SPEECH ACT ON SHORT STORIES ; A PRAGMATIC STUDY

Iman Santoso, Eva Tuckyta Sari Sujatna, Sutiono Mahdi

English Linguistics, Faculty of Humanities, Universitas Padjadjaran Bandung Indonesia

E-mail : cempaka4643@ymail.com, evatuckyta@unpad.ac.id, sutionomahdi@yahoo.com

Abstract

The study was focused on writing short stories in teen magazines. Many authors began to produce writings teens through the teen magazines or through the internet directly. The purpose of this study to find out appropriate classification pragmatic communicative functions existing in the short stories for teens where we can to find out more what the short stories using the classification of teenagers, especially in speech acts expressed what they think in communicating. This finding speech acts in this story expressed emotions, sadness, happy and expectation to the reaction of his interlocutor speech act. The study was taken the data from a teen magazine Creative and Smart with different volumes. This study employed qualitative analysis of the data.

Keywords: Classification pragmatic, Speech acts, Express, Interlocutor

INTRODUCTION

Some of the most fascinating questions about human behavior deal with language. Few things play as central a role in our everyday lives as language. It is our most important tool in communicating our thoughts and feelings to each other. Language (which is culturally determined) influences what we think and how we think, language gives us a way of reflecting on our thinking, talking about our thinking, thereby enabling us to greater control over our thinking. Halliday’s (1975) view on language and language learning address the relationship between social meaning and language form. Instead of describing language as a self contained system of rules, he has attempted to described it in terms of its use as a symbolic system reflecting the meanings generated and shared within social group.

Language is a system, that is, the language is formed by several components regularly patterned. The concept of language is a tool to convey your thoughts. Language is a tool to interact or tools to communicate, in the sense of a tool to convey thoughts, ideas, concepts or feelings. Ferdinand de Saussure, Course in General Linguistics, (1916) "Language can also be compared with a sheet of paper: thought is the front and the sound the back; one cannot cut the front without cutting the back at the same time; likewise in language, one can neither divide sound from thought nor thought from sound." This implies that the language has certain rules or the same pattern, but because of the language used by speakers of heterogeneous social backgrounds and different customs, the language was to be diverse, both at the level of phonological, morphological, syntactic and at the level of the lexicon.

Language functions such as language personal works. That is, the speaker expressed the attitude towards what is presented. The speakers not only express emotions through language, but also show that when conveying emotion. In this case the listener is also able to predict whether the speaker is upset, angry or excited. D. Barton, Literacy (1994) Language is symbolic system linking what goes on inside our heads with what goes on outside. It mediates between self and society. It is a form of representation, a way of representing the world to ourselves and to other. Therefore, in this paper study focuses on speech act pragmatic. One general classification system list
five types of general functions performed by speech acts, such as signifying group identity, social stratification, as well as for social grooming and entertainment.

LITERATURE REVIEW
Pragmatics competence is regarded as a part of language competence or communicative competence. Rasekh (2005) noted that language competence is divided into areas consisting of ‘organizational competence’ and pragmatic competence’. Organizational competence comprises knowledge of linguistics units and the rules of joining them together at the levels of sentence (grammatical competence) and discourse (textual competence) Pragmatic competence consists of illocutionary competence, that is, ‘Sociolinguistic competence’ entails the ability to use language appropriately according to context. It thus includes the ability to select communicative acts and appropriate strategies to implement them depending on the contextual features of the situation.

According to Levinson (1993 :5) Pragmatics, in a traditional sense, comprises “the study of language usage”, to be distinguished from syntax, which is “the study of combinatorial properties of words and their parts“, and from semantics, “which is the study meaning “.

Leech redefines pragmatics for the purposes of linguistics as “the study of meaning in relation to speech situations“, and he deals with “utterance meaning”, rather than sentence meaning. A distinction between semantic and pragmatic meaning is of particular concern. Whereas semantic meaning is defined purely as “a property of expressions in a given language” (“What does X mean? “), he sees pragmatic meaning “relative to a speaker or user of the language” (“What did you mean by X?“).

