# Speech Acts in Michelle Obama's Speech Reflecting Her Appraisal Towards Donald Trump

#### **THESIS**



 $\mathbf{B}\mathbf{y}$ 

### Wihayuning Nurlila

Reg. Number: A03212072

# ENGLISH DEPARTMENT

FACULTY OF LETTERS AND HUMANITIES

STATE ISLAMIC UNIVERSITY OF SUNAN AMPEL

**SURABAYA** 

2019

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Name : Wihayuning Nurlila

NIM : A03212072

Department : English Literature

Faculty : Arts and Humanities

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Approved to be examined by the Board of Examiners, English Department,

Faculty of Arts and Humanities, UIN Sunan Ampel Surabaya

Surabaya, 11th July 2019

Thesis Advisor

Dr. Mohammad Kurjum, M.Ag.

NIP. 196909251994031002

Acknowledged by:

The Head of English Department

Dr. Wahju Kusumajanti, M.Hum

NIP. 197002051999032002

#### EXAMINER SHEET

This thesis has been approved and accepted by the board of Examiners, English Department, Faculty of Letters and Humanities, State Islamic University Sunan Ampel on July 16th, 2019.

The Board of Examiners:

Examiner I

Dr. Mohammad Kurjum, M.Ag

NIP: 196909251994031002

Examiner III

NIP: 196005/52000031002

Prof. Dr. Zuliati Rahmah, M. Pd.

NIP: 197303032000032001

Examiner IV

Murni Fidiyanti

NIP: 198305302011012011

Acknowledged by:

The Dean of Faculty of Arts and Humanities

UIN Sunan Ampel Surabaya

NIP: 196210021992031001



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Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300 E-Mail: perpus@uinsby.ac.id

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#### **ABSTRACT**

Nurlila, Wihayuning. (2019). Speech Acts in Michelle Obama's Speech Reflecting Her Appraisal Towards Donald Trump. English Department of Arts and Humanities Faculty, UIN Sunan Ampel Surabaya. Advisor: Dr. Mohammad Kurjum, M. Ag.

Keywords: Speech Acts, Speech, Appraisal, Michelle Obama, Donald Trump, Pragmatics.

This research conducted to know (1) the types of speech acts that Michelle Obama used, and (2) the kinds of speech acts Michelle Obama mostly used. This research used qualitative data analysis and conducted in descriptive-narrative when imply the data and put in the table afterwards. The writer had the role of planning, collecting, reporting and analyzing the research findings. The steps of collecting the data were the writer downloading the script and the video of the speech in the internet and then double checked it by watching the video and read along with the speech transcript, analyze the pragmatics value, searching the most used acts from the data, and drawing conclusion.

The writer found 76 speech acts from 44 paragraphs of Michelle Obama speech transcript. In calculating the illocutionary acts, there were 31 assertive, 19 expressive, 15 directives and 11 commissive speech acts. And thus the writer concludes that the most used speech acts by Michelle Obama in her speech at New Hampshire is assertive speech acts.

#### **ABSTRAK**

Nurlila, Wihayuning. 2019. *Tindak Tutur Dalam Pidato Michelle Obama Mencerminkan Penilaiannya Terhadap Donald Trump*. Program Studi Sastra Inggris, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: (1) Dr. Mohammad Kurjum, M. Ag.

**Kata Kunci**: Tindak Tutur, Pidato, Penilaian, Michelle Obama, Donald Trump dan, Pragmatis.

Penelitian ini ditujukan untuk menemukan; (1) Tipe-tipe tindak tutur yang digunakan Michelle Obama dalam pidatonya di New Hampshire dan; (2) jenis tindak tutur yang paling sering digunakan oleh Michelle Obama dalam pidatonya di New Hampshire. Penelitian ini menggunakan metode kualitatif dan disusun dalam paragraph naratif-deskriptif, ketika memasukkan data dan mengartikan data ke dalam tabel. Penulis memiliki peran sebagai perancang, pengumpul, pelapor dan penganalisa temuan dalam penelitian ini. Langkahlangkah mengkoleksi data adalah sebagai berikut, penulis mengunduh naskaah dan juga video pidato Michelle Obama saat di New Hampshire, kemudian memeriksa ulang ejaan dan kalimat yang ada dalam naskah dan yang ada di dalam video, lalu menganalisa nilai pragmatisnya, setelah itu mencari tindak tutur yang paling sering digunakan di dalam data juga tipe-tipe tindak tutur yang ada, baru kemudian penulis dapat menarik kesimpulan.

Penulis menemukan sebanyak 76 tindak tutur dari 44 paragraf dalam naskah pidato Michelle Obama saat ia berada di New Hampshire. Dalam hitungan tindakan ilokusi, ada sebanyak 31 ujaran ketegasan, 19 ujaran ekspresif, 15 ujaran direktif dan 11 ujaran komisif. Maka penulis menyimpulkan bahwa tindak tutur yang paling sering digunakan Michelle Obama adalah ujaran ketegasan dalam pidatonya di New Hampshire.

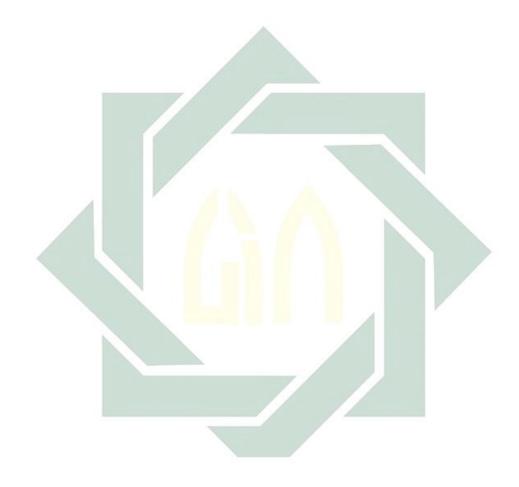
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#### CHAPTER 1

#### **INTRODUCTION**

This section included Background of the study, Statement of the problem, Objective of the study, Significance of the study, Scope and limitation, and Definition of key term. The writer tries to explain each subject briefly.

#### 1.1 Background of The Study

According to Steinberg and Sciarini (2006, p. 44) the basis of all language is meaning, so it is not a language (written or spoken) if it did not contain meaning. In linguistics we know Pragmatics and Semantics, both concerned in the study of language meanings. Semantics consider the meaning of the sentence without the context, while Pragmatics looks at the same words and grammar used semantically within context, as *brighthubeducation.com* said.

In daily activity, we cannot separate our self from language. Because every time we communicate, we use language. Human is the only mammals that communicate using language. Other creatures in animalia kingdom communicate using various ways but language. They communicate using sounds, not language. Even though their sounds have meanings, but it is not a language, because their ways of communication were not having a set of grammar or linguistically correct.

Human develop special feature to communicate with each other. Whether it written, sign, gesture or spoken. Since childhood, we already acquire language which later we learn in order to communicate. There are at least five functions of language based on Leech (1981); *informational* to give and receive information, for

example an announcement that published in public area for the mutual benefit; expressive to express attitude or feelings, for example a master of ceremony in a talk show gave speech about congratulating the guest star that happened to have a birthday that day; directive to influence others behavior or attitude, for example teacher in class told their student to respect the elder and loving each other to reduce bullying tradition in school area; aesthetic the use of language for the sake of linguistics artefact itself (for no ulterior purpose), for example a phrase in a poem; and the last is phatic to keep communication lines open and keep social relation in a good track, for example the dialogues between the interviewer and the interviewees.

Communication is the basic human activity which aims to collect information or exchange news. Besides writing, there are also speaking and listening. When people speak, they are trying to communicating their idea so other person (or we can say; *the hearer*, or *audience*) able to understand what the person who speak (or we can call them *the speaker*) want and/or know the information the speakers are about to give, and make the communication activity complete and reach the speaker's intention.

