

Illocutionary Force in The Novel Darkest Hour By Cleo Virginia Andrews

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ABSTRACT

One aim of this article is to show through concrete examples about how Illocutionary Force used in Novel Darkest Hour By Cleo Virginia Andrews. The research are to describe the six types of illocutionary force in Cleo Virginia Andrews's Darkest Hour to derive the most dominant type of illocutionary force, to explain the meaning of illocutionary force and to analyze the implication of that dominant the six types of illocutionary force to the novel itself. This study applied descriptive qualitative method. They were taken randomly and found 108 the types of illocutionary force; Asserting (21,29 %), Promising (13,89 %), Excommunicating (12,04%), Exclaiming in pain (15,74 %), Inquiring (11,11 %), and Ordering (25,92%) occurs in the novel. It was found that the most dominant type of illocutionary force that is used in Cleo Virginia Andrews's Darkest Hour is Ordering for expressing what the speaker wants (25,92%). This implies that the Ordering for expressing what the speaker wants play a great role in the novel. It means that wishes as expression of speaker's desire or wants in order to expect it becomes a reality can be characteristic of the novel in case of applying order to express of Illocutionary Force within utterances.

Keywords: Illocutionary Force, Novel Darkest Hour By Cleo Virginia Andrews, documentary, descriptive qualitative

INTRODUCTION

The Background of the Study

Language may refer either to the specifically human capacity for acquiring and using complex systems of communication, or to a specific instance of such a system of complex communication. Language is also a tool of people to communicate each other. Language can make people know about their culture, nature, religion, and civilization. People also can use language that is related to their needs and so there should be participants in the communication in which they know the context of the language use. With language people can interact with one another to form a social relation in their society, and to impart information to each other as well as get much knowledge of the world. As it is known that, nowadays many people have a hobby of reading a novel because by reading the novel, they can get a moral lesson, a new story, experiences, and it can be an inspiration. But, sometimes one of the readers may not know about the meaning expressed in the utterances because they think that they are already understand all the utterances that they have read and heard, in fact they do not understand well because they are lack in speech acts. Speech acts in language skills is the acts or actions are expressed to show how to ask questions, make suggestions, formulate greetings and express thanks to other people. As readers, they should understand the meaning of a question, an invitation to do something, and other activities. To avoid the misunderstanding and miscommunication, speech acts such as Illocutionary force is needed in reading and conversation to help the reader and hearer to interprets the meaning well by the writer and speaker.

Illocutionary force is an utterance that is the speaker's intention in producing the utterance and if the speaker says something, it can contain messages and meanings for

the purpose of making their addressees able to do something and finally it can be the act. Illocutionary force in a novel reflects the idea that is hidden in sentences, but one of the readers may not know about the meaning expressed in the acts because he does not know much about linguistics. The writer wants to help to solve that problem through this research and enlighten them to acquire knowledge related to English texts. This research contains about speech act, especially Illocutionary force.

Searle (1985:13-15) says that there are six types of Illocutionary force. In this study, the writer will focus on the discussion of the six types of Illocutionary force in a novel such as Asserting for the statement, Promising for a persuasion, Excommunicating for expressing a state of dislike, Exclaiming in pain for a claim and honor, Inquiring for the questioning and requesting and Ordering for expressing what the speaker wants.

In this study, the writer is interested in analyzing the illocutionary force in the novel entitled *Darkest Hour*. Because there are many utterances which contain elements of conflict and advice that can be taken, especially the moral lesson of the novel that can be brought their lives. The writer chooses to analyze the types of illocutionary force in the novel entitled *Darkest Hour*. Because *The Novel of Darkest Hour* is a great and interesting story about the Cutler family and this prequel to the Cutler series, Lillian Booth spends her childhood tormented by her evil sister Emily. Lillian finds solace in her invalid younger sister, her flighty mother, and her friend Niles. But she cannot ignore what Emily has cruelly told her that she is actually the daughter of Emily's dead aunt, and that she has brought bad luck to the family. Some strong language, some violence, and explicit descriptions of sex. There are some utterances in this novel, but the writer limits the analysis just in the conflict between Emily's and

Lillian's utterances because, the writer loves when Lillian could be patient and self confident when Emily gives threatened to her and also her character in this novel. The writer wants to analyze what types of illocutionary force are found in the novel entitled Darkest Hour.

