

**AN ANALYSIS OF EXPRESSIVE SPEECH ACTS USED BY THE MAIN
CHARACTER OF “TO KILL A MOCKINGBIRD” NOVEL**

THESIS

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**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG
2022**

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THESIS

Presented to

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the Requirements for the Degree of *Sarjana Sastra* (S.S.)

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MALANG
2022**

STATEMENT OF AUTHORSHIP

I state that the thesis entitled “**An Analysis Of Expressive Speech Acts Used By The Main Character Of *To Kill a Mockingbird* Novel**” is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 27 Juni 2022

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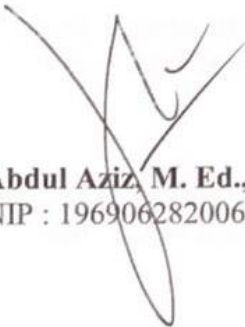
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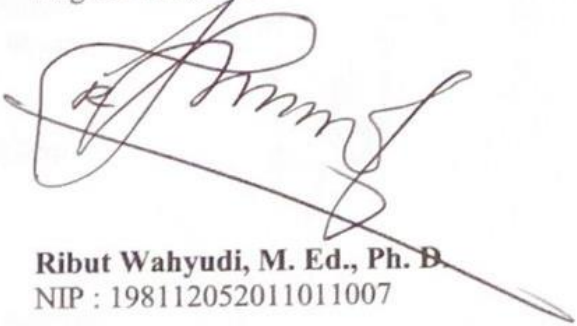
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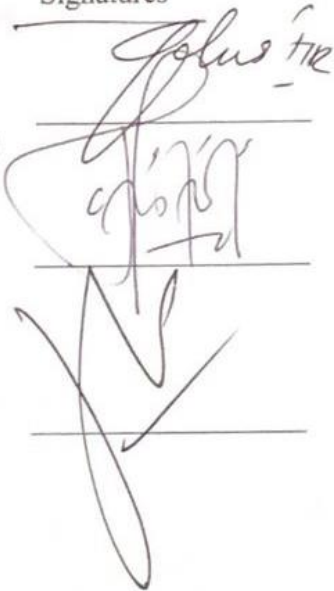
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MOTTO

“What you give is what you get”

DEDICATION

I truly dedicate this research to:

All people who always support me especially to my big family and my fiancé
family.

Also myself who works very hard to complete this assignment.

ACKNOWLEDGMENTS

Assalamu'alaikum Warahmatullahi Wabarokatuh

The researcher wants to thank to Allah SWT for His grace and sustenance which has given to the researcher. Sholawat with Salam send to the great prophet Muhammad SAW and his *Habibullah*. Because of his guidance to the Muslims to seeking a kind path until this era. This grateful addressed to the close people who addressed are:

First, this is addressed to the researcher's thesis supervisor, Mr. Abdul Aziz, M. Ed, Ph.D, has been guiding the researcher if there any revision of this written thesis. Thank you also is given to him because he has helped the researcher to finish his work.

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For my fiancé's family, Mr. Bahrul Anam and Mrs. Ida Ayu Aris, gives his best motivation too for this hard work. They convince me that I can do this research properly and correctly. Even if this work meets a problem, they always also give his pray to help the researcher. Their strength motivation are the big encouragement to me.

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Last, for myself who tries harder and give his best to do this thesis research. All the best I can do has been deployed. A great dedication and appreciation give to myself. "I can do this all day" the words the researcher has spoken everyday.

The Researcher

A handwritten signature in black ink, appearing to read 'Fido Dio Aji Firmansyah', with a large, stylized initial 'F'.

Fido Dio Aji Firmansyah

ABSTRACT

Firmansyah, Fido Dio Aji (2022) *An Analysis Of Expressive Speech Acts Used By The Main Character Of "To Kill a Mockingbird" Novel*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Abdul Aziz, M.Ed. Ph.D.

Keywords: Expressive, Expressive speech acts, To Kill a Mockingbird

Pragmatics has a study purposes of understanding the utterance meaning which has derivative studies of speech acts. This study aims to analyze the types and uses of expressive speech acts. The use of expressive speech acts is an utterance that represents the psychological or emotional feelings of the speaker. This study aims to analyze the expressive speech acts of the novel *To Kill a Mockingbird* by Atticus Finch. This expressive speech act analysis research uses the theory proposed by Yule (1996) and Norrick (1978). The analysis carried out will explain in detail about the function, types of speech acts (direct or indirect) and the value of expressive speech acts. This research method uses a qualitative descriptive strategy to fulfill the objectives of this study. The design of a qualitative research approach using narrative inquiry takes place here. Therefore, the method that has been chosen is because it is considered suitable for the analysis of this research which examines the speech acts of a main character in the novel. This study resulted in an analysis of 10 types of expressive speech acts, those findings are: *Thanking, Greeting, Apologizing, Praising, Condoling, Blaming, Sadness/Sorrow, Boasting, Criticize, and Threatening*. Followed by 65 direct speech acts and 24 indirect speech acts. The type of expressive speech act that often appears is Criticize. In consequences, it is extraordinarily expected that the further research will analyze the same novel as this study with different types of speech acts (besides the expressive speech acts).

مستخلص البحث

فرمنشية، فيدو ديو أجي (2022) تحليل العوامل اللفظية التعبيرية المستخدمة للرديف الأول بقصة "To Kill a Mockingbird". البحث الجامعي، قسم أداب اللغة الإنجليزية، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: د. عبد العزيز الماجستير.

كلمات أساسية: التعبيرية، العوامل اللفظية التعبيرية، *To Kill a Mockingbird*

اللغة لها دور مهم في المواصللة بين الناس كل أيامهم. وإحدى من المباحث اللغوية علم اللغة التي هي نوع من العلم الواقعي. وفيها المباحث العديدة وإحدى منها تحليل العوامل اللفظية. والعوامل اللفظية هي الكلام من المتكلم الذي تكلم المقصود الخاص من قوله. وهي أيضا إحدى من العوامل اللفظية التعبيرية التي تُعبّر عن شعور المتكلم. هذا البحث يهدف إلى تحليل العوامل اللفظية التعبيرية من قصة *To Kill a Mockingbird* التي تكلم بها Atticus Finch. وهذا البحث أي تحليل العوامل اللفظية التعبيرية باستخدام النظرية التي ألفها Yule (1996) و Norrick (1978). التحليل الذي فعله الباحث يشرح شرحا تفصيلا لوفاء مقصود هذا البحث. وخطة هذا البحث الكمي باستخدام البحث القصصي كما وقعت لأنه طريقة التي اختارها الباحث عدها لائحة لتحليل هذا البحث الذي بحثه من العوامل اللفظية بالرديف الأول في القصة. وانتاج هذا البحث أن تحليل اللفظية التعبيرية لها عشر نوعا كما يلي: التعبير الشكري (*Thanking*) والترحابي (*Greeting*) والدفعي (*Apologizing*) والمدحي (*Praising*) والعزائي (*Condoling*) والتندمي (*Blaming*) والحزني (*Sadness/Sorrow*) والإعتزازي (*Boasting*) والانتقادي (*Criticize*) وكذلك التهديدي (*Threatening*) ويليهما بخمس وستين العوامل اللفظية المباشرة وأربع وعشرين العوامل اللفظية غير المباشرة. وبدت كثيرا التعبير الانتقادي. وانطلاقا مما سبق ذكره رجا الباحث إلى البحث الآتي أن يحلل هذه القصة بهذا البحث بنوع العوامل اللفظية المخالفة (غير العوامل اللفظية التعبيرية).

ABSTRAK

Firmansyah, Fido Dio Aji (2022) *Analisis Tindak Tutur Ekspresif Yang Digunakan Oleh Karakter Utama Novel "To Kill a Mockingbird"*. Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Abdul Aziz, M.Ed. Ph.D.

Kata kunci: Ekspresif, Tindak tutur ekspresif, To Kill a Mockingbird

Pragmatics memiliki kajian pemahaman makna yang memiliki turunan kajian tindak tutur. Dalam kajian ini memiliki tujuan menganalisa tipe dan penggunaan dari tindak tutur ekspresif. Penggunaan tindak tutur ekspresif merupakan ujaran yang merepresentasikan perasaan psikologis ataupun emosional penutur. Penelitian ini bertujuan untuk menganalisa tindak tutur ekspresif dari novel *To Kill a Mockingbird* yang diujarkan oleh Atticus Finch. Penelitian analisa tindak tutur ekspresif ini menggunakan teori yang telah dicetuskan oleh Yule (1996) dan Norrick (1978). Analisa yang dilakukan akan menjelaskan secara rinci tentang fungsi, jenis tindak tutur (langsung atau tidak langsung) dan nilai tindak tutur ekspresif. Metode penelitian ini menggunakan strategi deskriptif kualitatif untuk memenuhi tujuan penelitian ini. Desain pendekatan penelitian kualitatif dengan menggunakan naratif inquiry terjadi disini. Karenanya, metode yang telah dipilih ini dengan alasan dianggap cocok untuk analisa penelitian ini yang meneliti dari tindak tutur suatu karakter utama di dalam novel. Penelitian ini menghasilkan analisa tindak tutur ekspresif sebanyak 10 tipe yakni: *Thanking, Greeting, Apologizing, Praising, Condoling, Blaming, Sadness/Sorrow, Boasting, Criticize, and Threatening*. Diikuti dengan 65 tindak tutur langsung dan 24 tindak tutur tidak langsung. Jenis tindak tutur ekspresif yang sering muncul adalah *Criticize*. Dengan ini diharapkan penelitian selanjutnya akan menganalisa novel yang sama dengan penelitian ini dengan jenis tindak tutur yang berbeda (selain tindak tutur ekspresif).

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CHAPTER 1

INTRODUCTION

A. Background of the Study

In daily conversation, every human being quietly often to express his feelings through their utterance. They cannot be separated between utterance and emotion. This is called with expressive speech acts inside the study of pragmatics. With those indicators, it makes this research important to understand the expressive speech acts. This phenomenon occurs everytime in their conversation followed with action and speech. Humans have their right to express what they feel through their speech to fulfill the goals and understanding among others about their feelings through the utterance.

The reason for choosing the topic of discussion is because of the attractiveness of a character in the story of the novel to be analyzed. Here, researchers can reach more broadly by reference and discussion. Researchers can interpret or describe how speech acts occur in a novel character. Research on speech act analysis can also be done in a literary work in the form of a text where the analysis of speech acts is not only focused on the original person who speaks or in the form of video. Why this research uses novel objects because novel is a fictitious prose narrative of book length, typically representing character and action occurred in a written form. Linguistically, this novel has many things that must be studied in terms of pragmatic understanding in term of analyzing such as

implicature, presupposition and speech acts. Besides, old novels also have their own characteristics in writing. Novels that are relatively old have a static style of language and have straightforward meanings so that readers can easily understand them.

The research here will discuss about the expressive speech acts in the novel. The approach is pragmatic and speech acts here are considered more appropriate to use. More precisely, research on expressive speech acts occurred from one of the main characters Atticus Finch in "To Kill a Mockingbird". The reason why this research is conducted academically will give the main new insight to provide research on the analysis of expressive speech acts of a character in the novel. This is because there is still lack research that discusses similar things like this by analyzing data sources from the main character of a novel especially on analyzing expressive. On the other hand, this has a positive impact on readers and especially someone who studies linguistics by understanding the study of speech acts of expression pragmatically. In addition, in a non-academic context, this research provides new knowledge to readers who are just learning about one of speech acts. Therefore, this research is important because this study discusses the expressive speech acts of one of the main characters in the novel entitled To Kill a Mockingbird by Harper Lee which there are no journal or researchs as this research.

One of the linguistic studies is pragmatics as a branch of linguistics which studies the meaning of an utterance or speech so that it can be understood. Pragmatic studies are more precise, not understanding the speaker's words, but

rather prioritizing to understand the meaning of a sentence from the speaker (Yule, 2010). According to Birner, pragmatics is the overall meaning of speech, not focusing on the internal meaning of words (Birner, 2013). Pragmatics is a branch of linguistics that studies the relationship between the context outside the language and the meaning of speech through interpretation of the situation in which it is spoken (Sataloff et al., 1998). In the study of pragmatics there is also a branch that studies speech acts. This is also formulated in Yule (2010) by explaining that speech acts are "actions" carried out by speakers at the same time as their speech which is carried out simultaneously between actions and utterances. In the study of speech acts, there are also various kinds of speech acts themselves. As well as illocutionary speech acts, locutions and perlocutions. However, under those three things, there are still many subordinate types of speech acts, such as assertive, directive, commissive declarative and expressive speech acts (Searle, 1969). This research focuses more on the discussion of expressive speech act in one of the main characters of the novel *To Kill a Mockingbird*.

Expressive speech acts are one part of speech acts that express their attitudes and feelings towards something. Examples of expressive speech acts are utterances such as apologizing, thanking, congratulating and so on that indicate a speaker is expressing his feelings and attitudes. Expressive speech acts can occur in certain situations. Usually, expressive speech acts occur when a speaker does five things, including smiling, laughing, shouting, crying, and pouting. These five things are expressive traits or a person can be expressive with these things. Why

the research here prefers expressive speech acts because these speech acts give more express understanding about what is happening by the speaker either in terms of feelings, emotions, and reactions through his speech acts. On the other hand, expressive speech acts are also inseparable in a conversation between humans that occurs every day because humans are also often expressive.

Overall, this study discusses the expressive speech acts of a main character from the novel *To Kill a Mockingbird*. This study is considered quite important because expressive speech acts need to be studied in a novel character without having to study a native speaker inside the video or on the discourse real life. This study only focuses on expressive speech acts in Atticus Finch's character in the novel. Therefore, none of the previous studies discussed expressive speech acts in the characters of this novel. By looking at the gaps from previous study below that will be discusses, this gives evidence that this research needs to be studied because there is no research that has the same discussion as the research in this paper. Thus, this gap needs to be filled to add insight and extensive studies to complete the empty gap. Analysis of speech act analysis can be done in written works such as poetry, song lyrics and also novels because the important data in this analysis lies in speech or conversation (Oktadistio et al., 2018).

There are studies that refer to film data, film scripts, and actors from films and etc. Most previous studies have discussed expressive speech acts in a film, such as in the *Crazy Rich Asian* movie (Rahmawati, 2021). This journal study has title of *An Analysis of Expressive Speech Acts Used in Crazy Rich Asian* movie. The method used in this journal is a research method using a qualitative

descriptive design. In this study also used the theory of Searle (1985) and the theory of Hymes (1974). There are twelve expressive speech acts mentioned by Searle; apologize, thank, condole, congratulate, complain, lament, protest, deplore, boast, compliment, greet, and welcome. Inside the research used descriptive qualitative method. As a result, in the movie *Crazy Rich Asians*, there were 52 expression data and only 10 types of expression methods, and some expression types appeared except for condolences and boastful expressions. By analyzing the data that has been obtained, the journal also discusses that these speech acts also affect the value of politeness.