Communication is important in daily life. Whether it is spoken or written, it is a part of daily activity between people. From newspaper to television, from written texts to audio-visual media, communication appears in everyday life. Nowadays people able to know the most updated news around their neighborhood to overseas because communication happen everywhere, such in a talk show that recorded and uploaded online via video-based website, where the

audience in the studio and audience at home listen to the presenter and the guest star about certain topics. When the audience listen, the act of communication that happen is they obtain information passively and process it to new information, or just another collectible fun-facts. Or when they against it and ask another question in order to get a better understanding about the certain topics the speaker give, the act of communication is in two ways and the role of the speaker and the hearer change dynamically. Not only giving, but receiving information or news also counts as communication. Because communication is an act execute by two people or more in order to collect news or information.

Communication in writing is much more common. By writing, there are a lot of words to read. Writing and reading is two subjects not separated, the act happened simultaneously. We read every day and everywhere. While waiting in a line of a fast food restaurant, or when stuck in traffic, whether it is a billboard commercial or from our mobile phone, there is always something that we read unconsciously. And when we write, some of our writing reflects to words or situation that we had before. The subconscious give hidden message through our writings. Like one of the famous fictional writer; Stephen King, whose works speak about his battle to conquer his own addiction. Stephen King who were born in 1947 in Portland Maine, starting to write short stories and satirical newspaper back in high school, he then graduates with a B.A. in English around 1970 from University of Maine. One year later he decides to teaching high school English while pursuing his career as a writer. Many of his works reflects on how a writer's voices in their work tied to the writer's personal experience and explore the risk of literary

influenced. Stephen King proofing that through writing people can communicate, meditating and found asylum for their stress facing up reality.

While communicating their ideas and exchange information, the speakers often make some rhetoric to make the hearer catch their meaning in an easier way. According to Austin (cited by Reimer, 2010), there are three acts that always appear when speak, deliver speech, in the speech transcript, or utter words, there are; Locutionary Acts, as defined by Merriam-Webster as a particular form of expression or peculiarity of phrasing; Perlocutionary Acts is the action or the result of the information exchange between the speaker and the hearer; and Illocutionary Acts or the intended meaning the speaker's expected the hearer to obtain. These acts are called as speech act; a branch study of Pragmatics.

From three types of communication, the writer wants to focus on speaking. Particularly in speech, which is the main topics of the rest of this thesis that lead to understanding more about Michelle Obama's speech that she delivers at New Hampshire back in 2016 when the Presidential election is some hot topics to explore in this political season. Especially because Michelle quipping Donald Trump, and from Michelle's speech acts the writer wants to explore which speech acts Michelle used more often. So this research will enlighten the reader and make it clear what kinds of speech acts Michelle used mostly and how her judgments about Donald Trump in this political season revealed from her dictions.

In October 14<sup>th</sup>, 2016 the former first Lady of the United States, Michelle LaVaughn Robinson Obama gave speech in New Hampshire and quipping on how one of the presidential candidate at that time, Donald John Trump from Republican

Party, makes inappropriate comment publicly as audio recorded in 2005 (The Guardian). For such behavior towards women, Michelle repute what Donald do was not only, as a 'disturbing footnote in a sad election session' but also 'a powerful individual speaking freely and openly about sexually predatory behavior' which in another words; a bad attitude. 2016 is election session and the last year Michelle's husband; the 44th President of the United States, Barrack Hussein Obama II from Democratic Party served, and his tenure expired at January 20<sup>th</sup>, 2017. Michelle herself has delivered speeches since 2007, from campaigned for her husband's presidential bid until become a fashion icon, a role model for women and an advocate for poverty awareness, nutrition, physical activity, and healthy eating (Wikipedia).

Three days before Michelle give speech at the New Hampshire, the White House celebrate International Day of the Girl (The Guardian). It is hurt her feeling as a mother of two daughters and as a woman in particular, after she heard the audio record of Donald Trump's speech. Even though it was back in 2005, but according to her it is inappropriate for a Presidential candidate to have bad speech record. Besides, she is supporting Hillary Diane Rodham Clinton which also come from the same party as her husband; Democratic Party. So, it is enough to conclude that Michelle is against Donald Trump and also a feminist that encourage women to see how precious and valuable they are. And because of that, there should not be any person (including women itself) would say something that hurt other women's heart by degrading their status based on their nationality, color, religion, and sexual tendency. But is it enough to said that Michelle have some hatred towards Donald

Trump because, politically, their concerns are different? From the diction and her words in the speech we can see, how her feelings towards Donald Trump.

Recent studies have focus on speech acts and deciphering meanings, although considerable research has been devoted to finding speech acts used by certain character of fiction works, rather less attention has been paid to finding speech acts used by certain actual someone in actual occasion. One of the researcher that the writer found doing research about deciphering meaning, Listiani (2015), concern with descriptive analysis of figurative language in lyrics of Taylor Swift's songs, and finding the kinds of figurative language inside the song. And Rumaria (2015), that concern about the types of illocutionary acts and the types of perlocutionary acts of the main character's utterance when teaching determine the main character's excellent job which reflects from the way the main character's utterance when doing the job, also Putra (2017), whose concern on what types of speech acts used by the main character when doing his job, and the most used speech acts by the main character when doing the job, both examining the same fictional works; The Dead Poet Society.

However, the previous studies that the writer found, mostly focus and discuss about classical work and song, which containing moral values that able to be applied later on. All these studies seem so unrealistic, because they based on fiction. None take interest about decipher the meaning through speech acts in daily-based activity, such as speeches.

Thus, the present study writer does is a research about speech acts in Michelle Obama's speech to see if Michelle's impression towards Donald Trump can reveals

through her words and diction, then understand which speech acts that mostly used by Michelle Obama when delivering speech in New Hampshire. Hopefully this research brings another inspiration to another scholar, specifically, and brings an eye-opening to others that in this digital era, our words that we ever write, or words that we ever spoke are never able to be deleted, only ignored. So we would carefully use words through our voice or our fingers.

The present study conducts in text-based data. The writer downloads the speech transcript from the internet and then watch the video that already downloaded of Michelle do her speech and matched the downloaded script with the video and then divide it into four parts of speech acts from illocutionary acts.

#### 1.2 Research Problems

Based on the background of the study, the writer concludes that there are two problems formed:

- What types of speech acts Michelle Obama used in her speech?
- What kind of speech acts Michelle Obama mostly used in her speech?

#### 1.3 Significance of The Study

The writer tries to inform what types of speech acts Michelle Obama used and the kinds of speech acts she used mostly in her speech. Along with this study, the writer hopes giving some contribution for the readers, especially the pupil in Islamic State University Sunan Ampel Surabaya, in extends their knowledge of linguistics. The

writer wants to give better understanding how speech acts able to translating the speaker's meaning louder.

The result of this study the writer hope helps maintaining better communication between people. Since nowadays communication is text-based communication are more used, without emotion like face-to-face communication, subject to ambiguous meaning and start the misunderstanding in social relation. However, by translating someone intended meaning can be also tricky, the writer do all she can to analyze in concise and vivid in this research.

#### 1.4 Scope and Limitation

Mostly Michelle gave speech, during her period of being the first Lady of United State. But the writer especially took in interest in her speech in New Hampshire back at October 14<sup>th</sup>, 2016. There are seven pages of Microsoft Words to accommodate Michelle Obama speech, which has 44 paragraphs in total that containing Michelle's witty remark.

#### 1.5 Definition of Key Terms

In this segment, the writer will define some words that associated with the title and in the content of this research, therefore less misunderstanding for the readers to comprehend this research.

- Speech Act is an utterance that performs to communicate. And also the smallest unit of language communication. There are Locutionary (physical utterance), Perlocutionary (the

- action/result) and *Illocutionary* (intended meaning), Hurford (2007).
- *Appraisal* is an act or instance of appraising something or someone to evaluate the worth, significance or status.
- *Speech* is the act of speaking; something that is spoken, an utterance, remark or declaration.
- *Michelle Obama* is a lawyer, writer, and former first lady were born on January 17, 1964 in Chicago, Illinois.
- *Donald Trump* is the 45<sup>th</sup> and current President of the Unite State of America were born on June 14, 1946.
- Semantics and pragmatics are two complementary, nonoverlapping disciplines, because Pragmatics deals with the usage of the language while Semantics deals with content and truth conditions (Recanati, 2005).