The writer hopes that the linguistic analysis of the novel will show the importance of Illocutionary forces in a text that many people have to read to get the real information they need in their lives. Speech acts as in the illocutionary forces are also important to be studied as they contain messages and meanings as intended in the novel.

Review of Literature

Pragmatics

Levinson (1983:14), Pragmatics is a subfield of linguistics which studies the ways in which context contributes to meaning. Pragmatics encompasses speech act theory, conversational implicature, talk in interaction and other approaches to language behavior in philosophy, sociology, and linguistics. It studies how the transmission of meaning depends not only on the linguistic knowledge of the speaker and listener, but also on the context of the utterance, knowledge about the status of those involved, the inferred intent of the speaker, and so on.

This type of study necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said. It requires the consideration of how speakers organize what they want to say in accordance with who they are talking to, where, when, and under what circumstances. Pragmatics also necessarily explores how listeners can make inferences about what is said in order to arrive at an interpretation of speaker's intended meaning. This type of study explores

how a great deal of what is unsaid is recognized as part of what is communicated.

Crystal (1997: 301-302), states pragmatics A term traditionally used to label one of the three major divisions of **semiotics** (along with semantics and syntactics). In modern LINGUISTICS, it has come to be applied to the study of LANGUAGE from the point of view of the users, especially of the choices they make, the CONSTRAINTS they encounter in using language in social interaction, and the effects their use of language has on the other participants in an act of communication. The field focuses on an 'area' between semantics, SOCIOLINGUISTICS, and EXTRALINGUISTICS CONTEXT; but the boundaries with these other domains are as yet incapable of precise definition. At present, no coherent pragmatic theory has been achieved, mainly DEIXIS, conversational IMPLICATURES, PRESUPPOSITIONS, SPEECH ACTS and DISCOURSE structure. In a narrow linguistic view, pragmatics deals only with those aspects of context which are **FORMALY MATIC COMPETENCE**. At the opposite extreme; it has been defined as the study of those aspects of meaning not covered by a semantic theory. **General pragmatics** is the study of the principles governing the communicative use of language, especially as encountered in conversations- principles which may be studied as putative UNIVERSAL, or restricted to the study of specific languages. **Literary pragmatics** applies pragmatic notions (especially to do with NARRATIVE) to the production and reception of literary texts. **Applied pragmatics** focuses on problems of interaction that arise in contexts where successful communication is critical, such as medical interviews, judicial settings, counselling, and foreign language teaching.

Yule (1996:4), the advantage of studying language via pragmatics is that one can talk about people's intended meanings, their assumptions, their purposes or goals and the kinds of actions (For example : request) that they perform when they speak. The big disadvantage is that all these very human concepts are extremely difficult to analyze in a consistent and objective way. Two friends having a conversation may imply something and infer some others without providing any clear linguistic evidence that can be pointed to as the explicit is just such a problematic case.(For example, speaker A: So – Did you? Speaker B: Hey- who wouldnt?).

Searle (1985: 6), defines some of the aspects of language studied in pragmatics include:

- a. Deixis: meaning 'pointing to' something. In verbal communication, however, deixis in its narrow sense refers to the contextual meaning of pronouns, and in its broad sense, what the speaker means by a particular utterance in a given speech context.
- b. Presupposition: referring to the logical meaning of a sentence or meanings logically associated with or entailed by a sentence.
- c. Performative: implying that by each utterance a speaker not only says something but also does certain things: giving information, stating a fact or hinting an attitude. The study of performatives led to the hypothesis of Speech Act Theory that holds that a speech event embodies three acts: a locutionary act, an illocutionary act and a perlocutionary act.
- d. Implicature: referring to an indirect or implicit meaning of an utterance derived from context that is not present from its conventional use.

