Tale of Despereaux and 2013 novel Flora and Ulysses each won the annual Newbery Medal recognizing the year’s “Most distinguished contribution to American literature for children”. DiCamillo is also known for the Mercy Watson series of picture books, illustrated by Chris Van Dusen.
DiCamillo earned her college degree in English at the University of Florida in 1987 and worked in Florida after graduation. At age 30 she moved to Minneapolis and began working at a book warehouse. That job inspired her to write for children and allowed her to meet a sales representative for Candlewick Press resulting in submission of a draft that would become Because of Winn-Dixie.
CHAPTER III

RESEARCH METHOD

In this chapter, the researcher will describe how methodology foundation of the study is. Qualitative approach is the type of the study so every aspects of methodology are displayed comprehensively. This chapter mainly contains aspects of type of the study, Research Instrument, Forms, Contexts, and Source of Data, Techniques of Data Collection and Techniques of Data Analysis.

A. Type of the Study

The type of the study of this research is descriptive qualitative research where the researcher can describe the use of representative speech acts used in the novel. Isaac (1971:46) explains that the purpose of descriptive research is to describe the fact and the characteristic of interested area of population in a systematical, factual, and accurate procedure. In addition, descriptive research is the data base that purely descriptively accumulated.

According to Hancock (1998:2), qualitative research is a research which is concerned with developing explanation of social phenomena. In other argument, Vanderstoep and Johnston (2009:7) explain that qualitative research produces narrative or textual descriptions of the phenomena under studies. This study is descriptive qualitative method because it described and analyzed the phenomena of the study in narrative description.
B. Research Instruments

The instrument of the research has an important role in this research. Without the instrument the researcher cannot be conducted. The role of the instrument is to help the researcher do the research. The instrument from this research is the researcher herself because it is descriptive qualitative research. According to Bogdan and Biklen (1982:97), the researcher himself or herself is the key instrument of qualitative research. Therefore, the researcher in this study had his roles in all the steps: planning the research, collecting the data, analyzing the data, and drawing conclusion.

C. Forms, Contexts, and Source of the Data

This study used qualitative method, therefore the data of this study were in the form of expressions of representatives speech act used in novel by Kate DiCamillo titled “Because of Winn-Dixie”. However, the dominant data of this study were the expression of the major characters, especially the expressions about Opal and her dog, Winn-Dixie, as the main characters. The contexts of the data were expressions that used representatives speech act that used by the major characters to describe the main characters, and also the expressions of the main character. The source of data was taken from the novel by Kate DiCamillo titled “Because of Winn-Dixie”.

D. Techniques of Data Collections

Denscombe (2007:274) states that qualitative data need to be prepared and organized before they can be analyzed. The processes of data collection were as follows;
1. The researcher downloaded e-book novel by Kate DiCamillo titled “Because of Winn-Dixie”.

2. The researcher read the novel by Kate DiCamillo titled “Because of Winn-Dixie”.

3. The researcher collected the data from the novel by Kate DiCamillo titled “Because of Winn-Dixie” which show the expressions of representatives speech act used by the major characters that describe the main characters, Opal and her dog, Winn-Dixie.

E. Techniques of Data Analysis

In analyzing the data, the researcher uses some steps as Milles and Huberman (2004:189); data reduction, data display, data serving, conclusion and verification.

1. Data reduction

Data reduction is the process of taking and selecting the right data that appear in written-up field note or transcriptions according to needed standard criteria. In this case, the researcher sorts the data by focusing on the forms representatives speech act used in novel Because of Winn-Dixie. The researcher focuses on the expressions of representatives speech act used by the major characters that describe the main characters, Opal and her dog, Winn-Dixie.

2. Data Display

After reduce the data, the researcher display the data in organized and compressed information that will leads to conclusion. The form of
qualitative data display include types of data display is to perform accessible, compact, and organized information of the data. The researcher classified and displayed the data about representative speech acts used in novel Because of Winn-Dixie in informative tables based on the types of representative acts for each expressions.

