

AN ANALYSIS OF ILLOCUTIONARY ACTS IN “WONDER” NOVEL BY R. J. PALACIO

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Abstract

This research aimed to identify the type of illocutionary acts and classify the category of speech acts dominantly used by the characters in performing their illocutionary acts in “Wonder” novel by R. J. Palacio, and to find out the dominant type of speech act used to display all illocutionary acts. Based on Searle’s theory, the researcher used descriptive qualitative research to analyze utterances taken from the novel through observation limited by home and school settings and role relationships. The researcher took five parts with 13 characters. The data analysis started by observing the conversation, analyzing and classifying the utterances into the types of illocutionary acts, then classifying and calculating the speech acts category. The findings showed three types of illocutionary acts used by the characters in the novel. They are directive, commissive, and expressive. Directive is the most dominant illocutionary type used by the characters in the novel, with seven utterances in conversation. These ten utterances also balanced the category of speech acts, five utterances of direct and five utterances of indirect speech acts.

Keywords: Analysis Research, Illocutionary Acts, Novel Wonder, R. J. Palacio

INTRODUCTION

Language is a communication tool in the form of sound symbols produced by human speech tools, and it is also a means of self-expression and a tool to show self-identity. The use of language as a communication tool has a specific purpose that is that others understand us. So, in this case, the listener's or interlocutor's response is the primary concern. However, not many people are concerned about how the language they use is an effective communication medium. As a result,

speakers of a language often have misunderstandings in the atmosphere and context.

Pragmatics deals with the meaning of language communicated by the speaker or writer and is associated with the speaker's intent, context, and circumstances. The purpose of pragmatics is to provide principles that determine how knowledge of the language and general reasoning interact in understandable language to bring rise to different types of effects in communication. Skordos & Barner (2019) found that human

beings have an extraordinary capacity to comprehend the meaning. Context refers to the features of a word's or utterance's environment, such as the linguistic environment and casual setting. Jiangli (2021) addressed context as central to pragmatic studies, which investigate how context contributes to meaning, and pragmatics will gain ground as linguists and non-linguists explore the field of context.

According to Austin (1962), speech act theory regards expression as a kind of practice rather than a means for conveying and communicating. He proposed speech acts in his book "How to do things with words," which described three acts coinciding while making a statement. There are three types of speech acts: locutionary act, it tells the action of saying something. Second, illocutionary act is an utterance that the speaker carries out by stating something with a joint force, such as ordering, refusing, warning, suggesting, complaining, and promising. Third, perlocutionary acts relate to what we do by saying something, such as encouraging, convincing, deterring, inspiring, even surprising or confusing.

Speech acts can classify into the direct speech act and indirect speech act. A direct speech act is an explicit statement from the speaker to the listener, usually imperatively. There are three categories of direct speech acts based on their structure: Declarative, interrogative, and imperative. Declarative is a form used to make a statement in direct speech. It could be positive, negative, accurate, or false. This utterance was intended to convey information. The interrogative is commonly used to obtain information by asking questions. Imperative form attempts to persuade the listener to do something. This form includes words like command, request, order, and suggest.

In contrast, an indirect speech act is an act of indirectly performing an illocutionary act. Indirect speech has an intended purpose because this utterance typically has two illocutionary forces, and it emphasizes the listener to recognize what the speaker intends to. People use language to accomplish certain

acts, but what they imply doesn't always indicate what they mean. Those who use languages in ways that contradict their obvious purpose seem to have functions distinct from their prominent structure. Illocutionary acts are an utterance with some function. It is to make a statement, an offer, an explanation, or other communicative purposes. There are five types of illocutionary acts; assertive is type of illocutionary acts that carry out a state of affairs, directive is the utterance of the speaker to get someone else to do something, commissive is the utterance that commits the speaker to any future action if the offer is accepted, expressive is the utterance that contains asking for something in the sincerity of the situation to show the psychological state, and declaration is the utterance that encompasses asking for something in the honesty of the situation to show the psychological state.

People occasionally misinterpret an utterance when attempting to understand this illocutionary. An utterance can be perceived differently by different speakers. For example, one speaker may perceive speech as a statement, while another perceives it as a request. The listener interprets it based on what he believes to be true, but this is not what the speaker intended. Based on the issues raised above, the researcher will analyze the illocutionary acts used based on the linguistic context. The focus was to observe and analyze the use of illocutionary acts in a novel entitled *Wonder* using the speech acts theory proposed by Searle (1979). beings have an extraordinary capacity to comprehend the meaning. Context refers to the features of a word's or utterance's environment, such as the linguistic environment and casual setting. Jiangli (2021) addressed context as central to pragmatic studies, which investigate how context contributes to meaning, and pragmatics will gain ground as linguists and non-linguists explore the field of context.