Pragmaticians are also keen on exploring why interlocutors can successfully converse with one another in a conversation. A basic idea is that interlocutors obey certain principles in their participation so as to sustain the conversation. The pragmatic principles people abide by in one language are often different in another. Thus there has been a growing interest in how people in different languages observe a certain pragmatic principle. Cross-linguistic and cross-cultural studies reported what is considered polite in one language is sometimes not polite in another. Contrastive pragmatics, however, is not confined to the study of a certain pragmatic principles. Cultural breakdowns, pragmatic failure, among other things, are also components of cross-cultural pragmatics.

Pragmatics is appealing because it is about how people make sense of each other linguistically, but it can be a frustrating area of study because it requires the knowledge to make sense of people and what they have in mind. This type of study necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said. It requires the consideration of how speakers organize what they want to say in accordance with who they are talking to, where, when, and under what circumstances. Pragmatics also necessarily explores how listeners can make inferences about what is said in order to arrive at an interpretation of speaker's intended meaning. This type of study explores how a great deal of what is unsaid is recognized as part of what is communicated.

In this respect, pragmatics explains how language users are able to overcome apparent ambiguity, since meaning relies on the manner, place, time, and context of an utterance. The ability to understand another speaker's intended meaning is called *pragmatic competence*. So an utterance describing pragmatic function is described as

metapragmatic. Pragmatic awareness is regarded as one of the most challenging aspects of language learning, and comes only through experience.

Speech Act

Searle (1969: 184), Speech Acts are concerned with the action that occurs when someone utters an utterance that serves as a function in communication. Actions performed via utterances are generally called speech acts and in English, are commonly given more specific labels, such as apology, complaint, compliment, invitations, promise and request. These descriptive terms for different kinds of speech acts apply to the speaker's communicative intention in producing an utterance. The speaker normally expects that his or her communicative intention will be recognized by the hearer. Both speaker and hearer are usually helped in this process by the circumstances surrounding the utterance.

Performative Verbs

Jannedy (1994:230), as these sentences illustrate, the speech acts performed by sentences, can also be performed by embedding these sentences as complements of verbs that state the speech act. The usual name for these verb is performative verbs, which can be defined as verbs that can be used to perform the acts they name. (For example, the performative verb *order* is followed by the specific command, *Shut up*. The word *warn* can be substituted by the word *threaten* when the performative verb is to make a threat.

Direct Speech Acts

The type of speech acts that have been considered are called direct speech acts, since they perform their functions in a direct and literal manner. The sentences are

statements of various actions; the sentences contain performative verbs, which actually name the speech act - the only difference between sentences.

Indirect Speech Acts

The most interesting single fact about speech acts is that very commonly speech acts in some cases are almost invariably performed indirectly. Sentences that perform indirect speech acts are not direct, literal statements of various acts to be performed.

Kinds of Speech Act

Austin (1962: 61), defines there are three types of acts that can be performed by every utterance, such as Locutionary Act, Illocutionary Act and Perlocutionary Act.

Locutionary Act

Locutionary is the act of actually uttering. It is the simplest act because it always has a relation with gr For example: the statement "Don't go into the water" has a locutionary act with distinct phonetic, syntactic and semantic features. ammatical rules, or it deals with literal meaning. What is said becomes its meaning.

Illocutionary Act

Illocutionary act is the act performed in saying something. The illocutionary act is not in one-to-one correspondence with the locution from which it is derived. There are different locutions that express the same illocution and vice-versa. For example, there are indirect speech acts, that is, acts with a different force than the obviously deducible one.

Perlocutionary Act

Perlocutionary is the act performed by saying something in a particular context. It represents the change achieved each time, in a particular context. Depending on the kind of perlocution, different conditions have to hold in order for it to be achieved. For

example, the addressee in previous example has to realise that the speaker's intention is to ultimately get hold of the salt.