3. Conclusion and Verification

After the data displayed in the table, then the researcher would able to describe it and reaches conclusion and verifications. Derived from the data display in the tables, the next step conducted by the researcher is describing and interpreting the data about representative speech acts used in novel Because of Winn-Dixie, so that the conclusions and verifications of the representatives speech acts used in novel can be drawn. The researcher try to describe the data by explain and interpret it in specific description about the expressions of representatives speech act used by the major characters that describe the main characters, Opal and her dog, Winn-Dixie.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter contains the data analysis focused on representative speech acts used in novel by Kate DiCamillo titled “Because of Winn-Dixie”. The data are analyzed based on their categories. There were several categories of representative speech acts. Searle and Vanderveken (1985:182) classify the subcategories in representative speech act into thirty two subcategories.

A. Data Display

Table. 4.1. Data display

<table>
<thead>
<tr>
<th>No</th>
<th>Types of Representatives</th>
<th>The Data</th>
<th>Code</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Asserting</td>
<td>1. “You know what?” I said. “Ever since we moved here, I’ve been thinking about my mama extra-extra hard, more than I ever did when I was in Watley.”</td>
<td>A1</td>
<td>6.8%</td>
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<td></td>
<td></td>
<td>2. “Yes ma’am,” I told her. ‘I’m positive, He’s my dog. I would know him anywhere. ’</td>
<td>A2</td>
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35
<p>| | | | |</p>
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</table>
| **B** | **Claiming** | 1. “Wait a minute!” I hollered.  
   “That's my dog. Don't call the pound.”  
2. “He's a special dog.” I told her.  
3. “It's a talent of his,” I told her.  
4. “This dog sure likes peanut butter,” she said. “You can always trust a dog that likes peanut butter.” | **A3** | 6.8% |
| **C** | **Affirming** | 1. “Because dogs don't belong in church, Opal,” the preacher said.  
2. “I'm not ready to let Winn-Dixie go,” I said. I had forgotten about him for a minute, what with thinking about my mama. | **C1** | 3.4% |
<p>| D | Stating | 1. “Yes ma'am,” I told her. “He has a large heart, too.” |
| E | Denying | 1. “No,” I said. “I'm not praying. I'm thinking.” |
| F | Disclaim | - |
| G | Assuring | 1. “Opal,” the preacher said. “We can't worry about what might have happened. All we can do is keep looking.” |
| H | Arguing | - |
| I | Rebut | - |</p>
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<tbody>
<tr>
<td>J</td>
<td>Informing</td>
<td></td>
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</tr>
<tr>
<td>1.</td>
<td>“Well,” I said, “I found a Less <strong>Fortunate</strong> at the grocery store.”</td>
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<td>2.</td>
<td>“<strong>I don’t even have</strong> any friends, because I had to leave them all behind when we moved here from Watley. Watley’s up in north Florida. Have you ever been to north Florida?”</td>
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<td>3.</td>
<td>“<strong>He just doesn’t want to be left alone.</strong>” I told the preacher.</td>
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<td>4.</td>
<td>“Miss Franny Block,” I said, “that’s not a bear. That’s a dog. That’s my dog. Winn-Dixie.”</td>
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<td>5.</td>
<td>“Well, I don’t know,” said Miss Franny. “<strong>Dogs are not allowed in the Herman W. Block Memorial Library.</strong>”</td>
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<td>6.</td>
<td>“You better watch out,” Dunlap hollered. “<strong>That dog is headed right for the witch’s house.</strong>”</td>
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<td>7.</td>
<td>“<strong>The witch will eat that dog.</strong>” Stevie said.</td>
<td>J1</td>
<td>20.3%</td>
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<td>8.</td>
<td>“My last name is Buloni,” I said.</td>
<td>J8</td>
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<td></td>
<td>“Sometimes the kids at school back home in Watley called me ‘Lunch Meat.’”</td>
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<tr>
<td>9.</td>
<td>The preacher raised a hand. He rubbed his nose. “Well,” he said, after a minute, “it’s a fear that goes way beyond normal fears. It’s a fear you can’t be talked out of or reasoned out of.”</td>
<td>J9</td>
<td></td>
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<tr>
<td>10.</td>
<td>“There are an awful lot of thunderstorms in Florida in the summertime.”</td>
<td>J10</td>
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<td>11.</td>
<td>I had to reach inside his mouth and pull it out. “You can’t eat candy wrappers,” I told him.</td>
<td>J11</td>
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<td>12.</td>
<td>“Child, we know you didn’t find him. You didn’t find him because he was right here all along.”</td>
<td>J12</td>
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<tr>
<td>K</td>
<td>Notifying</td>
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<tr>
<td>1.</td>
<td>She looked down at him and said, “He most certainly is a large dog.”</td>
<td>K1</td>
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5.1%
2. “Well now, look at that,” she said. “That dog is smiling at me.”

