

ASSERTIVE ACTS USED IN THE ZOO STORY DRAMA BY EDWARD
ALBEE

A THESIS



Submitted as Partial Fulfillment of the Requirements for the Sarjana Degree of
English Department Faculty of Humanities UIN Sunan Ampel Surabaya

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This thesis contains materials which have been accepted for the award of Sarjana Degree of English Department, Faculty of Humanities UIN Sunan Ampel Surabaya. And to be the best of my knowledge and belief, it contains no material previously published or written by other person except where due reference is made in the text of the thesis.

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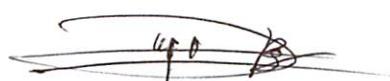
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ABSTRACT

Ilmi, Miftakhul, A03211024 2015. Assertive Acts Used in The Zoo Story Drama
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Keywords: Assertive Acts, "The Zoo Story"

Assertive acts is a theory that explains about the utterance by the speaker to commit in doing something. It can be form of informing, claiming, conveying, describing, and giving statement. The writer analyzes assertive acts in the dialogue of Jerry and Peter in "The Zoo Story". This study is important because none of earlier assertive acts studies focused their research on dialogue of Jerry and Peter in this drama. This study investigates form of assertive acts and the social factor that influence to use it in "The Zoo Story".

Descriptive qualitative method is used to analyze the data in this study. The data present descriptively because it describes and explain assertive acts used by the character in "The Zoo Story" such as describe form of assertive acts and the social factor of the assertive acts found in dialogue of Jerry and Peter.

The finding shows that there are five forms of assertive acts found in this study such as: inform, claim, convey, statement and describe. While the social factor that influence the character to use assertive acts such are participant, function, topic, and setting. It is hoped that this research contributes important information for the next researcher who is interested in doing the same kind of study. However, it is suggested for further researcher to use another theory of assertive acts so that different result might be found.

ABSTRAK

Ilmi, Miftakhul, A03211024 2015. Tindak Tutur Assertive Yang Digunakan Pada Drama “ The Zoo Story” yang dikarang oleh Edward Albee. Tesis. Sastra Inggris UIN Sunan Ampel Surabaya.

Pembimbing: Dr. A Dzo’ul Milal, M.Pd
Kata Kunci: “The Zoo Story”

Tindak tutur Assertive adalah sebuah teori yang menjelaskan tentang ucapan seorang pembicara untuk melakukan suatu perbuatan atau tindakan. Dalam hal ini bisa dalam bentuk memberikan informasi, menegaskan, menyampaikan, menjelaskan, dan memberikan suatu pernyataan. Penulis menganalisis tindak tutur assertive pada dialog antara Jerry dan Peter dalam drama “The Zoo Story.” Penelitian ini sangat penting karena tidak ada seorang peneliti yang meneliti tentang tindak tutur assertive yang terdapat pada dialog Jerry dan Peter dalam drama ini. Penelitian ini meneliti tindak assertive dan faktor sosial yang mempengaruhi pemain untuk menggunakan tindak tutur assertive.

Metode deskriptif kualitatif digunakan dalam menganalisis penelitian ini. Data-data disajikan dengan uraian karena menjelaskan tentang tindak tutur assertive yang digunakan oleh pemain “The Zoo Story” yaitu menjelaskan tentang macam-macam bentuk tindak assertive dan faktor sosial yang mempengaruhi penggunaanya.

Dalam temuan pada penelitian ini menunjukkan ada lima bentuk tindak tutur assertive yang digunakan seperti memberikan informasi, menegaskan, menyampaikan, memberikan pengumuman, dan menggambarkan atau menguraikan. Selain itu juga ada temuan tentang faktor sosial yang mempengaruhi pemain untuk menggunakan tindak tutur assertive yaitu peserta, fungsi, topik, dan latar. Penelitian ini diharapkan dapat menjadi informasi yang penting untuk peneliti selanjutnya yang tertarik dengan Rajaan tentang tindak tutur assertive. Tetapi disarankan untuk peneliti selanjutnya menggunakan teori lain agar menghasilkan temuan yang berbeda.

CHAPTER I

INTRODUCTION

1.1 Background of the study

Language has important role in our life. We communicate each other using language in our daily life. By using language, people could exchange idea, and information, and we also could have good communication.

Oral language is often used in daily life because it is easier than written language. The way of communication using oral language is usually connected with the situation when their conversation happens. This case will be studied in Pragmatics.

According to George Yule (1996), Pragmatics is the study of speaker meaning and also studies how people comprehend and produce a communicative act in a concrete situation in conversation analysis. So, digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id Pragmatics is the aspects of meaning which is used in communication among speakers, utterance and addresser which cannot be predicted because it is interpreted as contextual meaning.

Speech act is a topic of pragmatics. According to Yule (1996) Speech act is a study of how the speakers and hearers use language. The action is performed by producing an utterance. Utterance which is produced by speaker is not only to explain their mind toward the listener, but also a means to show the relationship between them. When we want to know the relationship of their utterance, we can see it from speech act. When people

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speak, they will consist of three related acts. Those are locutionary acts (utterance), illocutionary acts (process of meaning from the utterance) and perlocutionary acts (utterance effect on the hearer).

However, the writer will focus on the illocutionary acts. The writer strongly thinks that illocutionary acts have big impact on the language cognition. When we talk to someone, we have to find the illocutionary acts from the speaker.

The illocutionary acts can also be defined as how to do things with words. It is because when we utter a sentence, it can make someone do something without our direct command. For example, when someone says “it is dark here”, the addressee who could understand that the speaker will turn on the lamp since he can understand that the speaker feels dark and the speaker wants him to turn on the lamp.

Searle categorizes illocutionary act into 5 (1976), such as assertive, directive, commissive, expressive, and declarative. The classification has its own condition to occur. The first is assertive. It commits the speaker to truth of the expressed proportion. The second is directive, it attempts by speaker to get the addressee to do something. The third is commissive. It commits the speaker to do some future action. The fourth is expressive. It expresses on the speaker's attitude and emotions towards the preposition. The last is declarative. It affects immediate change in the institutional state of affair and tends to rely on elaborating extra linguistic institution. These five classifications are used to analyze illocutionary acts deeper to be understood.

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In this research, the writer wants to know the relationship between theories of illocutionary acts, especially assertive with its practice in the drama of Edward Albee: The Zoo Story. The main conflict of The Zoo Story is the impact of the modernization of a society that makes people suffer from the alienation in Jerry's lives. Jerry and Peter's background as opposed makes them have different personality sides. Jerry who lives alone in a seedy apartment, the landlady abusive and crazy dog, Jerry does not have a permanent job seems jealous that Peter has a life of intact, get married, have children, and pets.

Based on their different background, certainly it is not strange if their personalities are very contradictory. Peter comes from the middle class society (the favorite social class in America), while Jerry is poor white trash. Peter is well educated from the way he speaks, and Jerry is not educated from the way he provokes Peter, lose control of his emotions.

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Regarding the end of the story is death, Jerry commits suicides, using a knife which he carries himself, even though at that time, the knife is in Peter's hand.

In this drama, Peter and Jerry utter many sentences containing many assertive illocutionary acts. One of them when Jerry says "MISTER, I'VE BEEN TO THE ZOO!" in that utterance, Jerry tries to inform to Peter that he has been to the zoo. But there is an intended meaning of Jerry's utterance. He has not gone to the zoo which the place of many kind of animals. However he just wants to have conversation with someone who he meets because he really

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feels lonely. It is found that Jerry's utterance is kind of assertive illocutionary act.

One of the reasons why the writer wants to analyze The Zoo Story is because there are many intended meaning which is found in the conversation between Peter and Jerry. The writer is curious about that intended meaning. So, by analyzing this drama will help the reader of The Zoo story to know some intended meaning, especially when they inform or tell something, which is categorized as assertive illocutionary acts.

1.2 Research Problems

Based on the background of study, the statements of the problem in this study are formulated as:

1. What assertive illocutionary acts are used in The Zoo Story?
2. What are social contexts underlying the use of those act?