There is research journals with base data from the “Venom” film (Nareswara & Suseno, 2019). When the researcher is analyzing the types of expressive speech in the movie “Venom”, the writer finds seven uses of expression: apology, impute, congratulating, greetings, introducing, praise, and gratitude. There are conclusion: introduction - up to 4 data, apology and praise - up to 3, rebuke and greeting - only 1, thanks - only 2. with research that uses qualitative descriptive here has the title “*A Pragmatic Analysis Of Expressive Speech Acts In The Movie Venom*”. The expression dialogue act frequently used in the movie *Venom* has frequently conducted the expressive speech acts.

There is also a study of expressive speech acts that compares two well-known figures between Anies Baswedan and Recep Tayyip Erdogan (Tamam et al., 2020). This research is entitled *The Expressive Speech Act Used by Anies Rasyid Baswedan and Recep Tayyip Erdogan as the Reaction of the Attacks in Christchurch New Zealand*. Qualitative methods were used to achieve the three

objectives of the study. It was transcribed and descriptively analyzed as the main data that has been obtained. As a results, it shows that the speakers used three types of expressive speech act: mourning, regret, and mourning. In other conclusion, There are additional results of this study, there are: Anies Baswedan's personality is gentle, wise, and soft; whereas Recep Tayyip Erdogan's personality is brave, influential, and wise.

However, there is thesis studies that examine these expressive speech acts in a classroom by examining expressive actions performed by teachers and students (Dalimunthe, 2017). Speech act analysis research entitled *Expressive Speech Acts by English Teacher In The Classroom Interaction* using qualitative descriptive methods to obtain the data obtained. There are six types of expressive speech act that English teachers use in classroom interactions. They are expressions of attitude, expressions of gratitude, expressions of apology, expressions of desire, expressions of compliments, and expressions of farewell. The expression of gratitude is the most common expression used by English teachers, but the expression of farewell is the least used. Thus, the research concludes that the use of expressive speech acts makes teaching and learning activities more interesting and students are more enthusiastic about learning.

However, there is also research that discusses expressive speech acts in a literary work on New Moon which entitled "*Male Characters' Expressvie Speech Act on Romantic Speech Events in New Moon*" (Mustofa et al., 2019). The study is a social practical study as a source of theory to analyze the data of the literary works. In Stephenie Meyer's novel New Moon, it aims to illustrate the types of

expressive speech that male characters make during romantic speech events. A descriptive qualitative method was used to collect data in this study. Data are obtained from statements by male characters about romantic speech events. The result of the research has shown that there are 15 types of expressive speech act, they are: showing dislike, caring, regretting, surprising, apologizing, greeting, loving, mocking, showing relief, giving a compliment, confessing, encouraging, showing anger, and thanking.

In a research journal entitled "*An Analysis Of Expressive Speech Acts Used By Steve Rogers As The Main Character In Civil War Movie*" uses a qualitative strategy design method (Sirwan & Yulia, 2017). The researcher uses one of the main characters in the film as the main source of his research. During the research conducted, the journal obtained the following results: Wishing 1, Congratulations 1, Condolence 1, Thanking 4, Attitude 18, Apology 4, Greeting 2, Lamentation 3, Agreement 3, and Exclamation 8; with a total of 45 types of expressive speech acts. It can also be concluded that this research provides information that the main character often speaks with caring, sympathy and empathy towards the interlocutor.

The research conducted by Widdy Syafitri entitled "*Expressive Speech Acts In The Statuses Of The Facebook Users*" analyzed expressive speech acts followed by qualitative descriptive observation methods (Syafitri, 2020). This is because the research is sourced from text data in one of the social media (Facebook). The researcher also uses the speech act theory of Searle (1979) and uses the expressive speech act theory of Vanderveken (1985). The types found

inside the journal research are agreement, disagreement, apology, disappointment, encouragement, anger, pride, sadness, congratulation, exclamation, annoyance, satire, gratitude, and hope.

The research journal entitled *"An Analysis of Expressive Speech Acts Used in The Ellen Show Interview With Billie Eilish"* identifies expressive speech acts (Ngasini et al., 2021). The method used is also descriptive qualitative design. The data obtained by the researchers were based on transcripts of interviews that had been conducted. The results obtained from his research are: 1 apologizing expression, 1 thanking expression, 6 congratulating expressions, 1 greeting expression, 1 wishing expression, 5 attitudes expressions. The total of the number of expressive speech acts is 15 in total. The results obtained are expressive congratulating which is an expressive speech act that often appears.

The research journal entitled *"Expressive act used by characters in Fredrik Backman's a man called Ove"* discusses the types of expressive acts and the context of expressive acts (Wati, 2018). This study uses a qualitative method. The results of this study found that there were 52 speech data which showed that there were 8 types of expressive acts. There were 8 types found, namely thanking (3 data), greeting (2 data), apologizing (7 data), appreciation (4 data), praising (12 data), cursing (4 data), accusing (5 data), and blaming (15 data). Blaming expressive speech acts is the only type which often used.

In the thesis entitled *"The Analysis of Expressive Speech Acts in the Comments Section on One Direction's YouTube Channel"* discusses the types of expressive speech acts (Hambali, 2021). This research uses descriptive qualitative

method and uses speech act theory from Searle, Norrick, and Guiraud. This research produces 7 types of expressive speech act from 51 comments. Each expressive type, namely 26 sorrow, 4 congratulation, 2 thanking, 13 praising, 4 happiness, 1 blaming and regretting.

The thesis written by Mazidah entitled *"Expressive Speech Acts found in Classroom Interaction"* describes expressive types using the theory of Yule, and Norrick. This study uses descriptive qualitative methods to obtain the desired data (Mazidah, 2018). The results of this study are divided into direct and indirect sentences, with the types of apologizing, thanking, condoling, congratulating, deploring, and welcoming. This study uses data that has been transcribed from the EFL (English Foreign Language) class.

The research in the form of a thesis entitled *"An Analysis of Expressive Illocutionary Act in Inside Out Animated Movie Script"* discusses by examining expressive speech acts contained in the film script (Tiloli, 2021). This thesis uses a qualitative descriptive method to obtain the data. The results found in this study amounted to 44 expressive speech acts in total. If it is explained in detail, then the results obtained are; 8 thanking, 8 apologize, 15 pleasure, and blaming 13. The dominant type appears is the expressive type of pleasure and blaming.

"An Analysis of Expressive speech Acts found in Moana Movie" thesis written by Donatus Haryo Krisnugraha which analyzes expressive speech acts in the speech of the character of the movie Moana (Krisnugraha, 2020). The method used to obtain this thesis data uses discourse analysis methods. The expressive types found are 9 types of speech acts. expressive, with the following details: 15

regretting, 13 joy/happiness, 6 boasting, 5 thanking/praising, 4 lamenting, 3 blaming, 2 apologizing, 1 forgiving.

By referring to previous research, research with data sources from Harper Lee's novel, especially the book *To Kill a Mockingbird*, contains several specific topics such as learning-teaching inside Aziz & Raffi (2020) and the translation of Harper Lee's novel (Kilian, 2019) and (Vevec, 2022). In addition, there are quite a number of references to journals or research on expressive speech acts that discuss these studies. What has been found from previous studies has mixed data, different theories, and results of different types of expressive. However, among previous studies there are differences between the required data sources. Afterwards, what has not been found from previous research is the discussion of expressive speech acts which were analyzed for the main character of *To Kill a Mockingbird* named Atticus Finch.

B. Problem of the Study

1. What types of expressive speech acts are used by the main character in *To Kill a Mockingbird*?
2. How the expressive speech acts are used by the main character in *To Kill a Mockingbird* novel?

C. Objectives of the Study

1. To identify the used of expressive speech acts on the Atticus Finch in *To Kill a Mockingbird* novel
2. To identify the use of expressive speech acts carried out by Atticus Finch in the novel *To Kill a Mockingbird*

D. Scope and Limitation

In this study, this writing only focuses on speech data, sentences and words obtained from one of the main characters named Atticus Finch in Harper Lee's novel *To Kill a Mockingbird* as a source of expressive speech acts research. The theory used is speech acts theory from Austin, expressive speech act theory from Searle and Norrick. This study only focuses on one character in the novel *To Kill a Mockingbird*, namely Atticus Finch without disturbing the other characters. With the same scope as the previous explanation, this is the limit of the scope of this research by examining Atticus Finch's expressive speech acts.

E. Significances of the Study

Significantly, this research is expected to contribute theoretically and practically. If viewed theoretically, this research provides an analytical understanding of expressive speech acts and their types. Then, this research is also expected to be a source of ideas for further expressive acts research. On the other hand, practically this research can provide good knowledge and understanding for students, especially in the English Literature major with a concentration of linguistic studies of pragmatics. Then, it is also hoped that this can be a learning reference for the teaching staff as teaching material. In addition, the research is also expected as a reference for future studies.

F. Definition of Key Terms

The definition part is added here to inform the reader so that there is no misunderstanding and ambiguity.

1. Expressive speech acts: Expressive speech acts are utterances in purpose to represent the speaker's feelings towards a certain situation such as thanking, congratulating, and apologizing.
2. To Kill a Mockingbird : A literary work in form of novel published in 1960 written by Harper Lee with a focus on examining the expressive speech acts of one of the main characters "Atticus Finch".

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

This chapter is certainly discussed about the theories that will be used related to the research. Those are Pragmatics, Speech Acts and Expressive Speech Acts.

1. Speech acts

Speech acts are a branch of pragmatic linguistic studies. Speech acts based of two combine words that come from *speech* and *act*. Therefore, speech acts are the intent of an utterance accompanied by speech followed by action. In shorter words, speech act is the action performed by a speaker (or writer) with speech (or writing). For example, when someone says "I will be at your house at ten o'clock", followed by actions according to his/her utterance and not just words, this is classified as "promising" speech acts. According to Yule (2010), speech acts describe utterances and actions such as requesting, commanding, questioning, informing and etc.

In the analysis of speech act studies there are also separate functions. Speech acts serve to convey utterances to convince or influence the interlocutor. Speech acts can influence through speech to do something (Austin, 1962). This means that through an utterance it can influence the interlocutor such as the utterance "to do/ask for something". Speech acts are not only to analyze speech lively that is

communicated between individuals. However, speech acts can be analyzed in the form of text media (Griffiths, 2006). The text in question can be in various forms, such as utterances in comments, utterances for a character in a script or novel. Therefore, the scope of speech act research is quite broad. Therefore, this speech act research has a function to understand what the speaker means based on the classification of his speech act.

Speech acts have types based on the sentence or the utterance of speaker (or writer). This is due to the different forms of text or speech sentences. The types of speech act sentences are divided into two parts. The types of speech acts are direct speech acts and indirect speech acts (Yule, 1996). A more detailed explanation below:

a. Direct Speech Acts

A direct speech act is an utterance that has a direct continuity and relationship between its form and function or meaning (Yule, 1996). Thus, between the utterances and the meaning intended by the speaker (or writer) there is no hidden meaning behind the sentence of utterance. such as an example of an apology sentence *"I'm sorry for what I said earlier"*. The sentence has a direct meaning to apologize without messing the words, sentence or meanings. Usually these direct speech acts are in the form of statement, order, question, prohibition, invitation, felicitation, apology, and etc.

b. Indirect Speech Acts

Indirect speech act has no relationship between form of the utterance and function (meaning). Therefore, the utterance sentence and the intended meaning have a difference. For example, "*The weather is freezing cold, and the windows are still wide open.*" The utterance of the sentence is an indirect speech act. This is because the words of sentence and meanings has different relationship (the meaning is different). The speaker indicates for the listener to close the windows because the air is very cold.

In speech acts there are classifications of actions. The act stated by Austin is divided into three divisions of the classifications of speech acts. Those classifications are locutionary acts, illocutionary acts, and perlocutionary acts which will be explained in detail below:

a. Locutionary acts

Locutionary speech acts express words or speech acts in the form of sentences that are meaningful and can be understood directly. In other words, the locutionary speech act is a valid or actual statement. This speech act does not contain hidden meaning behind a utterance or a sentence. Also, locutions here have no effect on their opponents such as orders that have an effect on their interlocutors. As an example: "*Earth is a planet*". The sentence has a valid or actual (absolute) meaning without the asking/doing something (illocutionary) and giving effect (perlocutionary). The

sentence "Earth is a planet" is a fact sentence that is immediately acceptable and easy to understand.

b. Illocutionary acts

Illocutionary speech acts are speech acts that contain hidden meanings or other meanings desired by the speaker towards the interlocutor. When the speaker pronounces an utterance, in fact he also takes action, namely conveying his intentions or desires through the utterance. Illocutionary acts are speech acts that contain the intention and function of the power of speech. This illocutionary speech act has quite a complexity. This is because illocutionary acts are related to who the speaker is, to whom, when and where.

Searle (1976) states, in illocutionary speech there are various types based on the function of each in each type. This illocutionary act is usually related to giving permission, thanking, ordering, offering, promising and so on. In this illocutionary act, there are various types which are divided into five types of illocutionary acts which have a communicative function in each type. Those types are described below:

1) Assertive (or Representative)

Speech acts that bind the speaker to the truth of what he says. This speech act has a true value, absolute and valid statement (Wunderlich, 1977). Utterances that are said to be in

the nature of stating, suggesting, boasting, complaining, and claiming. An example of a sentence is: "I like the bag" This sentence is a statement that the speaker says about his feelings through a statement sentence.

2) Directive

Speech acts that are carried out by the speaker with the intention that the interlocutor performs the action mentioned in the speech (request). This means to make the speaker partner do something according to what the speaker says (expect). It is ordering, commanding, pleading, demanding, and exhorting. example of the sentence: if the teacher says to his students "*Close the door, please*". This sentence belongs to the directive type because there is a "commanding" characteristic in the sentence.

3) Expressive

Illocutionary acts whose speech forms function to express or show the speaker's feelings towards a situation, such as thanking, congratulating, apologizing, blaming, praising, and condoling. For example: "*I beg your pardon*" it is definitely the apologizing sentence of asking the apology.

4) Commissive

This commissive type of illocutionary act is a speech act indicating the utterance functions to bargain, vow and promise.

The characteristics of the commissive illocutionary are promise, swear and offer something. Examples of commissive sentence: "*hold my word, I'll buy it*" the sentence is a promise utterance. the indication lies in the phrase "*hold my word*" which gives an understanding that the phrase is a commitment.