Fraser (2010) defined pragmatic competence as the ability to communicate our intended message with all its nuances in any socio-cultural context and to interpret the message of our interlocutor as it was intended. Despite its ability for communication success, pragmatic competence is frequently not given the emphasis it deserves in the teaching of a foreign or second language, with the result that foreign or second language speakers, who lack pragmatic competence, may produce grammatically flawless speech that nonetheless fails to achieve its communicative aims.

The observation from Geoffrey Finch in Linguistic Terms and Concepts. (Palgrave Macmillan, 2000) “Pragmatics focus on what is not explicitly stated and how we interpret utterance in situational context. They are concerned not so much with the sense of what is said as with its force, that is, with what is communicated by the manner and style of an utterance “.

Yule (1996) points out “Actions performed via utterances are generally called speech acts and, in English, are commonly given more specific labels, such as apology, complaint, compliment, invitation, promise, or request”. In general, speech acts are acts of communication. To communicate is to express a certain attitude, and the type of speech act being performed corresponds to the type of attitude being expressed. For example, a statement expresses a belief, a request expresses a desire, and an apology expresses regrets. As an act of communication, a speech act succeeds if the audience identifies, in accordance with the speaker’s intention, the attitude being expressed. According to Austin’s theory (1962), what we say has three kinds of meaning:

1. Locutionary meaning; the literal meaning of what is said
   (1) It’s hot in here

2. Illocutionary meaning; the social function of what is said
   (2) ‘It’s hot in here’ could be:
   - an indirect request for someone to open the window
   - an indirect refusal to close the window because it is cold
   - a complaint implying that someone should know better than to keep the windows closed (express emphatically)

3. Perlocutionary meaning; the effect of what is said
   ‘It’s hot in here’ could result in someone opening the windows.

According to Trask (2007:267) the definition of speech acts are an attempt at doing something purely by speaking. Moreover, with speech acts we can do many purpose such as make a promise, plans, ask a question, order or request somebody to do something, give advice and suggestion, make a threat, give commands .
However, to perform a speech act appropriately and correctly is not an easy thing to identify. Since the application of actions requires a great deal with conventional procedures and the ways of using words. In addition, there are some specific conditions that should be met in order to perform speech acts correctly. On any occasion, the action performed by producing an utterance will consist of three related acts: locutions, illocutions, and perlocutions.

Both Austin and Searle base their theories on the hypothesis that "Speaking a language is engaging in a rule-governed form of behavior" (Searle 1969:11), but whereas Chomsky conceived of language can be regarded as a form of verbal acting. Searle (1975) finds that communicative functions are reducible to five major classes, there are representatives, directives, expressive, commissives, and declaratives:

1. **Declarations** are those kinds of speech acts that change the world via their utterance, as the sample in illustrated, the speaker has to have a special institutional role, in a specific context, in order to perform a declaration appropriately.
   a. Priest: I now pronounce you husband and wife
   b. Referee: You're out
   c. Jury Foreman: We find the defendant guilty

   Declarations required extra linguistic institutions for their performance. The direction of fit is both "words to world" and "world to words," as the actual expression of the declaration brings about a change in reality.

   In outlining the above functions of language, Searle has made it clear that he considers language as fulfilling a finite and determinate number of functions. In using a declaration, the speakers change the world via words. They change the state of the world in an immediate way. A similar view has been adopted by Leech (1983: 104-105) who, nevertheless, bases his classification of illocutionary functions on different criteria.

2. **Representatives** are those kinds of speech acts that state what the speakers believe to be the case or not. The speaker’s purpose in performing representatives is to commit him/herself to the belief that the propositional content of the utterance is true. Statement of fact, assertions, conclusions, and descriptions, as the example of the speaker representing the world as he or she believes it is.
   a. The earth is flat
   b. Amir didn’t send a magazine.
   c. Oh, yes a warm sunny day

   In an attempt to describe the world in using a representative, the speaker says how something is, or tries to make “the words match/it the worlds” (or belief) to use Searle expression (1976:3).

   3. **Expressive** are those kinds of speech acts that states and can be statements of pleasure, pain, likes, joy, or sorrow, as the example they are about the speaker’s experience.
   a. I’m really sorry
   b. Congratulations!
   c. Oh, yes, great, good job!

