

## CHAPTER IV

### DISCUSSION

In this chapter presents the analysis of the findings. The writer focuses on illocutionary acts used by Mr. Henry Higgins on George Bernard Shaw's *Pygmalion*. By focusing on illocutionary acts, it makes the writer able to answer statement of the problems in this study. They are types of illocutionary acts used by Mr. Henry Higgins and the contexts of illocutionary acts used by Mr. Henry Higgins.

The writer divides this chapter into two parts. In the first part of this chapter, the writer provides the interpretation based on the findings in relation to types of illocutionary act used by Mr. Henry Higgins in the *Pygmalion* drama. She analyzes based on speech acts theory proposed by Searle (1976:10). It classified into five categories of illocutionary act: representative, directive, commissive, expressive and declarative. In the last part of this chapter, the writer provides the interpretation based on the findings in relation to context of illocutionary acts used by Mr. Henry Higgins in the *Pygmalion* drama. The writer uses four features in interpreting the utterances according to Hyme's theory of contexts: they are the participants, the setting, the event and the topic. In addition, she analyzes based on speech acts theory proposed by Yule (1996:54). It classified into two categories of illocutionary act: direct and indirect speech acts.

#### 4.1 Types of Illocutionary Acts Used by Mr. Henry Higgins in the Drama *Pygmalion*

In this part, the writer analyzes data of utterances according to the Searle's theory of illocutionary acts. There are five types of illocutionary acts used by Mr. Henry Higgins' utterances. They are representative, directive, commissive, expressive and declarative.

##### 4.1.1 Representative of Illocutionary Acts

The first type of illocutionary acts used by Mr. Henry Higgins is representative. Representative is those kinds of speech act that commit the speaker to make the addressee believes. It concerns the facts. Representative act involves asserting, concluding, suggesting, reporting, describing and predicting.

In the *Pygmalion* drama, there are representative of illocutionary acts, especially in the Mr. Henry Higgins' utterances. Mr. Henry Higgins uses it to make the addressee believes with his utterances. This is an example dialogue between Mr. Henry Higgins and Doolittle in act II.

##### Data 7

<b>Doolittle</b>	:Now, now, look here, Governor. Is this reasonable? Is it fair to take advantage of a man like this? The girl belongs to me. You got her.
<b>Mr. Henry Higgins</b>	: <b>Your daughter had the audacity to come to my house and ask me to teach her how to speak properly so that she could get a place in a flower shop. (describing)</b>

From Mr. Henry Higgins' utterance "*Your daughter had the audacity to come to my house and ask me to teach her how to speak*

*properly so that she could get a place in a flower shop*”, he explains to Eliza’s father that his daughter wants to learn about how to speak properly. Mr. Henry Higgins describes Eliza’s arrival to her father clearly.

Based on the utterance above, Mr. Henry Higgins’ utterance is **representative**. He tries to give information about event in the past to Doolittle. He persuades Doolittle to believe that “*Eliza had the audacity to come his house*”. Therefore, from Mr. Henry Higgins’ utterance, Doolittle knows about Eliza’s purpose. In addition, his utterance includes in **describing** of Illocutionary act because he describes to Doolittle about Eliza’s purpose. The next, Mr. Henry Higgins still uses representative in act II, this is a dialogue between Mr. Henry Higgins and Mrs. Pearce.

#### **Data 9**

**Mr. Henry Higgins** : Mrs. Pearce: **this is Eliza's father.**  
**(asserting)**  
**Mrs. Pearce** : (just listen)

When Mrs. Pearce, Doolittle and Mr. Henry Higgins talk in the living room, Mr. Henry Higgins says to Mrs. Pearce “*this is Eliza's father*”, it shows that he gives information to Mrs. Pearce that Doolittle is Eliza’s father. With his utterance, Mrs. Pearce knows and gets information about it.

From the dialogue above, Mr. Henry Higgins uses **representative** of illocutionary act. He shows that Doolittle is Eliza’s father to Mr. Pearce. Mr. Henry Higgins tries to make Mrs. Pearce believes with him. Then, the representative includes **asserting** because he asserts and says “*this is*” to

Mrs. Pearce. So, Mrs. Pearce knows about Eliza Doolittle's father. In addition, Mr. Henry Higgins also uses it in act III. This is a dialogue about it:

### Data 13

**Mr. Henry Higgins** : You know, **she has the most extraordinary quickness of ear. (asserting)**  
**Pickering** : I assure you, my dear Mrs. Higgins, that girl.  
**Mrs. Higgins** : (listen it)

Mr. Henry Higgins talks to Mrs. Higgins and Colonel Pickering that “*she has the most extraordinary quickness of ear*”. Mr. Henry Higgins wants to give an information about Eliza to Mrs. Higgins..

In the Mr. Henry Higgins' utterance above, it shows that he uses **representative** with he says “*she has*”, because he tries to persuade his mother. With his utterance, Mrs. Higgins believes with Eliza's ability. The representative includes **asserting** because Mr. Henry Higgins asserts his utterance to her mother. Then, there is another example about representative in act V.

### Data 25

**Mrs. Higgins** :You must have frightened her.  
**Mr. Henry Higgins** :She was left last night, **as usual, to turn out the lights and all that and instead of going to bed she changed her clothes and went right off her bed wasn't slept in. (describing)**

In the act V, Mr. Henry Higgins says to his mother “*as usual, to turn out the lights and all that and instead of going to bed she changed her*

*clothes and went right off her bed wasn't slept in*”, he explains and describes to her mother about event at the night. Mr. Henry Higgins persuades her mother to believe with his utterance about Eliza, so he tries to describe the event.

From Mr. Henry Higgins’ utterance, he uses **representative** of illocutionary act. He gives information about Eliza’s habit to Mrs. Higgins. Based on Mr. Henry Higgins’ utterance, Mrs. Higgins knows about Eliza Doolittle’s habit. His representative includes **describing** because he describes event in the past to Mrs. Higgins with the utterance “*as usual*”. The last example, Mr. Henry Higgins uses representative to Eliza Doolittle in act V.