5) Declarations

This declarative illocutionary act has the function of connecting the contents of the speech with reality. In other words, the utterance of speech acts aims to make the intention of creating new things (status and circumstances). This illocutionary act, there is a declaration utterance that changes the present reality, such as surrendering, firing, baptizing, naming, appointing, excommunicating, and punishing. The example sentence: "*I declare to start a war*" this sentence is included in the declaration to decide an action.

c. Perlocutionary acts

This perlocutionary act has the meaning of speech that has the power of influence and gives effect to the listener (or reader). These effects can change the actions, thoughts or feelings of the listener after hearing the perlocutionary utterance. For example: "look, it's raining outside" the sentence can affect the listener in action so the listener can understand that going out to use an umbrella or a figurative word to advise the listener not to go out

because it's raining. In the perspective of thought, the listener will change his mind if outside has sunny weather in his imagination it becomes rain, but changes his mind when he hears the utterance.

2. Expressive Speech Acts

Expressive illocutionary is "to express the psychological (feelings) of the speaker determined in the condition of sincerity about the specified state in a certain situation". Expressives are distinguished from other types of illocutionary acts, types of psychological conditions based on what they reveal. Expressives speech acts don't express the speaker's beliefs or intentions, but emotions (Norrick, 1978). He also explains if speech acts have their own value. The value is divided into positive value and negative value. More precisely, how the speech act represents whether the utterance is good or bad. Positive values represent the emotional feelings of a good speaker. But on the contrary, negative values represent the emotional feelings of the speaker who are sad, gloomy and so on. Because there is an explanation of functions and values that will answer one of the theoretical problem formulations from Norrick, it is used in this study.

Expressive speech acts has the characteristics utterance of happy, sick, like, dislike, disappointed, happy, or sad statement (Yule, 1996). This is as stated by Leech (1983), the speaker's feelings can be expressed by some verbs such as apologizing, thanking, congratulating, regretting, praising, blaming, etc. Therefore, it

indicates that expressive speech acts are a manifestation of conveying emotional feelings from the speaker. The delivery of the utterance cannot be separated from the emotions of the speaker, or it can be said that speech and emotion are connected to each other.

a. Thanking

Thanking is one of the expressive speech acts that often occurs in interpersonal communication. This relates to the speaker's expression of appreciation, gratitude and positive gestures towards something. Usually someone will be grateful if there is someone who helps him (the speaker), gets sustenance or any action that should get appreciation. An example of a thanking sentence is "*Thank you for loving me*". This is because the speaker appreciates and says "thank you" his opponent for loving him (the speaker). This expressive speech act (thanking) gives a signal to the addressee as a positive feeling

b. Greeting

Greeting is an expressive act by welcoming someone who has just arrived. The purpose of welcoming is to make the person feel comfortable. It could also indicate that the arrival of the person is considered an honor to be welcomed. In certain situations, Acts of welcoming indicate the speaker host's readiness to fulfill his guest's wishes. Such as "*welcome to this store*". This greeting expression indicates that it has a positive purpose as well.

c. Apologizing

Basically, the expression of apology is often used in everyday conversation. This emotional expression occurs when a speaker feels guilty and regret. This is because what the speaker does is wrong. By that mistaken act, the researcher expresses his mistakes and regrets about something by apologizing. The purpose of apologizing, usually, is to maintain harmony with each other without leaving any misunderstandings behind. "*Forgive me, father*" is an expression that expresses an apology. This expression of apology has negative feelings towards his opponent.

d. Praising

This utterance has the meaning to give praise and appreciation to the interlocutor. The praise is usually for achievements, good physique and so on. This speech act has a positive value to the recipient. For example sentence "*what a great shoot it is*".

e. Condoling

Condoling is almost the same as the congratulating which to share the experiences and feelings of the recipient. Condolences may be intended to increase the recipient's joy, condolences are often intended to reduce the listener's pain. It also has a negative

value impact. For the example *“Please accept my condolences, my dear friend”*.

f. Blaming

Blaming is a condition against something or someone when they do something wrong or unexpected. Usually, blaming also appears when someone doesn't have firmness and responsibility. Therefore, this action has a negative value inside. The example of blaming *“it was your mistake”*.

g. Sorrow (Lamenting)

Sadness is an expression for a state when we feel depressed caused by loss, disappointment, lack of satisfaction, or falls short of our expectations. It expresses sorrow at one's own misfortune. It also contains negative values. For the example *“I feel sad for myself”*.

h. Boasting

Boasting is a condition that expresses something to impress someone. Usually, speakers usually highlight achievements in the past or maybe beyond this (achievements) such as accomplishment, trophies and certificates. It aims to inspire and show admiration. Because of this gives a great impact then this has a positive value. Such as the example sentence, *“look at our achievements first”*.

i. Criticize

To criticize means to comment on someone's speech or actions. Not only commenting, but criticizing can also mean giving opinions, judgments, considerations, and a reprimand. In this case, criticizing has a positive value because it can have a good effect on the listener. An example of criticize would be: "I comment on your actions earlier, so please stop talking only based on your emotions."

j. Threatening

Threatening means to give a threat or statement to frighten the interlocutor. Usually, this is used as a form of self-defense or just to scare you in a threatening sentence. However, bluffing also belongs to the nature of expressive speech acts that have a threatening type. An example of the sentence is: "Don't come any closer or you will suffer the consequences."

So, at least those are some types of expressive speech acts which are divided into 10 types. Each type has a different description and function in it. The eleven types are thanking, greeting, apologizing, praise, condoling, blaming, sadness or sorrow, boasting, criticizing, and threatening.

3. To Kill a Mockingbird novel

To Kill a Mockingbird is a novel published in the 20th century. This novel was written by a literary writer named Harper Lee. This literary work has good reviews and comments from several circles.

Their responses were quite mixed as well. This novel book is in great demand which has a considerable influence and is quite in demand in the 20th century.

This novel basically has two core stories which are divided into part one and part two. In part one has a core story taken in 1933-1935 which tells the story of how Atticus Finch raised his two children who have name Jem Finch and Scout Finch who had abandoned by his mother (passed away). He taught his two children that killing a mockingbird is a sin because the bird does not disturb humans. On the other hand, he also teaches that life must fight even though we know we should have lost. It has to do the continuity with the story of the second part. In the second part, an Atticus Finch is a lawyer who defends a black man accused of harassing white women. As the trial progressed, the woman was proven guilty and she was a victim of violence from her own father. However, bad luck befell a black man because the jury did not want to release a Negro and the whites (the racists) still blamed the black man named Tom Robinson who was defended by Atticus Finch. So in the trial at that time what Atticus Finch was supposed to do work really well and won, he was beaten by the jury. Then, after a long time, a great disaster has happened when his two children (Jem and Scout) went to school alone and they were attacked by someone. At least that's the plot of the story that can be a slight summary to tell.

CHAPTER III

Research Method

A. Research Design

In this study, the authors used a data collection approach using a qualitative research strategy. Qualitative strategies have properties that are based on the use of raw data and do not convert data into numbers. By using qualitative design to obtain and study data from sources, it makes qualitative strategies needed in this research. Qualitative design examines data from various sources such as text and then observes documents or literary works (Poems, Lyrics, Novels). Precisely, qualitative studies can analyze documents or texts. On the other hand, qualitative research makes it easy to dig up data information with an interview or text analyzing then it will be analyzed data descriptively. Then, if this research focuses on collecting data from document sources, the inquiry is based on an explanation, then this is a narrative inquiry. Qualitative research aims to write in a flexible literary style that conveys a story, or theatre, or poetry, novel without the limitations of a formal academic writing structure. (Creswell, 2013).

This research precisely is using descriptive qualitative method to analyze the data that has been obtained. Descriptive analysis analyzes the data obtained from a specified source in a narrative form. This is because the researcher takes data from the text contained in the novel directly or indirectly which is then analyzed by the narrative or text form. Therefore, qualitative descriptive here is used. The method of analysis is to describe the expressive speech acts data from the novel. Then the

research design used was record keeping technique. Therefore, record keeping refers to books and documents as the main data of this research. Therefore, this research can be well analyzed and easy to understand for readers.

B. Data and Data Source

Based on a qualitative description, this study uses data sources from one of the literary works in the form of a novel. The data taken are taken in form of direct and indirect sentences, phrases and words which indicates an expressive speech act from one of the main character. It is taken from Atticus Finch as one of the main character inside the novel. The data will be used for research in this research based from the Harper Lee's literary work novel book entitled "To Kill a Mockingbird" published by J. B. Lippincott & Co. in July 11, 1960 with 281 total pages.

C. Research Instrument

With the researcher himself as a human instrument as the main key to obtain data by observing and examining data text documents (Creswell, 2013). The instrument used in qualitative is the collection of data from a shape of document which have several ways, namely observing, reading, gathering and give a list. The second instrument of this research based on Harper Lee's novel book entitled "To Kill a Mockingbird". Because the instrument data obtained from literary works that are quite well known, this makes the data valid. With the instrument of the novel, here will provide a deep understanding of the expressive speech acts of the character Atticus Finch

D. Data Collection

The data collection that is carried out is in the form of document book form. This is because the source of the data comes from a novel written text. Then, the thing to do to get the data is to read the whole book from first page until the end. Then, highlight and write down the expressive speech acts textual data from Atticus Finch utterance that has been obtained inside *To Kill a Mockingbird* novel book. Finally, the data that has been obtained will be classified according to the various expressive speech acts.

When the researcher has obtained the data in the form of sentence, phrase, or word data from a novel, the next thing must to do is to provide a code or marker for the data of expressive speech acts obtained. This is done to facilitate research easier and it provides the indication types of expressive speech acts. The markers are: *Th* (thanking), *Gr* (greeting), *Ap* (apologizing), *Pr* (praise), *Cdl* (condoling), *Bl* (blaming), *Ss* (sadness or sorrow), *Bs* (boasting), *Crt* (criticize), and *Thr* (threatening).

E. Data Analysis

After collecting important data, there are data analysis techniques which are described below and followed by the steps.

1. Analyze and obtain the utterance data expressive speech acts

The first thing that needs to be done is to read the whole novel and write down the expressive speech acts textual data that has been obtained. After carrying out reading activities on the whole novel and writing down the data obtained, the researcher then highlighted and identified the types

of expressive speech acts. If the types of expressive speech acts have been found that is do the total sum of the types and give one example. Tabular form is best for displaying the total number of all types found. Calculate all the data obtained based on the type of expressive speech acts listed such as apologizing, thanking, congratulating and etc. Then it will be calculated again the total number of expressive speech acts obtained from reading the whole novel. If the total number has been obtained from the total number of analyzed data into the distribution of expressive speech acts, the next step is to calculate the percentage. The percentage calculation is carried out on each type of expressive speech act that has been obtained.

2. Explaining the effect of expressive speech acts

The second thing to do is to analyze the effects that occur after each expressive speech act has been said. In this case, the mean “effect” is quite broad. The researcher provides a regular discussion of each sentence obtained. then explain which words, phrases or sentences indicate that the speech act belongs to each expressive type. It is followed by the division of direct and indirect speech acts. The analysis of the sentences is also provided markers or codes for the sentences. For the example:

V : I told him, “I didn't mean that, *please forgive me*” (Ap)

F : “it's okay, I knew it” he said

The next effect in question is the context that occurs, including social (relationships between humans) or not. Then, if there are social aspects or human relations, what kind of response will occur after the

expressive specific acts are ejected. Afterwards, the next effect of expressive speech acts explains the function and the value according to Norrick's theory of the expressive speech acts data that has been obtained by providing the gist of each type into a table so that it is easy for readers to understand.

3. Describe the conclusion

After the both activity before has been done, the researcher provides conclusions on the data and types of expressive speech acts from the novel *To Kill a Mockingbird* written by Harper Lee. This discussion also mentions how this research can influence and have a positive impact on readers. In this section, in addition to discussing the conclusions obtained after analyzing, suggestions for further research are also inserted.

CHAPTER IV

Findings and Discussion

In this chapter, the researcher will provide the types of expressive speech acts that have been obtained using the theory of Norrick (1978) and Yule (1996). This chapter also provides an overview of the data from the novel *To Kill a Mockingbird* said by Atticus Finch as one of the main character that the researcher has obtained after reading the entire novel. In this fourth chapter, the researcher provides findings and discussion of the core of his writing. The researcher provides the results that have been obtained carefully and the calculations that have been carried out in as much detail as possible. Therefore, a more detailed discussion will be discussed below, including findings and discussion.

A. Findings

The findings in this study are divided into two parts. The first, the types of expressive speech acts that have been found. In this section, the researcher displays the total number of expressive speech act types. Then also given the total types of direct and indirect speech acts. The total types and total types of speech acts (direct or indirect) are shown in tabular form. In each total of the types and types of direct or indirect speech acts are given a total percentage of them.

This research has produced expressive speech acts data with a huge total number presented by Atticus Finch with his expressive speech acts along his utterance. After giving the total number and percentage, the sentences that have been obtained will be included. Expressive speech act sentences here have forms

in direct and indirect sentences. The first discussion is to discuss the types of expressive speech acts that have been obtained. In addition to discussing what expressive types have been raised, the researcher explains what types often appear and what types appear less. Which it begins with the first discussion below:

1. Types of Expressive Speech acts

This section will provide the types of expressive speech acts that have been obtained by the researcher. The data taken is the expressive speech act of one of the main characters in the novel *To Kill a Mockingbird*, Atticus Finch. In the analysis of the types of expressive speech acts that have been obtained, there is a pragmatic analysis in them. The analysis is divided into three discussions. These discussions are pragmatic analysis that discusses background knowledge (who), Contextual data (what conditions) and situational context (where it is taken).

a. Thanking

Thanking, first type of expressive, is expressing grateful which followed by the utterance thank you or grateful by any occurrence.

Datum 1

“Can I carry it for you, Mr. Finch?” asked Dill. He had not said a word the whole time.

“Why, thank you, son.” (Th) (1) page 157

The words of thanks occurred when Dill, a friend of Atticus Finch's children, Jem and Scout Finch, tries to help Atticus to carry his chair. Then, Atticus has responded with a thank you. The setting of the place takes place in a prison in the city of Maycomb. With this analysis there

is a discussion of background knowledge, co-textual context and situational context. The sentence clearly belongs to the expressive type of thanking

Datum 2

Mr. Tate's testimony as if it were stock-market quotations: "...which eye her left oh yes that'd make it her right it was her right eye Mr. Finch I remember now she was bunged." He flipped the page. "Up on that side of the face Sheriff please repeat what you said it was her right eye I said—"

"Thank you, Bert," said Atticus (Th) (2) page 178. "You heard it again, Mr. Ewell. Do you have anything to add to it? Do you agree with the sheriff?"

Atticus Finch expresses his appreciation through his gratefulness sentences. It is because he gained the answer from his interlocutors. While in court, Atticus Finch speaks to the sheriff who testified in his testimony in court. He has asked Mr. Heck Tate for what reports he has received. then Mr. Heck Tate gave his answer to Atticus. Suddenly, Atticus immediately gives his appreciation by thanking the sheriff for what he had received. The sentence clearly belongs to the expressive type of thanking.