3. “I seen that dog in church, too. He was catching a mouse. I want a dog just like it, but my mama won’t let me get no dog. She says if I’m real good, I might get to buy me a goldfish or one of them gerbils. That’s what she says. Can I pet your dog?”

1. “Daddy, do you know how you always tell me that we should help those less fortunate than ourselves?”

1. “No dogs,” the preacher said. “We’ve talked about this before. You don’t need a dog.”

2. “No,” I told him. “You go ahead and go, but I’m going to keep on looking.”
<table>
<thead>
<tr>
<th>P</th>
<th>Retrodict</th>
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</thead>
<tbody>
<tr>
<td>Q</td>
<td>Suggesting</td>
<td>1. “You better go get your dog out of there.” Dunlap said.</td>
<td>Q1</td>
<td>1.7%</td>
<td></td>
</tr>
</tbody>
</table>
| R | Insisting | 1. “Daddy, I was wondering. Could this Less Fortunate, could he stay with us for a while?”  
2. “Go get that dog!” he yelled.  
3. “That’s okay,” I told her. “I am like my mama in that I like to be told stories. But before you start telling it, can Winn-Dixie come in and listen, too? He gets lonely without me.”  
4. I got off my bike and went up to the gate and hollered, “Winn-Dixie, you better come on out of there.”  
5. “Give me that,” I said to Winn-Dixie. | R1 | 8.5% |
| S | Conjecturing | 1. “She’s probably eating him right now,” Stevie said.  
2. “That witch is going to eat the dog for dinner and you for | S1 | 5.1% |
“dessert,” Stevie said.

3. “That dog thinks we making these sandwiches for him,” said Gloria Dump.

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<tr>
<th>T</th>
<th>Hypothesizing</th>
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<tbody>
<tr>
<td>1.</td>
<td>“But you know what?” I told Winn-Dixie. “You are a suffering dog, so maybe he will take to you right away. Maybe he’ll let me keep you.”</td>
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<tr>
<td>2.</td>
<td>He said, “Opal, I believe Winn-Dixie has a pathological fear of thunderstorms.”</td>
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<thead>
<tr>
<th>U</th>
<th>Guessing</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>“You’re a mess,” I told him. “I bet you don’t belong to anybody.”</td>
</tr>
<tr>
<td>2.</td>
<td>“You want the door open?” I said. “Huh? Is that what you want?”</td>
</tr>
<tr>
<td>3.</td>
<td>“The storm won’t last long,” the preacher told me. “And when it’s over, the real Winn-Dixie will come back.”</td>
</tr>
</tbody>
</table>
4. “Now, Opal,” the preacher said, “he’s probably right out in the yard, hiding underneath a chair. Come on, you and I will go look.”