Wonder is a novel written by R. J. Palacio on February 14, 2012, inhabited by characters who remain heart and memory, and it consists of 322 pages. The core theme of this novel is kindness, and it teaches readers that even

small acts of service may have a significant influence. This novel talks about an ordinary ten-year-old kid named August Matthew Pullman, Auggie. Since he was born, he has had jarring facial abnormalities. He and his parents live in New York, Nate Pullman, Isabel Pullman, his sister, Olivia Pullman, and his lovely dog Daisy. Auggie was homeschooled during his childhood but now attends fifth-grade public school after his parents enrolled him at Beecher Prep without him knowing. The problem started when Auggie was invited by his mother to go to school to introduce Mr. Tushman, the headmaster. However, when he got there, Auggie had to meet three other students who would take him around the school: Jack, Julian, and Charlotte. Auggie refuses to meet anyone because he is afraid of being ridiculed by others, but his mother and Mr. Tushman still convince him to be brave.

The researcher chose the novel because it involves interacting with the main character, producing meaningful values such as family, friendship, love, and society related to everyday life. It is also presented with many phenomena. The story shifts from Auggie's perspective to his classmates, sister, and sister's boyfriend. From the viewpoint of various persons, the researcher witnessed the same incident. The characters produce utterances in various events that pragmatically show illocutionary acts.

Several researchers have conducted related studies as with the previous research on illocutionary acts. Wahyudiantari et al. (2020) investigated the main character in R.J. Palacio's novel entitled "Wonder." She used qualitative research without quantification and statistical procedures to obtain the data. The results of this study, which included 193 utterances, revealed that the main characters used four types of illocutionary acts: assertive, commissive, directives, and expressive. Faidhah (2015) researched the illocutionary act of Linda Chaikin's novel entitled "Port Royal." The finding revealed 440 utterances classified into five categories: illocutionary acts, directives, representatives, commissive, expressive, and declarations. Representatives

or assertive (192 utterances), particularly informing (188 statements), are the most frequently used in the novel. The difference between this study and previous ones is the object and technique of the researcher's data analysis. The researcher analyzed the selected chapters in "Wonder" novel in which the chapters contain utterances that are identified as illocutionary acts based on context.

RESEARCH METHOD

The researcher used descriptive qualitative research. In this research, the data source was in the form of written text and non-numerical data. According to Moleong (2005), descriptive qualitative research aims to understand a phenomenon, such as actions, perceptions, motivations, concepts, and experiences of the research subjects. It can be summarized; qualitative research aims to get a broad understanding of human and social problems by interpreting how issues derive meaning from their surroundings and how it affects their behavior in the novel.

In this research, the researcher identified the type of illocutionary acts used in "Wonder" novel by R. J. Palacio using Searle's theory. The researcher decided to take data based on the context of the setting based on the family and school environment and the context of participants based on the existing role relationships in the family and school environment. The researcher grouped the units to be analyzed, including family settings that have a role relationship between parents, children, and siblings.

Conversations in the family setting are in conversation numbers 1, 4, and 6. While from school settings with a role relationship between school principals, teachers, and students. Conversations in the school setting are in conversation numbers 2, 3, 5, 7, 8, 9, 10. In collecting the data, the researcher took five parts from eight parts in the novel because that part included the criteria determined by the context setting and participant. There are 12 characters. Auggie, Isabel, Nate, and Via come from a home setting, while Mr. Tushman, Mr. Roche, Ms. Rubin, Ms. Petosa,

Jack Will, Summer, Julian, and Summer's friend are from a school setting.

The researcher collected the data through observation. It allows the researcher to observe the research subject to understand much more about what goes on in complex their performance, interests, attitudes, and values in their real-world situations. The researcher began the observation by reading the whole novel, observing the specific interactions between the characters, listing the dialogues that relate to the research's objective, interpreting the conversations, and classifying them into the types of illocutionary acts.

1. During the entire project, this phase of reading and analyzing the data continues. In analyzing the data, the researcher followed some steps:
2. The researcher read the whole novel then chose the part that fits the criteria to be analyzed, namely the context setting of house and school.
3. The researcher observed the specific interaction between the characters.
4. The researcher selected the utterances in the novel, which were identified as illocutionary acts and listed them in the listed unit of analysis of the conversation.
5. The researcher analyzed and classified the utterances into the types of illocutionary acts based on the context.
6. The researcher classified and calculated the category of speech acts that are dominantly used by the characters in "Wonder" novel by R. J. Palacio.
7. The researcher made a conclusion.