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1.3 Research Purposes

Based on the research problems above, the purposes of this study are:

1. To describe kind of assertive illocutionary acts used in The Zoo Story.
2. To describe the social factor which influence the character using certain illocutionary acts.

1.4 Significance of the Study

The writer is expected that the research will be useful for the writer and the reader to understand about assertive illocutionary acts which are used in

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The Zoo Story. Besides it, the writer also hope this research is useful as a reference for the next researchers who want to do a research on illocutionary acts, especially assertive illocutionary acts.

1.5 Scope and Limitation

The scope of this study is focused on the discourse analysis. The discourse analysis is taken as one of the theories for this study because the study of speech acts is subdivision of discourse analysis. The analysis is focus on the illocutionary acts, especially assertive act which are contained in the dialogue of the characters in the drama. The study is focused on the utterance of the characters in *The Zoo Story* that is the utterance of Peter and Jerry as the only character in that drama. The writer chooses assertive act because there are many conversation of the characters which consist of informing, claiming, conveying, describing, and giving statement as same as the form of assertive acts. By analyzing assertive acts, it will help the reader easily to

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1.6 Definition of Key Terms

1. Assertive acts: the utterance by the speaker to commit in doing something. It can be form of informing, claiming, conveying, describing, and giving statement.
2. Illocutionary acts: the act of saying which is committed with the intention of the speaker by uttering a sentence such as asking, questioning, promising, ordering, apologizing, threatening and requesting.

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3. **Speech acts:** Utterance by the speaker order to achieve particular purpose, it can be a command, question, request, etc.
4. **Pragmatics:** the study of meaning which is related to the context or situation of using language.

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CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

In this chapter, the writer wants to explain about some theories which are used to accomplish this study. The main data in this analysis is *The Zoo Story* drama by Edward Albee. In this study, the writer uses a number of theories to help the writer analyzing the data. The writer decides to use Pragmatics, Speech Acts (locution, illocution, and perlocution) and Illocutionary acts also divided into Assertive, Directive, Commisive, Expressive and Declarative and the last theory that the writer used is Context.

2.1.1 Pragmatics

Linguistics as a study of language has various branches, one of it is Pragmatics. It is the branch of linguistics that studies about relationship between languages with the context. We could see the example as followed:

Mother	: How was your English test?
Bella	: I just got 50 mom.
Mother	: That's good. Don't ever study, just play with your friend!

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The word “That’s good” doesn’t mean “well” or “not bad”, but it has converse meaning because what mother means about Bella’s English score is really bad, she gets 50. However, mother is really angry because of it, so she says “that’s good”. It does not mean that she truly gets good score, but mother says it in order Bella realizes that she really gets bad score. So, every speaker’s utterance has intended meaning.

According to Yule (1996: 3) pragmatics is concerned with the study of meaning communicated by speaker and interpreted by listener. Therefore, pragmatics is the study of speaker meaning.

In many ways, pragmatics is the study of invisible meaning or how we recognize what is meant even when it is not actually said or written. In order for that, the speaker and writer must be able to depend on many shared assumption and expectation. The investigation of those assumptions and expectations provides us with some insight into how more gets communicated than said. As another example, it is taken from a newspaper advertisement, and thinks not only about what the words might mean, but also about what the advertiser intended them to mean: BABY & TODDLER SALE. In the normal meaning, we assume that this store has not gone into the business of selling children, but rather that it is advertising clothes for babies. The word *clothes* do not appear, but our normal interpretation would be that the advertiser intended us to understand his message as relating to the sale of baby clothes.

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So, by the explanation above, we could know that pragmatics in this study is included into facts about speaker's intention in uttering a speech act. Speech act is an actions performed via utterances. There will be theories which will be discussed about it.

2.1.2 Speech Acts

Two philosophers, John Austin and John Searle developed speech act theory from the basic belief that language is used to perform actions. Its fundamental insight focus on how meaning and action are related to language. It means that a speaker saying words is not describing some situation only, but also be considered as doing some action.

We have been considering some ways in which we interpret the meaning of sentence in terms of what the speaker of those sentences intended to convey. What we have not yet explored is the fact that we also know how speakers intend us to interpret what they say. In general terms, we can recognize the type of act performed by a speaker in uttering a sentence. The use of speech acts covers actions such as requesting, commanding, questioning, and informing.

There are two kinds of speech acts. Those are direct speech acts and indirect speech acts:

- Direct speech acts

Direct speech acts is used to ask a question. When a speaker does not know something and asks the hearer to provide the information, he or she will

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digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id typically produce a direct speech acts. For example: can you ride a bicycle? It asks about the ability that we can ride a bicycle or not.

- Indirect speech

Indirect speech is used to perform the action of requested. For example: “can you pass the salt?” It is not performing as a question, but performs the action requested. This request has been presented with a question. There is another example that shows indirect speech: “you left the door open.” This utterance has the form of statement, but if we say this sentence to someone who has just come into a room and it is cold outside, it will be understood to have made not as a statement, but a request. It is requesting indirectly that the person close the door.

So, we can differ direct and indirect speech acts based on the function of

that utterance. Not from the form of utterance.

According to Austin (1983: 236), there are three categorization of speech acts:

1. Locutionary acts: the production of sounds and words with meanings. For example: “it’s dark here”. It deals with the act of saying that the situation here is dark.
2. Illocutionary acts: the issuing of an utterance with conventional communicative force achieved “in saying”. For example: “it’s dark here”

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the sentence refers to the speaker's intention of uttering the words such as
request for someone to turn on the lamp

3. Perlocutionary act: the actual effect achieved "by saying". For example: "it's dark here". The perlocutionary act refers to the effects of this utterance has on the thoughts of other person such as someone turn on the lamp.

The locutionary, illocutionary, and perlocutionary acts are together referred as speech act. Thus, the most important element which brings the significance of speech act is the illocutionary act.

2.1.3 Illocutionary Acts

According to Coulthard, illocutionary act is the act which is performed in saying something. It deals with the speaker's intention of uttering the words (1987:18). It means that every spoken utterance has illocutionary act in it.

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There should be intention of doing something. Performing illocutionary act is the way to make a request, an order, a promise, and which responses can be form of action.

There are two experts who explain about illocutionary acts, they are Austin and Searle. Austin divides illocutionary acts into five, those are: verdictives, exercitives, commisives, behavities, and expositives. While Searle also divides illocutionary acts into five, such as: assertive, directive, commisive, expressive, and declarative. Here the writer chooses the theory of Searle to analyze the data because it is simple and easy to be understood,

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besides it the theory of Searle is focus on how the listener can understand about what speaker said.

Searle (1979) states that there are five classifications of illocutionary acts. These classifications can analyze the illocutionary acts deeper.

1. Assertive/ Representative

Speech acts which described states or events in the world. In uttering assertive, the speaker conveys his belief that some proposition is true. So it can be judged for truth value. It can be uttered in a form of claim, report, statement, conveys and description. For example, when someone reports 'Honda is Japan's automotive product', he conveys his belief that the proposition Honda is Japan's product is true and describes Honda is Japan's product as a states or events in the world.

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2. Directive

Speech acts is to cause the hearer to take a particular action. By ordering, advising, requesting, commanding, begging, challenging, or pleading, the speaker is trying to get the listener to carry out some action. Ex: "Could you give me money please?" So, directive is the utterance of the speaker to get the addressee to do something.

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3. Commisive

Commisive is speech acts which commit a speaker to do some future action. By uttering a commisive, the speaker shows commitment of himself to do some future of action. Commisive can be uttered in the form of promise, guarantees, contracts, threat, and other types of commitments for example ‘If you don’t stop talking, I will shut your mouth’. The speaker is committing himself to shut the hearer mouth if he does not stop talking”.