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<tr>
<th>V</th>
<th>Swearing</th>
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<tr>
<th>W</th>
<th>Testifying</th>
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<th>X</th>
<th>Admitting</th>
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<th>Y</th>
<th>Confessing</th>
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<th>Z</th>
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<thead>
<tr>
<th>AA</th>
<th>Blaming</th>
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<table>
<thead>
<tr>
<th>AB</th>
<th>Criticizing</th>
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</thead>
<tbody>
<tr>
<td>1. “Hey,” said Dunlap, “that ain’t a very nice way for a preacher's daughter to talk.” He and Stevie backed up a little.</td>
<td></td>
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<tr>
<td>2. “I can’t believe you’re going to give up,” I told him.</td>
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<tr>
<th>AC</th>
<th>Praising</th>
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<tbody>
<tr>
<td>1. “It is a fine talent,” Miss Franny said. “A very fine talent.” And she smiled back at Winn-Dixie.</td>
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2. On the way out of Gertrude’s Pets, I said to Winn-Dixie, “You are better at making friends than anybody I have ever known. I bet if my mama knew you, she would think you were the best dog ever.”

1. “Opal,” the preacher said, “we have looked and looked, and there’s only so much looking we can do.”

2. “You always give up!” I shouted. “You’re always pulling your head inside your stupid old turtle shell. I bet you didn’t even go out looking for my mama when she left. I bet you just let her run off, too.”


was just thinking about the party and I forgot about Winn-Dixie. I forgot about protecting him from the thunder.”

2. “We didn’t find him,” I shouted at them.

B. Discussions

In this part, the researcher would describe and analyze the types and the meaning of representative speech acts used in novel Because of Winn-Dixie as displayed on the table above. The contexts of the data were expressions that used representatives speech act that used by the major characters to describe the main characters, and also the expressions of the main character. There are the types and the description of the representatives speech act used in novel Because of Winn-Dixie, based on the data displayed on the table above;

1. Asserting

a. Code A1

“You know what?” I said. “Ever since we moved here, I’ve been thinking about my mama extra-extra hard, more than I ever did when I was in Watley.”

It was Opal told Winn-Dixie, she asserts that she thinks about her
mother since she moved to Florida. She asserts by using the phrase “extra-extra hard”.

b. Code A2

“Yes ma’am,” I told her. “I’m positive. He’s my dog. I would know him anywhere.”

It was Opal told Miss Franny about Winn-Dixie, she asserts that the dog is hers. She asserts by used word “positive”.

c. Code A3

“These ain’t for you,” she told him.

It was Opal told Winn-Dixie, she asserts that the candy is not for him. She asserts by using the phrase “ain’t for you”.

d. Code A4

“It’s time to head back,” the preacher said.

It was the preacher told Opal, he assert that it was the time to give up looking for Winn-Dixie. She asserts by using phrase “time to head back”.

2. Claiming

a. Code B1

“Wait a minute!” I hollered. “That’s my dog. Don’t call the pound.”

It was Opal told the store manager and keepers, she claimed that the dog was hers, than she for bid them to call the pound. She claimed by using phrase “my dog”.

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b. Code B2

“He’s a special dog.” I told her.

It was Opal told someone in the crunch, she claimed that Winn-Dixie was a special dog. She claimed by using phrase “a special dog”.

c. Code B3

“It’s a talent of his.” I told her.

It was Opal told Miss Franny, she claimed that it (smiling) was the dog’s talent. She claimed by using phrase “a talent of his”.

d. Code B4

“This dog sure likes peanut butter,” she said. “You can always trust a dog that likes peanut butter.”

It was Gloria Dump told Opal, she claimed that they can always trust a dog that likes peanut butter. She claimed by using phrase “trust a dog”.

3. Affirming

a. Code C1

“Because dogs don’t belong in church, Opal,” the preacher said.

It was the preacher told Opal, he was affirming to Opal that dogs could not go in the church, dogs should be tied outside of the church. He affirms by using phrase “don’t belong”.

b. Code C2

“I’m not ready to let Winn-Dixie go,” I said. I had forgotten about him for a minute, what with thinking about my mama.
It was Opal told the preacher, she was affirming to the preacher that she was not ready to loss Winn-Dixie, after the preacher told her to give up looking for the dog. She affirms by using phrase “not ready”.

