CHARACTERIZATION THROUGH ILLOCUTIONARY ACTS IN TONY ABBOTT'S "THE HIDDEN STAIRS AND THE MAGIC CARPET"

A THESIS

In Partial Fulfillment of the Requirements
for S-1 Degree Majoring Linguistics in the English Department
Faculty of Humanities Diponegoro University

Submitted by:

Mita Choirunisa
NIM 13020117120028

FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
SEMARANG
2021

PRONOUNCEMENT

The writer honestly state that this thesis is written by herself without taking any works from other researchers in any unversity, in diploma degree, S-1,S-2, and S-3 degree. The writer also ascertain that she does not take any material from other works except from the references mentioned.

Semarang, 10 November 2021

Mita Choirunisa

MOTTO AND DEDICATION

"No two things have been combined better than knowledge and patience."

- **Prophet Muhammad (peace be upon him)**

"Suffering is a gift. In it is hidden mercy."

- **Rumi**

This thesis is dedicated to
My beloved father, mother, brother, sister
and those who helped and supported me.

APPROVAL

CHARACTERIZATION THROUGH ILLOCUTIONARY ACTS IN TONY ABBOTT'S THE HIDDEN STAIRS AND THE MAGIC CARPET

Written by: Mita

Choirunisa

NIM: 13020117120028

Is approved by the thesis advisor

on 10 November 2021

Thesis Advisor

Dwi Wulandari, SS, M.A
NIP. 197610042001122001

The Head of English Department

Dr. Oktiva Herry Chandra, M.Hum
NIP. 196710041993031003

VALIDATION

Approved by

Strata I Thesis Examination Committee Faculty

of Humanities Diponegoro Universityon 8

December 2021

Chair Person

Dr. Mualimin, M.Hum NIP.
196111101987101001

Member

Dr. Nurhayati, M.Hum NIP.
196610041990012001

ACKNOWLEDGEMENT

Praise be to Allah SWT, who has given us His countless blessing and great mercy, so this thesis came to a completion. This part is presented to thank all people who have given their contribution in the accomplishment of this thesis. This gratitude might never be equal to their help and support.

The deepest appreciation and gratitude are extended to Dwi Wulandari, SS, M.A, the writer's advisor, who has spared her valuable time to patiently give her constructive suggestion and continuous guidance without which the writer would be doubtful to accomplish this thesis successfully.

My greatest thank also goes to the following;

1. Dr. Nurhayati, M.Hum, as the Dean of Faculty of Humanities, Diponegoro University.

2. Dr. Oktiva Herry Chandra, M.Hum, as the Head of the English Department of the Faculty of Humanities, Diponegoro University.

3. All lecturers of English Department Diponegoro University. Precious knowledge and their advice would be unforgettable for the writer.

4. The writer's parents, brother and sister who are the biggest reasons and motivations for the writer to finish her education.

5. All of the writer's friends in English Department 2017, especially Class A, Linguistic major that the writer cannot mention one by one. Thank you for all the memories we had.

6. The writer's friends from EDSA 2018, especially Economy and Business department and EDSA 2019, especially Finance and Governance

department, KMJS Undip 2018, especially Communication and Information department SMFIB Undip 2018, especially Commission III and the Senators. Thank you for all memories and experiences we had.

7. The writer's close friends, Khoi, Naftali, Nana, Nurul, and Padma. Thank you for all your help and support.

This thesis of course still need to be improved since I realize that this is far from being perfect. Thus, any recommendation and constructive suggestion would always be welcomed and appreciated. Finally, I hope that this thesis would be helpful for those who want to learn about cleft palate deviation or any related fieldin general.

Semarang, 10 November 2021

Mita Choirunisa

TABLE OF CONTENTS

LIST OF ABBREVIATION

Asr   : assertion

Bst   : boast

Cmd   : command

Cmp   : complaint

Ecr   : encouragement

Exp   : explanation Inv

           : invitation

Ord   : order

Qst   : question

Req   : request

Sgs   : suggestion

Sta   : statement

LIST OF TABLES

ABSTRACT

This study elaborates the analysis of a children's book story, *The Hidden Stairs and the Magic Carpet*. The analysis is using a literary approach, characterization, and linguistic approach, illocutionary act through exploring the dialogue. This study aims to find the characterizations of the protagonist and antagonist revealed through their dialogue. The theories that the writer uses are Griffith's indirect characterization theory and Searle's illocutionary act theory. For the research method, the writer conducts descriptive qualitative research to analyze the data and non-participant observation to collect the data. The result of the data analysis shows that assertives and directives acts are able in reflecting the characterizations. It can be seen from the way the characters delivered their utterances and the context where the utterances are delivered. It reflects the majorcharcaters' thoughts, speeches, and deeds which further show the different characterizations.

Keywords: characterization, dialogue, illocutionary act
.

CHAPTER I

INTRODUCTION

1.1 Background of The Study

In a literary work, characterization is one of fundamental intrinsic elements. It is the main element in developing a story which reflects human experience. Simpson(2004) proposed that characterization can be analyzed from the characters' utterances and social background. In children's literature, characterization is strong and vivid. The characterizations demonstrate by their reactions and actions of certain events which are usually expressed through their utterances (Nikolajeva, 2002). Characterization can be revealed by seeing the characters' utterances which are presented in form of dialogues. A dialogue is the spoken words between two or more characters in a literary work which contains certain meanings, such as to make a statement, a question, or a command.

To study the dialogues, pragmatic study is applicable because it is concerned with the study of the speaker's utterances meaning. According to Stalnaker (1972), there are two types of problems that need to be solved in the pragmatic study; to determine types of speech acts and speech production and to characterize the features of speech act context. Speech act is an action which is performed via utterances (Yule 1996). In addition, Searle (1979) proposed that there are three types of speech act, they are the locutionary act, the perlocutionary act, and the illocutionary act.

In this study, the writer is interested in studying the dialogue in a narrative text that is a children's book. According to Chatman (1978), there are two parts of a narrative, they are story and discourse. The story itself relates to the content which focuses on what is depicted, from the content of events to the existence of the characters and setting. Meanwhile, discourse relates to the expression in the narrative, that is on how or the way the content is communicated. Thus, the focus of this study is analyzing a children's book by seeing it as a discourse. It means that the object is observed in the aspect of the communicative expression used that is the communication between the speaker and hearer, between one character to other characters.

The object of the study is *The Hidden Stairs and the Magic Carpet.* It is written by Tony Abbott, an American author of children's books. This title is included in his collection of *The Secrets of Droon*, a fantasy book series and first published in 1999. It tells about Eric and his friends who accidentally found a stairway to a magical world called Droon and had to fight a bad wizard called Lord Sparr. According to Hunt (2006), the study of children's literature is varied since it relates to real life so that there are several aspects to analyze. Thus, the writer decided to study children's literature because in this literary work there are more dialogue rather than description and the characterization is convincing which reflects a natural life like manner. Moreover, the focus is on a fantasy book which is the core of children's literature where the imagination is given widely which is not only entertaining but also didactical delivered through the characters' interactions.

The purpose of the study is to analyze one of the types of speech act that is illocutionary acts focusing on the assertives and directives acts that can reveal the characterization. According to Nikolajeva (2002), in a narrative text, speech act can be used as a characterization device by analyzing the types of it which can characterize the speakers directly and reflect the narrator's views. As a consequence, the writer uses Searle's illocutionary act theory to analyze the dialogues among the characters. Also, Griffith's characterization theory is applied in analyzing the characterization of the protagonist, Eric Hinkle, and the antagonist, Lord Sparr. The writer focuses on the protagonist and antagonist characterization since they are the central figures in the development of a story. Besides, there are close connections between them in terms of opposing each other's goals which further is able to reveal their characterization.