4. Expressive

Speech acts that express that express speaker’s feeling or emotion. It can be uttered in the form of Congratulation, excuses, and thanks. For example, when someone uttered an utterance such as “Happy graduation Jane” the speaker wants to express his / her feeling of Jane’s graduation.

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5. Declarative

Declarative is speech acts which change the reality as it has been declared. E.g. Baptism, pronouncing someone guilty, arresting and firing. For example, when someone says ‘You’re fired’ he is declaring someone’s job to be resigned.

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2.1.4 Contexts

Context is background knowledge assumed to be shared by speaker and hearer and which contributes to hearer's interpretation of what speaker's mean by given utterance. An understanding of how language function in context is central to an understanding of the relationship between what is said and what is understood in spoken and written discourse. The context of situation of what someone says is, therefore, crucial to understanding and interpreting the meaning of what is being said. This includes the physical context, the social context and the mental worlds and roles of the people involved in the interaction. Each of these impacts on what we say and how other people interpret what we say.

When we receive a linguistic meaning, we pay attention to many other factors apart from the language itself. If we are face to face with other person sending the message, then we notice what they are doing with their face, eyes, and body while speaking: maybe they smiled, or shook their fist, or looked away. In a spoken message we notice the quality of the voice as well. Maybe the speaker's voice was shaking, or they had a particular accent, or hesitated, or slurred their words. These are paralinguistic features of a spoken message, which are lost if we write the message down. They exist in written messages too, where we may be influenced by handwriting or typography, and by whether the message is in an expensive book.

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We also influenced by the situation in which we receive message, by our cultural and social relationship with the participants, by what we know and what we assume the sender knows. These factors take us beyond the study of language, in a narrow sense, and force us to look at other areas of inquiry (mind, body, society, physical, in fact). There are good arguments for limiting a field of study to make it manageable, but it is also true to say that the answer to the question of what gives discourse its unity may be impossible to give without considering the world at large, the context (Cook: 1989).

There are different kinds of context to be considered. One kind is described as *linguistic context*, also known as *co-text*. The co-text of a word is the set of other words used in the same phrase or sentence. This surrounding co-text has a strong effect on what we think the word means. We have already noted that the word *bank* is a homonym, a form with more than one meaning. We usually do so on the basis of linguistic context.

According to Yule (1996:129) more generally, we know what words mean on the basis of another type of context, it is described as *physical context*. If we see the word *BANK* on the wall of a building in a city, the physical location will influence our interpretation. Our understanding of much of what we read and hear is tied to physical context, particularly the time and place, in which we encounter linguistic expression.

According to Hymes (1964) categorized social context into five, such as: addressor (who are speaking the utterance), addressee (who are they speaking

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to), audience (who are listening the speaker utterance), topic (what is being talked about), and setting (when and where they are speaking).

Hymes also categorized context in the big scale, such as: channel (how the relationship between the participants in the event), code (languages, dialects, or style of language used), message form (what form is meant, conversation, debate, speech, fairy tales, sonnets, love letters, etc), event (what kind of event it is), genre (more global than event), key (evaluation of the event, it is good or not), purpose (What meant by participants should occur as a result of communicative events).

Social Factors and Dimensions explain why people speak differently in different context. Examining the way people use language in different social contexts provides many information about how language works. It is possible that people say the same thing in different ways. Why people choose different

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way to say something is actually affected by social factors and social dimensions (Holmes, 2001). Some kind of social factor that influences someone to use certain word such as: the participants: who you are talking to and who is speaking, the setting: the social context of the talk or where they speak, the topic: the topic of the discussion or what they are talking about, and the function: the reasons why they are speaking.

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2.1.5 Previous Study

There are several writers who have studied about illocutionary acts. Such as Indriawati (2008) investigates Illocutionary acts used by “Indonesia This Morning” presenters on Metro TV, she finds that there are four types of illocutionary acts, those are representative, directive, commissive, and expressive. The result the presenters do not use the declarative acts in this research. She also found that the presenters also used four functions of illocutionary acts that based on the social purposes: competitive, convivial, collaborative and conflictive. The most frequent functions of illocutionary acts are used by “Indonesia This Morning” presenters on Metro TV are collaborative

Issana A. Muskananfola (2009) investigates illocutionary acts used in “Barack Obama’s victory speech and Inaugural speech.” She finds five kinds of illocutionary acts, those are assertive, directive, commissive, expressive, and declarative utter by Barrack Obama in his speech. From the previous studies above, it hasn’t been found a researcher who is interested in observing assertive illocutionary acts which expresses in drama, and most of researcher observe the literary work to find kind of illocutionary act, without focusing in one kind of illocutionary acts.

Those are some research that has used illocutionary acts as their theory of analyzing. However, all of them analyze about all kind of illocutionary acts that is used in literary work. The differences among those researches above

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research are from the object. The previous most of the previous researcher take the object of direct speech, while the data of this research is taken from drama, beside it, this research only focus on assertive acts that used in the character of drama "The Zoo Story", not analyzing all kind of illocutionary acts. Therefore, the researcher takes this research because there is no one analyzes assertive acts in The Zoo Story drama. Hopefully it can increase new knowledge about assertive acts that is used in The Zoo Story.

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CHAPTER III

RESEARCH METHOD

In this chapter, the writer explained the procedure in collecting and analyzing the data. The writer described what kind of the study applied in collecting and analyzing the data. The writer divided this chapter into five parts; those are research design, research instrument, data and data sources, data collection, and data analysis.

3.1 Research Design

This study is focused on the illocutionary acts on *The Zoo Story* drama by Edward Albee. The purpose of this study was to identify assertive acts that was used by Peter and Jerry.

This research used descriptive qualitative design because it analyzed the data and explained it based on Searle's theory of illocutionary acts. Qualitative research was done by describing the phenomenon which was found out in the data, then continued with general conclusion. This research analyzed the drama of Edward Albee: *The Zoo story*.

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3.2 Research Instrument

Research instrument is one of important thing in getting the data of the research. The main instrument of this research is the writer herself. The researcher read the drama of Edward Albee: The Zoo Story many times to understand how the data are organized and the writer analyzed the assertive acts of Peter and Jerry's dialogue.

3.3 Data and Data Sources.

The sources of this research are taken from the drama of Edward Albee: The Zoo Story and the data are taken from the conversation between Peter and Jerry.

While the data of this research only focuses on the utterance that contains the type of assertive acts and the social factor that influence using of assertive acts that used by Jerry and Peter in the interview.

In collecting the data, the researcher used some steps as following: first, the researcher tried to look transcription of The Zoo Story. After getting the transcript the researcher read many times to understand the whole contain of the interview. After that, the researcher selected the data by selecting the sentence in the interview transcription that includes five categories of assertive acts theory and also categorizes of social factor.

3.4 Technique of Collecting Data

To collect the data, the researcher used some step. First, reading and understanding the drama of Edward Albee: The Zoo Story. The data are collected by reading this drama from the beginning up to the end many times in order to

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understand about the story. Second, selecting the data by selecting the sentence in the text drama that includes assertive acts (inform, claim, convey, and statement) and also categorized social factor which is influenced Peter and Jerry to use assertive acts.

3.5 Technique of Analyzing Data

The researcher used three steps to analyze the data, such as:

1. Classify the data according to the type of assertive acts based on Searle theory. The formulation as below:

Formulation of table: Frequence x 100 % = Precentages

Total Frequence

a. Table data classification type of assertive acts

No.	Type of Assertive Acts	Frequency	Percentage (%)
Total			

2. Explaining the purpose of using assertive act.

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3. Explained the social factor which influenced the character for using assertive act.

b. Table data classification type of social factor

No.	Type of social factor	Frequency	Percentage (%)
	Total		

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CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the writer analyzes the data. The data are the utterance of the conversation between the characters in *the zoo story*, they are Jerry and Peter. So, this chapter is about the analysis of the data to answer the writer's two research questions are about assertive acts that used by the characters and the social factors underlying that utterance.