Datum 3

Calpurnia said, "This was all 'round the back steps when I got here this morning. They—they 'preciate what you did, Mr. Finch. They—they aren't oversteppin' themselves, are they?"

Atticus's eyes filled with tears. He did not speak for a moment. **"Tell them I'm very grateful," (Th)** (3) he said. "Tell them—tell them they must never do this again. Times are too hard..." page 217

After getting some pretty much food from Calpurnia (Atticus' helper) from black people, Atticus expresses his gratitude as a form of appreciation for black people with his gifts. It is happened when

Atticus is coming home from work. He finds plenty of food after he defended a negro named Tom Robinson on charges of abuse. He has earned the gratitude of a group of black people. Then, Atticus feels grateful for what he has got. He said it to Calpurnia, an aide to Atticus who belonged to the black circle. This sentence belongs to the expressive type of thanking.

Datum 4

“Heck? Atticus Finch. Someone’s been after my children. Jem’s hurt. Between here and the schoolhouse. I can’t leave my boy. Run out there for me, please, and see if he’s still around. Doubt if you’ll find him now, but I’d like to see him if you do. Got to go now. *Thanks, Heck.*”
(*Th*) (4) page 267

"Thanks, Heck" is a sentence that has an expressive type of speech act uttered by Atticus Finch to the sheriff named Mr. Tate Heck. Atticus expresses his gratitude when he spoke to a sheriff named Mr. Heck Tate. He tells Heck Tate of what he had done to his son who was abused or assaulted by someone named Mr. Ewell. Therefore, Atticus expresses his emotional feeling of his gratitude. It is happened when Atticus called Mr. Heck Tate to get to the scene immediately. The incident that happened to Jem and Scout Finch near their school in a dark place and happened in the early hours of the morning when they are walking to home from school.

Datum 5

It was Atticus’s turn to get up and go to the edge of the porch. He said, “H’rm,” and spat dryly into the yard. He put his hands in his pockets and faced Mr. Tate.

“Heck, you haven’t said it, but I know what you’re thinking. *Thank you for it. (Th)* (5) Jean Louise—” he turned to me. “You said Jem yanked Mr. Ewell off you?” page 277

“Yes sir, that’s what I thought... I—”

Appreciates the interlocutor who understands Atticus, he immediately says it because Mr. Heck Tate understands what he is thinking and feeling. Atticus Finch and Mr. Heck Tate had time to argue over what happened to his children. Atticus wants the case to be continued in court. However, Mr. Heck Tate rejects Atticus' assumptions. This is because a Mr. Ewell was killed in his own hands, not by his son. Atticus is vehemently clear on his desire to proceed to court to make clear how the incident occurred. Thus, he expresses his gratitude towards Mr. Heck Tate for what he has done for his son.

Datum 6

“Yes sir, that’s what I thought... I—”

“See there, Heck? *Thank you from the bottom of my heart, (Th)* (6) but I don’t want my boy starting out with something like this over his head. Best way to clear the air is to have it all out in the open. Let the county come and bring sandwiches. I don’t want him growing up with a whisper about him, I don’t want anybody saying, ‘Jem Finch... his daddy paid a mint to get him out of that.’ Sooner we get this over with the better.” Page 277

A truly convincing remarks that the interlocutor knew that his words are sincere has been said by the character Atticus Finch. He thanked Mr. Heck Tate for what he does. The words are said from his deep down heart, once again, debate from Atticus and Mr. Heck Tate continues tensely. He once again expresses his sincere gratitude towards Mr. Heck Tate. Atticus doesn’t want his son to think about

what had happened to them. Atticus thinks it is possible to kill Mr. Ewell is his son named Jem.

Datum 7

Atticus put his face in my hair and rubbed it. When he got up and walked across the porch into the shadows, his youthful step had returned. Before he went inside the house, he stopped in front of Boo Radley. “*Thank you for my children, Arthur,*” (*Th*) (7) he said. Page 280-281

With these words that are included in the speech act of thanking, Atticus thanked someone who had saved his son from being attacked. When Arthur Radley, Atticus' neighbor, visits Jem Finch's who is still unconscious from the attack, Atticus expresses his gratitude towards Arthur. This is because, Atticus learns that an Arthur Radley saved Jem and Scout Finch from being attacked. He brings a knife to save Jem. Thus the Atticus children, Jem and Scout, manage to survive the dangerous incident. But the impact still, Jem broke his arm in the attack that night.

b. Greeting

Greeting is the second expressive speech acts which indicate to greet or welcoming the interlocutors.

Datum 1

After supper, Atticus sat down with the paper and called, “*Scout, ready to read?*” (*Gr*) (8) The Lord sent me more than I could bear, and I went to the front porch. Atticus followed me. Page 29

Atticus tries to greet his daughter Scout after dinner activity. He welcome his daughter Scout out of dinner indirectly. Atticus speaks to welcome the Scouts to their usual activities. The activity is reading

together. But Scout has refused because she was one of the students who could read in his school class. So, the teacher from Scout Finch tells her not to read anymore because the right to teach reading is the teacher job. This is what makes Scout refuse the invitation and welcome from his father.

Datum 2

Minutes later, it seemed, I was awakened by someone shaking me. Atticus's overcoat was spread across me. "Is it morning already?" "***Baby, get up.***" (*Gr*) (9) Atticus was holding out my bathrobe and coat. "***Put your robe on first,***" he said. Page 70

In the early hours of the morning, a Scout (his son Atticus) is awakened by Atticus because something is still happening around his house. Then, Atticus warmly greets Scout with a welcoming phrase above. He gives the greeting and wake his daughter Scout out of bed. This is happened because the neighbor had a house fire. This makes Atticus wake his daughter so that nothing happened.

Datum 3

When the three of us came to her house, Atticus would sweep off his hat, wave gallantly to her and say, "***Good evening, Mrs. Dubose! You look like a picture this evening.***" (*Gr*) (10) page 103-104

One night, Atticus goes to Mrs. Dubose he greets her with good night words. After he uses that sentence, he also has showed words of praise towards Mrs. Dubose. For the incident of his children causing trouble to Mrs. Dubose, they Jem and Scout get punished by Mrs. Dubose to read her a book in his room. Then Atticus Finch and his

children go to Mrs. Dubose. Atticus gives a welcome address to Mrs. Dubose by lifting his hat and giving him a goodnight.

Datum 4

It was only three forty-five when we got home, so Jem and I drop-kicked in the back yard until it was time to meet Atticus. Atticus had two yellow pencils for me and a football magazine for Jem, which I suppose was a silent reward for our first day's session with Mrs. Dubose. Jem told him what happened.

“Did she frighten you?” (Gr) (11) asked Atticus. Page 111

“No sir,” said Jem, “but she’s so nasty. She has fits or somethin’. She spit a lot.”

Seen from Atticus Finch's words, this sentence is not like a welcome sentence. He welcome his son who came home from Mrs. Dubose with indirect speech act sentences. He makes words that it doesn't seem like welcome words. When he reads the newspaper at his house he greets his two children, Jem and Finch with these words.

Datum 5

One afternoon a month later Jem was ploughing his way through Sir Walter Scout, as Jem called him, and Mrs. Dubose was correcting him at every turn, when there was a knock on the door. “Come in!” she screamed

Atticus came in. He went to the bed and took Mrs. Dubose’s hand. ***“I was coming from the office and didn’t see the children,”*** (Gr) (12) he said. “I thought they might still be here.” Page 112

Mrs. Dubose smiled at him. For the life of me I could not figure out how she could bring herself to speak to him when she seemed to hate him so. “Do you know what time it is, Atticus?” she said.

As it is stated in the synopsis above, Atticus comes to Mrs. Dubose and enter his room. Afterwards, the first to greet is Atticus Finch towards Mrs. Dubose with indirect sentences like that. Atticus says the greeting to Mrs. Dubose in her house. He says it indirectly to Mrs.

Dubose. Atticus goes to his house with the aim of picking up his two daughters and son. Atticus' sentence is an indirect welcome sentence.

Datum 6

“I’m going out for a while,” he said. “You folks’ll be in bed when I come back, *so I’ll say good night now.*” (*Gr*) (13) page 150
With that, he put his hat on and went out the back door.

Dissimilar from the previous discussion, the utterance here has a direct meaning without hiding the meaning of an utterance. Those words are occurred when Atticus Finch was about to leave his house and he gives a welcome greeting to his two children. The utterance sentence is clear directly without any hidden meaning. He says good night which indicates that the incident happened at his house at night.

Datum 7

“I don’t know, but they did it. They’ve done it before and they did it tonight and they’ll do it again and when they do it—seems that only children weep. *Good night.*” (*Gr*) (14) page 216

But things are always better in the morning. Atticus rose at his usual ungodly hour and was in the livingroom behind the Mobile Register when we stumbled in.

Clearly it can be seen from the remarks of an Atticus in the sentence above. When Atticus gathers with his children, Jem and Scout, accompanied by Atticus' sister Alexandra, they talk at night in the common parlor. Then Atticus tells the children to sleep because it is getting late. However, Atticus doesn't forget to say goodnight to his children.

Datum 8

The front door slammed and I heard Atticus's footsteps in the hall. Automatically I wondered what time it was. Not nearly time for him to be home, and on Missionary Society days he usually stayed downtown until black dark. He stopped in the doorway. His hat was in his hand, and his face was white.

“Excuse me, ladies,” (Gr) (15) he said. “Go right ahead with your meeting, don't let me disturb you. Alexandra, could you come to the kitchen a minute? I want to borrow Calpurnia for a while.” Page 238

The indirect sentence above has a greeting meaning to the women who are already at his house before Atticus comes home from work. At that time, in his house there are many women who were friends of Alexandra's aunt. Atticus suddenly gives them an indirect greeting to them and then he went to the kitchen. He suddenly goes into the kitchen wanting to give Calpurnia the sad news that Tom Robinson has died in prison.

c. Apologizing

This type indicates the speaker's feelings to apologize or his regret towards the interlocutor.

Datum 1

We had no chance to find out: Miss Rachel went off like the town fire siren: “Doo- o Jee-sus, Dill Harris! Gamblin' by my fishpool? I'll strip-poker you, sir!”

Atticus saved Dill from immediate dismemberment. *“Just a minute, Miss Rachel,” (Ap)* (16) he said. Page 56

“just a minute” (16) is a sentence that does not contain an element of apology. Atticus says these words to apologize to Miss Rachel for the misbehavior of her son Jem, Scout and his friend Dill. The incident is happened in front of Miss Rachel's house when Dill made an excuse

that Miss Rachel thought was absurd. Then Atticus gives an apologetic response but not directly.

Datum 2

When Atticus finally called us to order and bade us look at our plates instead of out the windows, Jem asked, “How do you make a snowman?”

“I haven’t the slightest idea,” said Atticus. *“I don’t want you all to be disappointed, (Ap) (17)* but I doubt if there’ll be enough snow for a snowball, even.” Page 66

The word play makes the listener have to absorb what the speaker means. When winter comes to the town of Maycomb, Jem asks how to make a snowman. With a brooding heart Atticus has explained that he doesn't know how to make such a thing. Then he indirectly ask apology to Jem by saying the above words. It is addressed to Jem with the intention of apologizing because Atticus really doesn't know how to make a snowman.

Datum 3

“Aw, that’s a damn story,” I said.

“I beg your pardon?”

Atticus said, *“Don’t pay any attention to her, (Ap) (18)* Jack. She’s trying you out. Cal says she’s been cussing fluently for a week, now.” Page 81

As with the previous apologizing explanation, the data above gives different interpretations to listeners. Again, a play on words and meanings is thrown by an Atticus Finch on his listeners. When Atticus' daughter has uttered inappropriate words, Uncle Jack has criticized her

words. Jack Finch is the brother of Atticus Finch. After hearing his daughter's words, Atticus gave an indirect apology. He says to Jack that it is normal for a kid his age to say that even though it is not polite.

Datum 4

Mr. Tate got up and went to the edge of the porch. He spat into the shrubbery, then thrust his hands into his hip pockets and faced Atticus. "Like what?" he said.

"I'm sorry if I spoke sharply, Heck, (Ap) (19)" Atticus said simply. Page 276

It is different from the others, Atticus said directly what he said to his interlocutor. When Atticus and Mrs. Heck Tate arguing in their house, Atticus probably has sensed that he had made a mistake. Suddenly, he says sorry to Mr. Heck Tate for what Atticus Finch has said. Atticus asks to Mr. Heck Tate if there are words that hurt him when they argue. Maybe Atticus apologized for any unintentional misspellings.

Datum 5

"Read it out loud, please, Atticus. It's real scary."

"No," he said. *"You've had enough scaring for a while. This is too—"* (Ap) (20) page 284

Referring to the synopsis of the story in the book, Atticus gives the utterance not without reason. He aims to apologize for what happened to Scout and Jem who had been attacked because Atticus didn't walk him to school. On that basis, Atticus would like to apologize for the terrible incident that happened to his son and daughter. Maybe Atticus

thinks it is his fault. He also thinks that his daughter maybe traumatized and frightened by the attack incident on Jem and Scout.

d. Praising

Praising has the meaning of praising someone for their actions or words that make the listener feel happy.

Datum 1

As usual, we met Atticus coming home from work that evening. When we were at our steps Jem said, “Atticus, look down yonder at that tree, please sir.”

“What tree, son?”

“The one on the corner of the Radley lot comin‘ from school.”

“Yes?”

“Is that tree dyin‘?”

“Why no, son, I don’t think so. *Look at the leaves, they’re all green and full, no brown patches anywhere—*” (Pr) (21) page 64

Atticus Finch expresses his admiration for the tree in his house through his words of praise. Atticus tries to intended to show his admiration through words of praise. The praise this time is aimed at a tree near his house. Atticus says the tree looked very healthy when it came to its leaves. it is happened when his son Jem asked if the tree is dying or not.

Datum 2

We could not wait for Atticus to come home for dinner, but called and said we had a big surprise for him. He seemed surprised when he saw most of the back yard in the front yard, but he said we had done a jim-dandy job. "I didn't know how you were going to do it," he said to Jem, "*but from now on I'll never worry about what'll become of you, son, you'll always have an idea.*" (Pr) (22) page 69

The utterance is shown by Atticus to his son as a motivation and also acts as a compliment. This can be seen when he says that Jem Finch always has ideas and Atticus will never worry about his son because of Jem's creativity. When Atticus comes home and see the results of his son's snowman, he is giving comment to Jem for what he had done. He praises that Atticus would never doubt what his son would become in the future. This is supported because Jem has high creativity so that Jem gets praise from his father.