   In using an expressive, the speaker makes words fit the world (or feeling). They express how the speaker feels about the situation. Expressive is vary with regard to propositional content. Another kind of statement that can be used in expressive are: thanking, apologizing, welcoming, deploring.

4. **Directives** are those kinds of speech acts that speaker use to get someone else to do something. They express what the speaker wants. In performing directives, the speaker tries to get the hearer to commit him/herself to some future course of action (verbal or non verbal). They are commands, orders, invites, advice, begs, request, suggestions, as the example, they can be positive or negative.
   a. Give me a cup of coffee. Make it black.
   b. Could you lend me a pen, please?
   c. Don’t touch me.

   In using a directive, the speaker attempt to makes world fit/match the words (via the hearer). They try to make the addressee perform an action.

5. **Commissives** are those kinds of speech acts that speaker use to commit themselves to some future action. They express what the speaker intend. They are promises, plans, vows, threats, offers, refusals, pledges, and as the example, they can be performed by the speaker alone, or by the speaker as a member of group.
a. I’ll be back.
b. I’m going to get it right next time.
c. We will not do that.

In using a commissives, the speaker undertakes to makes world fit the words (via the hearer). They commit the speaker to doing something in the future.

Another classification of speech acts has been done by various linguists, who divided the performative utterances into direct and indirect speech acts. Yule (1996) said that a different approach to distinguishing types of speech acts can be made on the basis of structure. In other words, it involves the comparison between structural forms. A fairly simple structure distinction between three general types of speech acts are provided there are declarative, interrogative, and imperative and the three general communicative functions there are statement, question, and command or request:

Examples:
a. Tomorrow I will go to the store. (declarative)
b. Did you go to the movies yesterday? (interrogatives)
c. Get me some water. (imperative)

A declarative used to make a statement is a direct speech act, but a declarative used to make a request is an indirect speech act.

Examples:
a. It’s cold outside (direct statement)
b. I hereby tell you about the weather (direct statement)
c. I hereby request of you that you close the door (indirect request/command)
d. Leave that a cat alone (imperative)
e. What did the teacher say to you yesterday? (Interrogative -> indirect speech act)

Direct speech acts is whenever there has direct relationship between a structure and a function. Three basic types of direct speech acts are assertion, question, order/ request.

An Indirect speech act is whenever there has indirect relationship between a structure and a function.

RESEARCH QUESTION
The present study to describe function speech act in short stories, there for seeks to answer the following questions:
1. What are general function structure sentences in magazine short stories?
2. What kind of classification speech acts authors in magazine short stories?

METHODOLOGY
The subject of this study was short stories in magazine creative and Smart. The data used in the research from the different edition Creative and Smart magazines, different volumes and years.

FINDINGS OF THE STUDY
The data from classification about communicative functions are reducible to five major classes, there are representatives, directives, expressive, commissives, and declaratives;

Data I
Situational Context;
(short story Crush (ed))
At the bus Ary and Najwa going to campus for the first time they are going together.
Ary: “No, I mean, what is your major?”
   Oh, I’m sorry! I haven’t introduced myself. My name’s Ary. What’s your’s?
Najwa: “Hi, I’am Najwa. There are students majoring in Physics, chemistry, geography, biology, and pharmacy in my class, English for Academic Purposes”
Ary: ”No, I’m the one’s who totally confused. But she … She can’t be …I mean, can she?
Najwa: ”I’m going to the Faculty of Mathematics and Science where I teach”
Ary: “Oh….”

Explanations:
1. Diction
Based on the conversation above, the researcher found the expressive speech acts. Informality of that expressive is appeared in sentences No, I’m the one’s totally confused. In the researcher opinion of the study is the phrase uttered reflects the embarrassment of speakers.
This phrase reflect that Ary doesn’t know that Najwa is one of a lecture which where he studied is.

2. **Sentence structure**

Based on the utterances above the researcher found indirect speech acts in the declarative structure in sentences “I’m going to the Faculty of Mathematics and Science where I teach” it means Najwa is a teacher.