4.1 FINDING

4.1.1 Assertive Acts Used In *The Zoo Story* By Edward Albee

In this part, the writer analyzes data of utterance according to Searle's category of illocutionary acts. Searle divides kind of illocutionary acts into five, those are assertive, directive, commissive, expressive, and declaratives (Searle, 1979). However, the writer only focus in one kind of illocutionary acts, that is assertive acts.

Assertive acts is to commit the speaker (in varying degrees) to something's being the case, to the truth of the expressed proposition (Searle, 1979: 13). In other words, assertive is the utterance by the speaker to commit in doing something. The examples of assertive are informing, describing, claiming, conveying, giving statement, and reporting. Here is table total number kind of assertive acts:

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NO.	Form of Assertive Acts	Frequency	Percentage (%)
1.	Inform	4	9,5 %
2.	Claim	5	12%
3.	Convey	29	69%
4.	Statement	3	7%
5.	Describe	1	2,5
Total		42	100%

Data 1:

This is the first dialogue Between Jerry and Peter.

Jerry:I've been to the zoo. (Peter doesn't notice). I said, I've been to the zoo. MISTER, I'VE BEEN TO THE ZOO!

In this dialogue, the writer finds two assertive that is spoken by Jerry. By saying that sentence, it can be said that he wants to **inform** to his partner of dialogue that he has visiting a place of many animals live there, that is zoo. He uses repetition because he wants Peter doesn't care about what he speaks, and he wants peter pay attention of what he speaks.

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DATA 2

Peter: Hm?... What?... I'm sorry, were you talking to me?

Jerry:I went to the zoo, and then I walked until I came here. Have I been walking north?

Peter: (puzzled) North? Why.. I.. I think so. Let me see.

In the dialogue above, the writer finds an assertive acts that is uttered by Jerry. He wants to **inform** that after visiting the zoo he walks to the north till finally he meets Peter.

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DATA 3:

JERRY: (watches as PETER, anxious to dismiss him, prepares his pipe)
Well, boy, you're not going to get lung cancer, are you?

PETER: (looks up, a little annoyed, then smiles) No, sir. Not from this.

JERRY: No, sir. **What you'll probably get is cancer of the mouth, and then you'll have to wear one of those things Freud wore after they took one whole side of his jaw away, What do they call those things ?**

In conversation above, the writer finds an assertive. That is uttered by Jerry. By saying that sentence, Jerry **claims** that smoking causes of mouth cancer.

DATA 4

PETER: (uncomfortable) A prosthesis?

JERRY: The very thing! A prosthesis. You're an educated man, aren't you? Are you a doctor?

Based on the conversation above Jerry asks Peter about what thing that wear in jaw when someone getting cancer, then Peter know about it. So by saying “You're an educated man” Jerry **claims** that Peter is smart person who has much knowledge.

DATA 5

PETER: Oh, no; no. I read about it somewhere: Time magazine, I think. (He turns to his book).

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When Jerry thinks that Peter is an educated person, he is not sure about that and by saying that assertive means that he conveys that he knows about it because he has read about prosthesis many times.

Data 6

Jerry: I don't like the west side of the park much.

From conversation above, the writer assertive acts that is uttered by Jerry. He utters it means that he conveys his feeling that he feels happy when he walks to the north because he can meet Peter, and if he walks to the west, he will not meet Peter.

DATA 7

Peter: Oh? [Then, slightly wary, but interested] Why?

Jerry: [offhand] I don't know.

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The writer finds assertive that is uttered by Jerry, by saying "I don't know" it can be said that he conveys what he feels. Actually he feels happy because meeting Peter, but he does not know how to deliver his feeling to Peter, so he just says that.

Data 8

Jerry: (stands for a few seconds, looking at PETER, who finally looks up again, puzzled) do you mind if we talk?

Peter: (obviously minding) Why . . . no, no.

Jerry: Yes you do; you do.

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Peter: (puts his book down, his pipe out and away, smiling)**No, I really; I don't mind.**

Jerry: Yes you do.

In the conversation above, the writer finds assertive that is uttered by Peter. Peter and Jerry have had conversation for few hours, but suddenly Jerry asks to Peter if they have talk or not. So, by saying "No, I really; I don't mind" Peter claims that they do not have conversation because according to Peter, Jerry is annoyed.

DATA 9

Peter: (finally decided) No; I don't mind at all, really.

Jerry: It's ... it's a nice day.

The next conversation is found an assertive that is spoken by Jerry, after he asked about having conversation or not, suddenly he says "It's ... it's a nice day" by saying this, Jerry conveys his feeling because it is different day for Jerry. Usually he feels lonely, no one can be partner of having conversation, but this day he meets Peter and he has friend to be shared of his life.

DATA 10

Jerry: I've been to the zoo.

Peter: Yes, I think you said so ... didn't you?

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From the conversation above, the writer finds assertive acts. That is uttered by Peter. By saying that sentence, he **conveys** that he feels bored because Jerry says he has been to the zoo for many times.

DATA 11

Jerry: You'll read about it in the papers tomorrow, if you don't see it on your TV tonight. You have TV, haven't you?

And the next assertive acts is uttered by Jerry, he **conveys** that when Peter feels bored with him, he will see the news about Jerry in TV or newspaper that Peter will lose Jerry.

DATA 12

Peter: Why yes, we have two; one for the children.

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TV at his home.

DATA 13

Peter: Well ... naturally, every man wants a son, but...

The conversation above shows that Jerry asks about Peter's live, and he explain it clearly that every man want to have a son. So, it concludes statement.

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DATA 14

Jerry: (lightly mocking) But that's the way the cookie crumbles?

Peter: (annoyed) I wasn't going to say that.

And for the conversation above assertive is uttered by Peter. Jerry is mocking him, so he **claims** that he is not like what Jerry said.

DATA 15

Peter: (furious) **that's none of your business!** (A silence). Do you understand? (JERRY nods. PETER is quiet now). Well, you're right. We'll have no more children.

The utterance above is found an assertive acts that Peter is angry because Jerry asks about his personal live. So he give a **statement** to Jerry that it is not his business.

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DATA 16

Jerry: But every once in a while I like to talk to somebody, really talk; like to get to know somebody, know all about him.

In dialogue above is found an assertive acts uttered by Jerry. He **conveys** that he does not like to talk much to somebody, he is an introvert person. However, when he meets someone and he feel comfort, so he will talk much and ask many things as he does to Peter.

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DATA 17

Peter: (he has clear his throat)**There are ... there are two parakeets. One ... uh ... one for each of my daughters.**

From this dialogue, the writer is found an assertive act. By saying that utterance, Peter **conveys** that he has two parakeets for his two daughters.

DATA 18

Peter:**I ... uh ... I have an executive position with a ... a small publishing house. We ... uh ... we publish text books.**

In that dialogue, Peter uses assertive acts, that is he **conveys** to Jerry that he work as an executive position. He says it because Jerry has

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DATA 19

Peter: What? Whose face? Look here; is this something about thezoo?

Jerry: [distantly] the what?

Peter: The zoo; the zoo. Something about the zoo.

Jerry: The zoo?

Peter: You've mentioned it several times.

The conversation above shows that Jerry always asks Peter to have conversation with him, so Jerry tell many things that is not important for Peter. He has tell to Peter that he will tells about the zoo, but here he tries

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telling to Peter about the zoo again. So, Peter says “You've mentioned it several times.” By saying this, Peter **conveys** to Jerry that he is nauseated to hear that sentence.

DATA 20

Peter: (wary) Well, I like a great many writers; I have a considerable...catholicity of taste, if I may say so. Those two men are fine, each in his way. [Warming up] Baudelaire, of course ... uh ... is by far the finer of the two, but Marquand has a place ... in our... uh ... national ...

This dialogue tells that Jerry asks Peter about his favourite writers, so by saying that sentence, Peter uses assertive acts by **informing** to Jerry about his favorite writers.

DATA 21

Jerry: Do you know what I did before I went to the zoo today? I walked

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all the way up Fifth Avenue from Washington Square; all the way.

