

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the analysis of the findings will be presented. The writer will focus on illocutionary acts used by Mr. Smith and Mrs. Smith. 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. Smith and Mrs. Smith and the purpose of using illocutionary acts Mr. Smith and Mrs. Smith.

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. Smith and Mrs. Smith in the Bald Soprano drama. He analyzes based on speech acts theory proposed by Searle (1976:10). It classified into five categories of illocutionary act: assertives, directives, commissives, expressives and declarations. In the last part of this chapter, the writer provides the interpretation based on the findings in relation to purpose of using illocutionary acts by Mr. Smith and Mrs. Smith. Besides that, the writer will give the summary of the findings through the table.

4.1 Types of Illocutionary Acts Used by Mr. Smith and Mrs. Smith in the Bald Soprano Drama

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. They are assertives, directives, commissives, expressives and declarations.

4.1.1 Assertives of Illocutionary Acts

The point or purpose of the members of the assertive class is to commit the speaker (in varying degrees) to something's being the case, to the truth of the expressed proposition (Searle, 1979: 13). In other words, assertives is the utterance by the speaker to commit in doing something. The examples of assertives are concluding, deducing, and complaining.

This is the first dialogue from Mrs. Smith:

MRS. SMITH There, it's nine o'clock. We've drunk the soup, and eaten the fish and chips, and the English salad. The children have drunk English water. We've eaten well this evening. That's because we live in the suburbs of London and because our name is Smith. [*Mr. Smith continues to read, clicks his tongue.*]

In the first dialogue, it is mentioned that they are in the relax situation. It is stated in the drama text that Mr. Smith seated in his chair near the fireplace while smoking his pipe.

In this dialogue, the writer only finds one assertives with the illocutionary force of stating. Mrs. Smith said “There, it's nine o'clock.[1.1]” By saying that sentence, it can be said that she wants to inform her husband about the time when her husband is reading newspaper, but this information is not a new thing for Mr. Smith to be known. He has known that it is nine o’clock when he is reading the newspaper. By using that utterance, she wants to inform Mr. Smith that it is the time for them to sleep after having dinner.

Then, the writer can find another assertives in the second dialogue of Mrs. Smith and her husband. It is the second dialogue from Mrs. Smith:

MRS. SMITH Potatoes are very good fried in fat; the salad oil was not rancid. The oil from the grocer at the corner is better quality than the oil from the grocer across the street. It is even better than the oil from the grocer at the bottom of the street. However, I prefer not to tell them that their oil is bad. [*Mr. Smith continues to read, clicks his tongue.*]

MRS. SMITH However, the oil from the grocer at the corner is still the best. [*Mr. Smith continues to read, clicks his tongue.*]

MRS. SMITH Mary did the potatoes very well, this evening. The last time she did not do them well. I do not like them when they are well done. [*Mr. Smith continues to read, clicks his tongue.*]

In this part, Mrs. Smith still does the dialogue by herself. She talks about how a good potato for the energy source. She also talks about the quality of the oil which is sold near her house. She compares the oil which is from the grocer at the corner is better quality than the oil from the grocer across the street. She also states that she will not tell the owner of the grocer across the street that the oil they sold has bad quality. Mr. Smith still gives no response to her husband in this utterance. As the same as the previous condition, he is reading newspaper after hearing what her wife said.

In the beginning of this dialogue, Mrs. Smith is talking about the advantage of consuming fried potatoes which is fried using good oil for the energy source. She said “Potatoes are very good fried in fat; the salad oil was not rancid [1.2].” This sentence is said as an assertives because in this sentence, she wants to inform her husband about the advantage of consuming fried potatoes. It is possible that Mr. Smith does not know about it before. So, this utterance is said to give new thing for him. Because

of that this sentence is classified in **assertives** with the illocutionary force of **informing**.

The next utterance in this dialogue talks about Mrs. Smith's opinion about the quality of the oil which sold in the difference grocer through giving comparison. "The oil from the grocer at the corner is better quality than the oil from the grocer across the street [1.3]." Through this statement, she states her satisfaction with the oil which is from the grocer at the corner of the street. The writer thinks that the sentence can be also pictured as news which she got from her own experience and she wants her husband knows it. So, the sentence above is classified as an **assertives** with the illocutionary force of **reporting**.

Then, the writer will analyze this utterance. "It is even better than the oil from the grocer at the bottom of the street [1.4]." From the utterance in [1.4], he classifies it into **assertives** with the illocutionary force of **affirming**. From the statement, she wants to give affirmation that the quality of the oil which sold in the grocer at the corner is better than the bottom of the street through the comparison.

In this part, Mrs. Smith still gives comment about the oil quality which is sold from grocer at the corner. She uttered "however, the oil from the grocer at the corner is still the best. [*Mr. Smith continues to read, clicks his tongue.*] [1.5]." After she compared the quality of the oil which is sold in the corner of the street with the oil sold some different grocers, she concludes that the oil from the grocer in corner of the street has the best quality. So, this utterance is **assertives** with the illocutionary force of **concluding**.

In this line, Mrs. Smith wants to complain Mary for her cooking last time. She complains it because the taste of the food is bad for her. The complaint can be clearly seen from this utterance “The last time she did not do them well [1.6].” So, the utterance is classified in **assertives** with the illocutionary force of **complaining**. By stating that, she hopes that Mary will not cook bad potatoes for her anymore.

“I do not like them when they are well done. [*Mr. Smith continues to read, clicks his tongue.*] [1.7].” In the utterance [1.7], Mrs. Smith wants to tell her husband that she prefers to not eat the potatoes which are fried well done. She tells about it after praised the potato cooked by Mary to Mr. Smith in the previous utterance. Mr. Smith does not know about the potatoes which are wanted by his wife. So, that utterance gives new information for him. Based on this reason, this utterance is classified in **assertives** with the illocutionary force of **informing**.

Then, another assertives can be found in the third dialogue of Mrs. Smith and her husband by the writer. It is the third dialogue from Mrs. Smith:

MRS. SMITH The fish was fresh. It made my mouth water. I had two helpings. No, three helpings. That made me go to the w.c. You also had three helpings. However, the third time you took less than the first two times, while as for me, I took a great deal more. I eat better than you this evening. Why is that? Usually, it is you who eats more. It is not appetite you lack. [*Mr. Smith clicks his tongue.*]

This dialogue tells another topic which is delivered by Mrs. Smith to her husband. She talks about the food portion that they ate. Contextually, she wants to say that the food is very delicious but, she is also surprised after knowing that her husband eats less than the usual.

In the first line of this dialogue, the writer will analyze the first sentence stated by Mrs. Smith. Mrs. Smith tells about the fish which is eaten by them for their dinner. It is the further explanation of the fish they ate which is mentioned in the first fragment. Mrs. Smith expresses her appreciation of the fish she ate. “The fish was fresh [1.8].” From the sentences in [1.8], the writer can classify as an **assertives** with the illocutionary force of **informing**. Through the sentence, she is not only want to inform the fish condition, but also wants to inform that the fresh fish will be delicious to be eaten. Then, she also wants to inform that she loves the fresh fish.

