

CHAPTER I

INTRODUCTION

1.1 Background of Study

Communication is closely related to language, and humans cannot do without communication. In communication, it needs the ideas/thoughts and intentions conveyed by the speaker. According to Conrad and Poole (2005), “communication is the process by which people act together to create, maintain and manage to mean, through the use of verbal and nonverbal signs and symbols with specific complex meanings”. Communication is a very necessary thing, it can show ideas/thoughts, feelings, and information to others. Through communication, the audience will understand what we mean.

In communication, the most important thing is that the listener can understand what the speaker means. A language is an interactive tool for communication. Wehmeier in Firnawaty (2007: 1) explained that “language is all words that a person knows or uses, or all words in a specific language, words that people use when talking about a specific topic”.

Language is related to phonetics, grammar, morphology, semantics, and pragmatics. This research will be related to pragmatics, namely, speech acts. According to Yule (1996:3) states that “pragmatics is concerned with the study of meaning as communicated by the speaker (or writer) and interpreted by a listener (or reader)”. In life, humans perform various speech acts. In every speech, the intention and purpose of the speaker are those of the audience. Of course, speech acts are affected by context, background, and gender.

This study will be linked to gender-related speech acts to see which speech acts are the most spoken language of each sex between men and woman. According to Austin (1995: 94), “when we use language in communication, we have to do three things”. In addition to the speech act in communication, he also identified three levels of action, namely: the act of saying something and the act of saying something. He divided it into locutionary act, illocutionary act, and perlocutionary act.

A speech act is the utterance of sentences to state so that the intent of the speaker is known to the listener. Toolan (1997) argues, “speech act refers to what is done when something is said (for example, warning, threatening, promising, requesting)’. Generally speech act in gender has a difference, where man usually to command and refusing if they can’t do it, while woman to do something by themselves, give praise and advice. As found in Jane Austen novel there are several utterance by man namely “go with him”, “i can’t because i am busy”. The utterance by woman such as “i am sorry to findyou unwell”, he would be a very lucky man”.

In Jane Austen's novel Persuasion, a society in England named Sir Walter Eliot has three daughters: Elizabeth, the first daughter, Anne Elliot the main character, the second daughter, and Mary, the third daughter. The characters in this novel are very different between Anne and Elizabeth and their father; Anne and her sister Mary Elliot are very humble. The father's and eldest daughter's actions both uphold the dignity of being the son of royalty. The novel contains several different types of speech acts.

Jane Austen is an English novelist in the Georgian era who was born on December 16, 1775, in Teventon, Hampshire, England. Austen came from a small family living in harmony and living on the outskirts of the city in a circle of aristocrats. each writer expresses their ideas in life, and life communicates that produce words. The words they write are known as language in each writing also use implied and explicit meanings that should be understood by others.

According to explanation above, the writer is interested in understanding speech acts and types in literature especially novel by analyzing the utterances of each character with a different gender and linking it to the speech act theory so that can lead to findings about the tendencies of man and woman speech act.

1.2 The Problem of Study

Based on the research background above, research problems can be identified as follows:

1. What types of illocutionary act are found in the novel on Jane Austen's Persuasion?
2. What is the most dominant illocutionary acts on gender in Jane Austen Persuasion?

1.3 Objectives of Study

The research objectives based on the problems that the authors put forward aim to:

1. To identify the types of illocutionary acts on Jane Austen's Persuasion.
2. To find out the most dominant illocutionary acts on gender in Jane Austen's Persuasion.

1.4 Scope of Study

In this study, it is very necessary to define the problem so that this research focuses on discussing illocutionary acts. This research applies Searle's theory (1979) illocutionary act is divided into five categories they are declaration, representative, commissive, directives, and expressive defined speech act as the actions performed in saying something. This study also discusses the most dominant illocutionary acts on gender man and woman, this research will be conducted on the novel by Jane Austen entitled Persuasion.

1.5 Significances of Study

The results of this study are expected to provide the following theoretical and practical significance:

1. Theoretically

The result of this study has become a new perspective of speech acts and also become a new model in the study of speech acts on gender.

2. Practically

This research can provide more information and knowledge related to speech acts in Jane Austen's Persuasion.

1. For Teacher/Lecturer English Department

This study can give information related to the speech act and apply it in teaching-learning process so that the students can get the intended meaning by the explanation of the teacher/lecturer.