(Data 2)

**Situationa l Context**

( short story Xcelco Cafe)

At the bus Ary and Najwa going to campus for the first time they are going together.

daughter: “I’m coming home, Mom”

Mami : “What’s wrong, darling?”

“ You and Miko alright, darling?”

daughter: “We broke up, Mom.”

Mami : “Want to tell me, darling?” Come home, then, darling”

daughter: “Positively, Mom. I’ve already booked a ticket …”

Explanations:

1. **Diction**

Based on the conversation above, the researcher found the expressive speech acts. Informality of that expressive is appeared in sentences “We broke up, Mom.” In the researcher opinion of the study is the phrase uttered reflects the embarrassment of speakers. In this sentence, it showed that her mom knows if there something happen to her even she tried to cover up her problem, sadness and her embarrassment.

2. **Sentence structure**

Based on the utterances above the researcher found indirect speech acts in the imperative structure in sentences ”Come home, then, darling” it is a request from the speakers.

(Data 3)

**Situational Context**

( short story Curly Meant Silents)

In the classroom Nina and her friend were talking about the article of a person characteristic based on the type of hair on Magazine.

Nina : “What is it?”

Gloria : I don’t know about that

Nina : What a silly article! Whoever believed in nonsensical things like this? “**ou guys don’t buy this mumbo jumbo, do you?**”

“Aw come on,”. You’re supposed to be intelligent, sensible, and skeptical people. Tell me, is there a logical explanation behind all of this?”

Gloria : “But it’s fun!”

Nina : brave. Eh?

Soraya : “Yes.”, That’s right.”Very true.”

“And some of the descriptions do match.”

Nina : “Then how come I’m not open-minded like it says here?”

Gloria : “I said some,”

Nina : “Okay, okay, whatever.”

Soraya : “Wait, Nina”. **“Let’s try this a bit. Here”**

”Now think of someone, recall how his or her hair is, and see if it matches.”

Soraya : Aha! She would just think of him, her crush.

Nina : Alright, then. Well, he had soft, curly, brown hair.

Soraya: : Let’s see what the article said about it.

Nina : Why, wasn’t he all that?”

Explanations:

1. **Diction**

1) Based on the conversation above, the researcher found the expressive. Informality of that expressive is appeared in sentences: ”**But it fun!** In the researcher opinion of the study is the phrase uttered reflects the gratifying of the speaker. This sentence included to expressive because the speaker feel the pleasure after read the article.
2) Based on the conversation above, the researcher found the directive. Informality of that directive is appeared in sentences: “Let’s try this a bit. Here” In the researcher opinion of the study is the phrase uttered reflects the gratifying of the speaker. This sentence included to directive because they advice and makes the speaker do the action.

2. Sentence structure
1) Based on the utterances above the researcher found indirect speech acts in the interrogatives structure in sentences “You guys don’t buy this mumbo jumbo, do you?” it is a question from the speakers.
2) Based on the conversation above, the researcher found direct speech acts in the declarative structure in sentences “What a silly article” In the researcher opinion of the study is the phrase uttered reflects the statement of dissent Nina about the article.

(Reverie)

Mom : “Wikan. Wikan!”
Mom : “Wikan, wake up. Wake up!”
Wikan : “Mom?”
Mom : “Wikan, honey, please hurry and get dressed! Your grandmother’s passed away “
Wikan : (I close my eyes again, saying a silent goodbye to my Nana.) “You’ll” be OK, Nana. I’ll be OK.”

Explanations:
1) Diction
1) Based on the conversation above, the researcher found the directives. Informality of directives is appeared in sentences “Hey! Don’t just stand there. Come in!” In the researcher opinion of the study is the phrase uttered reflects the invitation of the speaker.
2) The researcher also found the comissives that appeared in sentence “I won’t”. In the researcher opinion of the study is the phrase uttered reflects the promises of the speaker to come for the invitation.

2) Sentence structure
1) Based on the utterances above the researcher found direct speech acts in the declarative structure in sentences: “You’ll” be OK, Nana. I’ll be OK.” it is a statement from the speakers.
2) Based on the utterances above the researcher also found indirect speech acts in the declarative structure in sentences: “Hey I knew my grandmother, all right, and this one was certainly not mine! it is a statement from the speakers.