1.2 Research Question

1. What types of illocutionary acts found in Tony Abbot's *The Hidden Stairsand the Magic Carpet*?

2. How the characterizations reflected in Tony Abbot's *The Hidden Stairsand the Magic Carpet*?

1.3 Objectives of The Study

1. To identify the types of illocutionary acts in Tony Abbot's *The Hidden Stairs and the Magic Carpet*;

2. To describe the characterization reflected in Tony Abbot's *The Hidden Stairs and the Magic Carpet*.

1.4 The Scope of The Study

This study is about the characterization analysis through illocutionary acts performed by the major characters in *The Hidden Stairs and the Magic Carpet* story by Tony Abbott. In analyzing the characterizations, the writer only focuses on the protagonist and antagonist characters, and their dialogues which are classified as assertives and directives acts which reflect their characterization. To conduct the research, illocutionary act theory by Searle and characterization theory by Griffith are used.

1.5 Review of the Previous Study

There are some studies related to this study. Bernaerts (2010) investigated narrative speech act analysis in Ken Kesey's novel *One Flew Over the Cuckoo's Nest*. The result of the study shows that conflict between the characters can be analyzed through speech act analysis using J.L. Austin's theory. Sahar Altikriti (2011) is concerned with speech act analysis applied in a short story. The result ofthe study shows that the pragmatic approach can be applied in the short story, especially illocutionary forces in speech act theory by Searle. Satiul Komariah (2017) investigated direct utterances by the main character in *The Lost Beautifulness* short story. The result of the study shows that there are three forms of direct utterances employed by the main character and the purpose of the utterances depends on four factors, namely, locution, illocution, perlocution, and social context. From these previous studies, the writer found that linguistic study can be applied in analyzing a written work. Moreover, the linguistic approach also

can be combined with literary approach. Thus, it can be said that both linguistic and literary approach are suitable for analyzing a written work.

In addition, there are several previous studies which studied film using Searle's speech act theory. Rukmanasari (2012) investigated speech act analysis and conversational implicature in *Date Night* film. The result of the study shows that the types of speech act that employed by the main character has specific intention whether explicitly uttered or implicitly uttered. Fitria (2015) investigated speech acts that are used in the conversation of *Doraemon: Stand By Me* film. She uses Searle's five categories of illocutionary acts. The results showed the dominant types of speech acts which found in the study had their several functions based on Searle's theory and could be performed directly or indirectly based on Groundy's theory. Della (2018) investigated direct speech act in the *Sleeping Beauty* movie script. This study uses Searle's theory of speech act specifically the directive speech act. The result of the study shows that the type of directive speech act which frequently used is a command because this type can show the strength of the characters. Firima Tanjung (2019) investigated the dialogue among the characters using speech act theory in *Beauty and The Beast* film. He found that all types of speech acts were used by all characters in their dialogue which further can be a tool to learn English, especially for primary or secondary school students. The writer found that speech act theory is mostly applied in analyzing dialogues in some films. Furthermore, the use of speech act theory can help the researchers to identify the characters.

In addition, Sheryl O'Sullivan (2004) investigated that children's literature has a role in teaching character education for children in school. She found that the variety of children's literature can be used for character education. Moreover, there is no characterization ambiguity in children's literature so that it is easier for young readers to differentiate between noble and ignoble character traits. Besides, Putri, Harto, and Moecharam (2017) hold a research about children's literature which were used for implementing character education in EFL classroom. The result of the study found that there are several strategies which can help teachers in teaching character education through children's literature. Character education can be delivered through narrative text which mostly contained moral beliefs, social beliefs, and character traits. In addition, Yanti, Daulay, and Lubis (2019) conducted research which analyzed and conveyed the character values in the collection book of short stories by Qurrota Aini. The findings of the research showed that the short stories by Qurrota Aini were suitable for references in schools it has good characters that can be emulated by children. The good character is expected to be a role model for the reader while the bad character is used as a lesson which should not be imitated. To sum up, children's literature can be used as a medium to develop children's character because it has a fundamental characterization which reflects familiar feelings and circumstances to children.

Even though there has been some research on the illocutionary act, there is no research on illocutionary act analysis to show what types of illocutionary acts appear in a children's book dealing with the characterization aspect. Moreover, relating to the previous research, the writer attempts to prove how children's

literature can be used as a medium to teach character education by analyzing the characterization. Regarding the object of the study, the writer has not found a similar study which observed this object. Therefore, this research is focused on the illocutionary acts employed by the major characters in Tony Abbott's *The Hidden Stairs and the Magic Carpet* which further can reveal their characterizations.

1.6 Writing Organization Chapter
I: INTRODUCTION

This chapter consists of six sub-chapters, they are background, research questions, objectives of the study, previous studies, scope of the study, and writing organization.

Chapter II: THEORY AND METHOD

There are two sub-chapters; theoretical framework which explains children's literature, character and characterization theory, pragmatic theory, speech acts, illocutionary acts, IFIDs, and felicity conditions; and research method which explains types of research, data source and sampling, method of collecting data, and method of analyzing data.

Chapter III: RESULT AND DISCUSSION

This chapter presents the result and discussion of data analysis. It elaborates the answers of the research questions.

Chapter IV: CONCLUSION

This chapter presents the conclusion of the study and suggestions for further study.

CHAPTER II

THEORY AND METHOD

2.1 Theoretical Framework

2.1.1 Children's Literature

Literally, children's literature is a literary work that is intended for children and told about children's world. For Rebecca Lukens in her *Critical Handbook of Children's Literature* (2003), the main readers' motive to read a literary work is for personal pleasure which promises entertainment and escape. A valuable story is exciting and bringing out children into foreign places away from the monotonous of daily life. Besides entertaining the readers, children's literature is also giving some benefits such as teaching a moral value and developing critical thinking and imagination for the readers, especially children. Bawden (1980) proposed that children's books should bring up two issues; realism, the depiction of real life, and didacticism, the instruction of a certain purpose (as cited in Matthew Grenby, 2008).

2.1.2 Character and Characterization

Both character and characterization are correlated. Character is the person reflected in a literary work who is interpreted by the reader as being provided with particular moral, intellectual, and emotional qualities by inferences from the dialogue and the action (Abrams, 1999). Meanwhile, characterization is the description of a character that the authors deliver in their works.

The way authors reveal characterization is different. According to Griffith (2011), there are two methods, they are direct and indirect. The direct method is used by the author to reveal the characterization through what the narrator tells directly to the readers and the indirect method is used by the author to reveal the characterization through dialogue which reflects external details like dress or looks and characters' speech, thoughts and deeds. However, in this study, the writer examines the characterization only from indirect characterization. The writer will analyze characterization through dialogues, that is analyzing the way the characters communicate with other characters which reflects the characterization. In addition, the focus is on the major characters. The major character is an important figure of the story, there are protagonists and antagonists(Pope, 2005).

2.1.3 Plot

Any event happens in a narrative work is established by a plot which shows how one event relates to other events. In the plot, the characters are revealed through their involvement (Nikolajeva, 2002). For Perrine (1974), a plot is the sequence ofevents in which the story is structured. Moreover, it may conclude what the characters say, think, or do which concentrate on major events. According to Freytag (1900), there are five stages in a narrative. The first is exposition which introduces the background of the story from the setting, the characters, and what is happening to establish the story. The second is rising action which introduces a series of events that all related by cause to build the story. The third is climax which presents the turning point and the most intense events in the story. The

fourth is falling action which presents the story shift as the result of the climax that leads to resolution and stable situation. The fifth is denoument which shows the ending of the story where the protagonist usually wins and the characters resume their normal lives.