The writer finds assertive acts in the conversation above. It is uttered by Jerry. He **informs** to Peter that he has walks all way of Washington Square.

DATA 22

Peter: Oh; you live in the Village! [This seems to enlighten Peter.]

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The writer finds assertive acts that is uttered by Peter, by saying that sentence Peter **claims** that Jerry lives in the village. However Jerry lives in the downtown.

DATA 23

Jerry: No, I don't. I took the subway down to the Village so I couldwalk all the way up Fifth Avenue to the zoo. It's one of thosethings a person has to do; sometimes a person has to go a verylong distance out of his way to come back a short distancecorrectly.

And the next conversation is uttered by Jerry, he **coveys** that he does not live in the village, but he passed subway down to the village.

DATA 24

Jerry: ...I'll tell you. I live in a four-storey brownstone rooming-house on the upper west side between Columbus Avenue and Central Park West. I live on the top floor; rear; west. It's a laughably small room, and one of my walls is made of beaverboard; this beaverboard separates my room from another laughably small room...

Based on the dialogue above, the writer finds that Jerry is using assertive acts. By uttered that sentence, Jerry tries to **describeto** Peter how his home stay is.

DATA 25

Jerry:...good old Mom and good old Pop are dead ... you know? ... I'm broken up about it, too ... I mean really...

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Jerry is using assertive acts in his dialogue above, by saying it, he conveys about his life that he feels broken when someone who he loves leave him, they are his parents.

DATA 26

Jerry:...I do know that there's a lady living on the third floor, in the front. I know because she cries all the time. Whenever I go out or come back in, whenever I pass her door, I always hear her crying, muffled, but ... very determined. Very determined indeed. But the one I'm getting to, and all about the dog, is the landlady...

By utters that sentence in the data 26, the writers finds that Jerry is using assertive acts, he conveys to Peter about the owner of the apartment where Jerry lives.

DATA 27

Peter: I DON'T WANT TO HEAR ANY MORE. I don't understand

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Based on the dialogue that is uttered by Peter, the writer finds assertive acts. That is Peter conveys to Jerry he feels bored and tired of hearing the story of Jerry's live.

DATA 28

Jerry: Peter, do I annoy you, or confuse you?

Peter: (lightly)Well, I must confess that this wasn't the kind of afternoon I'd anticipated.

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In the dialogue above, the writer finds an assertive acts that is used by Peter. By saying that sentence, Peter **conveys** to Jerry that this day he feels different, it is not like usual weekend that he does in the park. This day he cannot concentration to read because since he sit in that park, not long after Jerry comes close to him and tells many story about his live.

DATA 29

Jerry: YOU mean, I'm not the gentleman you were expecting.

Peter:I wasn't expecting anybody.

From the conversation between jerry and peter, the writer finds an assertive acts. It is uttered by Peter, by saying the sentence "**I wasn't expecting anybody**" he **conveys** to Jerry that he want to feel a peace park that he feels every week, spending his time to read his favorite book.

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DATA 30

Jerry: No, I don't imagine you were. But I'm here, and I'm not leaving.

The next assertive is uttered by Jerry, he **conveys** that he never expect that he will meet Peter, but right now he really feels happy although he knows that his self is rather annoyed. However he feels happier because although he is annoyed, but Peter does not leave him.

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DATA 31

Peter: (consulting his watch)**well, you may not be, but I must be getting home soon.**

And then the next assertive is uttered by Peter. By saying the sentence “**well, you may not be, but I must be getting home soon**” Peter at the first time is patience of what Jerry does that is spoil Peter’s day, not long after Peter is bored, so he **conveys** to Jerry that he want to go home because he does not feel enjoy anymore in that place.

DATA 32

Jerry: **Oh, come on; stay a while longer.**

The writer finds assertive acts that is uttered by Jerry. By saying “**Oh, come on; stay a while longer**” he conveys to Peter that he does not allow Peter to back home. He does not want to be alone that there is no one can be a partner of sharing.

DATA 33

Peter: (as JERRY tickles) **Oh, hee, hee, hee. I must go. I ... hee, hee, hee. After all, stop, stop, hee, hee, hee, after all, the parakeets will be getting dinner ready soon. Hee, hee. And the cats are setting the table. Stop, stop, and, and ... (He is beside himself now)... and we're having ... hee, hee ... uh ... ho, ho, ho.**

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From the dialogue that is uttered by Jerry, the writer finds an assertive acts that Jerry is trying to look for the right reason to go from that uncomfortable place, so he **conveys** to Jerry that he will prepare some food for his parakeets.

DATA 34

Jerry: Now I'll let you in on what happened at the zoo; but first, I should tell you why I went to the zoo...Move over.

Based on Jerry's utterance above, the writer finds an assertive acts. By saying that he **conveys** to Peter that he does not want Peter to go back home. So he repeats to tell many things that he has mentioned, also about the zoo.

DATA 35

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Peter: (beginning to be annoyed) Look here, you have more than enough room! (But he moves more, and is now fairly cramped at one end of the bench).

From Peter's utterance above, the writer finds an assertive acts. He **conveys** that he does not like when his bench is wrested by others.

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DATA 36

Peter: (flustered) But ... what ever for? What is the matterwith you? **Besides, I see no reason why I should give upthis bench. I sit on this bench almost every Sunday afternoon,in good weather. It's secluded here; there's never anyone sittinghere, so I have it all to myself.**

Based on Peter's utterances above, there is an assertive found. He **conveys** to Jerry about his reason why he does not want to give his bench easily because it is routine that every Sunday he stays there and no one sit there, except him.

DATA 37

Peter: **People can't have everything they want. You should know that; it's a rule; people can have some of the things they want, but they can't have everything.**

From Peter's utterance above, the writer finds an assertive acts. By saying that, Jerry is trying to wrest Peter's bench. He **conveys** that they do not livein the fairy land. All that they want can not belong to them at once, but it is real live that people only can have some of the thing, not everything.

DATA 38

Peter: [regaining his position] God da ... mn you. That's enough! I've had enough of you. I will not give up this bench; you can't have it, and that's that. Now, go away.

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Based on the sentence that is uttered by Peter, the writer finds an assertive acts. By saying that, Peter conveys that he is dejected. He has been patiently facing Jerry all this day, but right now for his bench, he will struggle it.

DATA 39

Peter: (with disgust and impotence): **Great God, I just came here to read, and now you want me to give up the bench. You're mad.**

The writer finds an assertive acts in the utterance above. That is Peter conveys that sentence because Jerry tells many things and it is absurd according to Peter. And it only makes him angry.

DATA 40

Peter: (suddenly awakening to the reality of the situation) **you are mad! You're stark raving mad! YOU'RE GOING TO KILL ME!** (But before Peter has time to think what to do, JERRY tosses the knife at Peter's feet).

Based on Peter's utterance above, the writer finds an assertive acts. He give a statement that Jerry is going to mad because he is getting shock when Jerry shows a knife when peter is angry to Jerry.

DATA 41

Jerry: **Thank you, Peter. I mean that, now; thank you very much.**(PETER'S mouth drops open. He cannot move; he is transfixed). **Oh, Peter, I was so afraid I'd drive you away.** (He laughs as best he can).

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You don't know how afraid I was you'd go away and leave me. And now I'll tell you what happened at the zoo. I think ... I think this is what happened at the zoo ... I think. I think that while I was at the zoo I decided that I would walk north ... northerly, rather ... until I found you ... or somebody ... and I decided that I would talk to you ... I would tell you things ... and things that I would tell you would ... Well, here we are. You see? Here we are. But ... I don't know... could I have planned all this? No ... no, I couldn't have. But I think I did. And now I've told you what you wanted to know, haven't I? And now you know all about what happened at the zoo. And now you know what you'll see in your TV, and the face I told you about ... you remember ... the face I told you about ... my face, the face you see right now. Peter ... Peter...Peter ... thank you. I came unto you (He laughs, so faintly) and you have comforted me. Dear Peter.