4. Stating
   a. Code D1
      “Yes ma’am,” I told her. “He has a large heart, too.”
      It was Opal told Miss Franny, she stated that Winn-Dixie has a large heart, just as his large smile. She stated by using phrase “a large heart”.
   b. Code D2
      “Hey,” I said. “Thank you for coming. I just got to find Winn-Dixie and then I’ll be right back.”
      It was Opal told Dunlap and Stevie, she thanked them, than she stated that she has to go to find Winn-Dixie. She stated that she will be back by using phrase “right back”.

5. Denying
   a. Code E1
      “No,” I said. “I'm not praying. I'm thinking.”
      It was Opal told Dunlap, she denied that she was praying, she told him that she was thinking. She denied by using phrase “not praying”.

6. Disclaim
   The researcher did not find any disclaim in this research.
7. Assuring
   a. Code G1
      “Opal,” the preacher said. “We can’t worry about what might have happened. All we can do is keep looking.”
      It was the preacher told Opal, he assured Opal not to worry what might happen to Winn-Dixie. They had to keep looking, and the dog would be fine. He assured by using phrase “can’t worry”.
   b. Code G2
      “Baby,” the preacher said. “I couldn’t stop her. I tried. Don’t you think I wanted her to stay, too? Don’t you think I miss her every day?” He spread his arms out wide and then dropped them to his sides.
      It was the preacher told Opal, he assured Opal that he had tried to stop her mother when she was leaving them, and he also wanted her mother to stay with them. He assured by saying “I tried”.

8. Arguing
   The researcher did not find any arguing expressions in this research.

9. Rebut
   The researcher did not find any rebut expressions in this research.

10. Informing
   a. Code J1
      “Well,” I said, “I found a Less Fortunate at the grocery store.”
It was Opal informed the preacher that she found a less fortunate in the grocery store. The phrase “found a Less Fortunate” informs that she found a less fortunate dog.

b. Code J2

“I don’t even have any friends, because I had to leave them all behind when we moved here from Watley. Watley’s up in north Florida. Have you ever been to north Florida?”

It was Opal told Winn-Dixie, she informed that she did not even have any friends in Florida, all of her friends were in Watley. She also informed that Watley is on the north of Florida. The phrase “don’t even have” informs that she did not make any friend yet.

c. Code J3

“He just doesn’t want to be left alone,” I told the preacher.

It was Opal informed the preacher that Winn-Dixie did not want to be left alone. Winn-Dixie liked to close to Opal. The underlined phrase informs that the dog should be companied.

d. Code J4

“Miss Franny Block,” I said, “that’s not a bear. That’s a dog. That’s my dog. Winn-Dixie.”

It was Opal informed Miss Franny Block, she informed that there was no bear, it was Winn-Dixie, her dog. She informed that it is not a bear by using a phrase “not a bear”.

50
e. Code J5

“Well, I don’t know,” said Miss Franny. “Dogs are not allowed in the Herman W. Block Memorial Library.”

It was Miss Franny informed Opal that dogs are not allowed to get in the Herman W. Block Memorial Library. Dogs should wait outside of the library. She informed by using phrase “not allowed in”.

f. Code J6

“You better watch out,” Dunlap hollered. “That dog is headed right for the witch’s house.”

It was Dunlap informed Opal that she had to watch out her dog that headed to the witch’s house. He informed by using phrase “headed right”.

g. Code J7

“The witch will eat that dog,” Stevie said.

It was Stevie informed Opal that the witch would eat her dog if the dog went to the witch’s house. He informed by using phrase “will eat”.

h. Code J8

“My last name is Buloni,” I said. “Sometimes the kids at school back home in Watley called me ‘Lunch Meat’.”

It was Opal informed Gloria Dump that her last name was Buloni, and sometimes the kids in Watley called her ‘Lunch Meat’. She
informed how her friends called her by using phrase “called me Lunch Meat”.

i. Code J9

The preacher raised a hand. He rubbed his nose. “Well,” he said, after a minute, “it's a fear that goes way beyond normal fears. It's a fear you can't be talked out of or reasoned out of.”

It was the preacher informed what is pathological. He told that pathological is a fear that goes way beyond and it could not be talked out of or reasoned out of. He informed what is pathological by using phrase “fear that goes way beyond normal”.

j. Code J10

“There are an awful lot of thunderstorms in Florida in the summertime.”