#### **CHAPTER 2**

#### REVIEW OF RELATED LITERATURE

This chapter contained related literature which include the main theory of the study, some reference books, reliable sources that support the theory and related study which the writer used to analyze the data in this research.

#### 2.1 Pragmatics

Pragmatics acts as the basis for all language interactions and contact. It is a key feature to the understanding of language and the responses that follow this. Therefore, without the function of Pragmatics, there would be few understanding of intention and meaning. For example; "Can you pass the salt?" has a literal meaning as; are you physically able to do the tasks (to pass the salt) and followed by the literal response as; yes, or no. While in Pragmatics meaning, it is more like; will you pass me the salt? And followed by pragmatic response, the hearer passed the salt to the speaker (action). Another example is; "what time do you call this?" has a literal meaning as, what time is it? And followed by literal response; twenty to one (a time). While in pragmatic meaning it is a different question entirely; why are you so late? And followed by pragmatic response, the hearer explaining their reasons why they are late as explained by all about language website.

Pragmatics is the study of meaning in relation to the context in which a person is speaking or writing. This includes social, situational, and textual context (Paltridge, 2006). Even though in the same field, semantics and pragmatics are two complementary, non-overlapping disciplines, because Pragmatics deals with the

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usage of the language while Semantics deals with content and truth conditions (Recanati, 2005).

Pragmatics is the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). The advantage of studying language via pragmatics that one can talk about people's intended meaning, their assumptions, their purposes or goals, and the kinds of actions (for example, requests) that they are performing when they speak.

Definition of pragmatics is not simple as the study of speaker's meaning, but it has relation to the speaker's background when said the language, as Yule (1997, p. 3) said. Definition above is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). It has consequently, more to do with the analysis of what the people mean by their utterances that what the words or phrases in those utterances might mean by themselves.

This type of study necessarily involves the interpretation of what people mean in a particular context and how the context influences the utterances that being said. It requires a consideration of how speakers organize what they want to say in accordance with who they are talking to, where, when, and under what circumstances. So, pragmatics also refers to the study of contextual meaning.

This approach also necessarily explores how listeners can make inferences about what is said in order to arrive at an interpretation of the speaker's intended meaning. This type of study explores how a great deal of what is unsaid is recognized as part of what is communicated. We might say that it is the

investigation of invisible meaning. Pragmatics relates to the study of how a language gets more communicated than is said.

This perspective then raises the question of what determines the choice between the said and the unsaid. The basic answer is tied to the notion of distance. Closeness, whether it is physical, social, conceptual, implies shared experience. On the assumption of how close or distant the listener is, speakers determine how much needs to be said. It can be concluded that pragmatics is the study of the expression of relative distance.

The advantage of studying language via pragmatics that one can talk about people's intended meaning, their assumptions, their purposes or goals, and the kinds of actions (for example, requests) that they are performing when they speak. The big advantage is that all these very human concepts are extremely difficult to analyze in a consistent and objective way.

With the basic background of the speaker on how they usually give speech or on what occasion they give speech, the speech hidden message reveal. It is indeed difficult to analyze hidden meaning in consistent and objective way, but it is not impossible to do it.

#### 2.2 Meanings

Meaning is central to the experience of using language. If a language can't express meaning, then, that language lost one of its essential aspects. However, meaning itself is a vague term; refers to the variety of different relation between the world, language and speaker (Riemer, 2010).

Scopes of meanings are based on the external context and the interpersonal context. In external context we consider the relation between sense and reference. While interpersonal context based on illocutionary force and speech acts (Riemer, 2010).

There are four ways to recognize the meaning, according to Riemer (2010);

1. Meaning as Referential/Denotation; 2. Meaning as Concepts; 3. Meaning as Brain States and; 4. Meaning as usage.

#### 2.3 Speech Acts

#### Definition

In daily use of language, we are not only speaking a word without intention, even call a friend in afar with an 'Ey!' accepted as an act of communicate. Yule (1983) added that speech theory does not offer the discourse analyst a way of determining *how* a particular set of linguistics elements, uttered in a particular conversational context, comes to receive a particular interpreted meaning. Because the meaning itself interpreted base on the speaker's circumstance and the hearer knowledge which become foundation in that time they have conversation.

We use language to give orders, request, or to do things beyond literal meaning of what we speak, Paltridge (2006). Thus, not only act as an information exchange, language also act as conveyor of what the speaker's intention to the hearer.

The utterance can be used to perform the act. The actions performed via utterances are generally called speech act. Based on Austin (1962), there are three things in speech act; locution, illocution and perlocution. What is said, the utterance, can be called the locution. What the speaker intends to communicate to the addressee is the illocution. The message that the addressee gets, his interpretation of what the speaker says, is the perlocution.

We can see the example as follow:

"This room is too dark".

The appearance of utterance ("This room is too dark") is locution. Illocution is the intention of the speaker that he or she wants someone to turn the lamp on, whereas perlocution of that utterance is the result that the lamp was on.

The actions performed via utterances are generally called speech act. There are three things in speech act; locution, illocution and perlocution. What is said, the utterance, can be called the locution. What the speaker intends to communicate to the addressee is the illocution. The message that the addressee gets, his interpretation of what the speaker says, is the perlocution.

#### **Kinds of Speech Acts**

#### 2.1.3.1 Perlocutionary Acts

In terms of the effect which illocutionary act, on the particular occasion of use, has on the hearer (Yule, 1983).

#### 2.1.3.2 Illocutionary Acts

In uttering any sentences, a speaker could be seen performed some act (Yule, 1983). Also, according to Searle (1974), when uttering words (morphemes, or sentences) it means performing *utterance acts*; when referring and predicating, it means performing *propositional acts*; while stating, questioning, commanding, promising, etc. it means performing *illocutionary acts*. These acts happen simultaneously; they are not means to ends except the point already delivered by the speaker.

#### Types of Illocutionary Acts

These types of illocutionary acts based to Searle as cited in Levinson (1984 p. 240).

#### 2.1.3.2.1 Declarations or Performatives

Illocutionary acts that categorize as declaration or performatives has feature as changing the state of the world in an immediate way which effects immediate change in certain institutional circumstances. To utter performative or declaration sentence consider the conventionality, the actuality, and the intentionality of the sentence. There are no true or false in this term, only appropriate and inappropriate.

For example, "You are hired." Is an utterance that said by a Human Resource Development to a job applicant that change the state of person who apply for a job to an employee in an instant.

Usually used by the priest when baptizing, marrying, and in funerals; the referee in the sport events; and the head of manager in the workplace.

#### 2.1.3.2.2 Assertive or Representatives

To be categorizing as assertive or representative illocutionary acts, the utterance should be stating what speaker believe to be case or not; said Yule (1966). And it is a statement that may be judged by true or false because the goal is to describe a certain circumstance in the word, which commit the speaker to the truth of the expressed proposition said Levinson (1984, p. 240).

For example; "I do not like when I speak, and no one is listening," is an utterance that asserting the speaker's mind that the hearer did not pay attention to their word. This speech acts used in stating facts, asserting, concluding, hypothesizing, claiming, suggesting, etc.

#### **2.1.3.2.3** Commissives

Commissives illocutionary acts make the speaker commit to some future course of action according to Levinson (1984, p. 240). For example, "we will come here again, if you behave," said a mother to her son when they take a walk in a park indicating the mother will not take his son to the park again if he causes a ruckus. This speech act used to promise, threatening, vowing and offering.

#### **2.1.3.2.4** Expressive

This illocutionary acts described that expressing the speaker's reaction towards certain circumstances, for example a close friend of the writer said; "I am really sorry for your lost," when she knows that the writer's cat died the night before. This act makes the hearer or, the audience able to know the speaker's psychological state from this act. This speech acts suitable for apologizing, refusing, congratulating, regretting, and welcoming.

#### **2.1.3.2.5 Directives**

The acts that makes request for the hearer to carry out some action based on favor which attempted by the speaker. For example, "I want you to come to my office after lunch time," said the head of English Department to her pupils. This speech acts better to use in commanding, inviting, requesting, suggesting, etc. (Yule, 1966; 43).