(Note: Vol. 6 No.45 January – Februari 2007)
Data 5

Situational Context:
(short story Heart and Hands)

In the train the unexpected moment the young woman meet 
two prisoners who asking for a help to speak with the marshal 
for not make their days harder in Leavenworth prison.

Woman: “Well, Mr. Easton, if you will make me 
speak first, I suppose I must. Don’t you ever 
recognize old friends when you meet them in 
the West?”

Frank (prisoner I): “Why, it’s Miss Fairchild,”

“Excuse me for speaking, miss, but I see 
you’re acquainted with the marshal here. 
Could you please ask him to put in a good 
word for me when we get to prison? It’ll 
make things easier for me there. You see, 
his taking me to Leavenworth prison. I got 
seven years for counterfeiting.”

A Woman: “Oh!” So that is what you are doing out 
here?

Easton (Marshal): “My dear Miss Fairchild, “I had to do 
something. Money has a way of vanishing 
into thin air, and you know it takes money to 
keep up with our crowd in Washington. I 
saw this opening in the West, and –well, a 
marshal ship isn’t quite as high a position as 
that of an ambassador, but...

Woman: Ambassador, but“ never calls me anymore. 
You ought to know that. And so now you are 
one of these dashing Western heroes, and 
you ride and shoot and get into all kinds of 
dangers. That’s different from the 
Washington life. We’ve missed you, you 
know.”

Easton (Marshal): “Don’t you worry about them, miss,” All 
marshals handcuff themselves to their 
prisoners to keep them from getting away.

The girl: “Will see you again soon in Washington?”

Easton over, I fear.”

A girl: “I love the West,

Marshall: “Say,

Prisoner 2: “This isn’t quite fair. I need a drink, and 
haven’t had a smoke all day. Haven’t you 
talked long enough? Take me to the 
smoking couch now, won’t you? I’m half 
dead for a pipe.”

Marshal: Good bye, Miss Fairchild. Duty calls, you 
know.”

Woman: “It’s too bad you are not going East. “But 
you must go on to Leavenworth, I suppose?”

Easton: “Yes,” I must go on to Leavenworth.”

Prisoner 1: “That marshal’s a nice man. Some of these 
Western fellows are all right.”

Prisoner 2: “Pretty young to be a marshal, isn’t he?”

Prisoner 1: “Young!” “Why – Oh! Didn’t you get it?”

Say – did you ever know an officer to 
handcuff a prisoner to his right hand?”

Explanations:

1. Diction

1) Based on the conversation above, the researcher 
found the Directives. Informality of that is directives 
appeared in sentences “Could you please ask him to 
put in a good word for me” In the researcher 
opinion of the study is the phrase uttered reflects the 
request from the prisoner.

2) Based on the conversation above, the researcher also 
found the Expressive. Informality of that is 
expressive appeared in sentences “This isn’t quite 
fair” In the researcher opinion of the study is the 
phrase uttered reflects the complaint from the 
speaker.

3) Based on the conversation above, the researcher also 
found the directives. Informality of that is directives 
appeared in sentences “Take me to the smoking 
couch now, won’t you?” In the researcher opinion of 
the study is the phrase uttered reflects the request 
from the prisoner or the speaker.

2. Sentence structure

1) Based on the utterances above the researcher found 
direct speech acts in the declaratives structure in 
sentences: “My butterfly days are
over,” and in sentence “ I love the West” it is a statement from the 
speaker.
2) Based on the utterances above the researcher found indirect speech acts in the interrogatives structure in sentences: “Haven’t you talked long enough?” it is a request from the speaker.

(Note: Vol. 8 No.62 February – March 2009).