#### **Data 27**

<b>Eliza Doolittle</b>	: What did you do it for if you didn't care for me?
<b>Mr. Henry Higgins</b>	: <b>Because it was my job. (asserting)</b>

Mr. Henry Higgins says to Eliza “*Because it was my job*”. He talks to Eliza distinctly about his job. It is clear that Mr. Henry Higgins wants Eliza believes with his utterance.

When Mr. Henry Higgins says it, Mr. Henry Higgins uses **representative**. He gives a statement about a fact that it is his job. From his statement, Eliza gets information. In addition, Mr. Henry Higgins’ utterance includes **asserting** because he asserts to Eliza that it is his job. Mr. Henry Higgins assert to Eliza Doolittle clearly. He persuades Eliza Doolittle to believe with his utterance “*it was*”.

Next, the writer shows directive of illocutionary acts to know Mr. Henry Higgins' desire to the addressee.

#### 4.1.2 Directive of Illocutionary Acts

Directive is those kinds of speech act that represent attempts by the speaker to get the addressee to do something. They are requesting, commanding, pleading, inviting, asking, ordering and permitting.

Mr. Henry Higgins uses directive to get the other characters to do something. He wants the addressee follows his desire. Here, it is a dialogue between Mr. Henry Higgins and Colonel Pickering in act I.

##### Data 1

<b>Gentleman</b>	: I am myself a student of Indian dialects.
<b>Mr. Henry Higgins</b>	: <b>Do you know Colonel Pickering, the author of spoken Sanscrit? (asking)</b>
<b>Gentleman</b>	: I am Colonel Pickering.

In the first act, Mr. Henry Higgins talks with a gentleman "*Do you know Colonel Pickering, the author of spoken Sanscrit?*". Mr. Henry Higgins asks whether the gentleman knows about Colonel Pickering.

**Directive** used by Mr. Henry Higgins because he wants the gentleman represents something. Mr. Henry Higgins wants the gentleman answers his question. His directive includes **asking**. He asks to the gentleman with utterance "*do you*". Therefore, the gentleman answers his question. The next example in act I between Mr. Henry Higgins and Colonel Pickering use directive.

**Data 2**

**Colonel Pickering** : Where do you live?  
**Mr. Henry Higgins** : 27 A Wimpole Street. **Come and see me tomorrow. (inviting)**

Mr. Henry Higgins is very happy when he meets with Colonel Pickering, he says “*Come and see me tomorrow*”, and he wants to invite Colonel Pickering comes to his house. Mr. Henry Higgins hopes Colonel Pickering hears his desire.

Based on the utterance above, it shows that Mr. Henry Higgins uses **directive**. He hopes Colonel Pickering fulfills his invitation. Therefore, Mr. Henry Higgins’ utterance is directive includes **inviting** because Mr. Henry Higgins wants to invite Colonel Pickering and he says “*come and see*”. This is another example between Mr. Henry Higgins and Mrs. Pearce in act II.

**Data 6**

**Mr. Henry Higgins** : **You’d better go**, Mr. Pearce. (**requesting**)  
**Mrs. Pearce** : I think so, indeed, sir.

Mr. Henry Higgins says “*You’d better go, Mr. Pearce*”, when Eliza’s father comes to his house. Mr. Henry Higgins wants Mrs. Pearce to leave him. It clear that Mr. Henry Higgins uses **directive**.

Directive describes the speaker’s desire for the addressee to do something. Mr. Henry Higgins says “*you’d better*” and describes his desire to Mrs. Pearce politely. He talks slowly, then Mrs. Pearce listens and does his instruction. Mr. Henry Higgins’ illocutionary act includes **requesting** because he

requests Mrs. Pearce to get out from his room. Then, the next example is a dialogue between Mr. Henry Higgins and Eliza Doolittle in act IV.

#### Data 14

**Mr. Henry Higgins** : **Stop sniveling, girl! (ordering)**  
**Eliza Doolittle** : (just cry)

Eliza Doolittle cries in the class room. Then, Mr. Henry Higgins comes and says “*Stop sniveling, girl!*”. From his utterance, Mr. Henry Higgins orders Eliza to quiet.

Mr. Henry Higgins uses **directive** of illocutionary act because he wants Eliza stop sniveling. He wants Eliza Doolittle follows his desire. His utterance above includes in **ordering**. Mr. Henry Higgins orders to Eliza with emotional. He forces Eliza Doolittle to do it and she says “*stop*”, to Eliza. So, Eliza Doolittle does Mr. Henry Higgins’ utterance. Then, the other an example is Mr. Henry Higgins’ utterance and Eliza in act IV too.

#### Data 15

**Mr. Henry Higgins** : **Say it! (ordering)**  
**Eliza Doolittle** : (just cry)

Mr. Henry Higgins teaches Eliza in the class room. Eliza’s pronunciation is very bad. Mr. Henry Higgins feels angry with Eliza’s performance. He says “*Say it!*” to Eliza Doolittle loudly. He orders Eliza to say again.

From the dialogue above, it shows that Mr. Henry Higgins’ utterance is **directive** because he wants Eliza Doolittle says again. His



directive includes **ordering** because Mr. Henry Higgins forces Eliza to repeat her pronunciation. He orders and forces with his utterance “*say it*”. Eliza feels afraid and she does it. Then, he still uses it in act IV.

#### **Data 16**

**Mr. Henry Higgins** : **May I have the pleasure, Miss Doolittle? (requesting)**

**Eliza Doolittle** : Yes, I'd be delighted.

Eliza and Mr. Henry Higgins in the living room, he says “*May I have the pleasure, Miss Doolittle?*”. It shows that Mr. Henry Higgins requests Eliza to give him permission and dance together with her. Then, Eliza permits him.

Based on the utterance, Mr. Henry Higgins uses **directive**. He uses it when he wants Eliza Doolittle receives his desire. The directive includes **requesting** because he request and says “*may I have*” to Eliza politely. In addition, Mr. Henry Higgins uses directive to Eliza Doolittle in act IV again.