From Jerry's utterance above, he is using assertive acts. By saying those sentences, he conveys to Peter all what he feels since he meet Peter at the first time. He says to Peter that he really need someone who accompany him even for sharing all about his life, he also never plan that he will die in front of Peter, someone who he has just meet this morning. However peter is really happy because before he die, he meet someone who can listen all what jerry tells, more over Peter face it patiently.

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DATA 42

Jerry: You'd better go now. Somebody might come by, and you don't want to be here when anyone comes.

By saying that utterance, Jerry is using assertive acts. He conveys to Peter that better he ends his life by that way. Actually Jerry is care about other people's life, it is proved, in the condition that he will die, he still asks Peter to go away so that no one knows that there is homicide happens there.

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4.1.2 Social Factor Which Influence The Character Using Certain Illocutionary Acts

There are certain social factors which influence the use of assertive acts. The speaker chooses to use it because the basic factors. Those are:

1. The participants: who you are talking to and who is speaking.
2. The setting: the social context of the talk or where they speak.
3. The topic: the topic of the discussion or what they are talking about.
4. The function: the reasons why they are speaking.

These are the main factors why people speak using certain language according to the participants, setting, topic, and function. Here is the table total number kind of social factor:

NO.	Type of social factor	Frequency	Percentage (%)
1.	Participant	3	7%
2.	Function	23	55%
3.	Topic	14	33%
4.	Setting	2	5%
Total		42	100%

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DATA 1

Jerry: I've been to the zoo. (Peter doesn't notice). I said, I've been to the zoo. MISTER, I'VE BEEN TO THE ZOO!

The utterance “I've been to the zoo. (Peter doesn't notice). I said, I've been to the zoo. MISTER, I'VE BEEN TO THE ZOO!” is uttered by Jerry. He has just come from the zoo. He walks to the north. Then he

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 meets Peter. So he feels happy because he meets someone to be partner of sharing. So, Jerry tells to Peter that he has been to the zoo. Therefore, social factors that influence him to use assertive acts is **the participants**.

DATA 2

Peter: Hm?... What?... I'm sorry, were you talking to me?
Jerry: I went to the zoo, and then I walked until I came here. Have I been walking north?

Then the next utterance “**I went to the zoo, and then I walked until I came here**” is uttered by Jerry also. He say sthat because he want to inform that after from the zoo, he walk to the park. So, the social factors that influence him to use assertive acts is **the function**.

DATA 3

JERRY: (watches as PETER, anxious to dismiss him, prepares his pipe)
 Well, boy, you're not going to get lung cancer, are you?
PETER: (looks up, a little annoyed, then smiles) No, sir. Not from this.
JERRY: No, sir. What you'll probably get is cancer of the mouth, and then you'll have to wear one of those things Freud wore after they took one whole side of his jaw away, What do they callthose things ?

The utterance “**No, sir. What you'll probably get is cancer of the mouth, and then you'll have to wear one of those things Freud wore after they took one whole side of his jaw away**” is uttered by Jerry. It is said when Peter is smoking, the according to Jerry, smoking can cause

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 cancer of mouth. So, the social factors that influence him to use assertive acts is **the function/ purpose**.

DATA 4

PETER: (uncomfortable) A prosthesis?

JERRY: The very thing! A prosthesis. You're an educated man, aren't you? Are you a doctor?

Then, the utterance “**The very thing! A prosthesis. You're an educated man**” is uttered by Jerry also. It happens when he asks to Peter about what the thing that is wearing in the jaw when someone is getting cancer, then Peter knows about the answer that is prosthesis. So according to Jerry, Peter is an educated person. So, the social factors that influence Jerry to use assertive acts is **the topic**.

DATA 5

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PETER: Oh, no; no. I read about it somewhere: Time magazine, I think. (He turns to his book).

And the next utterance is uttered by Peter “**Oh, no; no. I read about it somewhere: Time magazine, I think.**” It happens when Jerry says that Peter is an educated person, so he denies it. He knows about it because he read it in magazine. So the social factor that influences Peter to use it is **the function/purpose**.

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DATA 6

Jerry: I don't like the west side of the park much.

Peter: Oh? [Then, slightly wary, but interested] Why?

Jerry's utterance "**I don't like the west side of the park much.**"

informs to Peter that he does not like walking to the west, therefore he walks to the north of the park. So the social factor that is influence him to use that assertive acts is **function/purpose.**

DATA 7

Jerry: [offhand] I don't know.

Then "**I don't know**" it is said by Jerry. He answers it when peter asks why he does not like to walk to the west of the park. So, the social

factors that influence Jerry to use it is **the topic.**

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DATA 8

Peter: (puts his book down, his pipe out and away, smiling)No, I really; I don't mind.

Jerry: Yes you do.

The utterance "**No, I really; I don't mind**"is uttered by Peter. It happens when Peter and Jerry have had conversation for long times, the suddenly Jerry asks to Peter if he feels objection or not when having conversation with him, so Peter answer it that he is fine when speaking

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 with him. So, the social factors that influence him to use that assertive acts is **function/purpose**.

DATA 9

Peter: (finally decided) No; I don't mind at all, really.
Jerry: It's ... it's a nice day.

The utterance is “It's ... it's a nice day” it is said by Jerry when he knows that Peter does not mind when speaking with him, so Jerry is feeling happy. So, the social factors that influence him to use assertive acts is **the topic**.

DATA 10

Jerry: I've been to the zoo.
Peter: Yes, I think you said so ... didn't you?

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 The utterance “Yes, I think you said so” the social factor that influence Peter to use assertive acts is **function or purpose**. It is because Jerry has said that he has been from the zoo for many times, and then Peter informs to Jerry that he has heard it many times.

DATA 11

Jerry: You'll read about it in the papers tomorrow, if you don't see it on your TV tonight. You have TV, haven't you?

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Then the next utterance is said by Jerry “**You'll read about it in the papers tomorrow, if you don't see it on your TV tonight**” when Jerry feels that Peter does not care anymore to him, so Jerry informs to Peter that he will read the news about him in newspaper or watching it in TV. So, the social factors that influence Jerry to use that assertive acts is the **function/purpose**.

DATA 12

Peter: Why yes, **we have two; one for the children.**

And third utterance “**we have two; one for the children**” it is uttered by Peter. He informs to Jerry that he has two televisions at home, those for each his daughter. So the social factors that influence Peter to use assertive acts is **function/purpose**.

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DATA 13

Peter: Well ... naturally, **every man wants a son, but...**

In the eleventh data, Peter utters “**Well ... naturally, every man wants a son, but...**” it happens when Jerry guesses that Peter wants to have son, so Peter answers it. So, the social factor that influences Peter to use it is **the topic**.

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DATA 14

Jerry: (lightly mocking) But that's the way the cookie crumbles?

Peter: (annoyed) I wasn't going to say that.

The next utterance is “I wasn't going to say that” it is uttered by Peter also when Jerry says that does not have son make his household is getting trouble, but Jerry reject it because he does not feel like what Jerry said. So, the social factor that influence him to use assertive acts in the topic.

DATA 15

Peter: (furious) that's none of your business!

The utterance “that's none of your business!” above happens when Jerry feels that he is disturbed because Jerry asks him about his personal life, so Peter answers it clearly that it is not his business. So, the

social factor that influences Peter to use assertive acts is the topic.

DATA 16

Jerry: But every once in a while I like to talk to somebody, really talk; like to get to know somebody, know all about him.

Jerry's utterance above “But every once in a while I like to talk to somebody, really talk; like to get to know somebody, know all about him” happens when Jerry tells to Peter so that Peter know that when he feels comfort to somebody, he will share all about his life, so he

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 does it not to all people, only to certain people that he feels comfort. So,
 the social factor that influences Jerry to use assertive acts is **the function
 or purpose.**

DATA 17

Peter: (he has clear his throat)**There are ... there are two parakeets.
 One ... uh ... one for each of my daughters.**

The utterance above is uttered by Peter when Jerry asks him about his family, the Jerry want to know, beside Peter has a wife, daughters and cat, so Peter tells to Peter that he also has two parakeets at his home. So, by Peter saying that he is giving information to Jerry. So, the social factor that influences Peter to use assertive acts is **the function or purpose.**

DATA 18

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Peter: I ... uh ... I have an executive position with a ... a small
 publishing house. We ... uh ... we publish text books.