“That made me go to the w.c [1.9].” This utterance is still related to the previous utterances. Mrs. Smith wants to tell what happened to her after eating the three portions of the food to her husband. After says the utterance in [1.8], Mrs. Smith states that she has eaten not only two portions, but also three. It made her getting any problem with her stomach. Her husband does not know about it before and she tries to inform it to him. From this utterance, it can be said that it is **assertives** with the illocutionary force of **informing**.

The writer also finds another assertives in the following dialogue of Mrs. Smith and Mr. Smith. Here is the dialogue:

MRS. SMITH But still, the soup was perhaps a little too salt. It was saltier than you. Ha, ha, ha. It also had too many leeks and not enough onions. I regret I didn't advise Mary to add some aniseed stars. The next time I'll know better. [*Mr. Smith continues to read, clicks his tongue.*]

Mrs. Smith wants to express her disappointment in this dialogue. She is disappointed with the soups cooked by her servant, Mary. She also tries to promise herself to accompany Mary in order to avoid the same fault for the food.

“It was saltier than you. Ha, ha, ha [1.10].” It is a kind of joke which is delivered by Mrs. Smith to her husband. This joke still related to the soup which was made by Mary. She pictures that the salty taste of the soup is the same as the salty of Mr. Smith’s sweat. Contextually, she wants to inform how salty the soup is. Thus, the utterance in [1.10] is classified as **assertives** with the illocutionary force of **informing**.

“It also had too many leeks and not enough onions [1.11].” In this utterance, she mentions the ingredients which are needed in making the soup. From this condition, the utterance in [1.11] can be classified in **assertives** with the illocutionary force of **reporting**. Through that utterance, Mrs. Smith wants to report that putting too many leeks and not enough onions in the soup will affect to the taste of the soup.

There is also another assertives in the fifth dialogue of Mrs. Smith. Here is the dialogue:

MRS. SMITH Our little boy wanted to drink some beer; he's going to love getting tidily. He's like you. At table did you notice how he stared at the bottle? But I poured some water from the jug into his glass. He was thirsty and he drank it. Helen is like me: she's a good manager, thrifty, plays the piano. She never asks to drink English beer. She's like our little daughter who drinks only milk and eats only porridge. It's obvious that she's only two. She's named Peggy. The quince and bean pie was marvelous. It would have been nice, perhaps, to have had a small glass of Australian Burgundy with the sweet, but I did not bring the bottle to the table because I did not wish to set the children a bad example of gluttony. They must learn to be sober and temperate. [*Mr. Smith continues to read, clicks his tongue.*]

The next topic which is talked by Mrs. Smith in the fifth dialogue is about their children. She tries to compare their recent habit. She says that their son is going to love drinking beer. She also tells that their daughter, named Helen is good at money management. She thinks that Helen is thrifty, as same as her mother. Actually, she has a bottle of drinking, but she does not put the bottle to the table. She only puts a glass of it for her children. She does it because she wants their children to study about the simplicity.

“Our little boy wanted to drink some beer; he's going to love getting tidily [1.12].” In this utterance there are several kinds of illocutionary acts. In this first utterance, she talks about the condition of their children. She expresses her amazement after knowing that her little son is going to love drinking beer. She feels that it will be new information which has to be known by her husband. So, it is classified in **assertives** with the illocutionary force of **informing**.

“She never asks to drink English beer [1.13].” Textually, this utterance informs Mr. Smith that Helen does not ask to drink as the same as their son. It is clearly mentioned that Mrs. Smith wants to give affirmation that Helen is a good girl. So, it is **assertives** with the illocutionary force of **affirming**.

“She's like our little daughter who drinks only milk and eats only porridge [1.14].” This utterance is stated by Mrs. Smith as the continuation of talking Helen's habit. She states that Helen's habit is more likely her younger sister who only loves to drink milk and to eat porridge. Contextually, this utterance can be understood as the affirmation of appreciation from Mrs. Smith to Helen who shows a good attitude for

her. In the other hand, this utterance is classified as **assertives** with the illocutionary force of **affirming**.

“They must learn to be sober and temperate. [*Mr. Smith continues to read, clicks his tongue.*] [1.15].” It is an utterance stated by Mrs. Smith as the suggestion in educating their children. In the previous utterance has been explained that she wants to educate their children with her husband. She wants them not to be greedy people and to be close with the simplicity as early as possible. So, it is **assertives** with the illocutionary force of **suggesting**.

Another assertives are also found in the next dialogue stated by Mrs. Smith.

Here is the dialogue:

MRS. SMITH Mrs. Parker knows a Rumanian grocer by the name of Popesco Rosenfeld, who has just come from Constantinople. He is a great specialist in yogurt. He has a diploma from the school of yogurt-making in Adrianople. Tomorrow I shall buy a large pot of native Rumanian yogurt from him. One doesn't often find such things here in the suburbs of London. [*Mr. Smith continues to read, clicks his tongue.*]

Later on, she talks about the owner of a grocer shop, named Mr. Popesco. She talks about his job and his education background. She says that the yogurt which is sold in his shops has a good quality because he has a diploma from the school of yogurt making. Contextually, she wants to appreciate the expert and experience from Mr. Popesco in making yogurt.

“Mrs. Parker knows a Rumanian grocer by the name of Popesco Rosenfeld, who has just come from Constantinople [1.16].” The writer thinks that it is **assertives** with the illocutionary force of **reporting**. In that utterance, she said to her husband

that Mr. Popesco is a good yogurt maker. She got that information from Mrs. Parker. All information that is got by her is told to her husband. Through that utterance, she also wants her husband to know if there is good yogurt maker in their environment.

“He is a great specialist in yogurt [1.17].” This utterance contains of **assertives** with the illocutionary force of **affirming**. Through this utterance, Mrs. Smith wants to say that Mr. Popesco is a yogurt maker. He is expert in it. She has known about it before which is said in the previous utterance and this utterance is the affirmation of it.

“One doesn't often find such things here in the suburbs of London. [*Mr. Smith continues to read, clicks his tongue.*] [1.18].” In this utterance, she wants to talk about her condition in getting yogurt at their city. She expresses her disappointment because based on his opinion, it is a hard thing to get good yogurt. Indirectly, she wants to inform that the yogurt which is made by Mr. Popesco is a good one in her city. For her, it is new thing which has to be shared to her husband. So, it is classified as **assertives** with the illocutionary force of **informing**.

In the seventh dialogue, the writer also finds assertives there. Here is the dialogue:

MRS. SMITH Yogurt is excellent for the stomach, the kidneys, the appendicitis, and apothecosis. It was Doctor Mackenzie-King who told me that, he's the one who takes care of the children of our neighbors, the Johns. He's a good doctor. One can trust him. He never prescribes any medicine that he's not tried out on himself first. Before operating on Parker, he had his own liver operated on first, although he was not the least bit ill.

MR. SMITH But how does it happen that the doctor pulled through while Parker died?

MRS. SMITH Because the operation was successful in the doctor's case and it was not in Parker's.

MR. SMITH Then Mackenzie is not a good doctor. The operation should have succeeded with both of them or else both should have died.

MRS. SMITH Why?

MR. SMITH A conscientious doctor must die with his patient if they can't get well together. The captain of a ship goes down with his ship into the briny deep, he does not survive alone.

MRS. SMITH One cannot compare a patient with a ship.

MR. SMITH Why not? A ship has its diseases too; moreover, your doctor is as hale as a ship; that's why he should have perished at the same time as his patient, like the captain and his ship.