#### **Data 20**

**Eliza Doolittle** : I wanted to smash your face. I'd like to kill you, you selfish brute.

**Mr. Henry Higgins** : **Sit down and be quiet! (ordering)**

Mr. Henry Higgins feels angry to Eliza and he says “*Sit down and be quiet!*”, from this utterance shows that Mr. Henry Higgins orders Eliza to sit down and be quiet. Mr. Henry Higgins wants Eliza to follow his desire. So, he throws Eliza to sit in a chair.

In the dialogue above, it is clear that Mr. Henry Higgins' illocutionary act is **directive** because Mr. Henry Higgins forces Eliza to *sit down and be quiet*. From the Mr. Henry Higgins' utterance, it shows that his utterance is directive which includes **ordering** because he orders Eliza to follow his utterance. The last example is a dialogue between Mr. Henry Higgins and Eliza Doolittle in act IV too.

#### **Data 21**

<b>Mr. Henry Higgins</b>	: <b>May I ask</b> whether you complain of your treatment here? <b>(requesting)</b>
<b>Eliza Doolittle</b>	: (listen it)

When Mr. Henry Higgins and Eliza quarrel, he says to Eliza "*May I ask whether you complain of your treatment here?*". Mr. Henry Higgins' utterance shows that he requests to Eliza. He hopes Eliza Doolittle answers it.

From Mr. Henry Higgins' utterance above, Mr. Henry Higgins' illocutionary act is **directive** because it shows that he talks politely. Mr. Henry Higgins talks through his question to get Eliza's answer it. His utterance is directive which is **requesting** because he requests Eliza Doolittle to give him time. He wants to ask about his treatment.

In addition, Mr. Henry Higgins uses other illocutionary acts to other characters. He uses commissive of illocutionary acts to say future action.

### 4.1.3 Commissive of Illocutionary Acts

Commissive is those kinds of speech act that commit the speaker to some future course of action. There are promising, threatening, pledging, vowing, refusing and accepting.

Mr. Henry Higgins uses commissive to refusing, accepting, promising and threatening to other characters. This is an example dialogue between Mr. Henry Higgins and Doolittle in act II.

#### Data 5

**Doolittle** : I want my daughter, that's what I want.  
See?  
**Mr. Henry Higgins** : **Well, of course**, you do. (**accepting**)

When Doolittle comes to Mr. Henry Higgins' house, he wants to meet with her daughter. Therefore, Mr. Henry Higgins accepts his request. He says "*Well, of course*" to Doolittle.

In the Mr. Henry Higgins' utterance above, he uses **commissive** of illocutionary act because Mr. Henry Higgins do future action. He will agree with Doolittle's desire. In his utterance, he uses commissive includes **accepting**. He accepts Doolittle's desire with the word "*well*". From Mr. Henry Higgins' utterance, Doolittle knows that Mr. Henry Higgins accepts his request. This is another example between Mr. Henry Higgins and Eliza Doolittle in act II.

#### Data 11

**Eliza Doolittle** : You want see him again?  
**Mr. Henry Higgins** : **I don't want to, Eliza.** (**refusing**)

In act II, Eliza Doolittle asks to Mr. Henry Higgins. Eliza Doolittle says that “*You want see him again?*”. Mr. Henry Higgins refuses it by he states “*I don’t want to, Eliza*”. It is clear that he refuses Eliza Doolittle’s question.

Based on the utterance above, the **commissive** appeared in the Mr. Henry Higgins’ utterance. He uses commissive when he doesn’t want to meet Doolittle in the next day. His commissive includes **refusing** because he refuses Eliza Doolittle’s question. The fact from his utterance “*I don’t*”. The next is a dialogue between Mr. Henry Higgins and Doolittle in act II.

#### Data 8

**Doolittle** : Don’t take a man up like that, Governor.  
**Mr. Henry Higgins** : **I shall telephone the police!(threatening)**

Mr. Henry Higgins feels angry with Eliza Doolittle’s father. He says to Doolittle “*I shall telephone the police!*”. Mr. Henry Higgins threatens Eliza’s father. He says that he wants to call police to take him.

In the utterance above shows that he uses **commissive** of illocutionary act. He commits future course of action with the word “*I shall*”. The commissive is **threatening** because he threatens Doolittle. He threatens to telephone police, it means that he will call the police. In addition, Mr. Henry Higgins uses it with Eliza Doolittle in act II.

#### Data 10

**Eliza** : Here, I’m a good girl, I am.  
**Mr. Henry Higgins** : **Say you’re good girl, your father shall take you home. (threatening)**

Eliza Doolittle repeats her utterance to Higgins that she is a good girl. Mr. Henry Higgins doesn't like with Eliza Doolittle's utterance and he says "*Say you're good girl, your father shall take you home*". Mr. Henry Higgins threatens Eliza. He threatens Eliza to go home with her father.

From the dialogue above, Mr. Henry Higgins uses **commissive** of illocutionary act. Mr. Henry Higgins commits future action with word "*shall*" to Eliza Doolittle. The commissive includes in **threatening** because he threatens Eliza Doolittle. He says to Eliza that her father will take her. Then, Mr. Henry Higgins also uses commissive with Mrs. Millcut in act IV.

#### **Data 19**

**Mrs. Millcut** : Who is this charming girl you've brought?  
Are you will make relation with her?  
**Mr. Henry Higgins** : **No. (refusing)**

Mr. Henry Higgins talks with Mrs. Millcut, he says "*No*", it shows that Mr. Henry Higgins refuses Mrs. Millcut's question. Mr. Henry Higgins refuses it because he doesn't want to make a special relationship with Eliza.

In the Mr. Henry Higgins' utterance above shows that he uses **commissive** of illocutionary act. The utterance explains that Mr. Henry Higgins will not make relation with Eliza Doolittle, it is clear that Mr. Henry Higgins says "*no*" to do future action. His commissive includes **refusing** because he refuses to make relation with Eliza Doolittle. Mr.

Henry Higgins refuses with word “no”. The last example is a dialogue between Mr. Henry Higgins and Eliza Doolittle in act V.