#### 2.2 Previous Study

There is considerable previous study that discussing speech acts and other studies that focus on different subject and still studying about meaning. Recently, in the election seasons, many citizens feel the urge to do their obligation; choosing the rightful leader for a certain period of tenure. Thus, their interest grows in presidential debate that airing both on-air and off-air. While commonly presidential candidate often makes a hint of what their opponent means, as linguists it is not an exaggeration to said that we more than competent to know what is behind their

words. For decipher meanings in speech acts, especially, the writer only takes three previous studies as comparison and as inspiration to this study.

The first is "An Analysis of Figurative Language Found on The Song Lyrics by Taylor Swift's *Speak Now* album" by *Heni Listiani* (2015), thesis English Education Department, Teacher Training and Education Faculty, Salatiga State Institute for Islamic Studies. Her study concerns with the descriptive analysis of figurative language in the song lyrics by Taylor Swift's Speak Now album. She focusses on finding the kinds of type figurative language that happen to be inside Taylor Swift's song, especially in Speak Now album. She used the descriptive qualitative method to describe the figurative language, and divided the data into seven pieces which is part of the figurative language; simile, metaphor, hyperbole, personification, synecdoche, symbol and oxymoron. And come to her final conclusion that the most used figurative language in Taylor Swift's Speak Now album is hyperbole.

Second is "An Analysis of Speech Acts in The Dead Poet Society" by *Choerunnisa Rumaria* (2015), thesis English Education Department, Faculty of Languages and Arts, Yogyakarta State University. This study has three problems to resolved and all centered in Mr. Keating: 1. The types of the illocutionary acts of Mr. Keating's utterances when teaching, 2. The types of perlocutionary acts of Mr. Keating's utterance when teaching, 3. What Mr. Keating commonly does as a good teacher when teaching which reflected from the speech acts he performed in the Dead Poet Society. She used both qualitative and quantitative research to conduct her research, her data coming from the utterances spoken by the main character

when doing his job; teaching (in Dead Poet Society). Watching Dead Poet Society films thoroughly, downloading the film's transcript, reconcile the downloaded script and the film, selecting the data, classifying the data, forming the data into tables, analyzing and interpreting the data is her steps to collecting the data. While to analyzing the final data she analyzes the pragmatics aspects, investigate the acts that mostly occur, and deduced. She also asked two other linguistics students to help her checking the reliability of the data by becoming triangulates that has job to checking the data source, the method, and theories.

And the last is "A Study of Mr. Keating's Speech Acts in Dead Poet's Society Movie" by *Vinsensius Wicaksana Hendriya Putra* (2017), English Language Education Study Program, thesis Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University Yogyakarta. This study based on Searle's theory, and has formed two problems there are; 1. What types of speech acts are used by Mr. Keating while teaching in classroom; 2. What type of speech acts that is mostly used by Mr. Keating as a teacher? And he used the qualitative research method to reviewing types of speech acts according to Searle, while using observation method to analyze the script of the Dead Poet's Society movie. Then he deduced and found only four out of five the kinds of speech acts in Searle's theory hidden inside the movie.

#### **CHAPTER 3**

#### RESEARCH METHODS

This is the section where the writer explains about the methodology of the research. This division consisted of research design, research instrument, data and data source, data collection, and data analysis.

#### 3.1 Research Design

In this research the writer uses qualitative data analysis, based on Michelle Obama's speech transcript retrieved from The Guardian website. And the writer conducts this research in descriptive-narrative when imply the data.

#### 3.2 Data Collection

#### **Research Data**

The subject of this research is Michelle Obama's speech in New Hampshire that already have transcript which the writer downloaded from the internet and match it with the video of Michelle that giving speech.

#### **Data Source**

The data source of this research is from a website named Guardian formed as speech transcript and the video of Michelle giving speech in New Hampshire. There are as much as seven pages of Microsoft words which provide 44 paragraphs of Michelle Obama's speech.

#### Instrument

The first instrument is the writer herself as the analyst of the data, and data collector. The second instrument is the video player in the writer's personal computer. The third is the transcript of Michelle Obama's speech. And the last is the internet to looking for references.

#### **Data Collection Techniques**

The writer read the transcript of the speech and double checked it with the video of Michelle giving speech in New Hampshire. After that, the writer divides the transcript into four types of speech acts in illocutionary acts.

#### 3.3 Data Analysis

In elaborate the data, the writer uses qualitative technique. The qualitative technique is suitable for specify the data; which words that need to be describe and interpret. The steps will roughly much like;

- 1. Selecting the data that will discussed after watch the speech and match it with the transcript thoroughly;
- After selecting the data, the writer then classifying the data into four categories of illocutionary acts;
- 3. And when the data already divided into four categories of illocutionary acts, the writer analyzes the illocution acts of Michelle Obama's speech in New Hampshire to see what kind of speech acts Michelle used and which speech acts that she used mostly in her speech.

#### **CHAPTER 4**

#### FINDINGS AND DISCUSSION

This chapter presents what the writer found in the process of analyzing Michelle Obama's speech acts when delivering speech in New Hampshire, back at 2016. The writer analyzes the Michelle Obama's speech script. According to Searle's theory of speech act there are five illocutionary acts and in this chapter the writer will discuss four out of five illocutionary acts. They are assertive/representative, commissive, expressive, and directives.

The writer found 76 speech acts from 44 paragraphs of Michelle Obama speech transcript. In calculating the illocutionary acts, there were 31 assertive, 19 expressive, 15 directives and 11 commissive speech acts.

#### 4.1. The Findings

#### 1. The Types of Speech Acts

In this part, the writer presents the utterances and classifies them according to their types of speech acts. The writer only concerns in Michelle Obama's speech at New Hampshire around 2016.

There are four types of speech acts that the writer found in Michelle Obama speech.

These are some of the illocutionary acts that the writer found in the speech transcript of Michelle Obama.

#### a. Assertive/Representative

The first speech act is assertive; it is the kind of speech acts that stating what speaker believe to be case or not. The goal is to describe a certain circumstance in the form of word which commits the speaker to the truth of expressed proposition.

The writer found 31 utterances per paragraph that indicates as assertive/representative speech acts in Michelle Obama's speech. And there are 7 kinds of assertive speech acts; assert, claim, disappoint, echo, hypothesis, question and, state.

#### **Asserting**

[3<sup>rd</sup> Paragraph] "So I thought it would be important to remind these young women how valuable and precious they are."

This utterance includes in assertive/representative speech acts because they contain Michelle asserting the idea of women value.

[5<sup>th</sup> Paragraph] "The fact is that in this election, we have a candidate for president of the United States who, over the course of his lifetime and the course of this campaign, has said things about women that are so shocking, so demeaning that I simply will not repeat anything here today."

This utterance includes in assertive/representative speech acts because they contain Michelle asserting her disappointment towards Donald that degrading women in his speech.

[7<sup>th</sup> Paragraph] "This is not something that we can ignore."

This paragraph includes in assertive/representative speech acts because they contain Michelle asserting what Donald do is a serious matter.

[10<sup>th</sup> Paragraph] "It reminds us of stories we heard from our mothers and grandmothers about how, back in their day, the boss could say and do whatever he pleased to the women in the office, and even though they worked so hard, jumped over every hurdle to prove themselves, it was never enough."

This utterance includes in assertive/representative speech acts because they contain Michelle asserting that degrading women is an old-school activity to do.

[13th Paragraph] "...But, New Hampshire, be clear: this is not normal."

This utterance includes in assertive/representative speech acts because they contain how Michelle asserting that what Trump said is inappropriate and should not take as a common behavior that should be understandable.

[26<sup>th</sup> Paragraph] "And regardless of who her opponent might be, no one could be more qualified for this job than Hillary – no one."

This utterance includes in assertive/representative speech acts because they contain Michelle asserting that Hillary is the best president candidate.

[28<sup>th</sup> Paragraph] "And remember, we won't just be setting a bad example for our kids, but for our entire world. Because for so long, America has been a model for countries across the globe, pushing them to educate their girls, insisting that they give more rights to their women."