2. For Student/English Department

This research can give a contribution to the study of linguistics, especially pragmatic, It also helps the student to understand the implementation of the speech acts in their learning process.

3. For Reader

This study can give information and become a reference for next researchers.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In research, understanding of theory is needed as a basic foundation and reference, so that in this theory chapter the author discusses several theories from experts related to this research.

2.2 Pragmatics

Pragmatics is a branch of linguistics that studies the meaning of what the speaker communicates to the listener. According to Yule (1996:3) states that “pragmatics is concerned with the study of meaning as communicated by the speaker (or writer) and interpreted by a listener (or reader)”. “Pragmatic also describe as meaning in context: e.g. the relationship between what we say, what we mean, and what we understand according to a particular context or situation”, (Paltridge, 2000: 7). Cutting (2008: 2) states that “pragmatics and discourse analysis study the relation of language to contextual background features which study context, text, and function”. “Pragmatics relates to meaning in interaction since this takes into account of the different contributions of both speaker and hearer as well as that of utterance and context to the making of meaning” (Thomas 1995:23).

Griffiths (2006: 1-6), “Pragmatic is concerned with the use of these tools in meaningful communication and also it is about the interaction of semantic knowledge with our knowledge of the world, taking into account contexts of use. It means that pragmatics is the study of utterance meaning”.

Crystal (in Barron, 2003: 7) defines, “pragmatics as the study of language from the point of view of the users, especially 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”.

“Pragmatics is the concern of what people mean by the language they use or how they actualize its meaning potential as a communicative resource” (Widdowson, 1996: 61). Fasold (1990:119) states that “pragmatics is the study of the use of context to make inferences about meaning. The context in which an utterance is made is also an important factor in sentence.” Mey (1993: 42) considers, “pragmatics as the study of the conditions of human language uses as these are determined by the context of society”.

Similar to Mey’s statement, Levinson (1983: 21) states that “pragmatics is the study of language use, the study of the relations between language and context that are basic to an account of language understanding which involves the making of inferences that will connect what is said to, what is mutually assumed, or what has been said before”. Therefore, it can be concluded that pragmatics is the study of how people use language to communicate, and the meaning by the speaker to the listener in a particular context that is interpreted by the speaker to the listener. Simply, how to get the meaning of what the speaker says.

2.3 Speech Act

Speech acts are part of pragmatics, Austin (in Cutting, 2008: 13) defines, “speech acts as the actions performed in saying something”. This is similar to Yule (1996: 47) who proposes that “speech acts are actions performed via utterances”.

Furthermore, Searle (1969: 16) states that “the production or issuance of a sentence taken under certain conditions is a speech act, and speech acts are the basic or minimal units of linguistic communication”. Grundy (2008: 71) states that “speech acts are language as action”. Owens (2000:57) gives a statement that relates to speech acts. He states that “a speech act is a unit of linguistic communication expressed according to linguistic rules that convey a speaker’s conceptual representations and intentions.” Finegan et.al (1997: 345) state that “speech acts are actions carried out through language”. Bach (2003) “a speech act is quintessentially pragmatics because it is created when the speaker makes an utterance to the hearer in context and must be interpreted as an aspect of social interaction.” In general, speech acts are acts of communications.

“Speech act refers to what is done when something is said; for example, warning, threatening, promising, and requesting” (Toolan, 1997: 250). On other hand, the meaning of speech act is these basic units of linguistic interaction such as give a warning to, greet, apply for, tell what, confirm an appointment (Griffiths, 2006: 148). Aitchison (2003: 106) defines, “speech acts as a sequence of words that behave somewhat like actions”. From the explanation above, it can be concluded that speech acts are part of linguistics. A speech act is the utterance of a sentence by a speaker with the aim that the listener knows what the speaker says.

2.4 Classification of Speech Act

According to Austin (1962:148) classification speech acts into three types locutionary, illocutionary and perlocutionary. locutionary, that is speech acts that have meaning. Illocutionary, that is speech acts that have a certain force, and perlocutionary, that is speech acts that achieve certain effects.

Leech (1983: 199), based on Austin's categorization, states three distinct levels of action beyond the act of utterance, locutionary, illocutionary, and perlocutionary act. Searle in Rahardi (2005: 35-36), "Speech acts An Essay in the Philosophy of Language, stating that in practice the use of language there are at least three kinds of speech acts. These are three kinds of speech acts that row can be described as follows: (1) Locutionary acts, (2) illocutionary acts, and (3) perlocutionary acts".