RESULT AND DISCUSSION

Result

Based on the data analysis, and to be consistent with the research questions earlier formulated, there are three points of the findings in this research.

The first point is that the characters use three types of speech acts in "Wonder" novel. There is directive with seven utterances (suggesting, ordering, commanding, offering,

warning, and requesting), commissive with one utterance (promising), and expressive with two utterances (wishing and congratulating). There are some examples of conversation in the novel that classified as the data.

A. Conversation 1 (Part 1, Page 8)

This conversation involved Auggie (P1) and Nate (P3) as participants who have a relationship role as father and son. It occurs in the home setting during a family gathering event that talks about the new school for Auggie. The researcher took the utterance from this part because the author begins to introduce the main character and tell the reader what happened to him. In this part, all the problems start that cause distrust in Auggie as the main character.

Auggie : "What are you talking about?"

Nate : **"You should tell him what you've been thinking, Isabel."** (Suggesting)

Last spring, Auggie's family drove over to Christopher's house. When Auggie and Christopher are looking for snacks in the kitchen, suddenly, Auggie overhears his mother (Isabel) chatting to Lisa in the kitchen. Isabel is taken aback. Nate encourages her to explain her plans to enroll Auggie in school in the fall to avoid misunderstandings.

Based on the context, Nate's utterance showed that he used direct speech act in types of imperative because the statement directly suggests the hearer. According to Nate's utterance, he used the directive illocutionary acts, namely suggesting, this utterance means Nate suggested Isabel tell Auggie about what she had been planning to enroll Auggie into formal school.

B. Conversation 5 (Part 1, Page 66)

This conversation utterance happened when Mr. Roche handled the history class, it involved Mr. Roche (P6), Jack (P9), and Auggie (P1) as participants who have a relationship role as teacher and students. It occurs in the school setting. They read about the ancient Sumerians; then, Jack suddenly talks to Auggie about revenge against the people who bullied Auggie. The researcher took the utterance from this part because this conversation involves a teacher and student interacting during learning in the classroom. The teacher uses an utterance that rebukes the student gently.

Jack : “Do you ever want to beat those kids up? I think you should get a secret squirt gun or something and attach it to your eyes somehow. And every time someone stares at you, you would squirt them in the face”

Auggie : “With some green slime or something”

Mr. Roche: “Guys, People are still reading.” (Warning)

Auggie walked to classes with Jack, he noticed kids staring at him, but he pretended not to notice. Jack sat down at their desks and talked about the kids who were staring at Auggie, and then they were laughing so hard that the teacher, Mr. Roche, warned Auggie and Jack to stop talking in the class because people were still reading had to ask them to settle down from across the room.

Based on the utterance above, Mr. Roche implied indirect speech acts in the imperative types, and this utterance indirectly contains the other intention. It can be shown from the word “Guys, People are still reading.” an imperative sentence represents the statement, but the function is an order to Jack and Auggie to be quiet. The speaker used the directive

illocutionary acts, namely warning. Through this utterance, Mr. Roche warned Auggie and Jack to stop talking in the class because people were still reading. Based on the data analysis, and to be consistent with the research questions earlier formulated, there are three points of the findings in this research. The first point is that the characters use three types of speech acts in “Wonder” novel. There is directive with seven utterances (suggesting).

C. Conversation 7 (Part 4, Page 136)

This conversation involved Jack (P9) and Summer (P10) as participants who have a relationship role as classmates. It occurs in the school setting, at the Egyptian Museum which is holding The Egyptian Museum exhibit. They were both talking about Auggie being mad at Jack. The researcher took the utterances from this section as data 7 because this conversation came from Jack’s perspective in the novel. The discussion involves the interaction among the students who talk about other students.

Jack : “Um . . . hey, do you know why August is mad at me? Can you tell me?”

Summer: “No, I told him I wouldn’t tell you.”

Jack : “It's so weird, I have no idea why he's mad at me all of a sudden. None. Can't you at least give me a hint?” (Requesting)

Summer: “Bleeding Scream.”

Summer went over to get a drink at the water fountain, and she had to take the mummy wrap off her face. Jack, who dressed like the man from the Mummy, came over to talk with her. He wonders and asks Summer why August is mad at him. she refuses to tell Jack the truth because she promised not to tell Jack anything. Jack had no idea and asked a hint from Summer.