Illocutionary Force

Searle (1985:7-9), states the illocutionary force of an utterance is the speaker's intention in producing that utterance. An illocutionary act is an instance of a culturally-defined speech act type, characterized by a particular illocutionary force; for example, promising, advising, asserting, inquiring, ordering and warning. Thus, if a speaker asks, "How's that salad doing? Is it ready yet?" is a way of "politely" enquiring about the salad; his/her intent may be in fact to make the waiter bring the salad. Thus, the illocutionary force of the utterance is not an inquiry about the progress of salad construction, but a demand that the salad be brought.

Actually, there are six types of Illocutionary Force:

Asserting

Asserting is those types of illocutionary force that can represent a state of affair. It is including the statement from the addressor to addressee. For example:

- "Well, I'm not going on the wagon and I'm not a baby." This utterance is a tease from the addressor to the addressee that she must walk to school.

Promising

Promising are those types of illocutionary force, that actually the speakers use to commit themselves to a future action and they express what the speaker intends. It includes the something likes a persuasion from the addressor to addressee. For example:

- "I wished that you would be the first girl I ever kissed." This utterance is a promise from the addressor to the addressee that a boy wants she be his girlfriend by using the nice and romantic persuasion.

Excommunicating

Excommunicating expresses the speaker's feelings. It expresses a state of dislikes. It includes a ridicule or a mock from the addressor to addressee. For example:

- "He is an orphan we took in years ago". This utterance is a ridicule from the addressor to the addressee that she wants to be sad and cry when she said that he was an orphan.

Exclaiming in pain.

Exclaiming in pain represents the meaning of crying out suddenly and loudly from pain, anger or surprise. It includes a claim and honor from the addressor to addressee.

For example:

- "Don't say such a silly thing." This utterance is a claim from the addressor to the addressee in which she doesn't want him to look bad in front of her.

Inquiring

Inquiring is an utterance about meetings to find out why something happened or information about something important . It includes the questioning and requesting from the addressor to addressee. For example:

- "Do you have many boyfriends?" This utterance is a question from the addressor to the addressee in which he wants to know about a girl.

Ordering

Ordering are those types of illocutionary force that the speakers use to get someone to do something. They express what the speaker wants. This is something like an order from the addressor to addressee. For example:

- "Would you like to see it? It's only a little way in." This utterance is an order from the addressor to the addressee in which he attempted her.

Novel

A novel is a book of long narrative in literary prose. The genre has historical roots both in the fields of the medieval and early modern romance and in the tradition of the novella. The latter supplied the present generic term in the late 18th century. Further definition of the genre is historically difficult. The construction of the narrative, the plot, the way reality is created in the works of fiction, the fascination of the character study, and the use of language are usually discussed to show a novel's artistic merits. By reading a novel, one is interested to understand the life through investigating characters of human being in the world behind the story and the reader can understand the variety of human characters through investigating the story of novel.

Furthermore, in writing a novel, the author must have different styles from another author. Each author must be regarded as original due to different essentials from all other authors who must show their unique, different styles and the subject matter of the literary work. Furthermore, this study will deal with the fiction prose in the form of novel. A classic novel entitled “Darkest Hour” which is written by Cleo Virginia Andrews as the source of data for analysis.

The Data

This chapter deals with the types of illocutionary force in the novel Darkest Hour by Cleo Virginia Andrews. Ninety-four (94) pages from the novel were used as the sample for the research. As it had been mentioned in the scope of study, the data would be only taken from the utterances written in the novel. The analysis is to describe the six types of illocutionary force in the novel Darkest Hour By Cleo Virginia Andrews, such as Asserting for

the statement , Promising for a persuasion, Excommunicating for expressing a state of dislike, Exclaiming in pain for a claim and honor , Inquiring for the questioning and requesting and Ordering for expressing what the speaker wants. So the analysis was limited to the types of illocutionary force and the objective was to derive the dominant type and to analyze the implication of the dominant type in the utterances of the characters in the novel.