2.1.4 Pragmatic

Yule (1996) defined pragmatics as the study of what a speaker means. The meaning is not always expressed or written explicitly. Also, it can be contextual meaning and/ or literal meaning. According to Levinson (1983), a pragmatic study is correlated with language and context which are the basic principles in language understanding. Pragmatic focuses on the study of the use of language which are connected to its context since the meaning of certain utterances is contributed by a certain context that underlies language understanding.

2.1.5 Context

Context contributes to the meaning of utterances in certain interactions. Brown and Levinson (1987) identified three sociological factors of context. They are power, distance, and the rank of imposition. The power (P) is the rate of social status between the speaker and the hearer which relates to role relation. The distance (D) is the rate of social distance between the speaker and the hearer which is determined by the different parameters of sociocultural background, or seeing whether they are familiar or unfamiliar in the interaction. The rate of imposition (I) is the rate or the importance of difficulties in the situation of the interaction.

However, in this study, the writer only focused on the power and distance factors to analyze the interaction between each character since it helps the writer in determining the context of the situation by seeing who are involved in the situation, particularly focusing on the relative power and social distance between the participants. The context of power and distance is considered as the main dimensions in the principles of interpersonal relationships within a social group (Larina, 2008, as cited in Shahrokhi, 2012).

2.1.6 Speech Acts

The term speech act refers to the act of speaking in the whole communicative situation, including the context of the utterance. Whenever a speaker produces an utterance, he or she usually expects that his or her intention in his or her utterances will be recognized by the hearer. Searle (1969) proposed that "speech acts are performed by speakers in uttering words" (p.28). Moreover, it can be used as a characterization device by seeing what the characters say, how and why they say it (Nikolajeva, 2002). There are three types of acts showing the action performed by producing utterances. "The locutionary act is the production of a well-formed utterance in whatever language one is speaking. The illocutionary act is the meaning one wishes to communicate. The perlocutionary act is the effect of our words" (Elizabeth Black, 2006, p. 17).

2.1.7 Illocutionary Acts

In this study, the writer only used the illocutionary act theory since it focuses on the intended meaning behind the utterances. Moreover, it can be used as data and evidence to support the characterization analysis. For Searle, in his book *Speech*

Act: An Essay in the Philosophy of Language (1971), an illocutionary act is a speech act that contains a specific purpose to inform something and ask to do something. For Searle (1979), speech act theory should be able to distinguish the basic types of illocutionary acts and how those acts are possible. It can be seen from the relevant dimensions of illocutionary acts which explains the differences, that is illocutionary point, the direction of fit, and sincerity condition. In addition, he identified the following basic types of illocutionary acts:

1. Assertives

The purpose of assertives is to commit the speaker to something, whether true or false, to the truth of the expressed proposition. For example, statements, descriptions, classifications, and explanations. To consider that dialogues are assertives it can be seen from the illocutionary points. First, the direction fit is words to the world, it means that the utterances fit certain state of affairs in the world. Second, the conditions of satisfaction are either true or false. Third, the sincerity condition is belief.

2. Directives

The purpose is to get the hearer to do a particular action. It tries to get the hearers to behave in such a way as to make their behavior match the propositional content of the directive. For example, orders, commands, and requests. Here are the illocutionary points which make dialogues considered as directives. The direction fit is the world to word, it means the world is changed because of the utterances. The conditions of satisfaction are obeying, disobeying, granted, etc. The sincerity condition is desire. For example, "Read the book!". The sentence is classified as a

directive act because the words change the world, the speaker wants the hearer to do an action that is to read the book. It conveys the speaker's desire which can be obeyed or disobeyed by the hearer.

3. Commisives

The purpose is to commit the speaker to some future actions. They can be performed by the speaker alone as an individual or as a member of a group. For example, promises, vows, pledges, contracts, and guarantees. Here are the illocutionary points which make dialogues considered as commisives. The direction of fit is the world to word, meaning that the world must change because of the utterances which commit certain future actions. The conditions of satisfaction can be carried out, kept, or broken. The sincerity condition is intention.

4. Expressives

The purpose is to express what the speaker feels in the psychological state of affairs specified in the propositional content. Some examples are apologies, thanks, congratulations, welcomes, and condolences. Here are the illocutionary points which make dialogues considered expressive. There are neither directions of fit nor conditions of satisfaction, meaning that it does not fit the world to the utterances but it is presupposed by the utterances. The sincerity condition varied, it depends on the type of expressive.

5. Declaration

The utterances of the speaker from this illocutionary act can change the world, successful performance guarantees that the propositional content corresponds to

the world. Here are the illocutionary points which make dialogues considered as declaratives. The direction of fit is word to world and world to word, it means that the utterances fit to the world and the world fits to the utterances. The condition of satisfaction and sincerity condition, both vary.

2.1.8 Illocutionary Force Indicating Devices (IFIDs)

Illocutionary Force Indicating Device (IFID) is the device that the speakers or the writers use in order to deliver their intention so that the hearers or the readers can understand their intention. It can identify what types of illocutionary acts that the speaker performs in producing his or her utterances. Some IFIDS which can be identified are performative verb, word order, stress, and intonation (Yule, 1996). The illocutionary force in assertive acts are stating, suggesting, boasting, complaining, and reporting (Searle as cited in Leech, 1983). Also, the illocutionary force in directive acts include ordering, commanding, requesting, suggesting, entreating, interrogating (Alston, 2000).

2.2 Research Methods

2.2.1 Types of Research

In this research, the writer only focuses to conduct descriptive qualitative research since it describes the data found in the object of the research. Descriptive research is intended to investigate a certain condition or situation of the research object. According to Gay (1992), descriptive research concerns in collecting data in order to test hypotheses or to answer questions concerning the current status of the object of the study. Qualitative research is a process of investigating certain issues

in a comprehensive view which is structured and presented in detail (Creswell, 2007).

The descriptive qualitative research conducts by describing and elaborating the data found, that is the dialogues and characterization analysis, in the form of explanation in order to interpret the findings which further answer the research questions.

2.2.2 Data Source, and Sampling Technique

This study uses primary data since the data of this study is in the form of written text.

Primary data is an original data source that is collected firsthand by the researcher for a research objectives (Salkind, 2010). The writer collected the data directly from the object, that is the dialogue of the major characters which can reveal their characterization. Moreover, the purposive sampling technique is used. It is a research technique that selecting certain characteristics of the population and the objective of the study. According to Patton (2002), purposive sampling is a technique that is used to identify information-rich cases for the effective use of limited sources in qualitative research. The aim is to focus on the particular characteristics of a population that be able to answer the research questions. The writer only uses the appropriate dialogues applied to the theory of illocutionary act, particularly assertives and directives acts which can reveal the characterizations in this study.

2.2.3 Method of Collecting Data

To collect the data, this study used non-participant observation. According to Fraenkel & Wallen (2009), it is a research technique that observes the object of the study without being directly involved in the situation under observation. The

data were collected by reading the object of the study and observing the dialogues of the protagonist and the antagonist, thus the data needed could be identified. In addition, this study is supported by the note-taking method. By using this method, the writer classified the data found based on its types which further listed in a table and categorize based on the stages, the context, the types of illocutionary acts, the character and the characterization

2.2.4 Method of Analyzing Data

This study applied content analysis method. Fraenkel & Wallen (2009) proposed that content analysis is a research method that can be used to analyze human behavior by analyzing their communications. In written works, it is used in examining what a text is about which focuses on the content of the text itself (Galda et al., 2000 as cited in Beach et al., 2009). In this study, the focus is on the dialogues of the major characters which imply their characterizations.

In order to analyze the data of the study, there are several steps. First, identifying the dialogues based on the types of illocutionary acts, particularly, assertive acts and directive acts. Both are used to observe how the characters' traits are reflected through the dialogues they are delivered focusing on their belief and commitment in certain cases and their attempts to get others doing certain actions. Second, classifying the types of illocutionary acts found based on the context of the situation and the stages. Third, analyzing the characterization based on the dialogues that had been analyzed. Finally, composing a conclusion based on the data found relate to the research questions.