2.4.1 Locutionary Act

Locutionary act, which is the uttering of a sentence with sense and reference. (Austin 1962) calls the "act of something" a locutionary act, and locutionary act study of utterances. For Austin saying something is: to perform a 'phonetic' act (the act of uttering certain noises), to perform a 'phatic' act (the act of uttering certain words in a certain grammatical construction), to perform a 'rhetic' act (the act of using words with a certain meaning), example: he said to me 'kiss her!' meaning by 'kiss and referring by 'her' to her. Sbisá (1995:498) points out that when we report a speaker locutionary act we either focus on the phatic act (example in the utterance: 'He said "the cat is on the mat"') using direct speech or we focus on the rhetic act (example in the utterance: 'He said that the cat was on the mat') using indirect speech which reports the meaning of the utterance but does not quote the words in the form they were uttered. According to Cutting (2008: 14), "locutionary act is the act of saying something that is the form of the words uttered, or what is said". (Stubbs 1983:152). "The locutionary act is the act of saying something: producing a series of sounds which means something". In another word, a locutionary act is the act of simply uttering a sentence from a language; it is a description of what the speaker says. It is the act of using

a referring expressions and a predicating expression. It is the act of saying something in which each word in the sentences is uttered the same as its meaning in the ordinary. Meanwhile, according to Yule (1996: 48), “locutionary act is the basic act of utterance. This is the actual words that the speaker uses”. It can be concluded that locutionary act is a speech act to say something which the meaning of the speech of the speaker.

2.4.2 Illocutionary Act

Austin (1962:98) then claims that the locutionary acts are also at the same time illocutionary acts. Illocutionary acts of doing something in saying something like accusing, asking and answering questions, apologizing, blaming, informing, ordering, assuring, warning, announcing an intention, making an appointment, giving and description, promising and stating. Illocutionary acts conform to conventions and have a certain conventional force, the ‘illocutionary force’ which will cause certain effects, example: he urged (or advised, ordered) me to kiss her. Finegan et.al (2000: 346) state that speakers have some intention in making an utterance, something they intend to accomplish, he calls this intention illocution. Moreover, “illocutionary act can be defined as what the speaker intends to do by uttering a sentence”, (Sari 1988:15). In another word, it is the out in saying something using a certain intention. Coulthard (1977:18) states that “basically an illocutionary act is a linguistic act performed in uttering certain words in a given context.” What is usually meant by saying that we do something when we make an utterance is that we accomplish some specific social acts, such as making a promise, a request giving advice. Usually called speech acts, or more specifically, illocutionary acts” (Van Dijk 1977: 195).

From the explanation above it can be concluded that the illocutionary act is a speech act doing something related to the function and other purposes of the speech. According to Searle's theory (1979) illocutionary act is divided into five categories they are declaration, representative, commissive, directives, and expressive.

1. Declaration

These are words and expressions that change the word by their very utterance, such as "I bet", "I declare", "I resign". Others can be seen in: "I baptize this boy by John Smith", which changes a nameless baby into one with a name. "I hereby pronounce you man and wife, which turns two singles into a married couple.

2. Representatives

Representative means that the speaker asserts a proposition to be true. These are acts in which the words state what the speaker believes to be the case, such as describing, claiming, insisting, and prediction'. "The earth is flat", the utterance above is kind of describing a representative act. The speaker believes the world as he or she believes.

3. Commissives

This includes acts in which the words commit the speaker to future action, such as promising, offering, threatening, refusing, vowing, and volunteering. "I will come to your birthday party", the speaker promises to the hearer that she or he will come to the birthday party.

4. Directives

This category covers acts in which the words are aimed at making the hearer do something, they express what the speaker wants such as commanding, requesting, inviting, forbidding, suggesting, and so on. “Open the door, John!”, in the utterance the speaker wants the hearer to do something (to open the door), the speaker uses illocutionary acts of the directive (commanding).

5. Expressives

This last includes acts in which the words state what the speaker feels, such “Congratulation for your graduation”, the utterance above indicates the speaker’s feelings of congratulating the hearer, “what a beautiful dress”, the utterance indicates the speaker’s feeling of praising the hearer.