MRS. SMITH Ah! I hadn't thought of that . . . Perhaps it is true . . . And then, what conclusion do you draw from this?

MR. SMITH All doctors are quacks. And all patients too. Only the Royal Navy is honest in England.

MRS. SMITH But not sailors.

MR. SMITH Naturally. [*A pause. Still reading his paper*] Here's a thing I don't understand. In the newspaper they always give the age of deceased persons but never the age of the newly born. That doesn't make sense.

MRS. SMITH I never thought of that! [*Another moment of silence. The clock strikes seven times. Silence. The clock strikes three times. Silence. The clock doesn't strike.*]

She talks about the advantages of consuming yogurt in this part. She gets that information from Dr. Mackenzie. She admires the doctor because of his expert. She

tells the case which was ever faced by him with Parker. He failed to do the Parker's liver operation.

It is the first time Mr. Smith gives any response to her by showing his sympathy to Parker's death. He looks like that he is disappointed with the doctor because he gives the same prescribes with him for his illness. Mr. Smith thinks that he should not give it to Parker because every person has their own body system. He also blames the doctor and pictures him such as an irresponsible ship captain. Mr. Smith thinks that the doctor should be responsible for his patients like the captain who is responsible for his passengers but Mrs. Smith disagrees with his opinion. Although she disagrees with her husband, she does not want to debate it anymore.

The first assertives found is **assertives** with the illocutionary force of **informing**. She states about the positive effect of consuming yogurt. "Yogurt is excellent for the stomach, the kidneys, the appendicitis, and apothecosis [1.19]." Through this sentence, she wants to inform that thing to her husband. It is new thing which is got from her neighbor and it will be explained in the following utterance.

"It was Doctor Mackenzie-King who told me that, he's the one who takes care of the children of our neighbors, the Johns [1.20]." From the statement, it is clear that Mrs. Smith wants to inform the advantage of consuming yogurt in the previous utterance. She wants to say that the information she got is from Doctor Mackenzie-

King through the utterance in [1.20]. So, it is an **assertives** with the illocutionary force of **reporting**.

“One can trust him [1.21].” the statement from Mr. Smith. It is the continuation of Mrs. Smith’s opinion about the doctor. After she praises him, she adds that everyone can believe him to cure their illness. She thinks like that because of his expert. Thus, the writer classifies it into **assertives** with the illocutionary force of **affirming**.

In this dialogue also has an utterance which indicates that it is a conclusion. “Then Mackenzie is not a good doctor [1.22].” This utterance is delivered by Mr. Smith in perceiving her wife’s story about the case which is faced by Parker. Mrs. Smith explained him that the doctor failed to do Parker’s operation well. She also stated that Parker was died after got the operation. She told that the doctor do the liver operation to himself before he operated Parker. Mr. Smith thinks that it is not a right thing. He thinks that each person has different body system, so the doctor should give different action in curing Parker’s illness. Therefore, it is an **assertives** with the illocutionary force of **concluding**.

There is also **assertives** with the illocutionary force of **suggesting** in this dialogue. It can be seen from this sentence “A conscientious doctor must die with his patient if they can't get well together. The captain of a ship goes down with his ship into the briny deep, he does not survive alone [1.23].” Through this statement, he

wants to suggest Dr. Mackenzie to be responsible with his patients. He thinks that a doctor has to be as the same the ship captain. He has to die with his passengers if the ship sinks. In other word, he wants to say that Dr. Mackenzie has to be more careful in curing his patients.

“In the newspaper they always give the age of deceased persons but never the age of the newly born [1.24].” This utterance is uttered by Mr. Smith after ended the discussion about Mackenzie while reading the newspaper. He thinks that it is a strange thing to always report the news about death and never report the birth. In other words, he wants to say that newspaper should report not only bad news but also good news. Because of this reason, the utterance in [1.24] is classified in **assertives** with the illocutionary force of **complaining**.

In the following dialogue, the writer also finds assertives. Here is the dialogue:

MR. SMITH [*still reading his paper*] Tsk, it says here that Bobby Watson died.

MRS. SMITH My God, the poor man! When did he die?

MR. SMITH Why do you pretend to be astonished? You know very well that he's been dead these past two years. Surely you remember that we attended his funeral a year and a half ago.

MRS. SMITH Oh yes, of course I do remember. I remembered it right away, but I don't understand why you yourself were so surprised to see it in the paper.

MR. SMITH It wasn't in the paper. It's been three years since his death was announced. I remembered it through an association of ideas.

MRS. SMITH What a pity! He was so well preserved.

MR. SMITH He was the handsomest corpse in Great Britain. He didn't look his age. Poor Bobby, he'd been dead for four years and he was still warm. A veritable living corpse. And how cheerful he was!

MRS. SMITH Poor Bobby.

MR. SMITH Which poor Bobby do you mean?

MRS. SMITH It is his wife that I mean. She is called Bobby too, Bobby Watson. Since they both had the same name, you could never tell one from the other when you saw them together. It was only after his death that you could really tell which was which. And there are still people today who confuse her with the deceased and offer their condolences to him. Do you know her?

MR. SMITH I only met her once, by chance, at Bobby's burial.

MRS. SMITH I've never seen her. Is she pretty?

MR. SMITH She has regular features and yet one cannot say that she is pretty. She is too big and stout. Her features are not regular but still one can say that she is very pretty. She is a little too small and too thin. She's a voice teacher. [*The clock strikes five times. A long silence.*]

MRS. SMITH And when do they plan to be married, those two?

MR. SMITH Next spring, at the latest.

MRS. SMITH We shall have to go to their wedding, I suppose.

MR. SMITH We shall have to give them a wedding present. I wonder what?

MRS. SMITH Why don't we give them one of the seven silver salvers that were given us for our wedding and which have never been of any use to us? [*Silence.*]

MRS. SMITH How sad for her to be left a widow so young.

MR. SMITH Fortunately, they had no children.

MRS. SMITH That was all they needed! Children! Poor woman, how could she have managed!

MR. SMITH She's still young. She might very well remarry. She looks so well in mourning.

MRS. SMITH But who would take care of the children? You know very well that they have a boy and a girl. What are their names?

MR. SMITH Bobby and Bobby like their parents. Bobby Watson's uncle, old Bobby Watson, is a rich man and very fond of the boy. He might very well pay for Bobby's education.

MRS. SMITH That would be proper. And Bobby Watson's aunt, old Bobby Watson, might very well, in her turn, pay for the education of Bobby Watson, Bobby Watson's daughter. That way Bobby, Bobby Watson's mother, could remarry. Has she anyone in mind?

MR. SMITH Yes, a cousin of Bobby Watson's.

MRS. SMITH Who? Bobby Watson?

MR. SMITH Which Bobby Watson do you mean?

MRS. SMITH Why, Bobby Watson, the son of old Bobby Watson, the late Bobby Watson's other uncle.

MR. SMITH No, it's not that one, it's someone else. It's Bobby Watson, the son of old Bobby Watson, the late Bobby Watson's aunt.

MRS. SMITH Are you referring to Bobby Watson the commercial traveler?

MR. SMITH All the Bobby Watsons are commercial travelers.

MRS. SMITH What a difficult trade! However, they do well at it.

MR. SMITH Yes, when there's no competition.

MRS. SMITH And when is there no competition?