This utterance includes in assertive/representative speech acts because they contain Michelle asserting that Donald is not the best candidate to be president because he will ruin the American image of liberty and one of that liberty is the liberation of women to feel safe and valued in their own country.

#### Claiming

[Paragraph 22<sup>nd</sup>] "We teach our kids the value of being a team player, which is what Hillary exemplified when she lost the 2008 election and actually agreed to work for her opponent as our secretary of state – earning sky-high approval ratings serving her country once again."

This utterance includes in assertive/representative speech acts because they contain Michelle claiming that Hillary professionally teamed up with her opponent to serve America again.

[Paragraph 25<sup>th</sup>] "So in Hillary, we have a candidate who has dedicated her life to public service, someone who has waited her turn and helped out while waiting. She is an outstanding mother. She has raised a phenomenal young woman. She is a loving, loyal wife. She's a devoted daughter who cared for her mother until her final days. And if any of us had raised a daughter like Hillary Clinton, we would be so proud. We would be proud"

This utterance includes in assertive/representative speech acts because they contain Michelle claiming that Hillary wait for good position to help those in need and claiming every parents will be so proud if they raised a daughter like Hillary in their household.

[Paragraph 38<sup>th</sup>] "See, the choice you make November 8 could determine whether we have a president who treats people with respect – or not."

This utterance includes in assertive/representative speech acts because they contain Michelle claiming that if the New Hampshire's people choosing Donald Trump over Hillary, they will not treat with respect.

[Paragraph  $42^{nd}$ ] "That is who we are. And don't ever let anyone tell you differently. Hope is important. Hope is important for our young people. And we deserve a president who can see those truths in us – a president who can bring us together and bring out the very best in us"

This utterance includes in assertive/representative speech acts because they contain Michelle claiming that Hillary can make people united and brings out the best version of their self.

#### **Disappointing**

[11<sup>th</sup> Paragraph] "...We thought all of that was ancient history, did not we? And so many have worked for so many years to end this kind of violence and abuse and disrespect, but here we are in 2016 and we're hearing these exact same things every day on the campaign trail."

This utterance includes in assertive/representative speech acts because they contain Michelle statement of disappoint on how in 2016 there are still people who degrading women, especially one of presidential candidate that happen to be a man; Donald Trump and happened in election session.

#### **Echoing**

[Paragraph 35th] "Audience: High!"

This utterance includes in assertive/representative speech acts because they contain the audience echoing Michelle speech.

#### **Hypothesizing**

[12<sup>th</sup> Paragraph] "...Maybe we are afraid to be that vulnerable. Maybe we have grown accustomed to swallowing these emotions and staying quiet, because we have seen that people often will not take our word over his. Or maybe we do not want to believe that there are still people out there who think so little of us as women."

These utterances include in assertive/representative speech acts because they contain Michelle hypothesis about there still some men out there are treating women so low, and how usually women keep quiet because no one will believe, take their words seriously and stand up for them.

#### **Questioning**

[Paragraph 15<sup>th</sup>] "...Because consider this: if all of this is painful to us as grown women, what do you think this is doing to our children? What message are our little girls hearing about who they should look like, how they should act? What lessons are they learning about their value as professionals, as human beings, about their dreams and aspirations? And how is this affecting men and boys in this country? Because I can tell you that the men in my life do not talk about women like this. And I know that my family is not unusual."

This utterance includes in assertive/representative speech acts because they contain Michelle's question to what will happen next if Trump continuing his behavior on degrading women and if people, especially men, took his behavior as acceptable. And Michelle claims that her family, particularly men on her family, do not treat women like Trump's do.

### Stating

[2<sup>nd</sup> Paragraph] "See, on Tuesday, at the White House, we celebrated the International Day of the Girl and Let Girls Learn, and it was a wonderful celebration. It was the last event that I'm going to be doing as first lady for Let Girls Learn. And I had the pleasure of spending hours talking to some of the most amazing young women you will ever meet, young girls here in the US and all around the world. And we talked about their hopes and their dreams. We talked about their aspirations."

This utterance includes in assertive/representative speech acts because they contain Michelle stating that she attends the last International Day of the Girls & Let's Girls Learn event as the first Lady of the United States.

[3<sup>rd</sup> Paragraph] "That was Tuesday."

This utterance includes in assertive/representative speech acts because they contain Michelle stating the event happened at Tuesday.

[5<sup>th</sup> Paragraph] "And last week, we saw this candidate actually bragging about sexually assaulting women."

This utterance includes in assertive/representative speech acts because they contain Michelle stating that Donald brags and sexually assaulted women in his speech.

[7<sup>th</sup> Paragraph] "It's not something we can just sweep under the rug as just another disturbing footnote in a sad election season."

This utterance includes in assertive/representative speech acts because they contain Michelle stating that Donald's behavior that freely sexually assaults women in public is a huge issue.

[8<sup>th</sup> Paragraph] "And to make matters worse, it now seems very clear that this isn't an isolated incident."

This utterance includes in assertive/representative speech acts because they contain Michelle stating that Donald's behavior is as bad as seen on television.

[14<sup>th</sup> Paragraph] "...And I know it's a campaign, but this isn't about politics."

This utterance includes in assertive/representative speech acts because they contain Michelle statement about what she speaks in New Hampshire has nothing to do with on-going politics event, but more a campaign about how men should not treat women lowly.

[16<sup>th</sup> Paragraph] "The men that you and I know don't treat women this way." This utterance includes in assertive/representative speech acts because they contain Michelle stating that her husband as the current president back then is way much better than Donald.

[17<sup>th</sup> Paragraph] "In fact, someone recently told me a story about their sixyear-old son who one day was watching the news – they were watching the news together."

This utterance includes in assertive/representative speech acts because they contain Michelle stating that the impact of what Donald said is severe, even the youths watch and heard what he said.

[18<sup>th</sup> Paragraph] "So even a six-year-old knows better. A six-year-old knows that this is not how adults behave. This is not how decent human beings behave. And this is certainly not how someone who wants to be president of the United States behaves."

This utterance includes in assertive/representative speech acts because they contain Michelle stating that even the youths know that it is wrong to degrading people, especially women.

[19<sup>th</sup> Paragraph] "Because let's be very clear: strong men – men who are truly role models – don't need to put down women to make themselves feel powerful. People who are truly strong lift others up. People who are truly powerful bring others together."

This utterance includes in assertive/representative speech acts because they contain Michelle stating that Donald is incompetent as leader because he degrading people, specifically women.

[21<sup>st</sup> Paragraph] "See, we know that Hillary is the right person for the job because we've seen her character and commitment not just in this campaign, but over the course of her entire life. The fact is that Hillary embodies so many of the values that we try so hard to teach our young people. We encourage them to use that education to help others – which is exactly what Hillary did with her college and law degrees, advocating for kids with disabilities, fighting for children's healthcare as first lady, affordable childcare in the Senate."

This utterance includes in assertive/representative speech acts because they contain Michelle stating that Hillary is the right person for the right time to do the job as the head of the nation.

[23<sup>rd</sup> Paragraph] "We also teach our kids that you don't take shortcuts in life, and you strive for meaningful success in whatever job you do. Well, Hillary has been a lawyer, a law professor, and first lady of Arkansas, first lady of the United States, a US senator, and secretary of state. And she has been successful in every role, gaining more experience and exposure to the presidency than any candidate in our lifetime – more than Barack, more than Bill. And, yes, she happens to be a woman."

This utterance includes in assertive/representative speech acts because they contain Michelle stating that Hillary is an awesome woman with many values and experience.

[24<sup>th</sup> Paragraph] "Well, during her four years as secretary of state alone, Hillary has faced her share of challenges. She's traveled to 112 countries, negotiated a ceasefire, a peace agreement, a release of dissidents. She spent 11 hours testifying before a congressional committee. We know that when things get tough, Hillary doesn't complain. She doesn't blame others. She doesn't abandon ship for something easier. No, Hillary Clinton has never quit on anything in her life."

This utterance includes in assertive/representative speech acts because they contain Michelle stating Hillary is someone who always tried to come up with solutions when facing obstacles.

[29<sup>th</sup> Paragraph] "Well, fortunately, New Hampshire, here's the beauty: we have everything we need to stop this madness."