2.4.3 Perlocutionary Acts

Austin (1962:101) Perlocutionary act doing something in saying something like persuading, alerting, convincing, deterring, surprising and getting somebody to do something. Perlocutionary acts produce effects upon the feelings, thoughts, or actions of the addressee and thus have psychological and /or behavioral consequences, for example, he got me to (or made me) kiss her. (Cutting, 2008: 14), “This act is a perlocutionary effect, what is done by uttering the words“. It is the effect of a speaker’s utterances on the hearer or the hearer’s reaction to the speaker’s utterances. Paltridge (2000: 16) states that “perlocutionary act refers to the effect this utterance has on the thoughts or actions of the other person (such as someone closing the door, or helping themselves to the food)”. It can be conclude that Perlocutionary act is the effect of the act on the hearer.

2.5 Gender

Talking about gender, we must be thinking about men and women but some experts explain about definition of gender. According to Lips (2017, p.5), “gender was used to the non-physiological aspects of being female or male – the cultural expectations for femininity and masculinity”. Moreover, gender is a term that used when discussing the differences between female and male that may be caused by any combination of environment and biology. According to Mesthrie et al. (2009, p.213), “gender refers to the language of woman and man. In this study, the researcher want to analyze illocutionary act namely declaration, representative, commissive, directives, and expressive and the most dominant illocutionary act on gender man and woman”. Gender used to be seen as the “psychological, social, and cultural aspects of maleness and femaleness” (Kessler and McKenna 1978: 7) in other words, it represented the characteristics taken on by males and females as they encountered social life and culture through socialization. Ridgeway and Smith-Lovin (1999: 192), I view gender as a “system of social practices”, this system creates and maintains gender distinctions and it “organizes relations of inequality based on (these distinctions).” Many articles put forward reasonable the explanation of the various views, such as male domination view, cultural difference view, and social structure view. Scholars (Maltz & Booker, 1982; Crawford, 1995) who hold the concept of male domination considered the male domination as the reason for the language and behavior differences between men and women, and in turn, the language and behavior differences would guarantee male domination in society. Actually, variations in language can occur due to

differences in gender, expressions between women and men. Crowley & Himmelweit (1994: 6) stated that gender refers to the differences between “women” and “men” which are socially constructed, whereas sex refers to the biological distinction between “females” and “males”.

On another page, they explained that “Gender” refers to the way, in a particular society, people are socially constructed to behave and experience themselves as “women” or “men”. Besides Ning & Dai (2010: 127) stated that “Gender refers to set of qualities and behaviors expected from a female or male by society”. What is more, gender roles are learned and can be affected by factors such as education or economics. To me, this opinion had reinforced the first opinion above that gender was quality or behavior of male and female to distinguish their masculinity or femininity in society. Here the society had a big influence to create the female or male concepts of gender. Another opinion was coming from Robeyns cited by Azizah (2012: 13) defined gender as follows: Gender is a social position that men and women occupy. A person belongs to gender because she is thought to have certain bodily features that reveal her reproductive capacities.

These bodily features function as markers for evaluating individuals as either men or women, and for justifying their respective social position. That statement explained that gender was a social setting which was including a relation system, keeping growing in its function to define men and women or masculine and feminine as well as to arrange the relationship between people and society.

2.6 Gender Differences in Communication Styles

The biggest difference between men and women and their style of communication boils down to the fact that men and women view the purpose of conversations differently. Women use more expressive, tentative, and polite language than men do, especially in situations of conflict (Basow & Rubenfield, 2003). Men, on the other hand, are viewed as more likely than women to offer solutions to problems to avoid further seemingly unnecessary discussions of interpersonal problems. In 1990, Tannen wrote the book, *You Just Don't Understand: Women and Men in Conversation*, to explain the gender differences in communication styles between men and women. She found that these differences across gender start at a young age. Tannen noticed that boys create relationships with each other by doing things together; activities are central to their friendship. Girls, on the other hand, create close relationships with each other by simply talking, "talk is the essence of intimacy" (Tannen, 1990). Men approach conversations to transmit information and offering advice, where women aim to maintain interaction and seek control and understanding.

2.7 Novel

Eagleton (2005: 8) says that "the novel is a mighty melting pot, a mongrel among literary thoroughbreds". There seems to be nothing it cannot do. It can investigate a single human consciousness for eight hundred pages. Or it can recount the adventures of an onion, chart the history of a family over six generations, or recreate the Napoleonic wars.