CHAPTER III

RESULT AND DISCUSSION

This chapter presents the assertives and directives acts which reveal Eric and Sparr characterizations. The findings show that assertives are the type of illocutionary acts which state what the speaker believe or what the speaker know. Meanwhile, directives acts are the type of illocutionary acts which is used to get the hearer to do certain action. Furthermore, the characterization is showed using the indirect characterization through the major characters' dialogues which reflects characters' thoughts, speeches, and deeds (Griffith, 2011).

3.1 Eric

Stages	Types of character	Context of situation	Data	Types of illocutionary act	Characterization								Total
					obedient	caring	clever	brave	initiator	leader	friendly	playful	
Exposition	Protagonist: Eric	P- D-	E.1, E.2	A-exp	I							I	2
			E.9	A-asr			I						1
		P+D-	E.4	A-exp	I								1
			E.3, E.5, E.6	D-inv					II	I			3
			E.7, E.8	D-ord						II			2
Risingaction		P+ D-	E.11	D-sgs			I						1
			E.14	D-req						I			1
			E.12	D-ord			I						1
		P- D-	E.13	A-asr		I							1
		P- D+	E.10	A-exp		I							1
Climax		P-D+	E.15	A-asr		I							1
			E.16	D-qst					I				1
			E.17	D-ecr					I				1
		P+D-	E.18	A-exp			I						1
FallingAction		P+D-	E.20	D-req			I						1
		P-D+	E.19	D-ord				I					1
		P+D-	E.21	D-ord						I			1
Denouement		P-D-	E.22	A-asr	I								1
			E.23	D-qst							I		1
Total					3	3	5	1	4	5	1	1	23

3.1 Table of analyzing the result of the protagonist

As shown in the table, based on the relationship between the speaker and the hearer, the participants of the interaction are divided into (P- D-) which means that the speaker has low power and close distance with the hearer, (P+D-) which means the speaker has high power and close distance, and (P- D+), which means that the speaker has low power and far distance relationship with the hearer. Based on the categories, even though there were different power and distance, the types of illocutionary acts being performed could be the same. However, the intentions and the characterization reflected are somehow different.

In the exposition, the interactions mostly occur between familiar participants. From the interactions, the assertives acts found reflect that he is obedient, clever, and playful since it represents what he believes in taking action. Meanwhile, the directive acts reflect that he is the initiator and leader since he is the one who asked the hearer to act. Then, in rising action, there are (P+ D-), the directives found reflect that he is a clever leader since he knows how to act and ask the hearer to do so, and (P- D-) and (P-D+), the assertives found reflect that he cares about other people, no matter they are close to him or not. In the climax, (P- D+) show the directives acts reflect that he is the initiator while the assertives act reflects his care towards other people, and (P+ D-) shows the assertive which reflects that he is clever. In falling action, all the utterances are performed in formof directives. There are (P+ D-) which shows that he is clever and (P- D+) which shows that he is brave, and (P+D-) reflects that he is the leader in that situation. The denouement stage, the in teraction is in (P-D-) which shows that after everything happened, he still shows his obedience and friendliness.

3.1.1 Illocutionary Acts
1. Assertives

From the findings table, it can be seen that 9 dialogues were identified as assertives. It reflects the speaker's idea or what the speaker beliefs about certain circumstances (Searle, 1976). There are several forms of assertives found, they are explanation and assertion. The use of assertives here is for expressing beliefs and making the hearer believe and understand what the speaker means. :

1.1 Explanation

An explanation is the act of explaining something. It means giving reasons for something to make it clear and easily understood (Hornby, 1995). In assertive acts, it is used for explaining something that may be the case.

Datum E.1

Eric: "**Neal and I are going to play soccer in the yard, Julie's coming too.Gotta go.**"

Eric's mother: "Stop. Didn't you forget something, Eric?"

Eric: "Oh, no! **I forgot about the basement**!"

From the participants of the interaction, he, as a son, has low power and a close distance relationship with his mother. The utterances are employed to state truth in form of an explanation. What was being said fits the world which contains a truth that he was going to play with his friends after stating that. The first bold utterances show that he informed his mother where and with whom he was going to and he had to go after explaining to his mother. However, his mother stopped him to go outside, thus the truth is false. Then, the second bold utterance. He told his mother that he forgot about his job. What was being said fits the world which

contains the truth that he was going to go play with his friends and forgot about his job to clean the basement. Speaker's utterances that stating something about a truth whether true or false are classified as assertive (Searle, 1979).

Datum E.4

Julie: "I thought we were going to play. It's only two o'clock."

Eric: "Sorry. **I've got to clean all this stuff up**."

From the participants of the interaction, he has high power and a close distance relationship with Julie since he is the one who asked his friends to play and his friends agree and follow everything he said. This utterance is employed to state truth in form of an explanation. Thus, it can be classified as assertive since it expressed the truth (Searle, 1979). He explained to Julie that he had to clean the basement so he could not play at that moment. What was being said by him fits the world which contains the truth that he had to clean the basement as his parents asked him. He committed to himself the truth that he could not go because he has to help his parents.

1.2 Assertion

An assertion is used for asserting something that may be the case. According to Hornby (1995), asserting something means behaving confidently and firmly to make others recognize certain cases as truth.

Datum E.13

Eric: "**I think she's in danger**"

Julie: "So are we"

From the participants of the interaction, he has low power and a close distance relationship with Julie since he speaks as a friend, as kids who both stuck in an unknown place. This utterance is employed to state an assertion. What was being said by him fits the world which contains a fact that Keeah is in danger. He asserted that she was in danger after seeing what was written on the paper that she gave to him. His assertion is a true fact since Keeah fought against Sparr and his Ninns alone and they are dangerous. The utterance expresses a true fact so that it can be classified as assertive (Searle, 1979).

Datum E.15

Max: "The forbidden city of Plud. The Ninns have taken Princess Keeah to Plud!"Eric: "**She seems really afraid.** What are we going to do?"

Galen: "We must go to her!"

From the participants of the interaction, he has low power and far distance relationship with the hearers since they are not familiar with each other. This utterance is employed to state an assertion. He asserted that Keeah is afraid, he worried that something bad happened or was going to happen to her. What was being said consists of a fact that what he believed is true, she was afraid since the Ninns captured her and taken her to Plud, the forbidden city where her mother was last seen after fought against Sparr. Thus, this utterance can be classified as assertive because it expresses a fact (Searle, 1979).

Datum E.22

Keeah: "Thanks to all of you, I can keep fighting Lord Sparr."Eric: "**Galen said we can't take anything with us**."

Keeah: "And don't leave anything behind!"

From the participants of the interaction, he has low power and far distance relationship with Keeah since they are just met and she is a princess. The utterance is employed to state truth in form of assertion. What was being said by Eric fits the world which contains the truth about Galen's words that anything from Droon could not be brought to the upper world. Eric assured that he and his friends could not take anything from Droon to their world so he gave back Galen's cloak to Keeah and Keeah gave Eric's soccer ball back. The utterance stated a true truth because as Galen said that no one must not take anything from Droon nor leave anything from the Upper world behind. Therefore, the utterance is classified as assertive since it stated a true truth (Searle, 1979).

2. Directives

Based on the findings table, there are 14 dialogues identified as directives. It reflects the speaker's attempts to get the hearer to do a certain action. There are several forms of assertives found, they are invitations, orders, suggestions, requests, questions, and encouragement. The use of directives here is for getting the hearer to behave a certain action based on the speaker's utterances. There are several assertives types found, they are:

2.1 Invitation

An invitation is the act of inviting that is attempting or encouraging others to do certain actions (Hornby, 1995). It is used for inviting the hearer to do some actions.