It was Opal informed Winn-Dixie that there was lot of thunderstorms in Florida during the summertime. She informed the condition of Florida in summer by using underlined phrase.

k. Code J11

I had to reach inside his mouth and pull it out. “You can’t eat candy wrappers,” I told him.

It was Opal informed Winn-Dixie that he should not eat candy wrappers. She informed by using phrase “can’t eat”.

l. Code J12

“Child, we know you didn’t find him. You didn’t find him
because he was right here all along.”

It was Gloria Dump informed Opal and the preacher that the dog was inside the house all along. That is why they did not find the dog outside. She informed where the dog by using phrase “right here all along”.

11. Notifying

a. Code K1

She looked down at him and said, “He most certainly is a large dog.”

It was Miss Franny notified that the dog was big. She notified by using phrase “a large dog”.

b. Code K2

“Well now, look at that,” she said. “That dog is smiling at me.”

It was Miss Franny notified that Winn-Dixie was smiling at her. She notified by using phrase “smiling at me”.

c. Code K3

“I seen that dog in church, too. He was catching a mouse. I want a dog just like it, but my mama won’t let me get no dog. She says if I’m real good, I might get to buy me a goldfish or one of them gerbils. That’s what she says. Can I pet your dog?”

It was Sweetie Pie notified that she ever seen Winn-Dixie in church when he was catching a mouse. She notified that she has seen the dog before by using phrase “seen that dog”.

53
12. Reminding
   a. Code L1
   "Daddy, do you know how you always tell me that we should help those less fortunate than ourselves?"
   It was Opal reminded the preacher how he always told her that they should help who less fortunate than their selves. She reminded the preacher by using phrase “how you always tell me”.

13. Objecting
   a. Code M1
   “No dogs,” the preacher said. “We’ve talked about this before. You don’t need a dog.”
   It was the preacher objected Opal to pet dog, he said that she did not need a dog. He objected by said “No dogs”.
   b. Code M2
   “No,” I told him. “You go ahead and go, but I’m going to keep on looking.”
   It was Opal objected the preacher that asked to head back to Gloria Dump’s house and stop looking for Winn-Dixie when Winn-Dixie lost. She objected by said “No”.

14. Predicting
   The researcher did not find any predicting expressions in this research.

15. Reporting
   The researcher did not find any reporting expressions in this research.
16. Retrodict

The researcher did not find any retrodict expressions in this research.

17. Suggesting

a. Code Q1

“You better go get your dog out of there,” Dunlap said.

It was Dunlap suggested Opal to go get her dog out of the witch house. He suggested by using phrase “better go get your dog”.

18. Insisting

a. Code R1

“Daddy, I was wondering. Could this Less Fortunate, could he stay with us for a while?”

It was Opal insisted the preacher to take care of the less fortunate dog for a while. She insisted by said “could he stay”.

b. Code R2

“Go get that dog!” he yelled.

It was the preacher insisted Opal to get out of the church and take the dog which tied outside and take the dog to get in the church. She insisted by said “get that dog!”.

c. Code R3

“That’s okay,” I told her. “I am like my mama in that I like to be told stories. But before you start telling it, can Winn-Dixie come in and listen, too? He gets lonely without me.”

It was Opal insisted to Miss Franny to let Winn-Dixie come in
to the library and listen to the stories, because Winn-Dixie gets lonely without her. She insisted by said “can Winn-Dixie come in and listen”.

d. Code R4

I got off my bike and went up to the gate and hollered, “Winn-Dixie, you better come on out of there.”

It was Opal insisted Winn-Dixie to get out of the stranger house, which Dunlap and Stevie always said that it was witch’s house. She insisted by said “better come out”.

e. Code R5

“Give me that,” I said to Winn-Dixie.

It was Opal insisted Winn-Dixie to give the candy wrapper to her. She insisted by said “give me”.

19. Conjecturing

a. Code S1

“She’s probably eating him right now,” Stevie said.