Data 6
Situational Contexts;
(Short story The Gift)
At the school Bobby and Ruben were talking about the unexpected a gift from Flo
Ruben : “Flo has been looking for you since this morning. I think she likes you a lot.”
Bobby : “For my birthday last week, she gave cologne. She said her father has brought it abroad.”
Ruben : “So?”
Bobby : “So, she said I should use it to school so she would know that I appreciated her gift.”
Ruben : “So?”
Bobby : “It smelled awful. I didn’t like it. It made me sick and dizzy.”
Ruben : “Just tell her the truth. You know the proverb “Honesty is the best policy.” Just tell her: Thank you for the cologne but I didn’t like the smell of the cologne so he gave it to him.”
Ruben : “What did Flo say?”
Bobby : “She said I was the sweeties boy in the whole world. “I scratched my head.”
Ruben : “See, she likes you even more. Why don’t you just tell her the truth that you’re really not interested in her?”
Bobby : “What if she starts crying?
Ruben : “Ah, I don’t need to worry about that anymore. I’ve given the cologne to my cousin, right? That should give her a hint!” I smiled.
Flo : “There you are, Bobby. I’ve been looking all over for you.”
Bobby : “Hi, Flo, Ruben : smiled. “Here he is. You’ve been looking for him since morning, right?”

Explanations:
1. Diction
1) Based on the conversation above, the researcher found the expressive. Informality of that is expressive appeared in sentences “It smelled awful “ In the researcher opinion of the study is the phrase uttered reflects the unpleasant and complaint of speakers.
2) Based on the conversation above, the researcher found the directive. Informality of that is directive appeared in sentences “Go on, try it.” In the researcher opinion of the study is the phrase uttered reflects the suggestion from the speakers.
3) Based on the conversation above, the researcher found the directive. Informality of that is directive appeared in sentences “why don’t you just tell her the truth that you’re really not interested in her?” In the researcher opinion of the study is the phrase uttered reflects the suggestion from the speakers.

2. Sentence structure
Based on the utterances above the researcher found direct speech acts in the declaratives structure in sentences: “Honesty is the best policy” it is a statement from the speaker.

(Note: Vol. 12 No.92 Desember 2012 – Januari 2013).

Data 7
Situational Context ;
(Short story Your Guardian Angel)
At the music store, Rifa and Ryan were met for the first time to buy the same CD of their favorite song “Your Guardian Angel” by THE RED JUMPSUIT APPARATUS.
Ryan : “Want this, too?”
The shopkeeper : “Too bad! this is the only one left in the store.
Ryan : Here, you can have it.”
Rifa: “N-no, it’s OK. You got it first, didn’t you?”
Ryan: “Hey, I’m serious! You can have it. “You’re the first girl I met who’s into scream songs!” I just stood there.

Two days later, she was sitting on the bench in the campus park, listening to music through an ear bud
Ryan: “Hey! You’re that screamo girl!”
Rifa: “Oh, hello, “
Ryan: “We have to stop meeting like this.” “I’m Ryan Classfield. You? “ Rifa Snowheart, at your service.”
Rifa: “Is the guitarist awesome or what? “Tell me about it!
Ryan: I wish I could play like him.
Rifa: “Time flies, doesn’t it?” “Ryan, are you OK! You’ve been so quiet today.
Ryan: “I’m fine. No need to worry,”OK?” “ Rifa, I’ve got to go now,”
Rifa: “Yeah, sure. See you when I see you
Rifa: “Ryan, you’re … you’re not seeing anyone else, are you?”
Ryan: “Why are you asking me that?” “Rifa, what in the world gives you that idea?”
Rifa: “Well, we haven’t seen each other a lot lately. I mean ….”
Ryan: “I told you I’m working on something important. And you said you were OK with that. Rifa, look at me!”
Rifa: I looked away, avoiding eye contact with him.
Ryan: Rifa! Come on! What’s with you?
Rifa: “Maybe we’re not meant to be together!”
Ryan: “Wait! What do you mean? I told you I’m not seeing anyone else! it’s”
Rifa: : Oh! Cut it out!”
Ryan: “Rifa, please stop crying!”
Rifa: “I thought you’d left me …”
Ryan: “I’m sorry Rifa. I just wanted to give you a surprise. I didn’t mean to make you sad. “I couldn’t be with you all the time because I was taking guitar lessons, so I would be able to play for you. “And I was not seeing anyone else! Geez, girl! I had to take a part – time job to pay for the lessons. That’s why I sometimes had to leave you in a hurry. I’m sorry I hadn’t called all this time.”
Rifa: “it’s my fault, too. I didn’t want to hear your excuses. I’m sorry.” He gave me his cute grin.
Ryan: :“Hey, I’m not gonna leave you, ever. I’m Your Guardian Angel, remember?”
Rifa: :“Yeah, you are My Guardian Angel. Happy first anniversary,
Ryan!”