Datum E.5

Eric: "Whoa! It looks like outside down there! Is this what you saw?"

Julie: "Told you."

Eric: "**Let's go find the ball. Come on.**"

From the participants of the interaction, he has high power and a close distance relationship with Julie since he is the leader in his group of friends. He has power to ask his friends to follow his leads. This utterance is stated to ask the hearer to action in the form of an invitation. He directly asked his friends to do something with him. Eric invited Neal and Julie to follow him. The world fits the words, Eric's friends followed him to get down to the stairs. His utterance expressed the wish that is attempting his friends to follow him to find the ball and his friends did what he asked them. The speaker's wish expresses through utterance is classified as a directive act (Searle, 1979).

Datum E.6

Eric: "Neal. Julie. This is incredible. **We have to go down.**"Neal: "I

don't think this is such a good idea."

Julie: "The air smells so sweet! Hurry up, Neal. We're already ten steps ahead ofyou."

From the participants of the interaction, he has high power and a close distance relationship with Julie and Neal since he is the leader in his group of friends. He has power to ask his friends to follow his leads. This utterance is stated to ask the hearer to action in form of an invitation. The world fits to what was said. It shows that the speaker, Eric, tried to get the hearer, his friends, to do an action that is to go down with him. His utterance expressed the want, that is to get his friends to follow him to go down. Then, they obey him, they did what he

said to follow and join him. The kind of utterance which expresses a want is called a directive act (Searle, 1979).

2.2 Order

In directive acts, it is used for ordering the hearer to do some future actions. Ordering means giving certain orders to someone to act. It is used when the speaker in authority expects to be obeyed (Hornby, 1995).

Datum E.19

Keeah: "No…no…no!"

Sparr: "The Red Eye of Dawn! You had it all along! Now I have it. The First Power is mine once again!"

Eric: "**Give it back to her, you smelly fish head!**"

From the participants of the interaction, it can be seen that Eric has low power andfar distance relationship between him and the hearer, Sparr. Sparr is more powerful and they are not familiar with each other. This utterance is stated to ask the hearer to action in form of order. The world fits the utterance. The utterance expresses the speaker's want. It shows that the speaker, Eric, tried to get the hearer, Sparr, to do an action. He directly asked Sparr to give back The Red Eye of Dawn to Keeah. His utterance expressed his want that is attempting to get the hearer to obey his want. The kind of utterance which expresses the speaker's want is classified as a directive act (Searle, 1979).

Datum E.21

Keeah: "I'll get the Red Eye of Dawn!"

Eric: "**We'll get the Eye later! Everybody out! This way!**"

From the participants of the interaction, it can be seen that he has high power and far distance relationship with Keeah since he is the leader in this situation. The utterance is stated to ask the hearer to action in form of order. The world fits the utterance. It shows that the speaker, Eric, tried to get the hearer to do an action that is to follow his order to escape first. He ordered Neal, Julie, and Keeah to escape that is to get out from that place first and get the Red Eye of Dawn later. His utterance expressed his want and was obeyed by the hearer. The kind of utterance which expresses a want is classified as a directive act (Searle, 1979).

2.3 Suggestion

According to Hornby (1995), a suggestion is an idea delivered by suggesting which is putting something forward as an idea to be considered. In directive acts, it is used for getting the hearer to consider the idea delivered by the speaker.

Datum E.11

Julie: "Shhh! Those ugly red guys are up there."

Eric: "We're in someplace called Droon. I met a princess named Keeah. She gaveme a message for her father, King Zello."

Neal: "Uh-huh. Sure."

Eric: "The red guys are called Ninns. **We have to see what they're up to**. Giveme a boost!

From the participants of the interaction, he has high power and a close distance relationship with Neal and Julie since he is the leader in his group of his friends and in this situation. This utterance is stated to ask the hearer to action in form of suggestion. The world fits to what was said. It shows that the speaker,

Eric, tried to get the hearer, his friends, to do an action. He suggested Neal and Julie think about his idea seeing what the Ninns did which is one of his plans. Hisutterance expressed his want for the hearer to act something, in this case, obeying what he uttered to find out the Ninns' activity. The utterance which expresses the speaker's want to the hearer to action is classified as a directive act (Searle, 1979).

2.4 Request

A request is an act of requesting. It is asking for something in certain ways politely (Hornby, 1995). It is used by the speaker to ask the hearer to do something.

Datum E.14

Julie: "This tree has petrified. It turned to stone because it's so old. We learnedabout petrified trees at camp."

Neal: "I don't remember that."

Julie: "You were too busy eating snacks."

Neal: "All that hiking made me hungry."

Eric: "**Guys! Can you please −−**"

From the participants of the interaction, it can be seen that he has high power and a close distance relationship with Neal and Julie since he is the leader in his group of his friends and in this situation. This utterance is stated to ask the hearer to do something in form of a request. The world fits to what was said. It shows that the speaker, Eric, tried to get the hearer to do an action. He interrupted his friends who kept chattering. He indirectly requested Neal and Julie to stop debating nonsense. His utterance expressed his want that is attempting to get the

hearer better to keep silent. The utterance which expresses the speaker's want for the hearer to do something is classified as a directive act (Searle, 1979).

Datum E.20

Sparr: "Guards! Take them all to the dungeon!"

Eric: "All right! **Neal! Your famous bad kick! Just like in my basement!**"

From the participants of the interaction, it can be seen that he has high power and a close distance relationship with Neal since he has high power and a close distance relationship with Neal and Julie since he is the leader in this situation. The utterance is stated to ask the hearer to do something in form of a request. The world fits to what was said. It shows that the speaker, Eric, tried to get the hearer, to do an action that is to kick the ball as what is being requested. Eric requested Neal to kick the ball just like he did in his basement. His utterance expressed his want that is to get Neal to kick the ball and Neal obeyed his utterance. The kind of utterance which reflects the speaker's want is classified as adirective act (Searle, 1979).

2.5 Question

According to Hornby (1995), a question is an act of questioning someone about something. It is used for asking the hearer to act in a certain way that is answeringthe speaker.

Datum E.16

Max: "The forbidden city of Plud. The Ninns have taken Princess Keeah to Plud!"

Eric: "She seems really afraid. **What are we going to do?**"

Galen: "We have to help her!"

From the participants of the interaction, it can be seen that he has low power and far distance relationship with the hearers since they are not familiar and more powerful than him. This utterance is stated to ask the hearer to action in form of a question. A question is classified as a directive act (Searle, 1979). The speaker, Eric, tried to get the hearer to answer. He asked his friends and the others what can they do to help Keeah. His utterance expressed his wish that is trying to get the hearer to action, in this case, getting the hearer to answer the question.

Datum E.23

Eric: "**Will we see you again?**" Keeah:

"If the magic works, you will"

From the participants of the interaction, it can be seen that he has low power and far distance relationship with Keeah since she is a princess he just met. The utterance is stated to ask the hearer to action in form of a question. This is classified as directive since the speaker tried to get the hearer to answer. Eric asked Keeah whether they will meet again or not. His utterance expresses his want which indirectly implied that he wants to meet Keeah again. The utterance which expresses a want is classified as a directive act (Searle, 1979).

2.6 Encouragement

An encouragement is an act of encouraging which is giving support or confidence to someone. It is used for encouraging the hearer to do a certain action.

Datum E.17

Galen: "Sparr has tricked us! His Ninns are attacking Jaffa City! Oh, I hope theprincess can defend herself against Sparr until I return. I must go to Jaffa this instant."

Eric: "Wait. Keeah helped me in the forest. And she was going to get us home.Now she's in trouble. I mean, **we have to help her**."