MR. SMITH On Tuesdays, Thursdays, and Tuesdays.

MRS. SMITH Ah! Three days a week? And what does Bobby Watson do on those days?

MR. SMITH He rests, he sleeps.

MRS. SMITH But why doesn't he work those three days if there's no competition?

MR. SMITH I don't know everything. I can't answer all your idiotic questions!

MRS. SMITH [*offended*] Oh! Are you trying to humiliate me?

MR. SMITH [*all smiles*] You know very well that I'm not.

MRS. SMITH Men are all alike! You sit there all day long, a cigarette in your mouth, or you powder your nose and rouge your lips, fifty times a day, or else you drink like a fish.

MR. SMITH But what would you say if you saw men acting like women do, smoking all day long, powdering, rouging their lips, drinking whisky?

MRS. SMITH It's nothing to me! But if you're only saying that to annoy me . . . I don't care for that kind of joking, you know that very well!

[*She hurls the socks across the stage and shows her teeth.* She gets up.*]

MR. SMITH [*also getting up and going toward his wife, tenderly*] Oh, my little ducky daddles, what a little spitfire you are! You know that I only said it as a joke! [*He takes her by the waist and kisses her.*] What a ridiculous pair of old lovers we are! Come, let's put out the lights and go bye-byes.

In this part, Mr. Smith informs about Bobby Watson's death. They are discussing about it quite long because they are confuse. They talk about Bobby Watson but they do not know which Bobby Watson they talk because there is too much Bobby Watson names in his family. They talk about the private life of Bobby Watson's life started from marriage, job, and etcetera until Mrs. Smith feels that she

is humiliated by her husband. He tries to assure her wife that he does not want to humiliate her and persuades her to continue the discussion.

In this dialogue, the writer finds **assertives** with the illocutionary force of **reporting**. “[*still reading his paper*] Tsk, it says here that Bobby Watson died [1.25].” In this part, Mr. Smith wants to report the information about Bobby Watson’s death from newspaper which he read. It becomes the beginning of the discussion in this fragment. Mr. Smith shocks after read the news about Bobby. It seems surprised thing for him and he wants his wife knows about it too.

“Why do you pretend to be astonished? [1.26]. this utterance is delivered by Mr. Smith to answer his wife’s question. He answers it also by giving question to her. But, his question is more likely a complaint for her. He wants to show his anger to his wife through this sentence because he remembers that she followed Bobby Watson’s funeral at that time but she pretended about it. Even, he mentions the funeral which is followed by her clearly. So, it can be said that there is also **assertives** with the illocutionary force of **complaining** in this part.

Assertives with the illocutionary force of **suggesting** also can be seen from this sentence “I remembered it right away, but I don't understand why you yourself were so surprised to see it in the paper [1.27].” This sentence is delivered by Mrs. Smith to response her husband’s statement before. After heard the statement of her husband, she assures him that she remembered about the burial, but she also shows

her amazement when she thinks that her husband is surprised with the death of Bobby Watson from newspaper. He should not have to be surprised by the information from the newspaper because he also followed the burial. So, she thinks that it is not new information for him which can shock him. She thinks that he has to stay calm after knowing that news.

“He was so well preserved [1.28].” This utterance still said by Mrs. Smith to perceive about Bobby’s death. She gives her opinion about his death further. In that utterance, she gives her comment about Bobby’s corpse. There, she states that his corpse is well preserved. Her opinion is categorized as a belief. She wants to say that the corpse is still in a good condition although it has been saved several years ago since his death. Then, the utterance in [1.28] is classified in **assertives** with the illocutionary force of **believing**.

“Poor Bobby, he'd been dead for four years and he was still warm [1.29].” This utterance still has any relation with the utterance in [1.28]. In the utterance [1.28] Mrs. Smith believes that Bobby’s corpse is well preserved. Then, the utterance in [1.29] is the affirmation of that statement. It is mentioned that the corpse is still good although it has been saved for four years since his death. So, this utterance is classified in **assertives** with the illocutionary force of **affirming**.

4.1.2 Directive of Illocutionary Acts

Directives refer to the attempts made by the speaker to get the addressee to do something. Verbs denoting members of this class are ask, order, command, request, beg, plead, pray, entreat, and also invite, permit, and advise (Searle, 1979: 14).

This is the first dialogue from Mrs. Smith:

MRS. SMITH There, it's nine o'clock. We've drunk the soup, and eaten the fish and chips, and the English salad. The children have drunk English water. We've eaten well this evening. That's because we live in the suburbs of London and because our name is Smith. [*Mr. Smith continues to read, clicks his tongue.*]

Mrs. Smith tries to inform her husband about what they have eaten. “We've drunk the soup, and eaten the fish and chips, and the English salad.[2.1]” The writer thinks that it can be classified in **directives** with the illocutionary force of **asking**. By saying the sentence above, it also can be meant such as she is offering another food to her husband. By mentioning all kinds of those foods, it is intended to ask his attention. She thinks by offering the food, he will give any response to her.

The writer can find other directives in the next dialogue of Mrs. Smith and her husband. It is the next dialogue from Mrs. Smith:

MRS. SMITH The fish was fresh. It made my mouth water. I had two helpings. No, three helpings. That made me go to the w.c. You also had three helpings. However, the third time you took less than the first two times, while as for me, I took a great deal more. I eat better than you this evening. Why is that? Usually, it is you who eats more. It is not appetite you lack. [*Mr. Smith clicks his tongue.*]

“You also had three helpings [2.2].” It is a statement from Mrs. Smith which tells about the portion which is eaten by her husband. The utterance in [2.2] can be intended as a question which is stated by Mrs. Smith for her husband. She wants to

ask him, does he get the same thing with her after eating three helpings of the food or not. It will be weird for her if he gets nothing after eating three helpings of the food. For this utterance, the writer classifies it into **directives** with the illocutionary force of **asking**.

“Why is that? Usually, it is you who eats more [2.3].” this question is asked by Mrs. Smith to her husband. It is still related to the amazement of Mrs. Smith with the weird thing that happened to her husband. Contextually, she wants to know what is exactly happened to him. In this case, the utterance in [2.3] is classified as **directives** with the illocutionary force of **asking**.

The writer also finds other directives in the following dialogue of Mrs. Smith and Mr. Smith. Here is the dialogue:

MRS. SMITH Our little boy wanted to drink some beer; he's going to love getting tidily. He's like you. At table did you notice how he stared at the bottle? But I poured some water from the jug into his glass. He was thirsty and he drank it. Helen is like me: she's a good manager, thrifty, plays the piano. She never asks to drink English beer. She's like our little daughter who drinks only milk and eats only porridge. It's obvious that she's only two. She's named Peggy. The quince and bean pie was marvelous. It would have been nice, perhaps, to have had a small glass of Australian Burgundy with the sweet, but I did not bring the bottle to the table because I did not wish to set the children a bad example of gluttony. They must learn to be sober and temperate. [*Mr. Smith continues to read, clicks his tongue.*]

“At table did you notice how he stared at the bottle? But I poured some water from the jug into his glass [2.4].” In this utterance, she wants to give the detail activity which shows that her son is going to love beer. Beside of that, she wants her husband to pay more attention about the growing period of their son. She wants him

to give more attention to their son through the question above. Based on this reason, that utterance is classified as **directives** with the illocutionary force of **asking**.