Agustina (2013 in Albloly and Ahmed, 2015: 6012) states that “the words come from the Italian Novella, which means the new staff that small. The novel developed in England and America”. This research analyzes the speech act on the novel by Jane Austen entitled Persuasion 1818.

PERSUASION

This novel by Jane Austen tells about social strata. Sir Walter Elliot is a widower with 3 daughters, Elizabeth, Anne, and Mary. Sir Walter Elliot arrogant, and very proud of his peerage. Now, he's broke, because his life is greater than a stake. For that, he racked his brain how so that his bankruptcy was not known, course he did not want his prestige to fall in the eyes Public. After conferring with his lawyer and Lady Russel, Sir Walter finally agreed will move to Bath and rent out his residence, Kellynch Hall, which is located in Somersetshire. Elizabeth (29 years), is the eldest who has the most similar characteristics to her father. Anne (27 years), contrary to Elizabeth's nature, all good qualities are in Anne, and the children Lady Russell's favorite, Mary (23 years), is the most spoiled and complaining. Among the three daughters, Sir Walter is only Mary who is married and already has 2 children. Favorite daughter Sir Walter, course, Elizabeth, Anne is sometimes not even considered. Suppose when every year sir Walter and Elizabeth to London, Anne was never invited. But Anne never protested, always give in.

Finally, Sir Walter meets a suitable tenant, they are Laksmana Croft and his wife, Mrs. Croft. Hearing the name Mrs. Croft, Anne immediately thought of a man who came from her past 8 years ago, captain Frederick Wentworth. Captain Wentworth is t h e brotherof Mrs. Croft. They knew each other when Captain Wentworth was an officer in the navy lives with his brother, Mr. Wentworth was more of award pastor where Anne lived. But unfortunately, their relationship had to end because Anne's family and Lady Russel thought poor captain Wentworth didn't deserve to be with Anne. Anne, who was 19 at the time, preferred her family to her maintain his love. Captain Wentworth is hurt by Anne, her family.

During these 8 years, Anne has always refused a man who proposed to her. Her heart still to Captain Wentworth. When Sir Walter and Elizabeth moved to Bath, Anne accompanied her sister Mary in Uppercross who complained of not feeling well. Anne thought her presence was more Mary needed more than her father and sister. Mary's husband, Charles, used to like Anne, but because Anne refused him, Charles finally married Mary. News of the captain's Wentworth's visit to his sister's house happy and sad to hear that. Happy because she will meet with captain Wentworth and sad to remember having made captain Wentworth hurt, with hard work, captain Wentworth is now rich and can not be underestimated like first. When captain Wentworth visited the Big House, the residence of Charles's parents, Mr. and Mrs. Musgrove, who has 2 young daughters, Henrietta and Louisa, at once both were attracted by the friendly and clever captain Wentworth. While Anne was still able to avoid meeting Captain Wentworth, it didn't last forever.

The meeting between the two was so awkward. Two people who originally loved each other now like a stranger. Captain Wentworth even looked familiar with Louisa. Everyone thought that they will surely get married. Anne, who is smart, friendly, and wise. Two men are likes Anne, namely Mr. Benwick, who's been gloomy since his wife died, and Mr. William Elliot who is a cousin of Anne. The end of this novel, which is a happy ending. After going through various conflicts and jealousy, further, prove that they still like each other. And the perspectives of the past years are even more encouraging their current relationship.

2.8 Previous Study

There are several previous studies related to this research. The first was carried out by Choerunnisa Rumaria (English Education Department the Faculty of Languages and Arts State University of Yogyakarta 2015) with the title “An Analysis of Speech Act in the Dead Poets Society”.

In performing speech acts, there are three related acts as Yule (1996) suggests. They are locutionary, illocutionary, and perlocutionary. In this study, the researcher found in terms of the illocutionary acts, directives get the highest percentage of Mr. Keating's utterances when teaching which are up to 44.24%. In terms of perlocutionary acts, there are two acts that most commonly occur. They are to inspire the hearer and to get the hearer to do something with the same percentage, up to 24.77%. The lowest percentage of perlocutionary acts is on to insult the hearer which is only 1.76%. The results of this study will be used as a reference for analyzing speech acts on gender as found in Jane Austen's *Persuasion* novel.