From the participants of the interaction, it can be seen that he has low power and far distance relationship with the hearers since they are not familiar and more powerful than him. This utterance is classified as directives in form of encouragement. The world fits to what was said. It shows that the speaker, Eric, tried to get the hearer, to do an action. Eric encouraged his friends to help Keeah. Eric asked his friends to participate in helping Keeah escape from Sparr. His utterance expressed his want to get the hearer to start what they had to do to help her. An utterance that expresses the speaker's want is classified as a directive act (Searle, 1979).

3.1.2 Characterization

It appears that the characterizations are all showed from the thoughts, speeches, and deeds of the protagonist himself. According to Serenio & Velasquez (2019), assertive and directive acts are frequently used in children's literature. Assertive acts state certain facts clearly which are believed somehow true which reflects children's frankness. The types which are most frequently used are explanation and belief. In data E.2 and E.4, by delivering explanations, he expresses the true case and commits himself to the utterances which further show that he is obedient.In data E.13 and E.15, by expressing assertions, he expresses his belief about the

case which shows that he cares towards others. Directive acts are used to indirectly communicate with children in terms of fulfilling the didactic role of children's literature by expressing certain desire or intention towards others to make them doing certain actions. The types of directive acts which are frequently used are invitation and order. In datum E.5, by inviting the hearers, his friends, to participate in doing some actions, he is reflected as the initiator and the leader in his group of his friends. In data E. 12 and E.19, by giving orders to the hearers, hereflects his cleverness and bravery through the actions he made in expressing his intentions to make the hearers to do something.

The characterizations are mostly showed in exposition and climax stages. Those two stages become the most important stages in the revelation of the protagonist's characterization since both are showing the character's evolution from usual to unusual situations. As shown in table 1.1, the exposition stage shows the protagonist's background of life as a boy who is obedient, clever, and playful. Also, his role as the leader and initiator in his group of friends. Then, the climax stage shows his care towards other and his ability to initiate and lead his friends in facing their problems. The exposition stage reflects the protagonist's normal situation which leads to unusual events into the peak of the climax stage where everything is changed. The changed situation is the prominent way in exposing characterization by seeing the character's reaction (Nikolajeva, 2002). From the usual stage, the exposition, he is reflected as a playful and an obedient kid who is the leader of his group. Then, the climax still shows his roles as a leader and he starts caring towards the new people he met. The assertive acts are

reflecting that the protagonist is obedient, caring, clever, and playful. Meanwhile, the directive acts are reflecting that he is the initiator and leader.

From the exposition stage, it was found 4 assertive and 5 directive acts. The first three data, E.1, E.2 and E.4 are assertive acts which reflecting that he is obedient and playful. By using assertive acts, he is able to explain something which considered to be true. Datum E.1 is used for explaining to his mother about his plan, playing with his friends outside. Data E.2 and E.4 are delivered to his friend about his duty to help his parents which shows his obedience. Then, in datum E.9, his cleverness is reflected by his belief in taking certain action employed through his utterances. Furthermore, the other five data are directive acts. The first three data, E.3, E.5, and E.6, are in form of invitations. By inviting the hearers to participate and to act, he initiates the actions and leads the hearers in executing the actions. Also, data E.7 and E.8 show his role as a leader in asking the hearer to do certain action as he uttered. The characterizations were found mainly in the exposition stage in a view of the fact that the protagonist is the central figure of a story. As the central figure, anything related to the protagonist is prominent since it influences the whole story from the beginning to the end. Whereas, in the climax stage, the characterizations reflected are caring, initiator, and clever. There are two assertive acts, data E.15 and E.18. Sequentially, by expressing his belief he shows careness towards his new friend and by explaining the plan he shows his cleverness in making action. Also, two directive acts, data E.16 and E.17 which both show that he is initiator. It can be seen from the use of directive acts in encouraging others to do certain action.

3.2 Sparr

Stages	Types of character	Context of situation	Data	Types of illocutionary acts	Characterization						Total
					bad-tempered	evil	ambitious	intimidator	cruel	powerful	
Exposition	Antagonist: Lord Sparr	-	-	-	-	-	-	-	-	-	-
Rising action		P+ D-	S.1	D-cmd					I		1
		P+D+	S.2	A-asr		I					1
			S.3	A-cmp			I				1
Climax		P+ D+	S.4	A-bst				I			1
			S.5	A-bst						I	1
			S.6	A-exp						I	1
			S.7	A-sta				I			1
Falling action		P+ D-	S.8	D-cmd	I						1
Denouement		-	-	-	-	-	-	-	-	-	-
Total					1	1	1	2	1	2	8

3.2 Table of analyzing the result of the antagonist

As shown in Table 3.2, based on the relationship between the speaker, Sparr, and the hearers, the participants of the interaction are divided into two categories. The first is (P+ D+) meaning that the speaker has high power and a far distance relationship with the hearers. The second is (P+ D-) meaning that the speaker has high power and a close distance relationship with the hearer. Based on the categories, it can be seen that the utterances employed by different participants can perform the same type of illocutionary acts but with different intentions. Assertives are the utterances that were frequently performed and it reflects the antagonist's speeches. Also, directives acts which reflect his characterizations through his deeds.

From the plot stages, the characterizations are reflected as follows. In the exposition stage, the antagonist has not appeared yet. Then, in the rising action stage, he is first appeared. The (P+ D-) interaction is performed by him to the

Ninns in form of a directive that reflects his cruelty. Also the (P+D+) interaction are performed in assertives acts which reflect that he is evil and ambitious. Then, there is (P+ D+) interaction only in the climax stage which all the utterances performed are in form of assertives, and the characterizations are intimidator and powerful. In the falling action stage, there is only (P+ D-) interaction which shows that he is bad-tempered reflected in form of a directive act.

3.2.1 Illocutionary Acts
1. Assertives
Based on the finding table, there are 12 dialogues that are classified as assertives. Those dialogues reflect the speakers' ideas and beliefs about certain circumstances which can be true or false. There are several forms of assertive acts found, they are assertions, explanations, and statements. The use of assertives here is for expressing the speakers' beliefs. Here is the data analysis.

1.1 Assertion
According to Crystal (1980), an assertion presents information as true based on the speaker's view. It is the act of claiming something firmly and forcefully as truth (Hornby, 1995).

Datum S.2

Eric: "We've come to rescue you!"

Keeah: "I knew someone would come. But if we're going to get out of here at all, we need to hurry! Sparr thinks I have the Red Eye of Dawn, with it, he plans to conquer all of Droon!"

Sparr: "**And so I shall, Princess Keeah!**"

From the participants of the interaction, it can be seen that Sparr has high power and far distance from Keeah since he is older and more powerful than her. This utterance is employed to state truth in form of an assertion. What was being said by Sparr fits the world, he asserted Keeah's words that he believed that she had the source of power that he had been looking for. Keeah told the others that hecaught her to find his power to conquer her world. Moreover, his assertion is true.It means that his utterance can be classified as assertive since it expresses the speaker's commitment which is true (Searle, 1979).

1.2 Complaint

According to Hornby (1995), the act of complaining means expressing something difficult or dissatisfaction. It is a statement that one is not satisfied with something.

Datum S.3

Sparr: "**Princess Keeah, you and your friends spoiled my plans to attack Zorfendorf Castle. And Galen discovered my little raid on Jaffa City. No matter. Having you as a prisoner is far more valuable. Besides, you have something that belongs to me.**"

Keeah: "Let us go, Sparr."

From the participants of the interaction, it can be seen that Sparr has high power and far distance from Keeah since he is more powerful and they have conflict. The utterances are employed to state truth in form of complaint. What was being said by Sparr to Keeah fits the world, he expressed his dissatidfaction

and told her about his plans which were all failed. However, from all of his failed plans, he still had the last plan to get back his power which he believed that Keeahhad all along. Therefore, this utterance is classified as an assertive act because it expresses the speaker's belief which reflects a true truth (Searle, 1979).