“It would have been nice, perhaps, to have had a small glass of Australian Burgundy with the sweet, but I did not bring the bottle to the table because I did not wish to set the children a bad example of gluttony [2.5].” This utterance talked about the food which can be eaten by them. Mrs. Smith wants to say that actually she still has additional drink for them but she does not want to bring it to the table. Based on this situation, Mrs. Smith asks her husband to help her to educate their children. She wants them to not be greedy. She does not want to set up their children’s mine to eat as much as possible to be their habit. In this case, the utterance in [2.5] is classified as **directives** with the illocutionary force of **advising**.

Other directives are found by the writer in another dialogue of Mrs. Smith. Here are the dialogues:

MR. SMITH [*still reading his paper*] Tsk, it says here that Bobby Watson died.

MRS. SMITH My God, the poor man! When did he die?

MR. SMITH Why do you pretend to be astonished? You know very well that he's been dead these past two years. Surely you remember that we attended his funeral a year and a half ago.

MRS. SMITH Oh yes, of course I do remember. I remembered it right away, but I don't understand why you yourself were so surprised to see it in the paper.

MR. SMITH It wasn't in the paper. It's been three years since his death was announced. I remembered it through an association of ideas.

MRS. SMITH What a pity! He was so well preserved.

MR. SMITH He was the handsomest corpse in Great Britain. He didn't look his age. Poor Bobby, he'd been dead for four years and he was still warm. A veritable living corpse. And how cheerful he was!

MRS. SMITH Poor Bobby.

MR. SMITH Which poor Bobby do you mean?

MRS. SMITH It is his wife that I mean. She is called Bobby too, Bobby Watson. Since they both had the same name, you could never tell one from the other when you saw them together. It was only after his death that you could really tell which was which. And there are still people today who confuse her with the deceased and offer their condolences to him. Do you know her?

MR. SMITH I only met her once, by chance, at Bobby's burial.

MRS. SMITH I've never seen her. Is she pretty?

MR. SMITH She has regular features and yet one cannot say that she is pretty. She is too big and stout. Her features are not regular but still one can say that she is very pretty. She is a little too small and too thin. She's a voice teacher. [*The clock strikes five times. A long silence.*]

MRS. SMITH And when do they plan to be married, those two?

MR. SMITH Next spring, at the latest.

MRS. SMITH We shall have to go to their wedding, I suppose.

MR. SMITH We shall have to give them a wedding present. I wonder what?

MRS. SMITH Why don't we give them one of the seven silver salvers that were given us for our wedding and which have never been of any use to us? [*Silence.*]

MRS. SMITH How sad for her to be left a widow so young.

MR. SMITH Fortunately, they had no children.

MRS. SMITH That was all they needed! Children! Poor woman, how could she have managed!

MR. SMITH She's still young. She might very well remarry. She looks so well in mourning.

MRS. SMITH But who would take care of the children? You know very well that they have a boy and a girl. What are their names?

MR. SMITH Bobby and Bobby like their parents. Bobby Watson's uncle, old Bobby Watson, is a rich man and very fond of the boy. He might very well pay for Bobby's education.

MRS. SMITH That would be proper. And Bobby Watson's aunt, old Bobby Watson, might very well, in her turn, pay for the education of Bobby Watson, Bobby Watson's daughter. That way Bobby, Bobby Watson's mother, could remarry. Has she anyone in mind?

MR. SMITH Yes, a cousin of Bobby Watson's.

MRS. SMITH Who? Bobby Watson?

MR. SMITH Which Bobby Watson do you mean?

MRS. SMITH Why, Bobby Watson, the son of old Bobby Watson, the late Bobby Watson's other uncle.

MR. SMITH No, it's not that one, it's someone else. It's Bobby Watson, the son of old Bobby Watson, the late Bobby Watson's aunt.

MRS. SMITH Are you referring to Bobby Watson the commercial traveler?

MR. SMITH All the Bobby Watsons are commercial travelers.

MRS. SMITH What a difficult trade! However, they do well at it.

MR. SMITH Yes, when there's no competition.

MRS. SMITH And when is there no competition?

MR. SMITH On Tuesdays, Thursdays, and Tuesdays.

MRS. SMITH Ah! Three days a week? And what does Bobby Watson do on those days?

MR. SMITH He rests, he sleeps.

MRS. SMITH But why doesn't he work those three days if there's no competition?

MR. SMITH I don't know everything. I can't answer all your idiotic questions!

MRS. SMITH [*offended*] Oh! Are you trying to humiliate me?

MR. SMITH [*all smiles*] You know very well that I'm not.

MRS. SMITH Men are all alike! You sit there all day long, a cigarette in your mouth, or you powder your nose and rouge your lips, fifty times a day, or else you drink like a fish.

MR. SMITH But what would you say if you saw men acting like women do, smoking all day long, powdering, rouging their lips, drinking whisky?

MRS. SMITH It's nothing to me! But if you're only saying that to annoy me . . . I don't care for that kind of joking, you know that very well!

[*She hurls the socks across the stage and shows her teeth.* She gets up.*]

MR. SMITH [*also getting up and going toward his wife, tenderly*] Oh, my little ducky daddles, what a little spitfire you are! You know that I only said it as a joke! [*He takes her by the waist and kisses her.*] What a ridiculous pair of old lovers we are! Come, let's put out the lights and go bye-byes.

“When did he die? [2.6].” This sentence is said by Mrs. Smith after knowing the death of Bobby Watson from her husband in the previous dialogue. In other words, it can be said that it is her response from the statement which is delivered by her husband. In other words, this utterance is classified as **directives** with the illocutionary force of **asking**.

In the next dialogue from Mr. Smith and Mrs. Smith, the writer also finds directives. Here are the dialogues:

MARY [*entering*] I'm the maid. I have spent a very pleasant afternoon. I've been to the cinema with a man and I've seen a film with some women. After the cinema, we went to drink some brandy and milk and then read the newspaper.

MRS. SMITH I hope that you've spent a pleasant afternoon, that you went to the cinema with a man and that you drank some brandy and milk.

MR. SMITH And the newspaper.

MARY Mr. and Mrs. Martin, your guests, are at the door. They were waiting for me. They didn't dare come in by themselves. They were supposed to have dinner with you this evening.

MRS. SMITH Oh, yes. We were expecting them. And we were hungry. Since they didn't put in an appearance, we were going to start dinner without them. We've had nothing to eat all day. You should not have gone out!

MARY But it was you who gave me permission.

MR. SMITH We didn't do it on purpose.

MARY [*bursts into laughter, then she bursts into tears; then she smiles*] I bought me a chamber pot.

MRS. SMITH My dear Mary, please open the door and ask Mr. and Mrs. Martin to step in. We will change quickly.

[*Mr. and Mrs. Smith exit right. Mary opens the door at the left by which Mr. and Mrs. Martin enter.*]

MARY Why have you come so late! You are not *In Nicolas Bataille's production, Mrs. Smith did not show her teeth, nor did she throw the socks very far. very polite. People should be punctual. Do you understand? But sit down there, anyway, and wait now that you're here. [*She exits.*] [*Mr. and Mrs. Martin sit facing each other, without speaking. They smile timidly at each other. The dialogue which follows must be spoken in voices that are drawling, monotonous, a little singsong, without nuances.**]

The dialogues above happen after talking about Bobby Watson. They continue their conversation until their servant comes and said that they have been waited by

their neighbor who comes to their house. They have been waiting in front of the door. Then, Mrs. Smith asks to the servant to let the guess comes in.