It was Stevie told Opal, he conjectured that the witch probably was eating Winn-Dixie. He conjectured by using a word “probably”.

b. Code S2

“That witch is going to eat the dog for dinner and you for dessert,” Stevie said.

It was Stevie told Opal, he conjectured that the witch was going to eat Winn-Dixie for dinner and Opal for the dessert. He conjectured by
using phrase “is going to”.

c. Code S3

“That dog thinks we making these sandwiches for him,” said Gloria Dump.

It was Gloria Dump conjectured that Winn-Dixie though that they were making the sandwich for him. She conjectured by said “that dog thinks”.

20. Hypothesizing

a. Code T1

“But you know what?” I told Winn-Dixie. “You are a suffering dog, so maybe he will take to you right away. Maybe he’ll let me keep you.”

It was Opal made hypothesis that the preacher would take the dog right away or he would let her keep Winn-Dixie because of Winn-Dixie condition. She made hypothesis by using phrase “so maybe”.

b. Code T2

He said, “Opal, I believe Winn-Dixie has a pathological fear of thunderstorms.”

It was the preacher made a hypothesis that Winn-Dixie had a pathological fear of thunderstorms. After he saw Winn-Dixie did strange behavior during thunderstorm. He made a hypothesis by using a word “believe”.

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21. Guessing

a. Code U1

“You’re a mess,” I told him. “I bet you don’t belong to anybody.”

It was Opal guessing that the dog did not belong to anybody, because he is a mess. She guessed by said “I bet”.

b. Code U2

“You want the door open?” I said. “Huh? Is that what you want?”

It was Opal guessing that Winn-Dixie wanted the door opened. She guessed by said “Is that what you want?”

c. Code U3

“The storm won’t last long,” the preacher told me. “And when it’s over, the real Winn-Dixie will come back.”

It was the preacher guessing that the storm would not last long and Winn-Dixie would be back normally. He guessed by said “will come back”.

d. Code U4

“Now, Opal,” the preacher said, “he’s probably right out in the yard, hiding underneath a chair. Come on, you and I will go look.”

It was the preacher guessing that Winn-Dixie was hiding underneath a chair in the yard. He guessed by using a word “probably”.
22. Swearing
   a. Code V1
      “Yes sir,” I told him. “He got in by mistake. I’m sorry. It won’t happen again.”
      It was Opal swearing to the grocery store manager that Winn-Dixie would not got in there again. She swore by said “It won’t happen again”

23. Testifying
    The researcher did not find any testifying expressions in this research.

24. Admitting
    The researcher did not find any admitting expressions in this research.

25. Confessing
    The researcher did not find any confessing expressions in this research.

26. Accusing
    The researcher did not find any accusing expressions in this research.

27. Blaming
    The researcher did not find any blaming expressions in this research.

28. Criticizing
   a. Code AB1
      “Hey,” said Dunlap, “that ain’t a very nice way for a preacher’s daughter to talk.” He and Stevie backed up a little.
      It was Dunlap criticizing Opal that she was not a nice way for a preacher daughter to talk dirty. He criticized by using phrase “ain’t a
very nice way”.

b. Code AB2

“I can’t believe you’re going to give up,” I told him.

It was Opal criticizing the preacher who was already giving up looking for Winn-Dixie. She criticized by said “I can’t believe”.

29. Praising

a. Code AC1

“It is a fine talent,” Miss Franny said. “A very fine talent.” And she smiled back at Winn-Dixie.

It was Miss Franny praising Winn-Dixie to had a very fine talent, smiling. She praised by using phrase “very fine”.

b. Code AC2

On the way out of Gertrude’s Pets, I said to Winn-Dixie, “You are better at making friends than anybody I have ever known. I bet if my mama knew you, she would think you were the best dog ever.”

It was Opal praising Winn-Dixie, Opal though that Winn-Dixie was better at making friends than anybody she ever known.

She praised by using phrase “the best dog ever”.