Datum 3

Atticus said, "*Whoa, son,*" so gently that I was greatly heartened. It was obvious that he had not followed a word Jem said, for all Atticus said was, "*You're right.*" (Pr) (23) We'd better keep this and the blanket to ourselves. Someday, maybe, Scout can thank him for covering her up." Page 73

Atticus' remarks above are clearly a compliment to Jem. First, when Atticus is shocked that he said "Whoa, Son" then followed by a synopsis if the words made Atticus happy. It is a compliment to Jem that he is right. He thought that the blanket he got is better kept.

Datum 4

"Jack! When a child asks you something, answer him, for goodness' sake. But don't make a production of it. Children are children, but they can spot an evasion quicker than adults, and evasion simply muddles 'em. No," my father mused, "you had the right answer this afternoon, but the wrong reasons. Bad language is a stage all children go through, and it dies with time when they learn they're not attracting attention

with it. Hotheadedness isn't. Scout's got to learn to keep her head and learn soon, with what's in store for her these next few months. *She's coming along, though. Jem's getting older and she follows his example a good bit now. (Pr)* (24) All she needs is assistance sometimes." Page 90

It looks like Atticus is praising his two children Jem and Scout. He says her daughter Scout learns to keep her head up and it pays off slowly. It is when Atticus talks to his brother Jack about the Scout Finch. he has said that his daughter was a bit naughty and had trouble growing up. But Atticus comments Scout that his daughter had tried her best or as much as she could. His daughter has imitated her brother Jem's actions which it makes Atticus Finch's second compliment of Jem besides his daughter Scout.

Datum 5

"Atticus, you've never laid a hand on her."
 "I admit that. So far I've been able to get by with threats. Jack, she minds me as well as she can. *Doesn't come up to scratch half the time, but she tries.*" (Pr) (25). Page 90

Same as before, Atticus gives admiration to his daughter Scout. He says if his daughter atleast always tries to be better. When Jack comments that Atticus has never hit a Scout, Atticus replies that Jack is right. Atticus has his own way of educating his sons and daughters. Then, Atticus compliments Scout that Scout has a habit that may be bad. But Scout, in Atticus' view, Scout has tried to be better.

Datum 6

In a flash Atticus was up and standing over him. Jem buried his face in Atticus's shirt front. "Sh-h," he said. "I think that was her way of telling you—everything's all right now, Jem, everything's all right. *You know, she was a great lady.*" (Pr) (26). Page 115

A compliment that is not directed directly at the person, but the praise Atticus says to his son. Atticus gives his expressive praise of a woman. The "she" Atticus meant is Mrs. Dubose who is gone. Mrs. Dubose has died on this. Atticus told Jem that Mrs. Dubose is a kind and respectable woman. He praises Mrs. Dubose to his son Jem when they heard that Mrs. Dubose has died after an illness had afflicted her.

Datum 7

“...According to her views, she died beholden to nothing and nobody. *She was the bravest person I ever knew.*” (Pr) (27). Page 116

Again and again, Atticus Finch expresses his response to Mrs. Dubose. He says again to his sons and daughters that Mrs. Dubose was the most desperate woman Atticus had known in his entire life. The praise is also directed to Mrs. Dubose who has died. He tells his son and daughter at home after they heard the sad news about Mrs. Dubose.

Datum 8

Atticus's voice was even: “Alexandra, Calpurnia's not leaving this house until she wants to. You may think otherwise, but I couldn't have got along without her all these years. *She's a faithful member of this family and you'll simply have to accept things the way they are* (Pr) (28). Besides, sister, I don't want you working your head off for us—you've no reason to do that. We still need Cal as much as we ever did.” Page 138

Due to a misunderstanding between Atticus and his sister, he defends his maid named Calpurnia by giving her a compliment. Atticus praises Calpurnia for her loyalty to what she has been doing while Calpurnia at Atticus's house. This is happened when Alexandra

tells Atticus Finch that the Atticus family no longer needed Calpurnia. However, Atticus tries to interrupt Aunt Alexandra's opinion. He then hurled his praises on Calpurnia. They are talking about it when they are at home.

Datum 9

“Besides, I don't think the children've suffered one bit from her having brought them up. If anything, she's been harder on them in some ways than a mother would have been... she's never let them get away with anything, she's never indulged them the way most colored nurses do. *She tried to bring them up according to her lights, and Cal's lights are pretty good—and another thing, the children love her.*” (Pr) (29) page 138

Continuing from the previous sentence, Atticus also has added his praise again towards Calpurnia. He testifies that Calpurnia has considerable merit. The word “light” indicates the kindness of a Calpurnia. Atticus said the praise of Calpurnia in front of Alexandra.

Datum 10

There was a faint starchiness in his voice when he said, “Anything fit to say at the table's fit to say in front of Calpurnia. *She knows what she means to this family.*” (Pr) (30) page 158

As with the previous two explanations before, Atticus again gives his opinion on a Calpurnia. He considers this as an appreciation and compliment to Calpurnia for what he has done for his family. Because of his disagreement with Aunt Alexandra's opinion, Atticus Finch has given his own opinion by commending their maid Calpurnia knows all about the Atticus family because they had been living together for so long.

Datum 11

Atticus placed his fork beside his knife and pushed his plate aside. ***“Mr. Cunningham’s basically a good man,” (Pr) (31)*** he said. Page 159

Different from before, on this occasion Atticus complimented someone different. He tells his daughter Scout that according to Atticus a leader of the Cunningham family, Mr. Cunningham is a good man. These words comes out of Atticus when he had dinner with his sons and daughters. Scout gives his opinion on the Cunningham family which is classified as bad. But Atticus gives his own opinion and told Scout that Mr. Cunningham is a nice person as they enjoyed dinner at the Atticus Finch house.

Datum 12

“I’ll say not,” said Jem.

“So it took an eight-year-old child to bring ‘em to their senses, didn’t it?” (Pr) (32) said Atticus. “That proves something—that a gang of wild animals can be stopped, simply because they’re still human. Hmp, maybe we need a police force of children... you children last night made Walter Cunningham stand in my shoes for a minute. That was enough.” Page 159

For this opportunity the indirect line of praising expressive speech acts from Atticus he has said. Because, Atticus was accosted by a crowd of bad people, his son Jem saved him. Afterwards, after the delinquents left, Atticus gave an indirect compliment. This incident occurred when Atticus was in the black man's prison in the city of Maycomb in the early hours of the morning. Atticus's words were clearly indirect praise directed at his son Jem Finch.

Datum 13

“*You’re a strong girl (Pr)* (33), what were you doing all the time, just standing there?” page 190
 “I told’ja I hollered’n’kicked’n’fought—”

Atticus reached up and took off his glasses, turned his good right eye to the witness, and rained questions on her.

In court, Atticus has interrogated a woman accused of being a victim. This is happened when the trial court for Tom Robinson took place in the city of Maycomb. Atticus has asked questions about women who are considered as acts of harassment by Tom Robinson. At that time, Atticus has praised that Miss Mayella is a strong woman.

Datum 14

“She was white, and she tempted a Negro. She did something that in our society is unspeakable: she kissed a black man. *Not an old Uncle, but a strong young Negro man. (Pr)* (34) No code mattered to her before she broke it, but it came crashing down on her afterwards. Page 207

In his defense of the Negro, Atticus testifies as a lawyer on behalf of Tom Robinson as the perpetrator by giving his credit to Tom. He tells that Tom had been framed all along. He has defended that the witness to what Miss Mayella and her father had said was a lie. Then Atticus gives compliment the man he was defending, Tom Robinson, that he is a strong Negro because he is subjected to false accusations. This is stated by Atticus in court to all the audience who came.

Datum 15

“*And so a quiet, respectable, humble Negro (Pr)* (35) who had the unmitigated temerity to ‘feel sorry’ for a white woman has had to put his word against two white people’s. I need not remind you of their appearance and conduct on the stand— you saw them for yourselves....” Page 208

Continuing the testimony of Atticus' previous speech, he expresses another statement in his praise of Tom Robinson. He testifies against judges, jurors and audiences to convince them of his praise of Tom Robinson. He says that Tom Robinson has a good personality. Thus, he also says in a court that aims to defend the accusations of a black man who indicates false.

Datum 16

Atticus smiled. “*You’re getting so big now, (Pr)* (36) I’ll just have to hold a part of you.” He held me close. “Scout,” he said softly, “don’t let Jem get you down. He’s having a rough time these days. I heard you back there.” Page 251

The last data from the praising type, Atticus praises his daughter for what he went through and grew up. When Scout in Atticus Finch's house on his lap, he said that his daughter getting bigger. She grows from 6 to 9 years. He has uttered a sentence of praise to his daughter.

e. Condoling

Condoling is a type of expressive that has a deep emotional from the speaker to the interlocutor. Condoling is a feeling of condolence from the speaker for what is experienced by the interlocutor. Usually this is caused by the death of someone and the disaster that occurred.

Datum 1

“Whose is it?”

“*Miss Maudie’s, hon,*” (Cdl) (37) said Atticus gently. Page 70

At the front door, we saw fire spewing from Miss Maudie’s diningroom windows. As if to confirm what we saw, the town fire

siren wailed up the scale to a treble pitch and remained there, screaming.

After the fire incident near Atticus' house, he goes to save his children first. When the fire has happened to their neighbor's house, Atticus's son and daughter asked his father whose house was on fire. With deep compassion Atticus has declared that the house os Miss Maudie's. The fire has been broken out in the early hours of the morning around one o'clock in the morning causing panic all around Atticus Finch's house.

Datum 2

“It’s gone, ain’t it?” moaned Jem.
 “*I expect so,*” (Cdl) (38) said Atticus. Page 71

Continuing from previous events and data, Jem Finch has asked Atticus's father whether Miss Maudie's house is truly gone or not. Atticus also responses by expressing his condolences for the incident. He says that it is likely that Miss Maudie's house had disappeared.

Datum 3

We had not seen Mrs. Dubose for over a month. She was never on the porch any more when we passed.
 “*She’s dead, son,*” said Atticus. “*She died a few minutes ago.*” (Cdl) (39) page 114

Atticus and his daughters never saw Mrs. Dubose for a few days. More, Atticus heard that Mrs. Dubose has passed away. With compassion from the bottom of Atticus' heart he has condoled the death of Mrs. Dubose and tells his children. He tells them at home that

Atticus has heard the sad news after work. Then he expresses his condolences for Mrs. Dubose who has passed away.

Datum 4

“Tom’s dead.”(Cdl) (40) page 239

Aunt Alexandra put her hands to her mouth.

“They shot him,” said Atticus.

When Atticus comes home, he immediately tells his maid Calpurnia. He says to Calpurnia who is a friend of Tom Robinson that he has died in prison. This is happened at noon when Atticus comes home and immediately alerted Calpurnia. Tom has died after a few days of trial which was then transferred to prison. He dies because he had been trying to escape and he was shot by the prison guards around.

f. Blaming

Blaming someone for what they do or say is one type of expressive speech act. This utterance aims to blame someone for his words and actions.

Datum 1

I was bursting with a sudden thought. “Burriss Ewell, remember? He just goes to school the first day. The truant lady reckons she’s carried out the law when she gets his name on the roll-” *“You can’t do that, Scout,” (Bl) (41) Atticus said. Page 30*

When his daughter said unpleasant things to others Atticus immediately blamed what her daughter has done. Scout Finch comments on the actions of a Burriss Ewell. Scout also has commented that the Ewells' way of life is different from that of families in Maycomb County. Then Atticus reponses to Scout's words with

blaming words. He says that Scout shouldn't have said that to anyone.

This is happened when Scout and Atticus speak in their house.

Datum 2

“Atticus, that’s bad,” I said. In Maycomb County, hunting out of season was a misdemeanor at law, a capital felony in the eyes of the populace.

“It’s against the law, all right,” said my father, **“and it’s certainly bad, (Bl) (42)** but when a man spends his relief checks on green whiskey his children have a way of crying from hunger pains. I don’t know of any landowner around here who begrudges those children any game their father can hit.” Page 31

Continuing from before, Scout also has commented that the head of the Ewell family has a bad habit. Mr. Ewell has a habit of getting drunk and leaving his children abandoned. Scout told Atticus it is bad action. Atticus seems likely agreed with Scout's words. Then Atticus gives a blaming remark against Mr. Ewell that he has bad behavior.

Datum 3

“Mr. Ewell shouldn’t do that-”

“Of course he shouldn’t, but he’ll never change his ways. (Bl) (43) Are you going to take out your disapproval on his children?” page 31

Proceeding from before Scout again commented on a Mr. Ewell about his habits. She is of the opinion that Mr. Ewell shouldn't have done a bad job. This led Atticus to respond that Mr. Ewell also shouldn't be doing that with drinking. Atticus agreed with Scout and gave Mr. Ewell.

Datum 4

“We weren’t makin’ fun of him, we weren’t laughin’ at him,” Said Jem, “we were just-”

“So that was what you were doing, wasn’t it?”(Bl) (44) page 50

While Atticus is talking and teaching Jem and Scout a lesson, Atticus has recalled what has happened in front of their house. Scout and Jem has played as if impersonating one of their neighbors. Then Atticus blames his actions with the above statement. Though indirect, Atticus' intent is also to teach a lesson and blame Jem and Scout's behavior.

Datum 5

“I know. Your daughter gave me my first lessons this afternoon. She said I didn’t understand children much and told me why. She was quite right. Atticus, she told me how I should have treated her—oh dear, I’m so sorry I romped on her.”

Atticus chuckled. *“She earned it, so don’t feel too remorseful.”* (Bl) (46) page 90

When Atticus' brother Jack tells him about the Scouts, Atticus argues with the aim of blaming his son. When Jack scolds Scout, he tells Atticus at the Finch's house. Jack then learns something from the Scouts that when judging someone, you have to look at it from both sides. Then Jack tells Atticus that he felt guilty. Then Atticus also gives his response. He says that Scout deserved it. As if Atticus' words indicated the expressive type of blaming.

Datum 6

“Jack! When a child asks you something, answer him, for goodness’ sake. But don’t make a production of it. Children are children, but they can spot an evasion quicker than adults, and evasion simply muddles ‘em. No,” my father mused, “you had the right answer this afternoon, *but the wrong reasons...*” (Bl) (47) page 90

Jack Finch tells Atticus that the Scouts has asked him something. However, Jack answers Scout's question with a lie. Then, Atticus has

commented on his actions. He should have told the truth. Maybe Jack's intentions has good meaning but the excuse he gives to Scout is wrong.

This makes Atticus to blame Jack Finch for his actions.

Datum 7

Atticus switched on the ceiling light in the livingroom and found us there, frozen still. He carried my baton in one hand; its filthy yellow tassel trailed on the rug. He held out his other hand; it contained fat camellia buds.

“Jem,” he said, “*are you responsible for this?*” (BI) (48) page 107

Atticus Finch gives utterance a question under the guise of blame.

He knows if Jem Finch had made a mistake around Mrs. Dubose. As soon as Jem came home he met Atticus Finch. He has found out that Jem had misbehaved. Thus he has declared blaming speech against his son. By asking him to be responsible for everything with a question sentence.