The utterance above happens when Jerry asks Peter about how he is getting income for his household, so he explain to Peter that he works as executive position , he publish the text book. So the social factor that influences Peter to use assertive acts is **the function or purpose.**

DATA 19

Peter: You've mentioned it several times.

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Peter utters as above because he has heard Jerry tells about the zoo many times, but he does not tells it clearly, so Peter feels bored about it. So the social factor that influences Peter to use that assertive acts is the **topic**.

DATA 20

Peter: (wary) Well, I like a great many writers; I have a considerable...catholicity of taste, if I may say so. Those two men are fine, each in his way. [Warming up] Baudelaire, of course ... uh ... is by far the finer of the two, but Marquand has a place ... in our... uh ... national ...

Peter's utterance above happens when Jerry asks him about Peter's favorite writer, so he explains to Jerry that he has two favorite writers, they are Baudelaire and Marquand. So the social factors that influence Peter to use assertive acts is **the function or purpose**.

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DATA 21

Jerry: Do you know what I did before I went to the zoo today? I walked all the way up Fifth Avenue from Washington Square; all the way.

In the conversation above there are three utterances between Jerry and Peter. The first is uttered by Jerry. He says "I walked all the way up Fifth Avenue from Washington Square; all the way" he inform to Peter about the way that he has passed. So the social factor that influences him to use assertive acts is **the function or purpose**.

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DATA 22

Peter: Oh; you live in the Village! [This seems to enlighten Peter.]

The utterance above is categorized assertive act. It utters by Peter.

When Jerry tells about his home stay, Peter guesses that Jerry lives the village because Jerry has walked all the long way. By Jerry explanation, Peter wants to assert if Jerry live in the village. So, the social factor that influences him to use assertive acts is **function/purpose**.

DATA 23

Jerry: No, I don't. I took the subway down to the Village so I could walk all the way up Fifth Avenue to the zoo. It's one of those things a person has to do; sometimes a person has to go a very long distance out of his way to come back a short distance correctly.

Based on Jerry utterance above, he uses assertive acts. He explains

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influences Jerry to use assertive acts is **the topic**.

DATA 24

Jerry: ...I'll tell you. I live in a four-storey brownstone rooming-house on the upper west side between Columbus Avenue and Central Park West. I live on the top floor; rear; west. It's a laughably small room, and one of my walls is made of beaverboard; this beaverboard separates my room from another laughably small room...

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The utterance above is said by Jerry. It happens when Jerry has said to Peter that he has passed all the way up fifth avenue from Washington Square, then Peter guesses that Jerry lives in the village, and then Jerry says that he does not live in the village, so he describes to Peter about his home stay. So the social factor that influences him to use assertive acts is **the function or purpose**.

DATA 25

**Jerry:...good old Mom and good old Pop are dead ... you know? ...
I'm broken up about it, too ... I mean really...**

The utterance above is uttered by Jerry. He tells to Peter about his life. He feels lonely and does not have spirit for his life because he does not someone who loves him and also someone to be loved because his

father and mother have passed away. So, the social factor that influences

Peter to use assertive acts is **the function or purpose**.

DATA 26

Jerry:...I do know that there's a lady living on the third floor, in the front. I know because she cries all the time. Whenever I go out or come back in, whenever I pass her door, I always hear her crying, muffled, but ... very determined. Very determined indeed. But the one I'm getting to, and all about the dog, is the landlady...

The utterance above delivers by Jerry. He tells to Peter about the landlady of the apartment that he stayed she always cries. So, the social

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 factor that influences Jerry to use assertive acts is **the function or purpose** because he wants to inform to Peter about that landlady.

DATA 27

Peter: I DON'T WANT TO HEAR ANY MORE. I don't understand you, or your landlady, or her dog....

Peter's utterance above is uttered after Jerry tells long story about the land lady and her dog, so Peter feels tired and he says that he does not to hear his story anymore. So, the social factor that influences him to use that assertive acts is **the topic**.

DATA 28

Jerry: Peter, do I annoy you, or confuse you?

Peter: (lightly)Well, I must confess that this wasn't the kind of afternoon I'd anticipated.

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 Peter's utterance above happens when he feels that this days does not same as usual day when he stay in the park while reading book. So he tells to peter that it is afternoon that he is anticipated. So, the social factor that influences Peter to use assertive acts is **the function or purpose**.

DATA 29

Jerry: YOU mean, I'm not the gentleman you were expecting.

Peter:I wasn't expecting anybody.

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The conversation above is uttered by Jerry and Peter. The first “**I wasn't expecting anybody**” this is uttered by Peter. He tells to Peter that actually he stay in the park to enjoy his weekend and reading his lovely book, but this day Jerry come to him and Peter cannot read the book as usual, so he says to Jerry that actually he is not expecting anybody. So, the social factor that influences Peter to use assertive acts is **the setting**. Because if it is not happens in the park, Peter receive Jerry well.

DATA 30

Jerry: No, I don't imagine you were. But I'm here, and I'm not leaving.

Then next is “**No, I don't imagine you were. But I'm here, and I'm not leaving**” Jerry tells to Peter that it is beyond his expectation that he can meet Peter, he is really happy because he feels he is not alone anymore so the social factor that influence Jerry to use assertive acts is **the participant**.

DATA 31

Peter: (consulting his watch)well, you may not be, but I must be getting home soon.

The utterance “**well, you may not be, but I must be getting home soon**” because Peter has felt bored because he is too much speaking to

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 Jerry so he decides to go home. So, the social factor that influences Peter to use assertive acts is **the topic**.

DATA 32

Jerry: Oh, come on; stay a while longer.

Then the forth utterance “Oh, come on; stay a while longer” it happens when Peter wants to go home, so Jerry tries to prohibit him by saying that sentence. So, the social factor that influences Jerry to use assertive acts is **the topic**.

DATA 33

Peter: (as JERRY tickles)Oh, hee, hee, hee. I must go. I ... hee, hee, hee. After all, stop, stop, hee, hee, hee, after all, the parakeets will be getting dinner ready soon. Hee, hee. And the cats are setting the table. Stop, stop, and, and ... (He is beside himself now)... and we're having ... hee, hee...uh...uh, ho, ho, ho.

The utterance above happens when Peter wants to go home because he does not feel comfortable again in the park, but Jerry does not allow Peter to go home, and then he makes a reason that he has to prepare for his parakeet's dinner. So, the social factor that influences him to use assertive act is **the topic**.

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DATA 34

Jerry: Now I'll let you in on what happened at the zoo; but first, I should tell you why I went to the zoo...Move over.

In that utterance Jerry try to make a story so that Peter will not leave him alone. So, the social factor that influences him to use assertive acts is **the function/purpose**.

DATA 35

Peter: (beginning to be annoyed) **Look here, you have more than enough room!** (But he moves more, and is now fairly cramped at one end of the bench).

Peter's utterance above happens when he sits in the bench while reading, but suddenly Jerry also sits in the same bench, and Jerry move closer to Peter, so Peter feels it is not comfort anymore. So the social factor that influences him to use assertive acts is **the function/purpose**.

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DATA 36

Peter: (flustered) But ... what ever for? What is the matterwith you? Besides, I see no reason why I should give up this bench. I sit on this bench almost every Sunday afternoon, in good weather. It's secluded here; there's never anyone sitting here, so I have it all to myself.

The utterance above happens when Jerry wants Peter's bench. Actually it is not Peter's bench, but in that bench he always spend his week, so he does not want anyone to sits there except him. So, the social factor that influences Peter to use assertive acts is **the function/purpose**.