30. Complaining

a. Code AD1

“Opal,” the preacher said, “we have looked and looked, and there’s only so much looking we can do.”
It was the preacher complaining that he and Opal had looked for Winn-Dixie everywhere, but they could not find Winn-Dixie. He complained by using phrase “*only so much looking*”.

b. Code AD2

“You always give up!” I shouted. “You’re always pulling your head inside your stupid old turtle shell. I bet you didn’t even go out looking for my mama when she left. I bet you just let her run off, too.”

It was Opal Complaining to the preacher, she though that he always gave up. He did not have big effort to find Winn-Dixie or when her mother left them. She complained by said “you always give up!”.

31. Boasting

a. Code AF1

“That dog ain’t lost,” I heard Sweetie Pie holler to somebody inside. “That dog’s too smart to get lost.”

It was Sweetie Pie Boasting that Winn-Dixie would not get lost. She though that Winn-Dixie was too smart to get lost. She boasted by said “too smart to get lost”.

32. Lamenting

a. Code AG1

“Where’s Winn-Dixie?” I shouted. “I forgot about him. I was just thinking about the party and I forgot about Winn-Dixie. I forgot about protecting him from the thunder.”

It was Opal lamenting to what she had done. She was just thinking
about the party. She forgot to protect Winn-Dixie from the thunder that caused Winn-Dixie was lost. She was lamenting by said “I forgot about him”.

b. Code AG2

“We didn’t find him,” I shouted at them.

It was Opal lamenting that she and her father did not find Winn-Dixie. She was lamenting by said “didn’t find him”.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

This chapter discussed conclusion of the discussion which will be described in several points of the conclusion. The conclusion of it is drawn based on the result of the data analysis to answer the problem statements. From the analysis, there are 21 of 32 types of representative acts used in novel Because of Winn-Dixie especially used by major characters about Opal and Winn-Dixie as main characters, they are; Asserting (4 data), Claiming (4 data), Affirming (2 data), Stating (2 data), Denying (1 data), Assuring (2 data), Informing (12 data), Notifying (3 data), Reminding (1 data), Objecting (2 data), Suggesting (1 data), Insisting (5 data), Conjecturing (3 data), Hypothesizing (2 data), Guessing (4 data), Swearing (1 data), Criticizing (2 data), Praising (2 data), Complaining (2 data), Boasting (1 data) and Lamenting (2 data). The writer used most is in forming.

There are some types of representatives speech act that did not used in the novel, they are; Disclaim, Arguing, Rebut, Predicting, Reporting, Retrodict, Testifying, Admitting, Confessing, Accusing and Blaming. The representatives act that used easy enough to be understood. This novel also uses easy understanding language as it is kinds of family novel.
B. Suggestion

Based on the conclusion that has been explained above, some suggestions will be directed toward the linguistic students, English teachers and the other researchers.

1. To the linguistic students

The linguistic students are expected to learn and explore more about pragmatics especially on the study of speech acts. By understanding speech acts, the students will be more aware of how the language is actually being used. Thus, the students can avoid misunderstanding or misconceptions in interpreting the speakers’ intended message.

2. To the other researcher

The objective of this research is limited only to identify the types of representative speech acts used in novel Because of Winn-Dixie. Therefore, it is expected that the limitation of this research will encourage other researchers who wish to carry out similar study to investigate more about other aspects of pragmatics such as speech act. It is also suggested to enlarge the study by investigating the students’ speech acts since the present study has not explored it yet. Moreover, if it is possible, it is recommended to get genuine data so that the study will appear to be more natural.
BIBLIOGRAPHY


APPENDICES
DECLARATION AND PERMISSION FOR PUBLICATION

The one who signed below:

Name : Doni Fatah
Student ID Number : 113-11-149
Department : English Education Department
Faculty : Teacher Training and Education Faculty

Declares that this graduating paper was written by the researcher himself and the researcher did not copy from other researcher. Theories and citation were used based on the code ethics of writing graduation paper. The researcher gives permission to publish this graduating paper on IAIN Salatiga’s E-repository.

Salatiga, June 4th 2018

[Signature]

Doni Fatah