In this part the conversation is more active between Mrs. Smith and her servant, Mary. She started the discussion with informing about her activity. She tells that she came from the cinema. “I’m the maid. I have spent a very pleasant afternoon. I’ve been to the cinema with a man and I’ve seen a film with some women. After the cinema, we went to drink some brandy and milk and then read the newspaper.” By saying those sentences, she gives the topic to be discussed. Although her sentence is not the focus of the writer, but it can affect the utterance stated by Mrs. Smith and her husband. After knowing Mary’s activity, Mrs. Smith perceives it by showing her opinion. She said “I hope that you’ve spent a pleasant afternoon, that you went to the cinema with a man and that you drank some brandy and milk [2.7].” Through this sentence she wants to give satire to what Mary did. Mr. Smith does the same thing with his wife by saying “And the newspaper [2.8].” Actually, they forbid Mary to go somewhere because she did not cook for them as it is stated in the following dialogue. So, their utterance can be classified as the **directives** with the illocutionary force of **forbidding**. In this fragment, the writer only can catch one type of illocutionary acts which happens in the dialogue between Mrs. Smith and her husband.

“You should not have gone out! [2.9].” This utterance is stated by Mrs. Smith after knowing that their neighbor, The Martins want to have dinner with her family.

She knows it from Mary. At first, Mrs. Smith is surprised with that information because she has no preparation for the dinner. Even, Mrs. Smith tells her servant that her husband and she have eaten nothing today. It is a problem because she thinks that Mary has to cook food for them before she goes out. Because of that she wants her to stay at home and cook for the dinner. So, after looking that explanation, that utterance is classified in **directives** with the illocutionary force of **ordering**.

4.1.3 Commissive of Illocutionary Acts

Commissives are those illocutionary acts whose point is to commit the speaker (again in varying degrees) to some future course of action. It seems like assertives class. Verbs denoting members of this class are offering, promising, swearing, and threatening (Searle, 1979: 13). This is example a dialogue from Mrs. Smith:

MRS. SMITH Potatoes are very good fried in fat; the salad oil was not rancid. The oil from the grocer at the corner is better quality than the oil from the grocer across the street. It is even better than the oil from the grocer at the bottom of the street. However, I prefer not to tell them that their oil is bad. [*Mr. Smith continues to read, clicks his tongue.*]

MRS. SMITH However, the oil from the grocer at the corner is still the best. [*Mr. Smith continues to read, clicks his tongue.*]

MRS. SMITH Mary did the potatoes very well, this evening. The last time she did not do them well. I do not like them when they are well done. [*Mr. Smith continues to read, clicks his tongue.*]

In this utterance, Mrs. Smith shows what she will do after knowing the oil quality in the bottom of the street. “However, I prefer not to tell them that their oil is bad. [*Mr. Smith continues to read, clicks his tongue.*] [3.1].” By said that utterance, she commits herself to not tell the owner of the grocer about their oil quality whenever. So, this utterance is classified as a **commissives** with the illocutionary force of **promising**.

Then, the writer also explores another dialogue to find commissives. Here are the dialogues from Mrs. Smith:

MRS. SMITH But still, the soup was perhaps a little too salt. It was saltier than you. Ha, ha, ha. It also had too many leeks and not enough onions. I regret I didn't advise Mary to add some aniseed stars. The next time I'll know better. [*Mr. Smith continues to read, clicks his tongue.*]

“The next time I'll know better. [*Mr. Smith continues to read, clicks his tongue.*] [3.2].” In the utterance of [3.2], she wants to respond the salty soup which is made by Mary. Contextually, she wants to accompany Mary to cook next time. She does it in order to not repeat getting the failed food from her servant. So, the utterance in [3.2] is also including **commissives** with the illocutionary force of **promising**.

In the following dialogue of Mrs. Smith, the writer also finds commissives. Here are the dialogues:

MRS. SMITH Mrs. Parker knows a Rumanian grocer by the name of Popesco Rosenfeld, who has just come from Constantinople. He is a great specialist in yogurt. He has a diploma from the school of yogurt-making in Adrianople. Tomorrow I shall buy a large pot of native Rumanian yogurt from him. One doesn't often find such things here in the suburbs of London. [*Mr. Smith continues to read, clicks his tongue.*]

“Tomorrow I shall buy a large pot of native Rumanian yogurt from him [3.3].” It is the next comment which is stated by Mrs. Smith about Mr. Popesco. This utterance can be understood as a promise to her husband to buy the yogurt in Mr. Popesco's grocer. She wants to buy some yogurts from him. So, this utterance is classified as **commissives** with the illocutionary force of **promising**.

4.1.4 Expressives of Illocutionary Acts

Expressives is the next class of illocutionary acts proposed by Searle. The illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content (Searle, 1979: 15). In short, expressives is the acts which reveal expression in the utterances. Thanking, congratulating, apologizing, condoling, deploring, and welcoming are the examples of expressives.

The first example is a dialogue from Mrs. Smith:

MRS. SMITH There, it's nine o'clock. We've drunk the soup, and eaten the fish and chips, and the English salad. The children have drunk English water. We've eaten well this evening. That's because we live in the suburbs of London and because our name is Smith. [*Mr. Smith continues to read, clicks his tongue.*]

In the end of this dialogue, Mrs. Smith talked about the place where they live. “That's because we live in the suburbs of London and because our name is Smith.” [*Mr. Smith continues to read, clicks his tongue.*] [4.1]. From the sentence above, the writer classifies the utterance as an **expressives** with the illocutionary force of **appreciating**. In that sentence, she wants to show her appreciation for living in London and becoming The Smith. By saying all the things she has in the previous sentences, she shows her pride of being Englishwoman and the Smith, It can be seen that she adds the word “English” in front of the food and drinking which they consumed. She wants to say that everything which is needed by her in English, this is the reason from her pride of becoming Englishwoman.

Not only in the dialogue above, but also in the following dialogue of Mrs. Smith, expressives can be found. Here are the dialogues:

MRS. SMITH Potatoes are very good fried in fat; the salad oil was not rancid. The oil from the grocer at the corner is better quality than the oil from the grocer across the street. It is even better than the oil from the grocer at the bottom of the street. However, I prefer not to tell them that their oil is bad. [*Mr. Smith continues to read, clicks his tongue.*]

MRS. SMITH However, the oil from the grocer at the corner is still the best. [*Mr. Smith continues to read, clicks his tongue.*]

MRS. SMITH Mary did the potatoes very well, this evening. The last time she did not do them well. I do not like them when they are well done. [*Mr. Smith continues to read, clicks his tongue.*]

This line explains the thing which is done by their servant, Mary. “Mary did the potatoes very well, this evening [4.2].” from the sentence in [4.2], it is clearly classified as **expressives** with the illocutionary force of **appreciating**. This utterance tells us about what she felt after eating Mary’s cooking. She appreciates the cooking which made by Mary. Mr. Smith informs that it is good for her because she satisfies with the food.

In the dialogue below, the writer finds other expressives.