The second related research was conducted by Rani Violeta (English Education Study Program Tabbiyah and Teacher Training Faculty University of Islamic State Raden Intan Lampung 2019) with the title "Speech Acts Analysis of Main Character in *Maleficent* Movies Script by Jane Mctee". Action performed by producing the utterance will consist of three related acts. It is appropriate with Austin a cited Yule book that three basic senses in which is saying something one is doing something. In this condition, there are three basic kinds of acts perform in speech, locutionary act, illocutionary act, and perlocution act. In this research, the writer discusses the speech act used in the *Maleficent* movie script. the writer conclude that speech act often used in the movie above illocutionary act, such as representative, directives commissives, expressive, and declarative. The writer can conclude the speech act in this movie script is to show that something belongs to a particular group, to express disappointment, to express that someone is out of

The results of this study will be used as a reference for analyzing speech acts on gender as found on Jane Austen's Persuasion.

2.9 Conceptual Framework

This chapter presents an overview of the speech act. It describes and kinds of speech act, locutionary act, illocutionary act, and perlocutionary act. This study thus investigates the kinds of speech acts in Jane Austen's Persuasion novel 1818 and the most dominant speech act in gender that occurs in Jane Austen's novel. The writer will analyze the utterance on the novel and classify it into kinds of speech acts based on the Austin theory. The writer chooses this novel because it was Jane Austen's last published and even though it's been a long time this novel is popular now. Persuasion has also been widely adapted into a movie. Based on the synopsis of the novel, of course, there will be many expressions related to the kinds of speech acts that the writer will examine. The conceptual framework can be seen as follows:

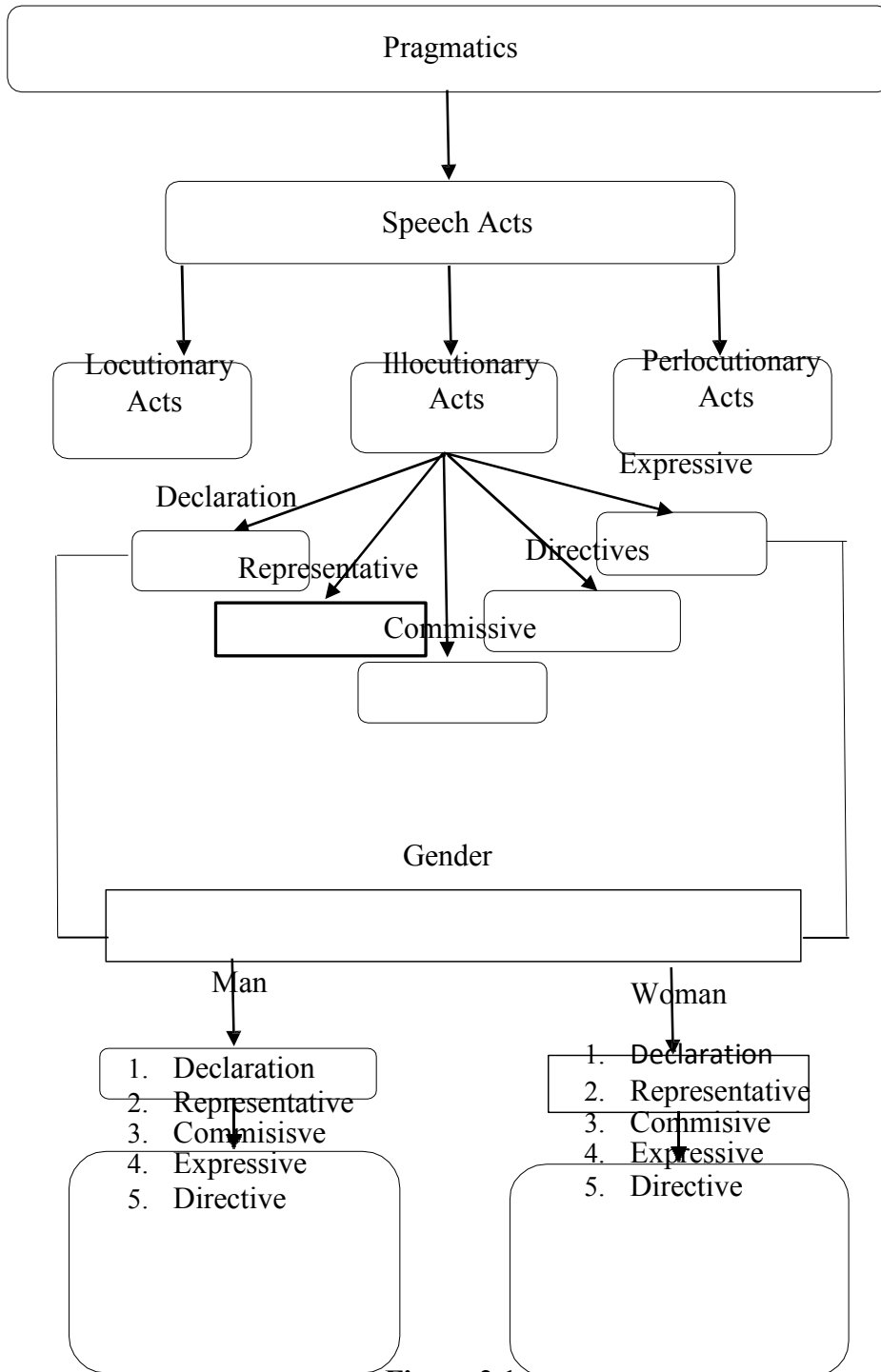


Figure 2.1

Conceptual Framework of Speech Acts (Banjarnahor, Lidya)

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology of the research includes research design, data/source of the data, the technique of collecting data, and technique of analyzing data.

3.1 Research Design

This research design in this study descriptive qualitative method. According to Bogdan and Biklenin Sugiyono (2010:21) the descriptive qualitative method is used to analyze and interpret the data, and the data collected is in the form of words or pictures rather than a number. According to William (2007:67) theorized that “qualitative research method is the social phenomenon being investigated from the participant’s viewpoint”. It can be meant that the data research is gathered from the participant. According to Mack et al (2005:1) states that “Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations”. In other words that qualitative research is used to get information from a particular population. According to Creswell, a qualitative research study is needed to explore this phenomen on from the perspective of distance education students. According to Fraenkel cited (in Gast, 2010:20), descriptive qualitative research was designed to obtained in formation used for investigating the quality of relationships, activities, situations, or materials.

Qualitative research is discovering the underlying motives and desires, using in-depth interviews test, sentence completion test, Story completion test, and similar another projective teaching (Kumar, 2008:8). The descriptive qualitative method is used to explain and analyze the phenomenon on which occurs behind the data. In this research, the writer uses a qualitative method to analyze speech act on novel Jane Austen.

3.2 Data and Source of Data

The source of the data for this research was taken from Persuasion novel written by Jane Austen from England. The writer identify the kinds of illocutionary act based Searle's theory namely declaration, representatives, commissives, directives, and expressives which occurs in the utterances in Jane Austen's persuasion novel and the most dominant illocutionary act on gender. The data in this study are utterances in the novel Jane Austen.

3.3 Technique of Collecting Data

In collecting data, the writer used some steps such as identifying, categorizing, and analyze to write more effective research results.

1. Identify, for this step data identified by reading the novel Jane Austen and understanding what is being told and then underline the sentence and gather the important information on a novel that shows illocutionary acts.
2. Categorizing speech acts. At this stage the writer analyze that shows types of illocutionary act that occurs in JaneAusten'snovel.
3. At this stage, the data analyzed that shows the most dominant speech act on gender that occurs in Jane Austen's novel.

3.4 Technique of Analysis Data

The data analyzed through qualitative analysis, this technique used the theory of Miles, Huberman's (2014) concept consist of data reduction, data display, and conclusion.

1. Data Reduction

Data reduction becomes the first steps to do analyzing the data in this research. According to Miles (1994:4), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field notes or transcript. In this research, the data is in the form of a transcription of the Jane Austen Persuasion novel. Based on the Miles theory, in this step the researcher firstly analyzing the data by reading the novel transcription.

2. Data Display

In this second step, after the data reduction, the writer categorize illocutionary act namely declaration, representatives, commissives, directives, and expressives, and analyze the most dominant illocutionary acts on gender in the Persuasion novel.

3. Drawing and Verification Conclusion

In the last step, the researcher will find the illocutionary act from the data display present before and the most dominant illocutionary on gender that occurs in Jane Austen's novel.