1.3 Boast

According to Hornby (1995), a boast is a statement reflecting too much pride and satisfaction. It is used to express what the speaker has and/or has done in order to proudly show pride or abilities to be known by the hearers.

Datum S. 5

Sparr: That leather pouch on your wrist… O jewel, if it be you, show me now your shape so true!

Keeah: "No…no…no!"

Sparr: "The Red Eye of Dawn! You had it all along! Now I have it. **The First Power is mine once again!**"

From the participants of the interaction, it can be seen that Sparr has high power and far distance from Keeah since he is more powerful and they have conflict. This utterance is employed to state truth in form of a boast. What was being said by Sparr fits the world, he got back his power. When he saw Keeah's pouch he realized that was the thing he was looking for. Thus, he took the pouch from Keeah and got back his First Power. He believed that the Power he had created is back to him. His utterance reflects a true truth so that it can be classified as an assertive act (Searle, 1979).

1.4 Explanation

It is used for explaining something that may be the case. Explaining means givinga reason for something in detail to make it clear (Hornby, 1995).

Datum S.6

Eric: "Give it back to her, you smelly fish head!"Sparr:

"I... know... you... three..."

Julie: "What? How could you ⸺?"

Sparr: "**You are from the Upper World. You have found the stairs. My stairs.**"

From the participants of the interaction, it can be seen that Sparr has high power and far distance from Eric since he is a wizard and they just met in person. This utterance is employed to state truth in form of an explanation. He knows where they are from and how they can come to Droon. What was being said by him fits the world that Eric and his friends have found the stairs he had created long time ago which were going to be used as a way to connect Droon and Upper World. He committed himself to a truth that what he knew is true. Therefore, this utterance can be classified as an assertive act since it reflects a true truth (Searle, 1979).

1.5 Statement

According to Hornby (1995), a statement is something that is stated that is expressing something through utternaces. It is used for stating something that maybe the case.

Datum S.7

Sparr: "You are from the Upper World. You have found the stairs. My stairs."Eric: "How do you know that?"

Sparr: "**I know many things about you**."

From the participants of the interaction, it can be seen that Sparr has high power and far distance from Eric since he is a wizard and they just met in person. This utterance is employed to state truth in form of a statement. Sparr said that he knew many things about them. What was being said by Sparr fits the world. He had watched Eric through his magic stairs in Eric's basement so he knew who is Eric and his friends, where are they come from, and other things about them. He committed himself to a truth that what he knew is true. Therefore, this utterance can be classified as an assertive act since it reflects a true truth (Searle, 1979).

2. Directives

From the finding table, it can be seen that there are only 2 dialogues identified as directives which both employed in form of a command. It reflects the speakers' attempts to ask the hearer to do something. The use of directives here is for getting the hearer to behave a certain action based on the speaker's utterances. Here is the data analysis found.

2.1 Command

A command is the act which is used to tell someone to do or not to do something (Crystal, 1980). To give a command to the hearer, the speaker must have power or authority in uttering so.

Datum S.1

Sparr: "Where is the girl?"

The Ninns: "The others helped her escape, Lord Sparr."

Sparr: "How many others?" Another

Ninn: "Three, my lord."

Sparr: "**Scour the forest! Burn it down if you must, but find the girl! Find her friends too!**"

From the participants of the interaction, it can be seen that Sparr has high power and far distance from the Ninns since he is the lord and he has power. This utterance is stated to ask the hearer to action in form of a command. The world fits to what was said. It shows that the speaker, Sparr, tried to get the hearer, the Ninns, to do an action. Sparr directly commanded his army to scour and burn the forest to find Keeah and her friends who had helped her escape from the Ninns. His utterance expressed his want that is to get his Ninns to find Keeah and Ninns obeyed what he commanded. The kind of utterance which reflects the speaker's want is classified as a directive act (Searle, 1979).

Datum S.8

Max: "You are done right now, Sparr!"

Julie: "Max"

Max: "The one and only! Ha-ha!"

Sparr: "Guards! **Take them all to the dungeon!**"

From the participants of the interaction, it can be seen that Sparr has high power and far distance from the Ninns since he is the lord and he has power. This utterance is stated to ask the hearer to action in form of a command. The world fits to what was being said. It shows the speaker, Sparr, tried to get the hearer, the Ninns to do an action. Sparr directly commanded his army to take Eric, Neal,

Julie, Keeah, and Max to the dungeon since they were tried to escape and spoil his plan. His utterance expressed his want that is to get Ninns to capture Eric and his friends in the dungeon. The utterance which reflects a want is classified as a directive act (Searle, 1979).

3.2.2 Characterization

It appears that the antagonist's characterizations are mostly conveyed through the antagonist's speeches which are reflected in assertive acts, and the antagonist's deeds which are reflected in directive acts. The assertive acts used here reflect how the antagonist is by seeing his belief and commitment. From the data found, the types which are most frequently used is boasting. In data S.4 and S.5, he expresses what he had and what he had done relate to his past to to proudly show his abilities. Then, the directive acts are used to reflect the antagonist's deed by seeing his command. He reflects his cruelty by commanding his army to do a cruel action as reflected in datum S.1. Also, in datum S.8, he is reflected as a bad temperer since he easily got provoked by Eric then directly command his army to arrest him. The antagonist's characterization is mostly reflected in rising action and climax stages. The rising action is the stage where the antagonist is first introduced, the conflict and interaction between the antagonist and protagonist arestarted. Then, reaching to climax stage that is the turning point of the story where the protagonist and the antagonist fight against each other (Freytag, 1900, as cited in Glatch, 2021). Therefore, both stages are the prominent stages to observe the antagonist's characterization. The directive acts found reflect his cruelty. Meanwhile, the assertive acts reflect that he is evil, ambitious, and powerful.

It was found that the characterization is mostly reflected in rising action and climax stages. As shown in Table 1.2, the rising action stage shows his first appearance as an evil, cruel wizard who has the ambition to conquer the world. Then, in the climax stage, he proudly shows his ability which reflects that he is intimidator and powerful. The rising action is the stage where the antagonist is first introduced, the conflict and interaction between the antagonist and protagonist are started. Then, reaching to climax stage that is the turning point of the story where the protagonist and the antagonist fight against each other (Freytag, 1900, as cited in Glatch, 2021). Therefore, both stages are the prominent stages to observe the antagonist's characterization. Table 1.2 shows that from the rising action stage, the background of the antagonist as an evil wizard who has powers and ambitions to be a conqueror is reflected. Moreover, his interaction with the protagonist reflects his cruelty. Then, in the turning point of the story, to fulfill his ambition he intimidates anyone who trying to stop him and in the end, he got back one of his power back.

From the rising action stage, it was found only one directive act that is datum S.1 which reflects that he is cruel. His cruelty is seen from his command which is asking the hearers to do something which might be causing pain to others. In addition, there are 2 assertive acts. In data S.2 and S.3, he is reflected as an evil and ambitious wizard. The characterizations of the antagonist are mainly found in this stage, seeing that it is the stage where the conflict between the protagonist and the antagonist is introduced which leads to the climax stage.

In the climax stage, it was found 4 assertive acts. Data S.4 and S.7 reflect thathe is an intimidator. Also, data S.5 and S.6 reflect that he is powerful by stating the truth that he got back his power. In this stage, the characterizations are also much found seeing that it is the turning point where the greatest conflict appearedas the center of the story. Therefore, there are many interactions here especially the interaction between the antagonist and the protagonist since the antagonist is the opponent of the protagonist.