#### Data 26

**Eliza Doolittle** : Then what are we talking about?  
**Mr. Henry Higgins** : **If you come back, I shall treat you the same. (promising)**

Mr. Henry Higgins and Eliza debate, he says “*If you come back, I shall treat you the same*”, it shows that Mr. Henry Higgins promises to Eliza. He wants Eliza comes back and learns with him.

Here, there is a **commissive** used by Mr. Henry Higgins’ utterance. He says to Eliza that he will treat Eliza the same. So, he says with word “*shall*” to do future action. The commissive includes **promising** because he makes a promise with Eliza.

Then, the writer shows Mr. Henry Higgins’ expression to other characters. It includes expressive of illocutionary acts.

#### 4.1.4 Expressive of Illocutionary Acts

Expressive is those kinds of speech act that the speaker expresses their feeling to the addressee. They are apologizing, welcoming, deploring, greeting, congratulating, praising, thanking and mocking.

Mr. Henry Higgins used expressive of illocutionary acts in the drama to express his feeling to other characters. The first example is a dialogue between Mr. Henry Higgins and Doolittle in act II.

#### Data 3

**Doolittle** : Professor Higgins?  
**Mr. Henry Higgins** : **Good morning. (greeting)**

Mr. Henry Higgins in the living room, then Doolittle comes and says “*Professor Higgins?*”. When he listens to it, he says “*Good morning*”. He wants to give a greeting to Doolittle.

Based on the dialogue above, Mr. Henry Higgins’ illocutionary act is **expressive** because Mr. Henry Higgins expresses his feeling to Doolittle. The commissive includes in **greeting**. He gives a greeting and says “*Good morning*” to Doolittle. The second example is a dialogue between Mr. Henry Higgins and Mrs. Higgins in act III.

#### Data 12

**Mrs. Higgins** : Henry, please! Don’t sit on my writing table, you’ll break it.

**Mr. Henry Higgins** : **Sorry. (apologizing)**

Mrs. Higgins forbids Mr. Henry Higgins to sit in her table. Then, Mr. Henry Higgins says “*Sorry*”, to her mother. He apologizes to Mrs. Higgins.

Based on the utterance above, Mr. Henry Higgins’ illocutionary act is **expressive** because he expresses his psychological attitude. His utterance is commissive includes in **apologizing** because he says “*sorry*” to apologize with her mother. The next example is a dialogue between Mr. Henry Higgins and Eliza Doolittle in act IV.

#### Data 17

**Eliza Doolittle** : (she dances)

**Mr. Henry Higgins** : **That’s better. (praising)**

Eliza dances in the living room. Mr. Henry Higgins sees and says “*That’s better*” to Eliza. Mr. Henry Higgins’ illocutionary act is

**expressive** because Mr. Henry Higgins expresses his feeling about Eliza Doolittle's ability.

The sentence "*That's better*" shows that it includes **praising**. He praises Eliza Doolittle's performance. In addition, Mr. Henry Higgins uses expressive of Illocutionary act with Mrs. Millcut in act IV.

#### **Data 18**

**Mr. Henry Higgins** : **Good evening. (greeting)**  
**Mrs. Millcut** : Oh, Professor, good evening.

Mr. Henry Higgins and Mrs. Millcut meet in a party. He says "*Good evening*", to Mrs. Millcut. Mr. Henry Higgins gives a greeting to Mrs. Millcut.

Here, the utterance above includes **expressive**. It shows that he expresses his psychological attitude to Mrs. Millcut. In addition, the expressive includes in **greeting**. With his utterance, "*good evening*", it is clear that he does a greeting. Next, this is Mr. Henry Higgins' statement use thanking in act IV.

#### **Data 22**

**Mr. Henry Higgins** : **Thank God, it's all over.(thanking)**  
**Colonel Pickering** : You won your bet.

Mr. Henry Higgins says "*Thank God*", when he comes from party. Mr. Henry Higgins thanks to God. He feels happy because he wins in his bet.

Based on the utterance above, Mr. Henry Higgins' illocutionary act is **expressive** because he expresses his emotion to say "*thank God*". The



utterance is expressive shows in **thanking**. He thanks to God because he feels happy. The fact with his utterance “*Thank God, it’s all over*”. The last example is a dialogue between Mr. Henry Higgins and Mrs. Pearce in act IV.

#### **Data 23**

**Mr. Henry Higgins** : Mrs. Pearce, where the devil is my engagement book?  
**Mrs. Pearce** : Eliza would know.  
**Mr. Henry Higgins** : But she isn’t here, **damn it! (mocking)**

When Mr. Henry Higgins feels confused with Eliza Doolittle, he says “*damn it!*”, Mr. Henry Higgins feels angry with Eliza. Eliza Doolittle leaves his house without permit. He mocks Eliza.

In the dialogue above, Mr. Henry Higgins’ utterance is **expressive**. He expresses his emotion and he uses the word “*damn it*”. His expressive includes in **mocking** because he expresses his emotion to mock Eliza with utterance “*damn it*”.

The last, in the drama *Pygmalion* Mr. Henry Higgins uses declarative of illocutionary acts. He uses it in two acts because declarative happens in the important event.

#### **4.1.5 Declarative of Illocutionary Acts**

Declarative is those kinds of speech act used by speaker to give a alteration in a condition. They are excommunicating, declaring war, firing, blessing, baptizing, arresting, appointing and marrying.

In the declarative of illocutionary acts, Mr. Henry Higgins uses it to appoint and fire Eliza Doolittle. The first example is a dialogue between Mr. Henry Higgins and Eliza Doolittle in act II.

#### Data 4

**Mr Henry Higgins** : **Today, this minute! (appointing)**  
**Eliza Doolittle** : (she quiets)

Eliza Doolittle wants Mr. Henry Higgins to teach her. Then, Mr. Henry Higgins says “*Today, this minute!*”. Here, Mr. Henry Higgins uses **declarative**. He says “*today, this minutes*”, it brings about some alteration in the Eliza’s status or condition. Mr. Henry Higgins’ illocutionary act is declarative which includes in **appointing** because Mr. Henry Higgins changes Eliza’ status. He appoints Eliza to become his student with says “*today, this minutes*”. The last example is a dialogue between Mr. Henry Higgins and Eliza Doolittle in act IV.