Datum 8

“Son, I have no doubt that you’ve been annoyed by your contemporaries about me lawing for niggers, as you say, *but to do something like this to a sick old lady is inexcusable...*” (BI) (49) page 107

Jem Finch gets bad comments and negative value about his father and he responds to those words with bad deeds too. He gets all that from Mrs. Dubose. Jem clearly doesn't like it to misbehave with Mrs. Dubose by destroying her crops. Then Jem tells Atticus everything. Then Atticus has responded that Jem shouldn't have behaved badly by destroying the crops of an old woman with a history of illness. Thus Atticus gives his blaming remarks against Jem Finch.

Datum 9

“No sir, Mrs. Dubose calls you that. She warms up every afternoon calling you that. Francis called me that last Christmas, that’s where I first heard it.”

“Is that the reason you jumped on him?” (Bl) (50) asked Atticus. Page 112

Atticus said the words above in purpose to blame his son for making disaster in Mrs. Dubose house park. Jem Finch has destroyed the plants of Mrs Dubose. This is because Mrs. Dubose tried to provoke Jem and he gets angry because of Mrs. Dubose utterance. Then, Atticus blames his son in form of question sentence to his son.

Datum 10

Atticus’s voice was even: “Alexandra, Calpurnia’s not leaving this house until she wants to. ***You may think otherwise, but I couldn’t have got along without her all these years.*** (Bl) (51) page 138

When Atticus has debate with his siter Alendra, he has blamed Alexandra opinion about Calpurnia. Alexandra wants to Calpurnia get out from Atticus’ house because Alexandra thought they don’t need Calpurnia service anymore. But, Atticus has denied Alexandria opinion. Atticus expresses the statement of blaming to Alexandra in indirect utterance.

Datum 11

“Never heard of any Catholics in Maycomb either,” said Atticus, “you’re confusing that with something else. Way back about nineteen-twenty there was a Klan, but it was a political organization more than anything. Besides, they couldn’t find anybody to scare. They paraded by Mr. Sam Levy’s house one night, but Sam just stood on his porch and told ‘em things had come to a pretty pass, he’d sold ‘em the very sheets on their backs. ***Sam made ‘em so ashamed of themselves they went away.***” (Bl) (52) page 148

Atticus expresses his opinion about Sam when he spoke with his son. He tells Jem that Sam has made mistake in his behaviour. Atticus says that Sam made his clan reputation went down. This is because Sam made shame purpose on the name of his clan. Then, Atticus has blamed the acts of Sam which it is included to expressive of blaming.

Datum 12

“The state has not produced one iota of medical evidence to the effect that the crime Tom Robinson is charged with ever took place. It has relied instead upon the testimony of two witnesses whose evidence has not only been called into serious question on cross-examination, but has been flatly contradicted by the defendant. *The defendant is not guilty, but somebody in this courtroom is.* (Bl) (53) page 207

Even if Atticus expresses his prejudice to the abstract person based the data above, he absolutely is still giving his opinion of blaming somebody. However, Atticus' intent is to blame Mr. Ewell on false accusations against Tom Robinson. He says that Mr. Ewell who has committed acts of violence against his own daughter. However, Atticus doesn't include the name of a person to blame in his remarks.

Datum 13

“...The witnesses for the state, with the exception of the sheriff of Maycomb County, have presented themselves to you gentlemen, to this court, in the cynical confidence that their testimony would not be doubted, confident that you gentlemen would go along with them on the assumption—the evil assumption—that all Negroes lie, that all Negroes are basically immoral beings, that all Negro men are not to be trusted around our women, *an assumption one associates with minds of their caliber.* (Bl) (54) page 208.

When at that time, around his life Atticus in the city of Maycomb has a very high level of racism. On occasion in court, Atticus expresses his feelings for blaming himself and the white group. This is because

Atticus knows that at that time the white group had a distaste for blacks. Thus making white people condescending and racist towards a black person. This makes Atticus' words about blaming whites come out and intend to defend black groups.

Datum 14

“Her father saw it, and the defendant has testified as to his remarks. What did her father do? We don’t know, but there is circumstantial evidence to indicate that Mayella Ewell was beaten savagely by someone who led almost exclusively with his left. We do know in part what Mr. Ewell did: *he did what any God-fearing, persevering, respectable white man would do under the circumstances—he swore out a warrant, no doubt signing it with his left hand, (Bl)* (55) and Tom Robinson now sits before you, having taken the oath with the only good hand he possesses—his right hand. Page 208

In court trial, Atticus has blamed Mr. Ewell for what happened after doing odd questions to Mayella Ewell. He has assumed that Mr. Ewell is the mastermind behind all the incidents up to the accusations against Tom Robinson. At once, Atticus understands that something is wrong and gives Mr. Ewell blaming. It is happened when Atticus got the chance to speak in public.

g. Sadness/Sorrow

Sadness or Sorrow is an expressive speech act that represents the speaker's emotions through speech. The speaker has a sad feeling so he vents it with an utterance.

Datum 1

“Scout,” said Atticus, “*nigger-lover is just one of those terms that don’t mean anything—like snot-nose. It’s hard to explain—ignorant, trashy people use it when they think somebody’s favoring Negroes over and above themselves. It’s slipped into usage with some*

people like ourselves, when they want a common, ugly term to label somebody.” (Ss) (55) page 112

Atticus justifies his daughter in this opportunity. He tells Scouts at home about what a white man thought of a black man. Atticus is saddened by what the majority of white people thought of black people. Atticus expresses that people with different skin colors should not behave racist. This is also to provide insight to Scout that racism is not good in any circles. Racism only gives harm and has no positive impact at all.

Datum 2

“Well is right,” said Atticus. “*She’s not suffering any more. She was sick for a long time.* (Ss) (56) Son, didn’t you know what her fits were?” page 114

When he heard the news of Mrs. Dubose, Atticus has a feeling of sadness. Atticus has learned that Mrs. Dubose has a long history of illness. When he talks to Jem, he said words that represented sadness in his speech. It is happened while Atticus, Jem and Scout were talking at their house.

Datum 3

Jem spoke. “Don’t call that a blind spot. He’da killed you last night when he first went there.
“*He might have hurt me a little,*” (Ss) (57) Atticus conceded. Page 159

When Atticus accompanies Tom Robinson in prison, he is accosted with a group of a clan. At that time there is tension between Atticus and the clansmen. Then Jem arrives to save Atticus from the gun-wielding clansmen. When the herd has left, Atticus tells Jem and Scout

at length. Then, Atticus expresses his sadly that he felt hurt from the words of the flock. Thus, that expressive utterances of sorrow has emerged from Atticus' lips.

Datum 4

“I have nothing but pity in my heart for the chief witness for the state, but my pity does not extend so far as to her putting a man’s life at stake, which she has done in an effort to get rid of her own guilt (Ss) (58) page 207

In Tom Robinson's trial, Atticus has criticized the local government. He says these words in public so many people heard him. He is saddened by the flaws and injustices in his government and judicial system. Thus, Atticus expresses his sad feelings through the expressive speech act of sadness.

h. Boasting

Boasting means to boost and impress their interlocutors through his utterance. In other words, it can also be called as a small motivation.

Datum 1

Atticus squinted at the snowman a while. He grinned, then laughed. *“Son, I can’t tell what you’re going to be—an engineer, a lawyer, or a portrait painter. (Bs) (59) You’ve perpetrated a near libel here in the front yard. We’ve got to disguise this fellow.” Page 69*

From the data above, Atticus gives his comment to his son Jem Finch. He is trying to say that Jem Finch could be anything he wants in the future. Atticus tries to gives boasting and small motivation to his son. The utterance occurs when Atticus comes home from work and finds that Jem has the creativity to make snowmen. Atticus also gave these words to Jem.

Datum 2

“Do you defend niggers, Atticus?” I asked him that evening.
 “*Of course I do. Don’t say nigger, Scout. That’s common.*” (Bs) (60)
 page 77

Atticus answered his daughter question whether if he defend niggers. It is occurred in their house at evening when Scout went to sleep. Atticus answered with pride that he defend the niggers. This makes his utterance belong to expressiv of boasting. After that, Atticus gives a lesson to Scout to not calling niggers and being racist.

Datum 3

“*Simply because we were licked a hundred years before we started is no reason for us not to try to win,*” (Bs) (61) Atticus said. Page 78

Atticus Finch has tried to give his motivation utterance to his kids. This makes this utterance included into expressive of boasting. Atticus says that we must had courage to try even if we are not succeed and win. He has expressed in form of sentence of utterance to boost his children.

Datum 4

He said. “This time we aren’t fighting the Yankees, we’re fighting our friends. *But remember this, no matter how bitter things get, they’re still our friends and this is still our home.*” (Bs) (62) page 79

When Scout gets into trouble with the Yankees, the Scouts fight with them. Atticus knows what happened. Even though she is in trouble, Atticus gives an expression of feeling to provide knowledge and boost to Scout. Atticus tells the Scouts that no matter what

happens, people should still be friends. Boasting words is came out of Atticus Finch's mouth.

i. Criticize

Criticize means giving feedback to the interlocutors. Usually, it appears in form of comment, suggestion and criticism because of what the interlocutors have done or spoken.

Datum 1

Dill said, "We thought he might enjoy us..." and dried up when Atticus looked at him.

"Son," he said to Jem, "*I'm going to tell you something and tell you one time: stop tormenting that man. That goes for the other two of you.*" (Crt) (63) page 50

When Jem, Scout and Dill has played at Mr. Radley, they want him out of the house. Instantly, their activities are noticed by Atticus Finch. He has uttered a word criticizing Jem, Scout and Dill's behavior that don't torture Mr. Radley with their behavior. According to Atticus, Mr. Radley has the right to fend for herself by not forcibly leaving the house just because Jem, Scout and Dill wanted to meet.

Datum 2

"Makin' fun of him?"

"No," said Atticus, "*putting his life's history on display for the edification of the neighborhood.*" (Crt) (64) page 50

When Atticus scolded and tutored Jem at his house, he has commented on Jem for what he had done. Atticus knows what Jem has been doing because it is as if he was mocking someone. Later, Atticus

has warned Jem not to do anything like that again. Atticus's words are classified as critical expressive speech.

Datum 3

“You want to be a lawyer, don’t you?” (Crt) (65) Our father’s mouth was suspiciously firm, as if he were trying to hold it in line. Page 50

Jem has argued with Atticus at his house. Atticus has blamed Jem for his poor behavior by impersonating everyone else. Later, Atticus warns him and criticizes Jem. If Jem wants to be a lawyer, he shouldn't have done anything stupid and pointless. That's how Atticus is criticising Jem Finch.

Datum 4

“I don’t care what you do, so long as you do something,” said Atticus. **“You can’t go around making caricatures of the neighbors.” (Crt)** (66) page 69

Continuing from the previous analysis, Atticus also expresses another critical remark against Jem. It aims to educate Jem to be a better person. Atticus has commented on Jem not to make fun of other people. That is the critical sentence Atticus Finch uttered when he was arguing with Jem at his house.

Datum 5

As we drank our cocoa I noticed Atticus looking at me, first with curiosity, then with sternness. **“I thought I told you and Jem to stay put,” (Crt)** (67) he said. Page 73

On the night of the fire, Jem and Scout are ordered by Atticus to stay put and not go near the scene. However, Scout and Jem disobey their father's orders and go closer to the disaster site. When Atticus

finds out, he immediately has commented on the actions of his sons and daughters. He says that they should have better not come close and keep quiet lest anything untoward happen. The sentence above clearly indicates an expressive utterance to criticize.

Datum 6

“Do you defend niggers, Atticus?” I asked him that evening.
 “Of course I do. *Don’t say nigger, Scout. That’s common.*” (Crt) (68)
 page 77

The night Scout and Atticus in conversation, Scout calls black people as niggers. Those words are impolite and unkind words to say that are aimed at black people. Therefore, Atticus gives advice and comments on what was said by Scout. He thought that it is not good to say to black skin people.

Datum 7

Atticus sighed. “..... *Scout, you aren’t old enough to understand some things yet, but there’s been some high talk around town to the effect that I shouldn’t do much about defending this man.*(Crt) (69)
 It’s a peculiar case—it won’t come to trial until summer session. John Taylor was kind enough to give us a postponement...” page 77

Scout gets ridicule from his friends about his father. The saying from Scout’ friend is that Atticus was a defender of the niggers. Then she has asked why Atticus was defending a black man. Atticus also explains in detail and criticized Scout for not knowing anything because Scout still has a small age.

Datum 8

“I shall never marry, Atticus.”

“Why?”

“I might have children.”

Atticus said, “*You’ve a lot to learn, Jack.*” (Crt) (70) page 90

“You've a lot to learn”, is a sentence from Atticus to Jack Finch. When Jack tells him he doesn't want to get married because he is not ready for all that will be going to happen. Atticus has responded to Jack that he has to learn something again. Their conversation takes place at Finch's house at night right after Scout gets into trouble with his nephew brother.

Datum 9

“Jack! *When a child asks you something, answer him, for goodness’ sake.* (Crt) (71) But don’t make a production of it. Page 90

Continuing from the previous analysis above, when Atticus finds out that Jack is lying to Scout, he immediately gives a critique of Jack. He tells Jack to answer a question with a proper answer. Atticus expresses this as a representation of his feelings for Jack. The utterance contains a critical expressive that is said by Atticus to Jack.

Datum 10

“...*Scout’s got to learn to keep her head and learn soon, with what’s in store for her these next few months...*” (Crt) (72) page 90

At night Jack and Atticus are still talking, continuing from the previous analysis, Atticus makes comments to Scout. He tells Jack that Scout has to keep growing and learning new things. These critical words are spoken to Jack not to Scout herself.

Datum 11

Atticus said to Jem one day, "*I'd rather you shot at tin cans in the back yard, (Crt)* (73) but I know you'll go after birds. Shoot all the bluejays you want, if you can hit 'em, but remember it's a sin to kill a mockingbird." Page 92

Jem has been training his aim during the day at his house to shoot birds in his yard. During rehearsal, Atticus suddenly encounters Jem, who is practicing shooting with his rifle. He looks at Jem shooting a flying bird. Atticus then comments to Jem that he prefers Jem to practice shooting a bottle.

Datum 12

"Son, I have no doubt that you've been annoyed by your contemporaries about me lawing for niggers, as you say, but to do something like this to a sick old lady is inexcusable. *I strongly advise you to go down and have a talk with Mrs. Dubose,*" (Crt) (74) said Atticus. "Come straight home afterward." Page 107

Atticus suggested things to Jem at his house. He tells Jem to speak to Mrs. Dubose for what he has done. Jem has been making trouble around Mrs. Dubose because he was provoked by Mrs. Dubose about Atticus defending a nigger. Atticus Finch's utterance is an expressive sentence of criticism.