Explanations:

1. **Diction**
   1) Based on the conversation above, the researcher found the expressive. Informality of that is expressive appeared in sentences “it’s my fault” In the researcher opinion of the study is the phrase uttered reflects the sadness feeling of speakers.
   2) Based on the conversation above, the researcher found the comissive. Informality of that comissive is appeared in sentences “Hey, I’m not gonna leave you” In the researcher opinion of the study is the phrase uttered reflects the promises of speakers.
   3) Based on the conversation above, the researcher found the directive. Informality of that directive is appeared in sentences “Oh! Cut it out!”In the researcher opinion of the study is the phrase uttered the commands of speakers.

2. **Sentence structure**
   1) Based on the utterances above the researcher found indirect speech acts in the interrogatives structure in sentences: “I'm Your Guardian Angel, remember” it is a question from the speaker.
   2) Based on the utterances above the researcher also found direct speech acts in the imperative structure in sentences: “Rifa, please stop crying!” and :Rifa, look at me” it is a command/ request from the speaker.
Table I Distribution of speech Acts in Creative and Smart Magazine

<table>
<thead>
<tr>
<th>No</th>
<th>Title / Data</th>
<th>Types of Speech act</th>
<th>General Fuction</th>
<th>classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Data 1 / Crushed</td>
<td>Expressive</td>
<td>Embarrassment</td>
<td>Rep 1, Dir 1, Exp 1, com 1, Dec 1</td>
</tr>
<tr>
<td>2</td>
<td>Data 2/ Xcelco Cafe</td>
<td>Expressive</td>
<td>Embarrassment</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Data 3 / Curly Meant Silent</td>
<td>Expressive</td>
<td>Pleasure</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Directive</td>
<td>Advice</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Data 4/ Grandma From Nowhere</td>
<td>Directive</td>
<td>Invitation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Commissive</td>
<td>Promises</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Data 5 / Heart and Hands</td>
<td>Directives</td>
<td>Request</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expressive</td>
<td>Complaint</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Directives</td>
<td>Request</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Data 6/ The Gift</td>
<td>Directives</td>
<td>Complaint</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Directives</td>
<td>Suggestion</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Directives</td>
<td>Suggestion</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Data 7/ Your Guardian Angel</td>
<td>Expressive</td>
<td>Sadness</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Commissive</td>
<td>Promises</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Directives</td>
<td>Commands</td>
<td>1</td>
</tr>
</tbody>
</table>

Based on the data above, it was found that authors commonly used classification system directive, expressive, commissives from general function performed by speech acts and then general function from sentences used with embarrassment, pleasure, promises, request, complaint, and suggestion.

CONCLUSION
Based on the data above, classification system list five types of general function performed by speech acts declarations, representatives, expressive, directives, commissives more likely to use; directive, expressive, commissives when they are making short stories. They were usually being delivered at the formal situation with long sentences structures in speech acts.

ACKNOWLEDGEMENT
The research is supervised by Dr.Eva Tuckytasari.,M.Hum and Dr. Sutiono Mahdi.,M.Hum

References


**Appendix**

Appendix data 1, title Crushed, Vol. 11 No. 86. February – March 2012

Appendix data 2, title Xcelco Café, Vol. 8. No. 64 May – June 2009

Appendix data 3, title Curly Meant Silent, Vol. 6. No. 43 October – November 2006


Appendix data 5, title Heart and Hands, Vol. 8. No. 62 February – March 2009

Appendix data 6, title The Gift, Vol. 12 No. 92 December – January 2013

Appendix data 7, title Your Guardian Angel, Vol. 12 No. 93 February – March 2013