#### Data 24

**Eliza Doolittle** : I heard your prayers, “Thanks God it’s all over!”  
**Mr. Henry Higgins** : Well, **you are free. (firing)**

When Mr. Henry Higgins says “*you are free*”, Mr. Henry Higgins fires Eliza. After he states it, Mr. Henry Higgins don’t become Eliza’s teacher. Eliza Doolittle becomes free from Mr. Henry Higgins’ rule.

The sentence “*you are free*” shows that Mr. Henry Higgins’ illocutionary act is **declarative**. Declarative changes the Eliza’s status. It is clear that the utterance is declarative which is **firing**. Mr. Henry Higgins fires Eliza with his utterance “*free*”.

In the explanations above show that there are five types of illocutionary acts used by Mr. Henry Higgins' utterance. They are representative, directive, commissive, expressive and declarative. Next, there are contexts of illocutionary acts used by Mr. Henry Higgins to other characters.

#### **4.2. Contexts of Illocutionary Acts Used by Mr. Henry Higgins in the Pygmalion Drama**

Context has an important role in interpreting a sentence. The same utterance will have different meaning if the context of each utterance is different. Context is also needed to know the intended meaning of the utterance.

In this part, the writer analyzes data of utterances according to Hymes and Yule's theory of illocutionary acts. She presents the description of context in some data to give brief understanding about the drama.

The first, the writer uses four features in interpreting the utterances according to Hymes' theory of contexts: the participants, the setting, the event and the topic. The second, the writer analyzes context of direct and indirect of illocutionary act theory proposed by Yule (1996:54).

#### 4.2.1 Contexts of Illocutionary Acts between Mr. Henry Higgins' Utterances and Other Characters

There are some contexts of illocutionary acts used by Mr. Henry Higgins. He uses to other characters. It includes the participants, setting, event and topic.

In the participant there are three subcategory, addresser, addressee, and audience. The addresser is a person who speaks the utterance, the addressee is a hearer and the audience is the over hearer. Then, setting is the time and place when they do a dialogue. Next, event is something that occurs in a certain place. The last, topic is a subject of dialogue.

The writer takes contexts of illocutionary act used by Mr. Henry Higgins' utterances to other characters in the *Pygmalion* drama. They are Eliza Doolittle, Colonel Pickering, Mrs. Pearce, Doolittle, Mrs. Higgins and Mrs. Millcut.

Here, it shows the contexts of illocutionary acts used by Mr. Henry Higgins' utterance to Eliza Doolittle. Mr. Henry Higgins and Eliza Doolittle are main characters. They have important role in this drama. Eliza Doolittle is Mr. Henry Higgins' student. In these dialogues, the first setting of context is same but the event and topic are different.

#### Data 10

- **Eliza** : Here, I'm a good girl, I am.
- Mr. Henry Higgins** : Say you're good girl, your father shall take you home. (threatening)

**Data 11**

- **Eliza Doolittle** : You want see him again?
- Mr. Henry Higgins** : **I don't want to, Eliza. (refusing)**

In the dialogue above is very clear that the participants are Mr. Henry Higgins and Eliza Doolittle. Both of these dialogues above, it is show that the setting in Mr. Henry Higgins' living room, exactly at morning. But they have different event and topic.

The first dialogue, it happens when Eliza Doolittle's father comes to the Mr. Henry Higgins's house. Doolittle comes and meets with Mr. Henry Higgins. Eliza's father asks to Mr. Henry Higgins about his daughter. He wants to meet Eliza. After Eliza bathes, she comes and wears beautiful clothe. Eliza walks with proud. Mr. Henry Higgins doesn't like with Eliza's utterance. She says that she is a good girl. Mr. Henry Higgins threatens to Eliza. He says "*Say you're good girl, your father shall take you home*". The topic is Eliza Doolittle's utterance.

The second event happens when Doolittle goes from Mr. Henry Higgins' house. Eliza asks to Higgins "*You want see him again?*". Mr. Henry Higgins refuses her question. He doesn't want to see Doolittle, therefore he says "*I don't*". In the second dialogue, the topic is Mr. Henry Doolittle.

In addition, there are context of illocutionary act between Mr. Henry Higgins and Eliza Doolittle is the different setting, event and topic. For example:

**Data 17**

- **Eliza Doolittle** : (she dances)
- Mr. Henry Higgins** : **That's better. (praising)**

**Data 20**

- **Eliza Doolittle** : I wanted to smash your face. I'd like to kill you, you selfish brute.
- Mr. Henry Higgins** : **Sit down and be quiet! (ordering)**

The first event occurs in the Mr. Henry Higgins' living room, exactly at morning. Mr. Henry Higgins wants to know Eliza Doolittle's ability. He requests Eliza to dance in front of him. Eliza follows Mr. Henry Higgins' desire. She tries to dance with better in the living room. After she dances, Mr. Henry Higgins says "*That's better*". It means Mr. Henry Higgins likes with Eliza's performance. Then, he praises Eliza Doolittle. And the topic is Eliza Doolittle's ability.

The next topic is Eliza as object of bet. It occurs when Mr. Henry Higgins comes to search his slippers in the class room, exactly at night. When Eliza cries, she throws Mr. Henry Higgins' slippers to his face. Eliza feels mad with Higgins because she hears that Mr. Henry Higgins and Colonel Pickering bet to change Eliza to be better. They use Eliza as object of bet. When Mr. Henry Higgins sees Eliza's attitude, Mr. Henry Higgins orders Eliza to sit down and be quiet. He throws Eliza to sit in a chair.

The last example, there are context of illocutionary act between Mr. Henry Higgins and Eliza Doolittle are different event and setting but the same topic.