MRS. SMITH The fish was fresh. It made my mouth water. I had two helpings. No, three helpings. That made me go to the w.c. You also had three helpings. However, the third time you took less than the first two times, while as for me, I took a great deal more. I eat better than you this evening. Why is that? Usually, it is you who eats more. It is not appetite you lack. [*Mr. Smith clicks his tongue.*]

“It made my mouth water [4.3].” This sentence is uttered by Mrs. Smith as the affirmation of the fresh fish. In this sentence, she wants to show that she is very happy in eating the fresh fish. Based on the sentence, it can be concluded that it is classified as an **expressives** with the illocutionary force of **praising**.

“I had two helpings [4.4].” In this utterance, the writer can classify it as an **expressives** with the illocutionary force of **appreciating**. This can be said as the continuation of appreciating the food which is made by Mary. In the previous utterance, she appreciated the food and in this utterance, she repeats it by saying the portion that she ate. She satisfies with the food which is cooked by her servant which made her to eat two portions of the fish.

In the next dialogue of Mrs. Smith, the writer also finds expressives.

MRS. SMITH But still, the soup was perhaps a little too salt. It was saltier than you. Ha, ha, ha. It also had too many leeks and not enough onions. I regret I didn't advise Mary to add some aniseed stars. The next time I'll know better. [*Mr. Smith continues to read, clicks his tongue.*]

“I regret I didn't advise Mary to add some aniseed stars [4.5].” This utterance can be classified as an **expressives** with the illocutionary force of **apologizing**. In this case, she feels that she also has any role in the failed soup made by her servant. She thinks that she becomes one of the factors from the failed soup.

Later on, Mrs. Smith's dialogue contains of expressives. Here is the dialogue:

MRS. SMITH Our little boy wanted to drink some beer; he's going to love getting tidily. He's like you. At table did you notice how he stared at the bottle? But I poured some water from the jug into his glass. He was thirsty and he drank it. Helen is like me: she's a good manager, thrifty, plays the piano. She never asks to drink English beer. She's like our little daughter who drinks only milk and eats only porridge. It's obvious that she's only two. She's named Peggy. The quince and bean pie was marvelous. It would have been nice, perhaps, to have had a small glass of Australian Burgundy with the sweet, but I did not bring the bottle to the table because I did not wish to set the children a bad example of gluttony. They must learn to be sober and temperate. [*Mr. Smith continues to read, clicks his tongue.*]

“Helen is like me: she's a good manager, thrifty, plays the piano [4.6].” Mrs. Smith wants to show her pride of having Helen as their daughter. She is proud of Helen's habit. In other words, it is her appreciation of being good girl. Based on this reason, the utterance in [4.6] is classified as **expressives** with the illocutionary force of **praising**.

In the next dialogue of Mrs. Smith and Mr. Smith, the writer finds other expressives. Here are the dialogues:

MRS. SMITH Yogurt is excellent for the stomach, the kidneys, the appendicitis, and apotheosis. It was Doctor Mackenzie-King who told me that, he's the one who takes care of the children of our neighbors, the Johns. He's a good doctor. One can trust him. He never prescribes any medicine that he's not tried out on himself first. Before operating on Parker, he had his own liver operated on first, although he was not the least bit ill.

MR. SMITH But how does it happen that the doctor pulled through while Parker died?

MRS. SMITH Because the operation was successful in the doctor's case and it was not in Parker's.

MR. SMITH Then Mackenzie is not a good doctor. The operation should have succeeded with both of them or else both should have died.

MRS. SMITH Why?

MR. SMITH A conscientious doctor must die with his patient if they can't get well together. The captain of a ship goes down with his ship into the briny deep, he does not survive alone.

MRS. SMITH One cannot compare a patient with a ship.

MR. SMITH Why not? A ship has its diseases too; moreover, your doctor is as hale as a ship; that's why he should have perished at the same time as his patient, like the captain and his ship.

MRS. SMITH Ah! I hadn't thought of that . . . Perhaps it is true . . . And then, what conclusion do you draw from this?

MR. SMITH All doctors are quacks. And all patients too. Only the Royal Navy is honest in England.

MRS. SMITH But not sailors.

MR. SMITH Naturally. [*A pause. Still reading his paper*] Here's a thing I don't understand. In the newspaper they always give the age of deceased persons but never the age of the newly born. That doesn't make sense.

MRS. SMITH I never thought of that! [*Another moment of silence. The clock strikes seven times. Silence. The clock strikes three times. Silence. The clock doesn't strike.*]

“He's a good doctor [4.7].” This utterance is still about Doctor Mackenzie-King in Mrs. Smith's opinion. She wants to praise him in this utterance. She states he is good doctor. She thinks that he is expert in his field job. He succeeds to cure his patients' illness. So, this utterance is classified in **expressives** with the illocutionary force of **praising**.

The dialogues between Mrs. Smith and Mr. Smith below also contain of expressives.

MR. SMITH [*still reading his paper*] Tsk, it says here that Bobby Watson died.

MRS. SMITH My God, the poor man! When did he die?

MR. SMITH Why do you pretend to be astonished? You know very well that he's been dead these past two years. Surely you remember that we attended his funeral a year and a half ago.

MRS. SMITH Oh yes, of course I do remember. I remembered it right away, but I don't understand why you yourself were so surprised to see it in the paper.

MR. SMITH It wasn't in the paper. It's been three years since his death was announced. I remembered it through an association of ideas.

MRS. SMITH What a pity! He was so well preserved.

MR. SMITH He was the handsomest corpse in Great Britain. He didn't look his age. Poor Bobby, he'd been dead for four years and he was still warm. A veritable living corpse. And how cheerful he was!

MRS. SMITH Poor Bobby.

MR. SMITH Which poor Bobby do you mean?

MRS. SMITH It is his wife that I mean. She is called Bobby too, Bobby Watson. Since they both had the same name, you could never tell one from the other when you saw them together. It was only after his death that you could really tell which was which. And there are still people today who confuse her with the deceased and offer their condolences to him. Do you know her?

MR. SMITH I only met her once, by chance, at Bobby's burial.

MRS. SMITH I've never seen her. Is she pretty?

MR. SMITH She has regular features and yet one cannot say that she is pretty. She is too big and stout. Her features are not regular but still one can say that she is very pretty. She is a little too small and too thin. She's a voice teacher. [*The clock strikes five times. A long silence.*]

MRS. SMITH And when do they plan to be married, those two?

MR. SMITH Next spring, at the latest.

MRS. SMITH We shall have to go to their wedding, I suppose.

MR. SMITH We shall have to give them a wedding present. I wonder what?

MRS. SMITH Why don't we give them one of the seven silver salvers that were given us for our wedding and which have never been of any use to us? [*Silence.*]

MRS. SMITH How sad for her to be left a widow so young.

MR. SMITH Fortunately, they had no children.

MRS. SMITH That was all they needed! Children! Poor woman, how could she have managed!

MR. SMITH She's still young. She might very well remarry. She looks so well in mourning.

MRS. SMITH But who would take care of the children? You know very well that they have a boy and a girl. What are their names?

MR. SMITH Bobby and Bobby like their parents. Bobby Watson's uncle, old Bobby Watson, is a rich man and very fond of the boy. He might very well pay for Bobby's education.