This utterance includes in assertive/representative speech acts because they contain Michelle stating that with the help of New Hampshire member Donald's behavior will not affect society much.

[31st Paragraph] "Remember this: in 2012, women's votes were the difference between Barack winning and losing in key swing states, including right here in New Hampshire. So for anyone who might be thinking that your one vote doesn't really matter, or that one person can't really make a difference, consider this: back in 2012, Barack won New Hampshire by about 40,000 votes, which sounds like a lot. But when you break that number down, the difference between winning and losing this state was only 66 votes per precinct. Just take that in. If 66 people in each precinct had gone the other way, Barack would have lost."

This utterance includes in assertive/representative speech acts because they contain Michelle stating every votes valuable and that is how her husband win the election back at 2012.

[33<sup>rd</sup> Paragraph] "Because here's the truth: either Hillary Clinton or her opponent will be elected president this year."

This utterance includes in assertive/representative speech acts because they contain Michelle stating the choice New Hampshire citizens had and how their future will be in their hands by choosing the right candidate.

#### b. Commissive

Levinson (1984, p. 204) said that commissive illocutionary acts is an act where the speaker commit to some future course of action. The writer found 11 commissive speech acts in whole 44<sup>th</sup> paragraph Michelle Obama's speech. There are three types of Commissive speech acts, they are threating, offering, and promising.

# **Threating**

[15<sup>th</sup> Paragraph] "...And to dismiss this as everyday locker-room talk is an insult to decent men everywhere..."

This utterance includes in commissive speech acts because they contain a threat from Michelle to men out there who still talks so low about women in their meantime and make it as habit in daily activity to get rid their habit, and by breaking their habit they should feel shame, because they have to get rid a bad habit, which a true gentleman will never do from the beginning.

[21st Paragraph] "We tell our young people "work hard in school, get a good education" ..."

This utterance includes in commissive speech acts because they contain how every elder generation threatens the youths how their bright future should be.

[27<sup>th</sup> Paragraph] "We are validating it. We are endorsing it. We're telling our sons that it's OK to humiliate women. We're telling our daughters that this is how they deserve to be treated. We're telling all our kids that bigotry and bullying are perfectly acceptable in the leader of their country. Is that what we want for our children?"

This utterance includes in commissive speech acts because they contain Michelle's threats if Donald were about to be elected, people will think that it is acceptable to following what he did back then; degrading women value and it is how women should be treated.

[33<sup>rd</sup> Paragraph] "And if you vote for someone other than Hillary, or if you don't vote at all, then you are helping to elect her opponent. And just think about how you will feel if that happens. Imagine waking up on November the 9th and looking into the eyes of your daughter or son, or looking into your own eyes as you stare into the mirror. Imagine how you'll feel if you stayed home, or if you didn't do everything possible to elect Hillary."

This utterance includes in commissive speech acts because they contain Michelle threats to those who do not vote or those who do not vote for Hillary that it will be their fault if they about to regret their decision the day after the election.

## **Offering**

[19<sup>th</sup> Paragraph] "And that is what we need in our next president. We need someone who is a uniting force in this country. We need someone who will heal the wounds that divide us, someone who truly cares about us and our children, someone with strength and compassion to lead this country forward."

This utterance includes in commissive speech acts because they contain Michelle's offer about who to choose to be president in the upcoming election.

[24<sup>th</sup> Paragraph] "And finally, we teach our kids that when you hit challenges in life, you don't give up, you stick with it."

This utterance includes in commissive speech acts because they contain how the elder generation offers the youth valuable lesson to make them able to facing this world's obstacle.

[32<sup>nd</sup> Paragraph] "You can do it right here. But you could also help swing an entire precinct for Hillary's opponent with a protest vote or by staying home out of frustration."

This utterance includes in commissive speech acts because they contain Michelle's offer what New Hampshire citizen can do to change their future to a bright one.

[44<sup>th</sup> Paragraph] "All right, let's get to work."

This utterance includes in commissive speech acts because they contain Michelle's offers to the New Hampshire citizens to make a move.

## **Promising**

[28<sup>th</sup> Paragraph] "But if we have a president who routinely degrades women, who brags about sexually assaulting women, then how can we maintain our moral authority in the world? How can we continue to be a beacon of freedom and justice and human dignity?"

This utterance includes in commissive speech acts because they contain Michelle promise that the future generations will be lack of morality and fading the image of America as the icon of freedom and justice and human dignity.

[39<sup>th</sup> Paragraph] "A president who will fight for kids, for good schools, for good jobs for our families – or not. A president who thinks that women deserve the right to make our own choices about our bodies and our health – or not. That's just a little bit of what's at stake."

This utterance includes in commissive speech acts because they contain Michelle promising that if Hillary elected as president, they do the right thing because Hillary is a good person that will do the good for the citizens.

[42<sup>nd</sup> Paragraph] "Hillary Clinton will be that president."

This utterance includes in commissive speech acts because they contain Michelle's promise that Hillary would not back on her words.

#### c. Directive

Yule (1996, p. 204) stated that directive illocutionary is an act that makes the speaker attempt to get an action done by requesting the hearer. There are 15 directive speech acts that the writer found in Michelle Obama's speech. There are five kinds of directive speech acts, they are; inviting, requesting, commanding, suggesting and asking.

# **Inviting**

[Paragraph 14] "...It's about basic human decency. It's about right and wrong. And we simply cannot endure this, or expose our children to this any –

not for another minute, and let alone for four years. Now is the time for all of us to stand up and say enough is enough. This has got to stop right now."

These utterances include in directive speech acts because they contain invitation from Michelle to end men behavior that degrading women. As a normal human, especially men, it is wrong to degrading women value even it is just a joke.

[30<sup>th</sup> Paragraph] "You see, while our mothers and grandmothers were often powerless to change their circumstances, today, we as women have all the power we need to determine the outcome of this election."

This utterance includes in directive speech acts because they contain Michelle invite the New Hampshire's people to use their knowledge and their power to change their future.

[31<sup>st</sup> Paragraph] "We have knowledge. We have a voice. We have a vote. And on November the 8th, we as women, we as Americans, we as decent human beings can come together and declare that enough is enough, and we do not tolerate this kind of behavior in this country."

This utterance includes in directive speech acts because they contain Michelle invite the citizen in New Hampshire to vote for Hillary so the inappropriate behavior will not set as an example by the leader of the nation.

[41st Paragraph] "So we cannot afford to be tired or turned off. And we cannot afford to stay home on Election Day. Because on November the 8th, we have the power to show our children that America's greatness comes from recognizing the innate dignity and worth of all our people. On November the 8th, we can show our children that this country is big enough to have a place for us all – men and women, folks of every background and walk of life – and that each of us is a precious part of this great American story, and we are always stronger together."

This utterance includes in directive speech acts because they contain Michelle invite to not abstain on November the 8<sup>th</sup> and to vote Hillary, the better president candidate than Donald.

## Requesting

[3<sup>rd</sup> Paragraph] "I wanted them to understand that the measure of any society is how it treats its women and girls."

This utterance includes in directive speech acts because they contain Michelle request to let the youths know how good circumstance in society through their treatment towards women and girls.

[33<sup>rd</sup> Paragraph] "So each of you right here today could help swing an entire precinct and win this election for Hillary just by getting yourselves, your families, and your friends and neighbors out to vote."

This utterance includes in directive speech acts because they contain Michelle request to vote for Hillary.

[38th Paragraph] "So we need you to make calls and knock on doors and get folks to the polls on Election Day and sign up to volunteer with one of the Hillary campaign folks who are here today just waiting for you to step up."

This utterance includes in directive speech acts because they contain Michelle request the citizen to invite their relatives, their colleagues, their friends to vote for Hillary.

[44<sup>th</sup> Paragraph] "So for the next 26 days, we need to do everything we can to help her and Tim Kaine win this election."

This utterance includes in directive speech acts because they contain Michelle request the citizen to do anything to gain vote for Hillary.