CHAPTER IV

CONCLUSION

Based on the data analysis result, the writer found that there are 15 dialogues which classified as assertive acts, 9 dialogues are reflecting the protagonist's characterization and 6 dialogues are reflecting the antagonist's characterization. Assertive acts are frequently used in a view of the fact that this type of acts directly state certain circumstances clearly which is mostly believed that is true. Also, 14 dialogues which are classified directive acts, 14 dialogues are reflecting the protagonist's characterization and 2 dialogues are reflecting the antagonist's characterization. This type of acts are mostly expressed an attempt to get others to act obey or disobey the utterances.

Furthermore, the characterization analysis was found as follows. There were eight kinds of protagonist characterization. They are obedient (4), caring (3), clever (5), brave (1), initiator (4), leader (5), friendly (1), and playful (1). The illocutionary acts which revealed characterization are performed by Eric through his speeches, thoughts, and deeds. Also, there were seven kinds of antagonist characterization. They are bad-tempered (1), evil (1), ambitious (1), intimidator (2), cruel (1), and powerful (2). In addition, the illocutionary acts found which reflect the antagonist's characterizations are performed by Sparr's through his speeches and deeds.

Referring to the results of the study, there are many other aspects that can be analyzed deeper about illocutionary acts and children's literature. Some

suggestions for other researchers who are willing to do more research on the same objects may focus on analyzing the other characters' characterization or focus on the character development using the same theories. In addition, similar studies could be carried out to decide appropriate reading materials for students which relate to character education. Other researchers also can analyze the dialogues deeper using other pragmatics theories.

REFERENCES

Abbott, Tony. 1999. *The Hidden Stairs and The Magic Carpet*. New York: Scholastic Inc.

Alston, W. P. (2000). Illocutionary acts and sentence meaning. Ithaca: Cornell University Press.

Altikriti, Sahar. 2011. "Speech Act Analysis to Short Story". *Journal of Language Teaching and Research,* 2(6), 1374-1384.

Beach, R., Enciso, P., Harste, J., Jenkins, C., Raina, S. A., Rogers, R., & Yenika-Agbaw, V. (2009). Exploring the "critical" in critical content analysis of children's literature. *58th yearbook of the National Reading Conference*(pp. 129-143). Oak Creek, WI: National Reading Conference.

Bernaerts, Lars. 2010. "Interactions in "Cuckoo's Nest": Elements of a Narrative Speech Act Analysis". *Narrative,*18(3), 276-299.

Black, Elizabeth. 2006. *Pragmatic Stylistics.* Edinburgh: Edinburgh UniversityPress.

Brown, P., & Levinson, S. C. (1987). *Politeness: some universals in languageusage*. Cambridge: Cambridge University Press.

Chatman, S. (1978). *Story and Discourse: Narrative Structure in Fiction andFilm.* Germany: Cornell University Press.

Creswell, J. W. 2007. *Qualitative Inquiry and Research Design: Choosing AmongFive Approaches*. California: Sage Publication.

Crystal, David. 1980. *A first dictionary of linguistics and phonetics*. Boulder, CO: Westview.

Della, Fara. 2018. "An Analysis of Directive Speech Acts by Searle Theory in "Sleeping Beauty" Movie Script". *Journal of English Education andTeaching,* 2(1), 22-85.

Fitria, Tira Nur. 2015. "Analysis of Speech Act in Doraemon's "Stand By Me" Movie". Research Paper. Post Graduate Program, English Study, Muhammadiyah University of Surakarta, Surakarta.

Fraenkel, J. R., & Wallen, N. E. (2009). *How to design and evaluate research in education, seventh edition*. Boston: McGraw-Hill.

Freytag, Gustav. (1900). *FREYTAG'S TECHNIQUE OF THE DRAMA: AN*

EXPOSITION OF DRAMATIC COMPOSITION AND ART 3rd Ed. Trs MacEwan, J. Elias. Chicago. Scott: Foresman and Company.

Gay, L. R. 1992. *Educational research: Competencies for analysis andapplication*. New York: Macmillan

Glatch, S. (2021, July 30). *The 5 Elements of Dramatic Structure: Understanding Freytag's Pyramid*. Writers.Com. https://writers.com/freytags-pyramid

Grenby, Matthew. 2008. *Children's Literature*. Edinburgh. Edinburgh UniversityPress Ltd.

Griffith, Kelley. 2011. *Writing Essays about Literature* (8th Edition). USA.Wadsworth Publishing.

Hornby, A. S. (1995). *Oxford Advanced Learner's Dictionary of Current English*. Oxford, England: Oxford University Press.

Hunt, P. (Ed.). (2006). *Understanding children's literature*. Routledge. Komariah.

Satiul. 2017. "The Speech Act Analysis of Direct Utterances on Short Story The Lost "Beautifulness" by Anzia Yezierska". *Journal of English Education, Literature, and Culture,* 2(1), 347-360.

Levinson, Stephen C. 1983. Pragmatics. Cambridge: Cambridge UniversityPress

Lukens, Rebecca J. *A.* 2003.*Critical Handbook of Children's Literature*. USA:Pearson Education.

M.H., Abrams. 1999. *A Glossary of Literary Terms 7th ed.* USA: Earl McPeek.

Nikolajeva, Maria. 2002. *The Rhetoric of Character in Children's Literature.* USA: Scarecrow Press Inc.

O'Sullivan, S. 2004. Books to Live by: Using Children's Literature for Character Education. *The Reading Teacher*, 57(7), 640-645.

Patton, M. Q. 2002. "Qualitative research". *Encyclopedia of statistics in behavioral science*.

Perrine, L. (1974). *Literature: Structure, Sound, and Sense*. New York: Harcourt Brace Jovanovich.

Pope, R. 2005. Creativity: Theory, History, Practice. New York: Routledge.

Putri, M. A., Harto S., & Moecharam N.Y. 2017. "PROMOTING CHARACTER EDUCATION IN EFL CLASSROOM: USING CHILDREN'S LITERATURE AS A TEACHING MATERIAL". *Journal of English and Education.* 5(2), 168-169

Rukmanasari, I. 2012. A Pragmatic Analysis of the Main Character's Speech Actsin Date Night Movie. *Yogyakarta State University*.

Salkind, N. J. (Ed.). 2010. *"Encyclopedia of research design"* (Vol. 1). Sage.

Searle, J.R. 1969. *Speech Acts: An essay in the philosophy of language*.Cambridge: Cambridge University Press.

_____. 1971. *The philosophy of language.* Oxford: Oxford University Press.

_____. 1979. *Expression and Meaning: Studies in the Theory of Speech Acts*. New York: Cambridge University Press.

Serenio, F. M. A., & Velasquez, C. A. (2019). Speech Acts in the Selected and Award Winning Filipino Children Short Stories. *Indonesian Journal of EFL and Linguistics*, 4(1), 15.

Shahrokhi, M. (2012). Perception of dominance, distance and imposition in Persian males' request speech act strategies. *Procedia-Social and Behavioral Sciences*, 46, 678-685.

Simpson, Paul. 2004. *Stylistics A Resource Book for Students.* London: Routledge.

Stalnaker, R. C. 1972. *Pragmatics*. In Davidson and Harman (eds.), *Semantics of Natural Language.*

Tanjung, Firima. 2019. "Speech Acts Categories: An Analysis of Characters' Utterances in "Beauty and The Beast"". *TELL-US Journal.* 5(1), 41-54.

Yanti, E. S., Daulay S., & Lubis M. 2019. "CHARACTER VALUES IN SHORT-STORIES COLLECTION BOOK BY QURROTA AINI AND ITS RELEASE AS A LITERATURE READING MATERIAL IN ELEMENTARY SCHOOL". *International Journal of Education, Learning and Development.* 7(5), 35-49.

Yule, George. 1996. *Pragmatics*. New York: Oxford University Press.