The Data Analysis

After the data was collected, it was found that the total number of illocutionary force was 108 words. Based on Searle (1985), they are divided into six types of Illocutionary Forces. The six type of Illocutionary Forces are Asserting, Promising, Excommunicating, Exclaiming in Pain, Inquiring, and Ordering. The percentage of data can be seen in the table below:

No.	Types of Illocutionary Force	Total Number	Percentage (%)
1	Asserting	23	21,29%
2	Promising	15	13,89%
3	Excommunicating	13	12,04%
4	Exclaiming in Pain	17	15,74%
5	Inquiring	12	11,11%
6	Ordering	28	25,92%
Total		108	100%

The use of the types of Illocutionary Forces is exemplified in the following:

1. The use of Asserting for the statement with the total number of 23 items (21,29%) in the novel as shown in the following:
 - a. “We’ve been waiting a good ten minutes, Georgia”. (C.1 p.21) Explanation: Papa makes an allusion to tease Mamma and Lillian because they have gone out for a very long time. In Lillian’s bedroom he had been waiting for them a long time. It means Papa wanted Mamma and Lillian to prepare breakfast first in the dining room.
2. The use of Promising for a persuasion with the total number of 15 items (13,89%) in the novel as shown in the following:
 - a. “I will bring you a box and some sand”. (C.2 p.46) . Explanation: Henry promised to Lillian that he wanted Lillian to be happy and so she could take care of her kitten.
3. The use of Excommunicating for expressing a state of dislike with the total number of 13 items (12,04%) in the novel as shown in the following:
 - a. “They call her Miss ironing board”. (C.6 p.130). Explanation: Lillian and Eugenia still loved their sister “Emily”, although Emily always implied a warning, threat, anger, and ridicule. They wanted Emily to be a good sister having a good behavior.
4. The use of Exclaiming in pain for a claim and honor with the total number of 17 items (15,74%) in the novel as shown in the following:
 - a. “You should wear a tighter brassiere. (C.5 p.118). Your little breasts bounce too much when you walk and anyone can see all you have got,

just like Shirley Potter”. Explanation: Emily was very jealous of Lillian and Emily wanted Lillian to forgive her.

5. The use of Inquiring for the questioning with the total number of 12 items (11,11%) in the novel as shown in the following:

a. “Did you take a bite of Niles Thompson’s green apple as usual?”.

(C.4 p.91). Explanation: Emily wanted to know about a relationship between Lillian and Niles.

6. The use of Ordering for expressing what the speaker wants with the total number of 28 items (25,92%) in the novel as the following:

a. “Dear Lord. Please make my sister Emily wrong”. (C.2 p.46).

Explanation: Lillian prayed in her heart to God. She wanted Emily to be wrong, when Mamma knew about Emily’s sneaky approach to Cotton (the cat) and Lillian also wanted her sister to be aware of it.

CONCLUSIONS AND SUGGESTIONS

Conclusions

After analyzing the data, conclusion can be drawn as follows:

1. The data findings shown that Ordering type is dominantly used in the novel. The Assertive type is used when the character gives the statement, the Promising type is used when the character gives the persuasion, Excommunicating type is used when the character expresses a state of dislike, the Exclaiming in Pain is used when the character gives the statement of claim and honor, Inquiring type is used when the character asked the question and requested for something and

the Ordering type is used when the character produced words in Ordering. It was mostly used when the character was going to express what they wanted to do.

2. The most dominant type of illocutionary forces used in the Novel Darkest Hour by Cleo Virginia Andrews is Ordering for expressing what the speaker wants (25,92%). This implies that the Ordering for expressing what the speaker wants plays a great role in the novel. It means that wishes as expression of speaker's desire or wants in order to expect it becomes a reality can be characteristic of the novel in case of applying order to express of Illocutionary Force within utterances.

Suggestions

The followings are written as the suggestion related with the conclusions above:

1. The teacher, it is better for them to understand not only the theory of illocutionary force but also the application of that theory such found in Cleo Virginia Andrews's Darkest Hour.
2. The readers, it is well suggested to read novel Darkest Hour by Cleo Virginia Andrews, because it's nice read and also contained of expressive illocutionary force in its utterances.
3. The students to make other research relate to pragmatics especially the illocutionary force in order to enlarge knowledge. They can do the investigations in other subjects such as news, speeches, songs, advertisements, interviews, and so on.

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