## **Commanding**

[3<sup>rd</sup> Paragraph] "And I told them that they deserve to be treated with dignity and respect, and I told them that they should disregard anyone who demeans or devalues them, and that they should make their voices heard in the world."

This utterance includes in directive speech acts because they contain Michelle command the women should value their self.

[35<sup>th</sup> Paragraph] "Now, we need to recover from our shock and depression and do what women have always done in this country. We need you to roll up your sleeves. We need to get to work. Because remember this: When they go low, we go ..."

This utterance includes in directive speech acts because they contain Michelle command the women to gain forces and tightened their hearts toward people like Donald, whom like to degrading women.

[38<sup>th</sup> Paragraph] "And voting ourselves is a great start, but we also have to step up and start organizing."

This utterance includes in directive speech acts because they contain Michelle command the citizen, especially the women, to vote for Hillary because she is their hope to make people like Donald see the women value.

[39<sup>th</sup> Paragraph] "And, young people and not-so-young people, get on social media. Share your own story of why this election matters, why it should matter for all people of conscience in this country. There is so much at stake in this election."

This utterance includes in directive speech acts because they contain Michelle command to the youths and the women to give their vote to Hillary and invite as many as possible voter in any acts possible.

# **Suggesting**

[28th Paragraph] "In our hearts, we all know that if we let Hillary's opponent win this election, then we are sending a clear message to our kids that everything they're seeing and hearing is perfectly OK."

This utterance includes in directive speech acts because they contain Michelle suggest that the New Hampshire people should vote for Hillary if they want to set a good example of treating people to the future generations.

### **Asking**

[27<sup>th</sup> Paragraph] "And in this election, if we turn away from her, if we just stand by and allow her opponent to be elected, then what are we teaching our children about the values they should hold, about the kind of life they should lead? What are we saying?"

This utterance includes in directive speech acts because they contain Michelle ask the New Hampshire citizen's choice if they were about to choose Donald.

[43<sup>rd</sup> Paragraph] "I know I'm going to be doing it. Are you with me? Are you all with me? You ready to roll up your sleeves? Get to work knocking on doors?"

This utterance includes in directive speech acts because they contain Michelle ask the willingness New Hampshire people to vote for Hillary.

## d. Expressive

This illocutionary act make the speaker show their reaction towards certain circumstances, so the hearer able to understand the psychological state of the speaker. There are 19 expressive speech acts that the writer found from Michelle Obama's speech in New Hampshire. There are 15 kinds of expressive speech acts; cheer, adore, inspire, deplore, deny, concern, disgust, apprehensive, disappoint, demand, justify, hope, prevent, motivate, greets.

## Cheering

[1<sup>st</sup> Paragraph] "So I'm going to get a little serious here, because I think we can all agree that this has been a rough week in an already rough election. This week has been particularly interesting for me personally because it has been a week of profound contrast."

This utterance includes in expressive speech acts because they contain Michelle cheering the New Hampshire people to lift up their mood.

#### **Adoring**

[2<sup>nd</sup> Paragraph] "See, because many of these girls have faced unthinkable obstacles just to attend school, jeopardizing their personal safety, their freedom, risking the rejection of their families and communities."

This utterance includes in expressive speech acts because they contain Michelle adore the girls' struggle to obtaining their rightful education.

### **Inspiring**

[3<sup>rd</sup> Paragraph] "And I walked away feeling so inspired, just like I'm inspired by all the young people here – and I was so uplifted by these girls."

This utterance includes in expressive speech acts because they contain Michelle inspire by the girls' story.

## **Deploring**

[4<sup>th</sup> Paragraph] "And now, here I am, out on the campaign trail in an election where we have consistently been hearing hurtful, hateful language about women – language that has been painful for so many of us, not just as women, but as parents trying to protect our children and raise them to be caring, respectful adults, and as citizens who think that our nation's leaders should meet basic standards of human decency."

This utterance includes in expressive speech acts because they contain Michelle deplore Donald's act that hurting many women.

[5<sup>th</sup> Paragraph] "And I can't believe that I'm saying that a candidate for president of the United States has bragged about sexually assaulting women."

This utterance includes in expressive speech acts because they contain Michelle deplore that Donald, as one of the presidential candidate saying that hurtful words that make many women disgusted.

[8<sup>th</sup> Paragraph] "It's one of countless examples of how he has treated women his whole life. And I have to tell you that I listen to all of this and I feel it so personally, and I'm sure that many of you do too, particularly the women. The shameful comments about our bodies. The disrespect of our ambitions and intellect. The belief that you can do anything you want to a woman."

This utterance includes in expressive speech acts because they contain Michelle deplore Donald's action of treating poorly women around his life all this time.

# **Denying**

[6<sup>th</sup> Paragraph] "And I have to tell you that I can't stop thinking about this. It has shaken me to my core in a way that I couldn't have predicted. So while I'd love nothing more than to pretend like this isn't happening, and to come out here and do my normal campaign speech, it would be dishonest and disingenuous of me to just move on to the next thing like this was all just a bad dream."

This utterance includes in expressive speech acts because they contain Michelle would love deny that what Donald said is actually happened, but it turns out it is the reality.

[11<sup>th</sup> Paragraph] "...We are drowning in it. And all of us are doing what women have always done: we're trying to keep our heads above water, just trying to get through it, trying to pretend like this doesn't really bother us maybe because we think that admitting how much it hurts makes us as women look weak."

This utterance includes in expressive speech acts because they contain how Michelle feels denied about her and her people's struggle all this time. About her struggle to overcome the patriarchy, to not take it seriously about how men treat women lowly and accept herself as women even it is hurtful to admit it. Because when admit that it is actually hurt to hear degrading words, or accept degrading treatment it feels so humiliating.

## Concerning

[7<sup>th</sup> Paragraph] "Because this was not just a "lewd conversation". This wasn't just locker-room banter. This was a powerful individual speaking freely and openly about sexually predatory behavior, and actually bragging about kissing and groping women, using language so obscene that many of us were worried about our children hearing it when we turn on the TV."

This utterance includes in expressive speech acts because they contain Michelle concern what the future generation would act and sets their example to gain human dignity if Donald were about to elected.

[16<sup>th</sup> Paragraph] "They are loving fathers who are sickened by the thought of their daughters being exposed to this kind of vicious language about women. They are husbands and brothers and sons who don't tolerate women being treated and demeaned and disrespected. And like us, these men are worried about the impact this election is having on our boys who are looking for role models of what it means to be a man."

This utterance includes in expressive speech acts because they contain Michelle concern how the dads, husbands and brothers who love their daughters, their wives and sisters feel towards Donald's act.

# **Disgusting**

[9<sup>th</sup> Paragraph] "It is cruel. It's frightening. And the truth is, it hurts. It hurts. It's like that sick, sinking feeling you get when you're walking down the street minding your own business and some guy yells out vulgar words about your body. Or when you see that guy at work that stands just a little too close, stares a little too long, and makes you feel uncomfortable in your own skin."

This utterance includes in expressive speech acts because they contain how Michelle felt disgusted towards Donald behavior that reminds her with punks at the corner of the street, that do not had respect towards women.

### **Apprehensing**

[10<sup>th</sup> Paragraph] "It's that feeling of terror and violation that too many women have felt when someone has grabbed them, or forced himself on them and they've said no but he didn't listen – something that we know happens on college campuses and countless other places every single day."

This utterance includes in expressive speech acts because they contain Michelle apprehensiveness towards what happened behind their back, with the girls that unable to brought them self the justice they deserved after treated so lowly by men.

# **Disappointing**

[12<sup>th</sup> Paragraph] "...Too many are treating this as just another day's headline, as if our outrage is overblown or unwarranted, as if this is normal, just politics as usual."

This utterance includes in expressive speech acts because they contain how Michelle disappoint towards those who take about degrading women lightly. She feels it is not a usual case, even it is happened every day, and it is not a normal; to degrading other human, to feels more superior to the others.

### **Demanding**

[13<sup>th</sup> Paragraph] "...This is not politics as usual. This is disgraceful. It is intolerable. And it doesn't matter what party you belong to – Democrat, Republican, independent – no woman deserves to be treated this way. None of us deserves this kind of abuse."