**Data 4**

- **Mr Henry Higgins** : **Today, this minute! (appointing)**
- Eliza Doolittle** : (she quiets)

**Data 24**

- **Eliza Doolittle** : I heard your prayers, “Thanks God it’s all over!”
- Mr. Henry Higgins** : Well, **you are free. (firing)**

The first, it happens in the living room, exactly at morning when Eliza Doolittle comes to the Mr. Henry Higgins’s house. She comes to learn about how to speak properly. She wants her pronunciation to be better. Eliza Doolittle wants to sell flower in flower shop. So, when she wants to learn with Mr. Henry Higgins, she lives with Higgins. At the time, Mr. Henry Higgins appoints that she is a Mr. Henry Higgins’ student. He appoints Eliza with his utterance “*Today, this minute!*”. The topic is Eliza Doolittle’s status.

The last dialogue happens when Mr. Henry Higgins comes to search his slippers in the class room, exactly at night. When they debate, Mr. Henry Higgins fires Eliza Doolittle and says “*you are free*”. It shows that Eliza becomes free from Mr. Henry Higgins’ rule. And the topic is Eliza Doolittle’s status.

The next, there are contexts of illocutionary acts between Mr. Henry Higgins’s utterances and Colonel Pickering. Colonel Pickering is an author of spoken Sanscrit, he is rival Mr. Henry Higgins to bet. Mr. Henry Higgins and Colonel Pickering bet to change Eliza to be better.

The first and second contexts of illocutionary acts have the same setting but the event and topic is different. And the third dialogue has different setting, event and topic with the first and second contexts of illocutionary acts.

#### Data 1

- **Gentleman** : I am myself a student of Indian dialects.
- Mr. Henry Higgins** : **Do you know Colonel Pickering, the author of spoken Sanscrit? (asking)**
- Gentleman** : I am Colonel Pickering.

#### Data 2

- **Colonel Pickering** : Where do you live?
- Mr. Henry Higgins** : 27 A Wimpole Street. **Come and see me tomorrow. (inviting)**

#### Data 22

- **Mr. Henry Higgins** : **Thank God**, it's all over. **(thanking)**
- Colonel Pickering** : You won your bet.

The participants in the dialogue are Mr. Henry Higgins and Colonel Pickering. The first dialogue and the second it happens in the St. Paul's Church, exactly at night. And the third dialogue happens in the Mr. Henry Higgins' class room, exactly at night. The first event happens when Mr. Henry Higgins and gentleman meet in the St. Paul's Church. The gentleman says that he is a student of Indian dialect. After Mr. Henry Higgins knows that he is a student of Indian dialect, Mr. Henry Higgins asks to gentleman about Colonel Pickering because he doesn't know that the gentleman is Colonel Pickering. When Mr. Henry Higgins knows that



he is Colonel Pickering, they laugh together. And the topic is Colonel Pickering.

The second topic is their address. It happens after Mr. Henry Higgins and Colonel Pickering introduce their self, they ask about their address. Then, Mr. Henry Higgins invites Colonel Pickering to come in his house.

The last dialogue shows that it happens when Mr. Henry Higgins and Colonel Pickering comes from party. They talks about their bet. Mr. Henry Higgins feels happy about it. He laughs in the class room. He says “*Thank God*” to express his emotion. Mr. Henry Higgins thanks to God about his win. Then, the topic is Mr. Henry Higgins’ win.

In addition, there are contexts of illocutionary acts between Mr. Henry Higgins’s utterances and Mrs. Pearce. In these contexts have different setting, event and topic.

#### Data 9

- **Mr. Henry Higgins (asserting)** : Mrs. Pearce: **this is Eliza's father.**
- Mrs. Pearce** : (just listen)

#### Data 23

- **Mr. Henry Higgins** : Mrs. Pearce, where the devil is my engagement book?
- Mrs. Pearce** : Eliza would know.
- Mr. Henry Higgins** : But she isn't here, **damn it!**  
**(mocking)**

From the dialogue above, it shows that the participants are Mr. Henry Higgins and Colonel Mrs. Pearce. The first, they do dialogue in

living room, exactly at morning and the second, they do dialogue in class room, exactly at morning. It is different setting, even and topic.

The first event occurs when Eliza Doolittle's father comes to the Mr. Henry Higgins's house. Mrs. Pearce asks to Doolittle about his intent comes to the Mr. Henry Higgins' house. Then, he asks to Mrs. Pearce that he wants to meet Mr. Henry Higgins. Mrs. Pearce and Doolittle enter and meet with Mr. Henry Higgins. When Doolittle asks to Mr. Henry Higgins about Eliza, suddenly Mr. Henry Higgins asserts about Doolittle to Mrs. Pearce. Mr. Henry Higgins introduces him to Mrs. Pearce that Doolittle is Eliza's father. The topic is Eliza Doolittle's father.

The next dialogue happens when Mrs. Pearce gives a coffee to Mr. Henry Higgins. Mrs. Pearce tells to Higgins that Eliza Doolittle leaves his house. When Mr. Henry Higgins searches his engagement book, he mocks Eliza because he doesn't find it. Mr. Higgins feels angry because Eliza knows about his engagement book. The topic of the dialogue above is Eliza Doolittle leaves Mr. Henry Higgins' house.

In the explanations above, Mr. Henry Higgins has some contexts of illocutionary acts with Eliza Doolittle, Colonel Pickering and Mrs. Pearce. Then, he also has contexts of illocutionary acts between Mr. Henry Higgins's utterances and Doolittle.

#### **Data 7**

- **Doolittle** :Now, now, lookhere, Governor. Is this reasonable? Is it fair to take advantage of a man like this? The girl belongs to me. You got her.

**Mr. Henry Higgins** :Your daughter had the audacity to come to my house and ask me to teach her how to speak properly so that she could get a place in a flowers hop.  
(describing)

**Data 8**

➤ **Doolittle** : Don't take a man up like that, Governor.

**Mr. Henry Higgins** :I shall telephone the police!(threatening)

It is clear that the participants in the dialogue above are Mr. Henry Higgins and Doolittle. From the first dialogue and the second dialogue have the same setting but they have the different event and topic. The setting is Mr. Henry Higgins' living room, exactly at morning.