MRS. SMITH That would be proper. And Bobby Watson's aunt, old Bobby Watson, might very well, in her turn, pay for the education of Bobby Watson, Bobby Watson's daughter. That way Bobby, Bobby Watson's mother, could remarry. Has she anyone in mind?

MR. SMITH Yes, a cousin of Bobby Watson's.

MRS. SMITH Who? Bobby Watson?

MR. SMITH Which Bobby Watson do you mean?

MRS. SMITH Why, Bobby Watson, the son of old Bobby Watson, the late Bobby Watson's other uncle.

MR. SMITH No, it's not that one, it's someone else. It's Bobby Watson, the son of old Bobby Watson, the late Bobby Watson's aunt.

MRS. SMITH Are you referring to Bobby Watson the commercial traveler?

MR. SMITH All the Bobby Watsons are commercial travelers.

MRS. SMITH What a difficult trade! However, they do well at it.

MR. SMITH Yes, when there's no competition.

MRS. SMITH And when is there no competition?

MR. SMITH On Tuesdays, Thursdays, and Tuesdays.

MRS. SMITH Ah! Three days a week? And what does Bobby Watson do on those days?

MR. SMITH He rests, he sleeps.

MRS. SMITH But why doesn't he work those three days if there's no competition?

MR. SMITH I don't know everything. I can't answer all your idiotic questions!

MRS. SMITH [*offended*] Oh! Are you trying to humiliate me?

MR. SMITH [*all smiles*] You know very well that I'm not.

MRS. SMITH Men are all alike! You sit there all day long, a cigarette in your mouth, or you powder your nose and rouge your lips, fifty times a day, or else you drink like a fish.

MR. SMITH But what would you say if you saw men acting like women do, smoking all day long, powdering, rouging their lips, drinking whisky?

MRS. SMITH It's nothing to me! But if you're only saying that to annoy me . . . I don't care for that kind of joking, you know that very well!

[*She hurls the socks across the stage and shows her teeth.* She gets up.*]

MR. SMITH [*also getting up and going toward his wife, tenderly*] Oh, my little ducky daddles, what a little spitfire you are! You know that I only said it as a joke! [*He takes her by the waist and kisses her.*] What a ridiculous pair of old lovers we are! Come, let's put out the lights and go bye-byes.

There is **expressives** with the illocutionary force of **condoling** in this dialogue which can be seen from this sentence “My God, the poor man! [4.8]” This sentence is said by Mrs. Smith after knowing the death of Bobby Watson from her husband in the previous dialogue. In other words, it can be said that it is her response from the statement which is delivered by her husband.

Then, the next act in this fragment is **expressives** with the illocutionary force of **praising**. “He was the handsomest corpse in Great Britain [4.9]”. From this sentence, it can be said that Mrs. Smith wants to praise the corpse of Bobby Watson. She feels that the corpse do not as old as it looked. All of her praises of Bobby’s corpse are can be completely seen in this dialogue. She thinks that she never knows another handsome corpse in her place except Bobby.

The last dialogues of Mrs. Smith and Mr. Smith also contain of expressives. Here are the dialogues:

MARY [*entering*] I'm the maid. I have spent a very pleasant afternoon. I've been to the cinema with a man and I've seen a film with some women. After the cinema, we went to drink some brandy and milk and then read the newspaper.

MRS. SMITH I hope that you've spent a pleasant afternoon, that you went to the cinema with a man and that you drank some brandy and milk.

MR. SMITH And the newspaper.

MARY Mr. and Mrs. Martin, your guests, are at the door. They were waiting for me. They didn't dare come in by themselves. They were supposed to have dinner with you this evening.

MRS. SMITH Oh, yes. We were expecting them. And we were hungry. Since they didn't put in an appearance, we were going to start dinner without them. We've had nothing to eat all day. You should not have gone out!

MARY But it was you who gave me permission.

MR. SMITH We didn't do it on purpose.

MARY [*bursts into laughter, then she bursts into tears; then she smiles*] I bought me a chamber pot.

MRS. SMITH My dear Mary, please open the door and ask Mr. and Mrs. Martin to step in. We will change quickly. [*Mr. and Mrs. Smith exit right. Mary opens the door at the left by which Mr. and Mrs. Martin enter.*]

MARY Why have you come so late! You are not *In Nicolas Bataille's production, Mrs. Smith did not show her teeth, nor did she throw the socks very far. very polite. People should be punctual. Do you understand? But sit down there, anyway, and wait now that you're here. [*She exits.*] [*Mr. and Mrs. Martin sit facing each other, without speaking. They smile timidly at each other. The dialogue which follows must be spoken in voices that are drawling, monotonous, a little singsong, without nuances.**]

“My dear Mary, please open the door and ask Mr. and Mrs. Martin to step in [4.10].” It is the statement which said by Mrs. Smith to her servant. This utterance is stated after she knows that her neighbor visits their house. Although this utterance textually is more likely an imperative, but this utterance can be intended as welcoming for the neighbor. Mrs. Smith and her husband want to welcome them as well as possible. Because of that, they want to change their dress before meet them. So, the utterance in [4.10] is classified as **expressives** with the illocutionary force of **welcoming**.

4.1.5 Declarations of Illocutionary Acts

Declarations are the acts containing utterances that are intended to alter the world. Including in this group is ‘defining’, ‘abbreviating’, ‘naming’ ‘calling’ or ‘christening’. The example is a dialogue between Mr. Smith and Mrs. Smith below.

“She's named Peggy [5.1].” In this utterance, Mrs. Smith wants to tell their little daughter’s name. It is classified as **declarations** with the illocutionary force of **naming**. There is no explanation about her second daughter’s name in the previous dialogue. And she named their daughter through that utterance.

4.2 The Purpose of Illocutionary Acts Used by Mr. Smith and Mrs. Smith in the Bald Soprano Drama

In this part, the writer reveals the purposes of using illocutionary acts in the drama. The writer finds the purposes of using those kinds of illocutionary acts based on contextual meaning with his own interpretation. Context brings an important role in interpreting the meaning of a sentence. The same utterance will have different meaning if the context is different.

Generally, the dialogue in the drama has a purpose to create social relationship. This purpose is formed in different ways. For example, by using assertives in the utterance [1.1], Mrs. Smith creates social relationship through information given by her to Mr. Smith. Not only that, but also in the utterance [1.3] Mrs. Smith is using assertives for creating social relationship with her husband through her report about the oil sold in some grocers in the town.

Later on, in creating social relationship, directives can also be used. For example, in the utterance [2.1], Mrs. Smith mentions the foods which have been eaten by her and Mr. Smith. Through that sentence, it can be intended that actually she asks question to him whether he wants eat other foods or not. Another example is the utterance in [2.5] Mrs. Smith advises her children to not be a greedy people in the future. Her advice is delivered to her husband because she wants to know his response about it.

Commissives is used to create social relationship too. In the utterance [3.1], Mrs. Smith commits herself to not tell the owner of the grocer about their oil quality

whenever. By doing that, she hopes that her husband gives response in order to produce interaction between them.

Then, by using expressives in the utterance [4.7], social relationship can be made. In that utterance, Mrs. Smith praises the works of Dr. Mackenzie but in the other sides Mr. Smith disagrees to her opinion. Because of this thing, the interaction between them happens.

Finally, to create social relationship, Mrs. Smith also uses declarations in the utterance [5.1]. By naming her children, she hopes that her neighbor will know the name of her children.