This utterance includes in expressive speech acts because they contain Michelle's thought about low treatment that her people undergo every day. It does not matter where you come from; it is wrong and bad to degrading others, especially women.

## **Justifying**

[17<sup>th</sup> Paragraph] "And the little boy, out of the blue, said, "I think Hillary Clinton will be president." And his mom said, "Well, why do you say that?" And this little six-year-old said, "Because the other guy called someone a piggy and," he said, "You cannot be president if you call someone a piggy..."

This utterance includes in expressive speech acts because they contain Michelle justify that even children would not want to set Donald as their idol when they grow up.

# **Hoping**

[20<sup>th</sup> Paragraph] "And let me tell you, I'm here today because I believe with all of my heart that Hillary Clinton will be that president."

This utterance includes in expressive speech acts because they contain Michelle hope that if Hillary would be elected, she will be the good example children life within.

# **Preventing**

[35<sup>th</sup> Paragraph] "We simply cannot let that happen. We cannot allow ourselves to be so disgusted that we just shut off the TV and walk away. And we can't just sit around wringing our hands."

This utterance includes in expressive speech acts because they contain Michelle preventing the further damage by make people to gaining force to vote for Hillary, the better candidate.

# **Motivating**

[41st Paragraph] "On November 8, we can show our children that here in America, we reject hatred and fear and in difficult times, we don't discard our highest ideals. No, we rise up to meet them. We rise up to perfect our union. We rise up to defend our blessings of liberty. We rise up to embody the values of equality and opportunity and sacrifice that have always made this country the greatest nation on Earth."

This utterance includes in expressive speech acts because they contain Michelle motivate people in New Hampshire to make their nation's pride restored.

#### Greeting

[44<sup>th</sup> Paragraph] "Thank you all. God bless"

This utterance includes in expressive speech acts because they contain Michelle bid the New Hampshire people farewell.

## 4.2. The Discussion

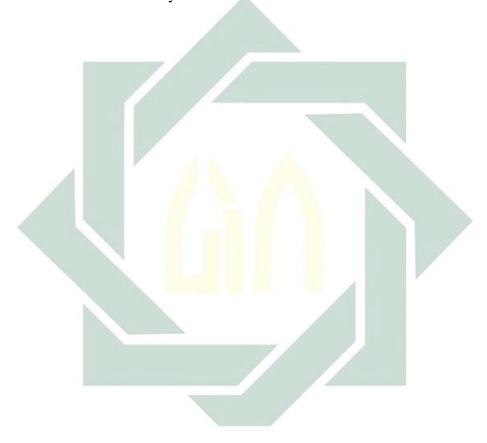
After the writer analyzes the data, the writer wants to discuss the first and the second question of this research based on analyzed data about the mostly used speech acts by Michelle Obama's speech and the most used speech acts when she gave speech in New Hampshire. As mentioned before, according to Searle there are five speech acts; Assertive, Commissive, Directive, Expressive and Declarative. The last speech acts, the Declarative speech acts did not found in Michelle's speech because she did not have the power to change a certain circumstance of a certain institution state.

The writer inserts a table to show the frequencies of each speech acts that used by Michelle. The tables consist of each type of speech acts along with the utterance number that used in Michelle's speech. And the writer added the percentages to show how many percent the most used speech acts appears.

**Table 4.1 Number of Speech Acts Appearance** 

<b>Types of Speech Acts</b>	Total dialogues	Percentages
Assertive	31	41%
Commissive	11	14%
Directive	15	20%
Expressive	19	25%
Total	76	100%

From the table 2.1 the data show that Assertive/Representative speech acts is the most used speech act by Michelle Obama in her speech. There are 29 utterances that used by Michelle in her speech that indicates as assertive speech act. It shows that Michelle's speech is representing and asserting her points about how men should not treat women lowly.



#### **CHAPTER 5**

#### CONCLUSION AND SUGGESTION

After analyzing and discussing the problem in the previous chapter, the writer would like to presents some conclusion and suggestion.

#### **5.1 Conclusion**

This research is a study about speech acts of Michelle Obama's speech in New Hampshire back at 2016. There are 76 speech acts from 44 paragraphs of Michelle Obama speech transcript. In calculating the illocutionary acts, there are 31 assertive, 19 expressive, 15 directives and 11 commissive speech acts. These utterances that form as illocutionary acts are to answer the two problems on this study, they are: 1. the types of speech acts Michelle Obama used in her speech in New Hampshire and, 2. the most used speech acts by Michelle Obama when give speech in New Hampshire.

There are five types of speech acts, according to Searle. In gathering the data, the writer only found four out of five speech acts based on Searle's theory. They are 1. assertive, 2. commissive, 3. expressive and, 4. directives. The writer cannot find the fifth speech acts; declarative, because Michelle's speech cannot change an institutional circumstance at the moment.

Each speech acts have its own illocutionary acts which then used to classify the utterances. The first is assertive; this is a speech act where the speaker states their point of view from certain circumstance. The illocutionary forces that found for assertive speech acts are stating, asserting, questioning,

disappointing, hypothesizing, echoing and claiming. The second is commissive; this is a speech act that makes the speaker commit to do some future action. The illocutionary forces that found for commissive speech acts are threating, offering, and promising. The third is directive; this is a speech act that makes the hearer do a favor that been asked by the speaker, or in other words, the speech acts that use by the speaker to ask certain task to the hearer. The illocutionary force in this speech acts are inviting, requesting, commanding, suggesting, and asking. The last is expressive; the speech act that makes the hearer understands the emotional state of the speaker. Cheering, adoring, inspiring, deploring, denying, concerning, disgust, apprehensive, disappoint, demanding, justifying, hoping, preventing, greeting and, motivating are the illocutionary forces that found in expressive speech acts.

When classifying the speech acts, the writer understands the goal or what the utterances aim to the hearer through the illocutionary force of each utterance. The illocutionary force can be classified through question marks, words order, intonation and the stress.

In analyzing the data, the writer found that Michelle Obama used assertive speech acts mostly in her speech at New Hampshire back at 2016. From 44 paragraphs, 31 paragraphs that contain Michelle's dialogues are assertive speech acts which is why this speech acts is the most used, because it takes up to 41% from the total speech. Followed by expressive speech acts that takes up to 25% from the total speech, this speech acts have 19 paragraphs containing Michelle dialogues. And then there is directive speech act that takes up to 20%

of the paragraphs which contains 15 paragraphs of Michelle's dialogues. The last is commissive speech acts that takes only 14% of all paragraphs, containing 11 paragraphs of Michelle's dialogues this speech acts consider the least Michelle used in her speech at New Hampshire back at 2016 when she quipping Donald Trump.

## **5.2 Suggestion**

After find the answer of the question of this research and conclude this research the writer would love to give suggestion to the future researcher or writer, and the English literature student who take linguistics as their future final thesis. And here the suggestions;

# 1. English Literature Student

For those who will take linguistics as their object of the final thesis, and concern in speech acts, you can use this thesis as reference or inspirations. This research contains the knowledge about speech acts according to Searle's theory.

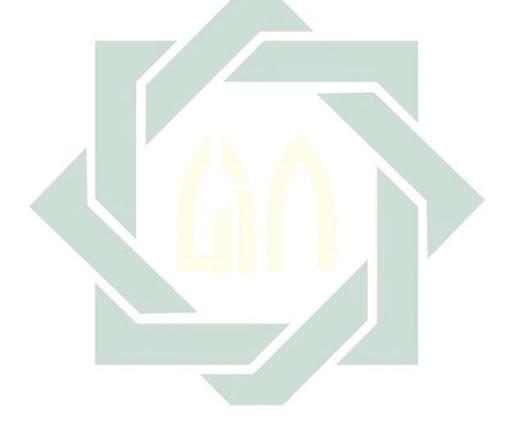
And those who concerns in meaning relation can use this research as inspiration and reference also, because this research contains the meaning relation in semantics according to Leech.

# 2. Future Researcher or Writer

For those who had same interest in studying speech acts, the writer suggests to find another theory about speech act besides

Searle's to added when explaining the object of this research;

Michelle Obama's speech in New Hampshire.



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