Datum 13

When Jem returned, he found me still in Atticus's lap, "Well, son?" said Atticus. He set me on my feet, and I made a secret reconnaissance of Jem. He seemed to be all in one piece, but he had a queer look on his face. Perhaps she had given him a dose of calomel.

"I cleaned it up for her and said I was sorry, but I ain't, and that I'd work on 'em ever Saturday and try to make 'em grow back out."

"*There was no point in saying you were sorry if you aren't,*" (Crt) (75) said Atticus. Page 108

After Jem comes home from Mrs. Dubose, he meets in the living room with his father. Atticus criticizes Jem Finch. He says that if Jem had apologized but wasn't sorry it was pointless. He gives the advice to Jem to regret what he has done to Mrs. Dubose.

Datum 14

“Jem, she’s old and ill. *You can’t hold her responsible for what she says and does. Of course, I’d rather she’d have said it to me than to either of you, (Crt)* (76) but we can’t always have our ‘druthers.” Page 108

Continuing from the previous analysis, Atticus adds a critique of Jem and Scout. Though Jem and Scout doesn't like what Mrs. Dubose, they should have realized that it is not their will and responsibility to judge. Atticus' words seemed to teach his sons and daughters a lesson. Atticus' words are clearly an utterance of criticize.

Datum 15

Dill looked at me. “I mean it’s all right,” I said. “You know he wouldn’t bother you, you know you ain’t scared of Atticus.”
“I’m not scared...” Dill muttered.

“Just hungry, I’ll bet.” Atticus’s voice had its usual pleasant dryness. “*Scout, we can do better than a pan of cold corn bread, can’t we? (Crt)* (77) page 142

Dill has been running away from his house and then comes to Atticus' house. He meets Scout and Jem in the house. At that point, Scout gives him a loaf of bread from the kitchen. Soon, Atticus comes to Jem's room and met with Dill. He looks suddenly at the loaf of bread that was given to Dill. Then he has commented that Scout better bring be more than a loaf of bread.

Datum 16

“Yes sir, she had a small throat, anybody could’a reached around it with—”

“*Just answer the question yes or no, please, Sheriff,*” (Crt) (78) said Atticus dryly, and Mr. Tate fell silent. Page 171

In court, Atticus has asked the town sheriff, Mrs. Heck Tate. He wants an explanation or witness to the Tom Robinson case to the sheriff. The sheriff looks as if he's twisting his answer. This leads Atticus to criticize the sheriff's behavior. Loudly, Atticus asks Mr. Heck Tate for only answering his question with a yes or no answer.

Datum 17

“...*Our courts have their faults, as does any human institution, but in this country our courts are the great levelers, and in our courts all men are created equal.* (Crt) (79) page 209

Atticus had the opportunity to speak at Tom Robinson's trial. At noon that day, he says many of them were criticisms that he spoke to the court at that time. He thinks it is not equal to the rights of fellow human beings. The criticism has been heard by everyone including judges, jurors and those who came in court.

Datum 18

Atticus wheeled around. His hands dug into his pockets. “*Heck, can't you even try to see it my way?* (Crt) (80) You've got children of your own, but I'm older than you. When mine are grown I'll be an old man if I'm still around, but right now I'm—if they don't trust me they won't trust anybody. Jem and Scout know what happened. Page 278

After the attack on Atticus' sons and daughters, he talks at home with Mr. Heck Tate. They are arguing with each other defending their respective opinions. Mr. Heck Tate thought Jem is innocent of Mr.

Ewell's death. However, Atticus still thought that Jem could probably have committed the murder. So Atticus criticized Mr. Heck Tate to understand what he has been thinking that night.

j. Threatening

Threatening is also included in the type of expressive speech acts with the aim of threatening or frightening the interlocutor.

Datum 1

“What are you all playing?” he asked.
“Nothing,” said Jem.

Jem's evasion told me our game was a secret, so I kept quiet.

“What are you doing with those scissors, then? Why are you tearing up that newspaper? *If it's today's I'll tan you.*” (*Thr*) (81) page 41

After work, Atticus meets Jem, Scout and Dill playing in the yard. He asks what are they cutting. If what they cut was a newspaper, Atticus would threaten Jem and company. This is because Atticus's hobby is reading newspapers. Therefore, he does not want the newspaper containing the news to disappear and get tear apart.

Datum 2

Jem seemed to swell a little. “I didn't say we were doin' that, I didn't say it!”
Atticus grinned dryly. “You just told me,” he said. “*You stop this nonsense right now, every one of you.*” (*Thr*) (82) page 50

When Jem defends himself, Atticus threatens him. This is because Jem is caught playing by imitating other people's mocking styles. Therefore, Atticus says the sentence above. It is also a lesson by Atticus to Jem.

Datum 3

“Jem, Scout,” said Atticus, “*I don’t want to hear of poker in any form again.*” (*Thr*) (83) Go by Dill’s and get your pants, Jem. Settle it yourselves.” Page 56

Atticus has seen Jem missing his pants. It is happened while Jem is playing with Scout and Dill at night around his house. When Atticus finds out, Jem gives his father plenty of excuses. However, Atticus instead gives words that were frightening to his son.

Datum 4

Atticus said dryly, “*Do not let this inspire you to further glory, Jeremy.*” (*Thr*) (84) page 74 –
Jem scowled, “I ain’t gonna do anything to him,” but I watched the spark of fresh adventure leave his eyes.

On the night of the fire incident, Scout and Jem get blankets from Boo Radley without their knowledge. Then Atticus has suggested Jem and Scout to say “thanks” to Boo Radley. Instead, Jem and Scout don’t want to thank Boo radley. Suddenly, Atticus gives a speech that represented a threat not to do this further. What Atticus meant is not wanting to thank someone.

Datum 5

Atticus turned and saw my generous target bending over her bushes. He pushed his hat to the back of his head and crossed the street. “Maudie,” he called, “*I thought I’d better warn you. You’re in considerable peril.*” (*Thr*) (85) page 94

At night at Atticus's house, he finds Jem aiming his rifle at something after dinner. He asked Jem who he is going to shoot. Then Jem replies that the target is Miss Maudie. Suddenly, Atticus gives a

threatening warning to Miss Maudie that she is under threat from Jem who is trying to shoot with his toy gun.

Datum 6

When Atticus returned he told me to break camp. “*Don’t you ever let me catch you pointing that gun at anybody again,*” (*Thr*) (86) he said. Page 94

Following on from the previous analysis, Atticus poses a threat to Jem. He says that he wouldn't let him find out Jem was aiming for someone again. If that happened, it is likely that Atticus would punish him for his actions. Atticus's words seemed to pose a threat to Jem Finch.

Datum 7

“Don’t waste time, Heck,” said Atticus. “Go on.”
“Mr. Finch, this is a one-shot job.”

Atticus shook his head vehemently: “*Don’t just stand there, Heck! He won’t wait all day for you—*” (*Thr*) (87) page 99

Atticus and Mr. Heck Tate go around the Atticus house during the day. They see a stray dog roaming the Atticus home area. Scout, Jem and Calpurnia know this before they arrive at around house. When they got to the house, Atticus has threatened Mr. Heck Tate to move. If he doesn't move he's likely to be attacked by the stray dog.

Datum 8

Atticus wheeled around and faced Miss Maudie. They looked at one another without saying anything, and Atticus got into the sheriff’s car. “Come here,” he said to Jem. “*Don’t you go near that dog, you understand? Don’t go near him, he’s just as dangerous dead as alive.*” (*Thr*) (88) page 100

Right after seeing stray dogs around his house, Atticus aims and shoots the dog with Mr. Heck Tate. After that, he says to Scout and Jem. He has suggested that there might be danger if they approached the stray dog. Therefore Atticus expresses the sentence as above which it is included in expressive of threatening.

Datum 9

“Yes, that’s what they were. Most of the time you were reading to her I doubt if she heard a word you said. Her whole mind and body were concentrated on that alarm clock. *If you hadn’t fallen into her hands, I’d have made you go read to her anyway.* (Thr) (89) It may have been some distraction. There was another reason—” page 115

Atticus said to Jem what he has done to Mrs. Dubose. At night at home, he tells Jem that although Mrs. Dubose might not give him a reading penalty, Atticus would still do. It is because it deserved Jem's mistake. Atticus's sentence contains words that scare or threaten his child.

2. The Use of Expressive Speech Acts

In the analysis of the use of expressive speech acts below, there is an explanation of whether values are positive or negative. Therefore, it will be explained at this time that the value in question is a description of the speaker's feelings. Positive value means that the speaker's feelings have an aura of being happy, cheerful, giving suggestion/advice and not feeling sad. However, negative value means describing the speaker's feelings of guilt, displeasure or so on.

Then an explanation of direct and indirect speech acts. Direct speech acts mean that the speaker's utterance has no hidden meaning. The words spoken can be easily understood by the listener. However, the speech act indirectly means that the utterance has a meaning behind the utterance. Thus, the listener must interpret for himself what is meant by the speaker's true meaning.

Before displaying data in the form of text, there is an additional sign to find out which sentences are contained in each type. So, every word, phrase or sentence that contains expressive speech acts will be marked in bold and italic. The results of the data are divided into each type of expressive speech act below:

a. Thanking

Thanking, first type of expressive, is expressing grateful which followed by the utterance thank you or grateful by any occurrence. This speech act can be said to be normal (appears quite often) in the speech of Atticus Finch's character with a presentation of 7.8% appearing in every utterance he says. Therefore, this is the data type "thanking" that has been obtained below.

Datum 1

“Can I carry it for you, Mr. Finch?” asked Dill. He had not said a word the whole time.

“Why, thank you, son.” (Th) (1) page 157 – Direct Speech acts

In this sentence, Atticus Finch gets the help from dill (a friend of his children) to move the chair and he (Dill) reacted to help Atticus

Finch. He immediately expressed his expressive feeling with his gratitude by saying the marked sentence (1). Also, the sentence is clearly visible in the type of expressive speech act sentence accompanied by a direct speech act sentence without any hidden meaning behind his words. Besides, Atticus' words have positive value. It also interacts with other person and it makes the synopsis above has the social interaction.

Datum 2

Mr. Tate's testimony as if it were stock-market quotations: "...which eye her left oh yes that'd make it her right it was her right eye Mr. Finch I remember now she was bunged." He flipped the page. "Up on that side of the face Sheriff please repeat what you said it was her right eye I said—"

"Thank you, Bert," said Atticus (Th) (2) page 178 – Direct Speech Acts. "You heard it again, Mr. Ewell. Do you have anything to add to it? Do you agree with the sheriff?"

The phrase of *"Thank you, Bert"* indicates that it belongs to the type of thanking expressive speech acts. It clearly can be seen of the word "Thank you" (2). Atticus Finch expresses his appreciation through his gratefulness sentences. It is because he gained the answer from his interlocutors. Those words above have the impact of positive value and it is occurred inside the social aspect interaction between Atticus and Mr. Ewell. Besides, the interlocutors gives his respond and hear what Atticus Finch. It clearly he responses with the expressing of thanking. The marked words above tells that the sentence is direct speech acts with nothing hidden meaning to his interlocutors.

Datum 3

Calpurnia said, “This was all ‘round the back steps when I got here this morning. They—they ’preciate what you did, Mr. Finch. They—they aren’t oversteppin’ themselves, are they?”

Atticus’s eyes filled with tears. He did not speak for a moment. **“Tell them I’m very grateful,” (Th)** (3) he said. “Tell them—tell them they must never do this again. Times are too hard...” page 217 – Direct Speech Acts.

After getting some pretty much food from Calpurnia (Atticus' helper) from black people, Atticus expressed his gratitude as a form of appreciation for black people with his gifts. The moral of the sentence above has the positive value purpose. It has a social interaction on description above. He tells his maid (Calpurnia) to pass on to his black friends. Besides, from the description, an Atticus Finch felt a deep sense of gratitude. This is because he had shed tears and could not speak for a few seconds. He expresses gratitude by direct speech act if you see from his words. Even if he says "I'm very grateful" rather than says the combination words of "thank you".

Datum 4

“Heck? Atticus Finch. Someone’s been after my children. Jem’s hurt. Between here and the schoolhouse. I can’t leave my boy. Run out there for me, please, and see if he’s still around. Doubt if you’ll find him now, but I’d like to see him if you do. Got to go now. **Thanks, Heck.**” (Th) (4) page 267 – Direct Speech Acts.

"Thanks, Heck" is a sentence that has an expressive type of speech act uttered by Atticus Finch to the sheriff named Mr. Tate Heck. Because of his emotional feeling of grateful, it indicates the “thanking” speech acts above has positive function and indicates social interaction. He said it because Atticus Finch asked Heck for help because his son had been attacked by someone. After he asked for his

help then he appreciated it by thanking him by telephone. Those words are direct speech acts is the words of Atticus Finch which he immediately said because of panic and there was no need for further pleasantries to be said.

Datum 5

It was Atticus's turn to get up and go to the edge of the porch. He said, "H'rm," and spat dryly into the yard. He put his hands in his pockets and faced Mr. Tate.

"Heck, you haven't said it, but I know what you're thinking. *Thank you for it. (Th)* (5) Jean Louise—" he turned to me. "You said Jem yanked Mr. Ewell off you?" page 277 – Direct Speech Acts

"Yes sir, that's what I thought... I—"

Appreciates the interlocutor who understands Atticus, he immediately says it because Mr. Tate Heck understands what he is thinking and feeling. He expressed his gratitude through direct speech acts. Social interaction occurred on the data above accompanied with positive value. This is clearly seen directly above (5) that he has a speech act that belongs to the expressive speech act of thanking.

Datum 6

"Yes sir, that's what I thought... I—"

"See there, Heck? *Thank you from the bottom of my heart, (Th)* (6) but I don't want my boy starting out with something like this over his head. Best way to clear the air is to have it all out in the open. Let the county come and bring sandwiches. I don't want him growing up with a whisper about him, I don't want anybody saying, 'Jem Finch... his daddy paid a mint to get him out of that.' Sooner we get this over with the better." Page 277 – Direct Speech Acts.

A truly convincing remarks that the interlocutor knew that his words were sincere had been said by the character Atticus Finch. He thanked Mr. Heck Tate for what he did. The words said from his deep

down heart, Atticus says it in the social interaction with positive value. Then Atticus Finch said like that sentence (6) which aims to appreciate the other person through a very sincere and sincere act of gratitude. It was clear what he meant to say to act grateful directly.

Datum 7

Atticus put his face in my hair and rubbed it. When he got up and walked across the porch into the shadows, his youthful step had returned. Before he went inside the house, he stopped in front of Boo Radley. “*Thank you for my children, Arthur,*” (*Th*) (7) he said. Page 280-281 – Direct Speech Acts.