Based on the utterance above, Jack implied indirect speech act in the types of interrogatives and has a function of request. The speaker used the directive illocutionary acts, namely requesting, through this utterance he used the word “Can't you at least give me a hint?” is a request to Summer to give her a clue why Auggie is mad at her, he doesn't know the reason and wants to find a solution.

The character who uses the most illocutionary acts is Jack, who comes from a character from a school setting, which is three utterances—followed by Isabel, a character who comes from a home environment setting with as many as two utterances, followed by other characters with one utterance, each recorded as illocutionary acts.

The second point is about the category of speech acts which dominantly used by the characters in performing their illocutionary acts in “Wonder” novel by R. J. Palacio. Based on the data analysis, it is found that in carrying out their illocutionary acts, the characters use five direct speech acts and five indirect speech acts in performing their illocutionary acts.

The third point is that the characters perform all illocutionary acts; they used two categories of speech acts, direct and indirect, with a balanced number. The researcher found no dominant type in identifying this number. The characters conversed in both school and home settings perform the direct and indirect speech.

Discussion

Based on the findings, there were only three types the use of illocutionary acts in the novel “Wonder” by R. J. Palacio, and it is out of five types of illocutionary acts proposed by Searle. The research's limitation is that the conversations are taken in the context of school and home settings and also the characters' role relationships. This occurring is accepted because the conversation only covers the setting of home and school and the participants' role relationship. In other words, the more various the topic will be covered, the

more illocutionary acts will occur in the conversation. There are seven utterances of directive (suggesting, ordering, commanding, offering, warning, and requesting), one utterance of commissive (promising), and two utterances of expressive (wishing and congratulating). The directive type being the most dominant illocutionary type used in the conversation. This type is most commonly used in a school setting because many conversations between teachers and students in the classroom during learning contain instruction statements. So, teachers and students use utterances in order, request, and commanding. In the conversation, direct and indirect speech acts might be used in the speech acts. Based on the findings, both direct and indirect speech act in this novel is widely implemented in school and home settings. They use direct speech act in performing their illocutionary acts with one intention. Hence, the hearer understands what information the speaker is asking and requesting in the appropriate context of the conversation.

While the indirect speech act is widely used in interrogative questions in the form of yes or no questions. The character meant the questions for request, order, and ask for information in this novel through this form. However, there is no misunderstanding does not happen in the conversation because the characters understand each other well, they know the context in the conversation. In fact, the direct and indirect speech acts are used in the selected conversation in similar numbers. It is possible because the conversation involved well almost the same characters. It can be concluded that the context must be well defined in understanding the meaning and functions of illocutionary acts. Conversation in a novel which are totally natural. They were created by the author, so such situation might be not similar to the real conversation in nature.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research findings and discussion, the researcher can draw three conclusion points. First, there were three types

of illocutionary acts used in “Wonder” novel by R. J. Palacio. They are directive, commissive, and expressive. The researcher categorized ten utterances into the type of illocutionary acts. Seven utterances belong to the directive, one utterance belongs to the commissive, and two utterances belong to the expressive. Second, these ten utterances also performed the category of speech acts. There were five direct speech and five indirect speech acts. Third, the characters performing all illocutionary acts are used in two categories of speech acts, direct and indirect, with a balanced number. The researcher found no dominant type in identifying this number.

Based on the findings, the researcher concluded that the directive was the dominant type of illocutionary act used by the characters in “Wonder” novel based on the context of home setting, school setting, and role relationship with seven utterances. While performing their illocutionary, they used direct and indirect speech acts with five statements for each category.

Suggestion

The findings of this study can help readers learn about illocutionary acts. The researcher also hopes that this research also helps the reader can understand awareness about context-bound illocutionary acts and understand direct and indirect speech acts and their functions.

For the future researchers, this study will serve as a resource for future researchers interested in illocutionary acts. The researcher hopes that future researchers who want to analyze illocutionary acts and their function can develop the scope of the context of the setting to be explored in a literary work, for example, a novel, and it is suggested that future researchers examine conversations or events in real or natural. So that through the development of the context of the setting, it is hoped that future researchers can cover all types of illocutionary acts used based on the appropriate context.

During learning activities, the teacher can use utterances that are clear and easy to understand and use speech acts to convey

messages to help students learn speech acts. Teachers are expected to be more active and pay attention to teaching their students to understand the meaning of the context of an utterance. Role games are one method for teaching speech act theory in the classroom. In this type of activity, students should be more focused on the function of speech acts. Another method is that the teacher might also show students authentic video clips that demonstrate the rules and principles of speech act theory and instruct them to discuss the force of each character's utterances and how single statements form a complete conversation.

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