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DATA 37

Peter: People can't have everything they want. You should know that; it's a rule; people can have some of the things they want, but they can't have everything.

Peter's utterance above tries to warn Jerry when he wants to have Peter's bench. Peter says that not all that we want, we can get it at once. So, the social factor that influences Peter to use assertive acts is **the function/purpose**.

DATA 38

Peter: [regaining his position] God da ... mn you. That's enough! I've had enough of you. I will not give up this bench; you can't have it, and that's that. Now, go away.

The utterance above is said by Peter. He is angry because he has warned Jerry not to sit in Peter's bench, but he still try to do it, so Peter says clearly that he will not give the bench to anyone. So, the social factor that influences Peter to use assertive acts is **function/purpose**.

DATA 39

Peter: (with disgust and impotence): Great God, I just came here to read, and now you want me to give up the bench. You're mad.

Peter utters the sentence above to Jerry because according him, Jerry cannot tolerate anymore, so he says that Jerry is mad. So, the social factor that influences Peter to use assertive acts is **the setting**.

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 Because if Jerry sits in that place when Peter does not stay there, it is not
 a problem.

DATA 40

Peter: (suddenly awakening to the reality of the situation) **you are mad!**
You're stark raving mad! YOU'RE GOING TO KILL ME! (But before Peter has time to think what to do, JERRY tosses the knife at Peter's feet).

The utterance above happens when Jerry shows his knife and Peter is shocked to see it, so Peter says that he is stark raving mad. So, the social factor that influences him to use assertive acts is **the topic**.

DATA 41

Jerry: Thank you, Peter. I mean that, now; thank you very much. (PETER'S mouth drops open. He cannot move; he is transfixed). Oh, Peter, I was so afraid I'd drive you away. (He laughs as best he can). You don't know how afraid I was you'd go away and leave me. And now I'll tell you what happened at the zoo. I think ... I think this is what happened at the zoo ... I think. I think that while I was at the zoo I decided that I would walk north ... northerly, rather ... until I found you ... or somebody ... and I decided that I would talk to you ... I would tell you things ... and things that I would tell you would ... Well, here we are. You see? Here we are. But ... I don't know... could I have planned all this? No ... no, I couldn't have. But I think I did. And now I've told you what you wanted to know, haven't I? And now you know all about what happened at the zoo. And now you know what you'll see in your TV, and the face I told you about ... you remember ... the face I told you about ... my face, the face you see right now. Peter ... Peter ... Peter ... thank you. I came unto you (He laughs, so faintly) and you have comforted me. Dear Peter.

Jerry's utterance above is a clear conscience. Now, he really tells what actually happens. Actually all that Jerry needs is a friend to

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 accompany his life, and right now, Jerry is really happy before he die
 because he has find a person who he can share anything about his life.
 So, the social factor that influences Jerry to use assertive acts is **the
 function/purpose.**

DATA 42

**Jerry: You'd better go now. Somebody might come by, and you don't
 want to be here when anyone comes.**

The utterance above is said by Jerry. It happens after Jerry shows his knife and Peter afraid that Jerry will kill him, the Peter try to take the knife, so that knife is in Peter's hand than when they quarrels unconsciously Peter kills Jerry, but Jerry does not angry, he is happy because finally he will not feel lonely anymore. So, Jerry thanks to Peter

for what Peter has done and Jerry asks Peter to go away so that no one
 knows that tragedy. So, the social factor that influences Jerry to use assertive acts is **the participant.**

From the analysis above can be seen that Assertive acts applies in *The Zoo Story* drama by Edward Albee. Based on the data found 42 data of Assertive acts which consist of inform 4 (9.5%), the second is claim 5 (12%), then convey 29 (69%), the fourth is statement 3 (7%), then the last is describe 1 (2.5 %).

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Then for the second, it explains about social factor that is used, such as participant 3(7%), function 23 (55%), topic 14 (33 %), and the last is setting 12 (5 %).

Based on the explanation above, it can be concluded that the most form of assertive acts that obtained in the interview between Jerry and Peter in *The Zoo Story* drama by Edward Albee is convey 29 utterance or (69%) while the least form of Assertive acts that obtained in this is describe 1 utterance or (2.5 %) and for the social factor that influence Jerry and Peter to use assertive acts the most used is function 23 or (55%) and the least used is 2 or (5 %).

4.2 Discussion

Everyone is using language to communicate each other. By using language people could exchange idea, information and also good communication. Every speaker has an intended meaning when they utter something. To understand what what they really mean is important in order to avoid miscommunication and have good communication. In this research both Jerry and Peter have an intended meaning of what they say that is in the form of inform, claim, convey, statement and describe. To make more understand about this, the researcher used the theory of Searle to analyze the utterance in this interview.

After analyzing based on the form of assertive acts, the writer also analyzes the social factor that influence the character to use assertive acts to help

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the reader easily understand what other people said in order to have good communication.

The next section discusses about the finding of the data analysis. After the writer analyzes the data of assertive acts, there are 42 data which consist of infom 4 (9.5%), claim 5 (12 %), convey 29 (69%), statement 3 (7%), and describe 1 (2.5%). Meanwhile for the data of social factor that influence the character to use assertive acts such as participant 3 (7%), function 23 (55%), topic 14 (33%), and setting 2 (5%).

Overall, in this study shows that from the character that is Jerry and Peter's utterance, they use assertive acts and it also influence by some social factor that has mentioned above.

The last, it is recommended for further study to choose an object that is related to assertive acts. Because the correlation also help the writer to analyzes easily.

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CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This chapter presents the conclusion of the writer study of Assertive acts. The writer makes the conclusion which is covered the summary of the finding. This conclusion is taken from the analysis of Assertive Acts in the dialogue between Jerry and Peter in *The Zoo Story* by Edward Albee.

Based on the data analysis, the writer discovers many Assertive acts performed in *The Zoo Story*. The writer finds out Assertive acts in the form of inform, claim, convey, statement and describe in the data mentioned in previous chapter. One example of inform that is used “I went to the zoo, then I walk until I came here.” This utterance is said by Jerry. It categorized as inform because he want share to Peter that he has just visited the zoo, then he walks to the park where he meets Peter. Then claim” What you'll probably get is cancer of the mouth, and then you'll have to wear one of those things Freud wore after they took one whole side of his jaw away” here Jerry claims that when someone is smoking, automatically he will suffers cancer of mouth. And the next is convey “But good old Mom and good old Pop are dead.. I'm broken up about it, too.. I mean really” it utters by Jerry, he conveys to Peter that he does not have someone who his love and loves him in this world, because his parents have passed away, therefore he feels broken. The next is the example of statement “You're mad” here, Petter is

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id giving statement that Jerry is mad because Peter feels annoyed about what Jerry's story, he tells the story that he has told before, so Peter is angry and said that statement. And for the last is describe "I'll tell you. I live in a four-storey brownstone rooming-house on the upper West Side between Columbus Avenue and Central Park West. I live on the top floor, rear, west" it is said by Jerry, he describe about his home stay to Peter.

Besides some form of Assertive Acts, the writer also found social factor that influence the character to use assertive acts, such as the participant, it explains about who are speaking or someone who they are speaking to, in the Drama of "*The Zoo Story*" there are two participants, they are Jerry and Peter. The second is the setting, it explains about their act and speech upon where they be, and the setting in drama that writer analyzed is in the central park on Sunday afternoon. Then the third is the topic, it explains what they are talking about. different topic will have different way to speak, and most topic in "*The Zoo Story*" talks about Jerry's life. The fourth is the function/purpose. It explains about the reason why they are speaking.

After knowing assertive acts used by Jerry and Peter, the writer reveals the indication of using assertive acts in each data. The writer finds the most of all in the data influence by social factors.

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5.2 Suggestion

The writer suggest the reader to learn more about other kind of illocutionary acts such as directive, commisive, expressive and declarative.

The writer hopes there will be other research analyzes The Zoo Story using other kind of illocutionary acts.

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