The first topic is Eliza Doolittle's purpose. The dialogue happens when Eliza Dolittle's father comes to the Mr. Hendry Higgins's house. Doolittle comes and meets with Mr. Henry Higgins. Eliza's father asks to Mr. Henry Higgins about his daughter. He wants to know how Mr. Higgins meets with Eliza. In addition, he wants to know what the purpose his daughter comes to the Mr. Henry Higgins' house. Then, Mr. Henry Higgins explains and describes about Eliza's purpose.

The second dialogue happens Mr. Henry Higgins thinks Eliza's father comes to blackmail him. In addition, he thinks that Eliza's father sends her to meet Mr. Henry Higgins. He threatents to call police. In this context, the topic is Doolittle's purpose.

In the drama *Pygmalion*, Mr. Henry Higgins has an important relationship with Mrs. Higgins. She is Mr. Henry Higgins' mother. Therefore, there are contexts of illocutionary acts between Mr. Henry Higgins's utterances and Mrs. Higgins.

**Data 12**

- **Mrs. Higgins** : Henry, please! Don't sit on my writing table, you'll break it.
- Mr. Henry Higgins** : **Sorry. (apologizing)**

**Data 25**

- **Mrs. Higgins** : You must have frightened her.
- Mr. Henry Higgins** : She was left last night, **as usual, to turn out the lights and all that and instead of going to bed she changed her clothes and went right off her bed wasn't slept in. (describing)**

In the dialogue above, the addresser and the addressee are Mr. Henry Higgins and Mrs. Higgins. Then, the setting is the same but the event and the topic are different. The setting is Mrs. Higgins' house, exactly at morning.

From the first dialogue above, it occurs when Mr. Henry Higgins comes to the Mrs. Higgins' house. He comes to give information that Eliza will come to her house. He walks and sits in the table. Mrs. Higgins requests to Mr. Henry and says "*Henry, please! Don't sit on my writing table, you'll break it.*". Then, Mr. Henry Higgins apologizes with her. And the topic is information about Eliza Doolittle.

The next topic of dialogue is Eliza Doolittle's habit. The event happens when Mr. Henry Higgins comes to the Mr. Higgins' house. He comes to search Eliza. Mr. Higgins tells his problem with Eliza to Mrs. Higgins. He describes event at the night. He tries to explain to her mother. He tells and describes that Eliza "*as usual, to turn out the lights and all that*".

The last context of illocutionary acts is a dialogue between Mr. Henry Higgins's utterances and Mrs. Millcut:

**Data 19**

- **Mrs. Millcut** : Who is this charming girl you've brought? Are you will make relation with her?
- Mr. Henry Higgins** : **No. (refusing)**

The participants are Mr. Henry Higgins and Mrs. Millcut. The setting is Transylvanian Embassy, exactly at evening. The event happens when Mrs. Millcut feels surprised with Eliza's beauty. She asks to Higgins about Eliza. Mrs. Millcut thinks that Eliza Doolittle has a special relationship with him, but he refuses Mrs. Millcut's question. And the last topic of dialogue is Mr. Henry Higgins' relation.

The contexts of illocutionary acts above describe about the participants, the setting, the event and the topic. But, there are also contexts of Direct and Indirect illocutionary acts used by Mr. Henry Higgins' utterances. Direct and indirect of illocutionary acts is very important in a dialogue. It makes the addressee can know what the addresser's intent.

#### 4.2.2 Contexts of Direct and Indirect Illocutionary Acts used by Mr. Henry Higgins' Utterances.

According to Yule (1996:54) there are two contexts, they are direct and indirect illocutionary act. Here, it analyzes about it.

##### 4.2.2.1 Contexts of Direct Illocutionary Acts

According to Yule (1996:54) direct speech acts are the speech acts that perform their function in a direct ways. This is an example dialogue uses direct of illocutionary in act I.

##### Data 1

**Mr. Henry Higgins** : **Do you know Colonel Pickering, the author of spoken Sanscrit?**  
**Gentleman** : I am Colonel Pickering.

Mr. Henry Higgins asks to gentleman, he asks "*Do you know Colonel Pickering, the author of spoken Sanscrit?*", it includes interrogative sentence. From this dialogue shows that it is direct Illocutionary because there is a direct relationship between a structure and a function. The structure is interrogative sentence and the function is asking to addressee. The direct illocutionary which includes in **asking**. The utterance "*Do You*", is clear to ask. In this context, Mr. Henry Higgins' intention is asking to gentleman about Colonel Pickering, and there isn't other purpose. The next example Mr. Henry Higgins uses it when he talks with Eliza Doolittle in act II.

##### Data 2

**Mr. Henry Higgins** : **What's your name?**  
**Eliza Doolittle** : Eliza Doolittle.

Eliza comes to meet Mr. Henry Higgins and she wants to learn with him. Then, Mr. Henry Higgins asks “*What’s your name?*”. It is an interrogative sentence.

From Mr. Henry Higgins’ utterance “*what*” shows that there is a direct relationship between a structure and a function. The structure is interrogative sentence and the function is asking to addressee. The dialogue above includes in **asking**. Mr. Henry Higgins’ purpose is asking to Eliza about her name. Then, Mr. Henry Higgins also uses direct of illocutionary act when talk with Eliza Doolittle in act II.

### Data 3

<b>Mr. Henry Higgins</b>	: (how kind of you to let me come). <b>Say it!</b>
<b>Eliza Doolittle</b>	: How kind of you to let me come.

When Mr. Henry Higgins teaches Eliza, he wants Eliza says “*how kind of you to let me come*”, therefore he says “*Say it !*”. It shows that Mr. Henry Higgins’ utterance is an imperative sentence.

In this context, Mr. Henry Higgins’ intention is **ordering** to Eliza and he says “*say it*”. He orders Eliza to say *kind of you to let me come*, and there isn’t other purpose. The utterance above shows that there is a direct relationship between a structure and a function because the structure is imperative sentence and the function is ordering to addressee. In addition, Mr. Henry Higgins uses direct of illocutionary act to talk with his mother in act III.

### Data 4

**Mrs. Higgins** : Henry  
**Mr. Henry Higgins** : **Hello, dear.**

Mr. Henry Higgins comes to meet Mrs. Higgins. He says “*Hello, dear*”, it shows a declarative sentence. In the utterance above, there is a direct relationship between a structure and a function. The structure is declarative sentence and the function is greeting to addressee. From the dialogue shows that it is direct Illocutionary, which includes in **greeting**. Mr. Henry Higgins’ purpose is greeting to her mother and just says “*hello, dear*”. The last example, Mr. Henry Higgins also uses direct of illocutionary act to talk with Mrs. Higgins in act III.

#### **Data 5**

**Mrs. Higgins** : Henry, please! Don’t sit on my writing table,  
you’ll break it.  
**Mr. Henry Higgins** : **Sorry.**

When Mr. Henry Higgins comes to meet her mother, he tells about Eliza, and then he sits in the table. He says “*Sorry*”, it includes a declarative sentence. The structure is declarative sentence and the function is apologizing to addressee. Mr. Henry Higgins’ intention is apologizing to her mother about his attitude, and he apologizes and says “*sorry*”. From the utterance, there is a direct relationship between a structure and a function. It shows that the utterance includes in **apologizing**.

The dialogues above show that there are some dialogues about direct of illocutionary acts. In addition, in the drama Pygmalion there are also indirect of illocutionary acts.



#### 4.2.2.2 Contexts of Indirect Illocutionary Acts

Yule states (1996:54) that indirect speech acts are the speech acts that perform their function in indirect ways. This is an example dialogue uses indirect of illocutionary in act I.

##### Data 6

**Mr. Henry Higgins** :Do I look like a policeman?  
**Eliza Doolittle** :Then what did you take down my words for? How do I know whether you took me down right? You just show me what you've wrote about me. What's that? That ain't proper writing. I can't read that.

This dialogue happens when Mr. Henry Higgins writes Eliza Doolittle's words. He asks to Eliza "*Do I look like a policeman?*", it is an interrogative sentence. From the dialogue above shows that it is an indirect Illocutionary, it includes in **asserting**. The structure is interrogative sentence and the function is asserting to addressee. In the Mr. Henry Higgins' utterance above, there is an indirect relationship between a structure and a function. The structure "*Do I*" means he asks to Eliza Doolittle, but in this context he asserts to Eliza Doolittle. The function shows that Mr. Henry Higgins asserts to Eliza that he isn't police. The next example it happens when Mr. Henry Higgins talks with Colonel Pickering in act II.

##### Data 7

**Mr. Henry Higgins** : Coffee?  
**Colonel Pickering** :Thanks.

Mr. Henry Higgins and Colonel Pickering talks in the dining room. He asks “*Coffee?*” to Colonel Pickering, it includes an interrogative sentence. In this utterance, there is an indirect relationship between a structure and a function. Therefore, it includes an indirect of illocutionary act. The structure is interrogative sentence and the function is inviting to addressee. The utterance “*coffee?*” shows that interrogative sentence but in this context, Mr. Henry Higgins wants to invite Colonel Pickering to drink coffee with him. This utterance is clear that it includes in **inviting**. Then, Mr. Henry Higgins also uses indirect of illocutionary act when he talks with Eliza Doolittle in act IV.

#### **Data 8**

**Mr. Henry Higgins** : **Will you work?**  
**Eliza Doolittle** : (listen it)

When Mr. Henry Higgins requests Eliza to try her pronunciation, He asks “*Will you work?*” to Eliza. It is an interrogative sentence. From Mr. Henry Higgins’ utterance shows that it is indirect Illocutionary, which includes in **requesting**. Therefore, there is an indirect relationship between a structure and a function. The structure is interrogative sentence and the function is requesting to addressee. From Mr. Henry Higgins’ utterance “*will you?*”, it is clear that he asks to Eliza. It includes interrogative sentence but Mr. Henry Higgins’ intention requests to Eliza Doolittle. Mr. Henry Higgins requests Eliza to try how to speak properly. In addition, Mr. Henry Higgins still uses it when he talks with Eliza Doolittle in act IV.

#### **Data 9**

**Mr. Henry Higgins** : **May I have the pleasure, Miss Doolittle?**  
**Eliza Doolittle** : Yes, I'd be delighted.

Mr. Henry Higgins wants to dance with Eliza. He asks "*May I have the pleasure, Miss Doolittle?*". The utterance "*may I have*", shows that interrogative sentence. In this context, Mr. Henry Higgins' intention isn't to ask but he wants to request.

This utterance shows that Mr. Henry Higgins requests Eliza to dance with him. There is an indirect relationship between a structure and a function. The structure is interrogative sentence and the function is requesting to addressee. In the dialogue above includes in **requesting**. The last example, Mr. Henry Higgins also uses it with Eliza in act IV.

#### **Data 10**

**Mr. Henry Higgins** : **May I ask whether you complain of your treatment here?**  
**Eliza Doolittle** : (listen it)

This dialogue happens when Mr. Henry Higgins wants to ask about his treatment to Eliza. He asks "*May I ask whether you complain of your treatment here?*". It shows that the utterance "*may I ask*" is interrogative.

In the dialogue above, Mr. Henry Higgins' intention isn't to ask but he wants to request. Mr. Henry Higgins requests Eliza to give him permit because he wants to ask about his treatment. In his utterance, there is an indirect relationship between a structure and a function. The structure is interrogative sentence and the function is requesting to addressee. Mr. Henry Higgins' intention is requesting, but he expresses with interrogative sentence. The utterance above includes in **requesting**.

From the explanations above, it shows that there are five types of illocutionary acts used by Mr. Henry Higgins. It is clear that illocutionary acts are very important in a dialogue. Illocutionary act is the theory which explains that say something to do something. So, people can express their ideas or feeling to others with they speak something, but they must keep their utterances. We can see such as proverb **الْكَلَامُ يَنْفُذُ مَا لَا تَنْفُذُهُ الْإِبْرُ**, it means that the utterance can pierce something which is not pierced by needle.