With these words that are included in the speech act of thanking, Atticus thanked someone who had saved his son from being attacked. All of this words mean his utterance has social interaction and positive value purpose by expressing his feeling. On that basis he thanked directly on behalf of his son (Jem and Scout Finch) to Mr. Boo Radley. This he tries to express his gratitude because there are people who are able to save their children from disaster by saying things like that (7).

b. Greeting

Greeting is the second expressive speech acts which indicate to greet or welcoming the interlocutors. This type appears commonly by Atticus Finch with 8,9% percentage and a total of 8 occurrences of pronunciation.

Datum 1

After supper, Atticus sat down with the paper and called, “*Scout, ready to read?*” (*Gr*) (8) The Lord sent me more than I could bear, and

I went to the front porch. Atticus followed me. Page 29 – Indirect Speech Acts.

Atticus tries to greet his daughter Scout after dinner activity. He says those words (8) in an indirect type of speech act. Even though those words don't show any welcome at all, they are welcome words with hidden meanings. It was supported because it was their first conversation. It also has social interaction and positive value. Then, another proof of support Atticus and his son are in different rooms so Atticus greets him with indirect words of welcome.

Datum 2

Minutes later, it seemed, I was awakened by someone shaking me. Atticus's overcoat was spread across me. "Is it morning already?" "*Baby, get up.*" (Gr) (9) Atticus was holding out my bathrobe and coat. "*Put your robe on first,*" he said. Page 70 – Indirect Speech Acts.

In the early hours of the morning, a Scout (his daughter) was awakened by Atticus because something was happening around his house. Then, Atticus warmly greets Scout with a welcome as in the text above (9). It is also followed by the greeting "put your robe on first". The sentences spoken by Atticus have the nature of indirect speech acts. Therefore the sentence is included in the indirect greeting expressive speech act sentence. Social interaction included on that sentence followed with positive value.

Datum 3

When the three of us came to her house, Atticus would sweep off his hat, wave gallantly to her and say, "*Good evening, Mrs. Dubose! You look like a picture this evening.*" (Gr) (10) page 103-104 – Direct Speech Acts.

One night, Atticus went to Mrs. Dubose he greeted him with good night words. After he used that sentence, he also showed words of praise towards Mrs. Dubose. The positive value clearly can be seen from the data above and it has interaction of social aspect. Atticus said the sentence (10) directly without any other meaning. Thus, it makes the sentence a direct greeting expressive speech act sentence.

Datum 4

It was only three forty-five when we got home, so Jem and I drop-kicked in the back yard until it was time to meet Atticus. Atticus had two yellow pencils for me and a football magazine for Jem, which I suppose was a silent reward for our first day's session with Mrs. Dubose. Jem told him what happened.

“Did she frighten you?” (Gr) (11) asked Atticus. Page 111 – Indirect Speech Acts.

“No sir,” said Jem, “but she’s so nasty. She has fits or somethin’. She spit a lot.”

Seen from Atticus Finch's words, this sentence is not like a welcome sentence. However, this sentence (11) is the first sentence that appears as a greeting and the beginning of a conversation with his child. Positive value occurred on the conversation from the data above. The social function also happened on the data explanation above. Thus, the sentence is a greeting sentence indirectly to his son to start the conversation.

Datum 5

One afternoon a month later Jem was ploughing his way through Sir Walter Scout, as Jem called him, and Mrs. Dubose was correcting him at every turn, when there was a knock on the door. “Come in!” she screamed

Atticus came in. He went to the bed and took Mrs. Dubose’s hand. *“I was coming from the office and didn’t see the children,” (Gr)* (12) he

said. "I thought they might still be here." Page 112 – Indirect Speech Acts.

Mrs. Dubose smiled at him. For the life of me I could not figure out how she could bring herself to speak to him when she seemed to hate him so. "Do you know what time it is, Atticus?" she said.

As it is stated in the synopsis above, Atticus came to Mrs. Dubose and enter his room. Afterwards, the first to greet was Atticus Finch towards Mrs. Dubose with indirect sentences like that. Greeting has the positive value from the speaker and the synopsis above followed with social interaction between Atticus and Mrs. Dubose. The actual sentence is not a greeting but the original meaning of these words is used to welcome. This makes it an indirect greeting expressive speech act sentence.

Datum 6

"I'm going out for a while," he said. "You folks'll be in bed when I come back, *so I'll say good night now.*" (*Gr*) (13) page 150 – Direct Speech Acts.

With that, he put his hat on and went out the back door.

Dissimilar from the previous discussion, the utterance here has a direct meaning without hiding the meaning of an utterance. Clearly, it can be seen the sentence uttered by Atticus expressed from his feeling with positive value to greet his interlocutors. It also has the social interaction in the synopsis above. Atticus uttered as intended to wish him a good night (13). He expresses his expression directly through the utterance as in the sentence above.

Datum 7

“I don’t know, but they did it. They’ve done it before and they did it tonight and they’ll do it again and when they do it—seems that only children weep. *Good night.*” (*Gr*) (14) page 216 – Direct Speech Acts

But things are always better in the morning. Atticus rose at his usual ungodly hour and was in the livingroom behind the Mobile Register when we stumbled in.

Clearly it can be seen from the remarks of an Atticus in the sentence above. The above statement also indicates if the sentence is a sentence without hidden meaning. It belongs into the direct speech act sentence. "Good Night" is a word that readers and interlocutors can immediately understand about their greeting with these words (14).

Those words above indicates positive value uttered by Atticus Finch.

Also, it has the social interaction.

Datum 8

The front door slammed and I heard Atticus’s footsteps in the hall. Automatically I wondered what time it was. Not nearly time for him to be home, and on Missionary Society days he usually stayed downtown until black dark. He stopped in the doorway. His hat was in his hand, and his face was white.

“Excuse me, ladies,” (*Gr*) (15) he said. “Go right ahead with your meeting, don’t let me disturb you. Alexandra, could you come to the kitchen a minute? I want to borrow Calpurnia for a while.” Page 238 – Indirect Speech Acts.

The indirect sentence above has a greeting meaning to the women who were already at his house before Atticus came home from work.

The women are friends of his sister named Mrs. Alexandra. That explains that interaction of social context occurred. It is followed with positive value by his words. Atticus greeted the women with these words because he wanted to enter his house, so he said the words

"Excuse me" along with greetings to them. The sentence is included in the greeting speech act sentence indirectly.

c. Apologizing

This expressive apologizing type has a fairly low occurrence rate with a total of 5 occurrences and a percentage of 5.6%. This type indicates the speaker's feelings to apologize or his regret towards the interlocutor. All of this types of the apologizing speech acts utterance have the negative value because of the emotional feeling of the speakers are not kinda well.

Datum 1

We had no chance to find out: Miss Rachel went off like the town fire siren: "Doo- o Jee-sus, Dill Harris! Gamblin' by my fishpool? I'll strip-poker you, sir!"

Atticus saved Dill from immediate dismemberment. "***Just a minute, Miss Rachel,***" (*Ap*) (16) he said. Page 56 – Indirect Speech Acts

"just a minute" (16) is a sentence that does not contain an element of apology. However, Atticus could express it as a sentence of apology to Miss Rachel on behalf of a friend of his son named Dill. This makes the sentence an indirect apologizing expressive speech act sentence uttered by Atticus.

Datum 2

When Atticus finally called us to order and bade us look at our plates instead of out the windows, Jem asked, "How do you make a snowman?"

"I haven't the slightest idea," said Atticus. "***I don't want you all to be disappointed,***" (*Ap*) (17) but I doubt if there'll be enough snow for a snowball, even." Page 66 – Indirect Speech Acts.

The word play makes the listener have to absorb what the speaker means. These words (17) are ordinary sentences that mean to apologize. It definitely belongs to the apologizing expressive speech acts type. This is because Atticus expresses it with puns so that the listener interprets the meaning of the words. This makes the words have the nature of indirect speech acts.

Datum 3

“Aw, that’s a damn story,” I said.
 “I beg your pardon?”

Atticus said, “*Don’t pay any attention to her, (Ap)* (18) Jack. She’s trying you out. Cal says she’s been cussing fluently for a week, now.”
 Page 81 – Indirect Speech Acts

As with the previous apologizing explanation, the data above gives different interpretations to listeners. Again, a play on words and meanings is thrown by an Atticus Finch on his listeners. Judging from the synopsis above, Atticus' child named Scout made a mistake in his speech which was considered rude by his uncle. Therefore, Atticus defended and apologized on behalf of his son against his uncle for his son's behavior. However, what Atticus said (18) was an indirect apologizing expressive speech act sentence.

Datum 4

Mr. Tate got up and went to the edge of the porch. He spat into the shrubbery, then thrust his hands into his hip pockets and faced Atticus. “Like what?” he said.
 “*I’m sorry if I spoke sharply, Heck, (Ap)* (19)” Atticus said simply.
 Page 276 – Direct Speech Acts

It is different from the others, Atticus said directly what he said to his interlocutor. He apologizes for Atticus' words if his words hurt Mr. Heck Tate. So, these words (19) are included in the sentence of direct apologizing. This also proves that Atticus can apologize in a direct sentence.

Datum 5

“Read it out loud, please, Atticus. It’s real scary.”
 “No,” he said. “*You’ve had enough scaring for a while. This is too—*” (Ap) (20) page 284 – Indirect Speech Acts

Referring to the synopsis of the story in the book, Atticus gives the utterance not without reason. He aims to apologize for what happened to Scout and Jem who had been attacked because Atticus didn't walk him to school. Likewise, that the indirect apologizing sentence (20) is expressed by Atticus Finch against Scout Finch.

d. Praising

Praising has the meaning of praising someone for their actions or words that make the listener feel happy. This expressive type often appears (second most) in this study. Here, it has an occurrence percentage of 17.9% and a total data of 16.

Datum 1

As usual, we met Atticus coming home from work that evening. When we were at our steps Jem said, “Atticus, look down yonder at that tree, please sir.”

“What tree, son?”

“The one on the corner of the Radley lot comin‘ from school.”

“Yes?”

“Is that tree dyin’?”

“Why no, son, I don’t think so. *Look at the leaves, they’re all green and full, no brown patches anywhere—*” (Pr) (21) page 64 – Direct Speech Acts.

Atticus Finch expresses his admiration for the tree in his house through his words of praise (21). It has absolutely positive value because of representing a great feeling. He tried to answer from what his son said about whether the tree they saw was dying or not. They are can be concluded that they belong to the social interaction. He says his praises to other living beings, not humans, more precisely to trees. He praises if the tree looks healthy with a direct speech act of praising.

Datum 2

We could not wait for Atticus to come home for dinner, but called and said we had a big surprise for him. He seemed surprised when he saw most of the back yard in the front yard, but he said we had done a jim-dandy job. “I didn’t know how you were going to do it,” he said to Jem, “*but from now on I’ll never worry about what’ll become of you, son, you’ll always have an idea.*” (Pr) (22) page 69 – Direct Speech Acts.

The utterance is shown by Atticus to his son as a motivation and also acts as a compliment. This can be seen when he says that Jem Finch always has ideas and Atticus will never worry about his son because of Jem's creativity. Absolutely it belongs to the positive value and indicates it happened to the social interaction. To the listener, it is absolutely clear that what Atticus is saying is a direct compliment. So, that the sentence (22) belongs to the direct praising speech act sentence.

Datum 3

Atticus said, “*Whoa, son,*” so gently that I was greatly heartened. It was obvious that he had not followed a word Jem said, for all Atticus said was, “*You’re right. (Pr)* (23) We’d better keep this and the blanket to ourselves. Someday, maybe, Scout can thank him for covering her up.” Page 73 – Direct Speech Acts.

Atticus' remarks above are clearly a compliment to Jem. First, when Atticus was shocked that he said “Whoa, Son” then followed by a synopsis if the words made Atticus happy. Because of the reasonable words before, clearly it has positive value and the interaction of social interaction. Lastly, he responds by directly praising his son (23) which makes the utterance belong to the direct praising speech act.

Datum 4

“Jack! When a child asks you something, answer him, for goodness’ sake. But don’t make a production of it. Children are children, but they can spot an evasion quicker than adults, and evasion simply muddles ‘em. No,” my father mused, “you had the right answer this afternoon, but the wrong reasons. Bad language is a stage all children go through, and it dies with time when they learn they’re not attracting attention with it. Hotheadedness isn’t. Scout’s got to learn to keep her head and learn soon, with what’s in store for her these next few months. *She’s coming along, though. Jem’s getting older and she follows his example a good bit now. (Pr)* (24) All she needs is assistance sometimes.” Page 90 – Direct Speech Acts.

It looks like Atticus is praising his two children Jem and Scout. He says her daughter Scout learns to keep her head up and it pays off slowly. Atticus says those to his brother which indicates social interaction. It also has positive value to represent his praising. On the other hand, he also gives credit to his son Jem for being a good example to his younger brother Scout (24). Without further ado, Atticus said the speech act of direct praising.

Datum 5

“Atticus, you’ve never laid a hand on her.”

“I admit that. So far I’ve been able to get by with threats. Jack, she minds me as well as she can. *Doesn’t come up to scratch half the time, but she tries.*” (Pr) (25). Page 90 – Direct Speech Acts

Same as before, Atticus gave admiration to his daughter Scout. He says if his daughter atleast always tries to be better. Similar to the explanation before, it has social interaction. It also belongs to the positive value because of the praising words from him. So Atticus said to Jack (Uncle Scout and Jem) Scout had tried his best to make the sentence included in the class of direct praising speech acts (25).

Datum 6

In a flash Atticus was up and standing over him. Jem buried his face in Atticus’s shirt front. “Sh-h,” he said. “I think that was her way of telling you—everything’s all right now, Jem, everything’s all right. *You know, she was a great lady.*” (Pr) (26). Page 115 – Direct Speech Acts.

A compliment that is not directed directly at the person, but the praise Atticus says to his son. Atticus gave his expressive praise of a woman. The "she" Atticus meant is Mrs. Dubose who is gone (26). He speaks directly from his feelings and becomes a direct expressive speech act which also indicates positive value behind those words. Everyone will understand if the utterance has original meaning in it.

Datum 7

“...According to her views, she died beholden to nothing and nobody. *She was the bravest person I ever knew.*” (Pr) (27). Page 116 – Direct Speech Acts.

Continuing from the data above (26), Atticus added another compliment to Mrs. Dubose. He tells his children that Mrs. Dubose is the most courageous woman he has ever known (27). The praising sentence is said directly from the bottom of his heart. It represents of positive value occurred on the Atticus words. The sentence is a direct praising expressive speech act sentence without the purpose of puns and other purposes.

Datum 8

Atticus's voice was even: "Alexandra, Calpurnia's not leaving this house until she wants to. You may think otherwise, but I couldn't have got along without her all these years. *She's a faithful member of this family and you'll simply have to accept things the way they are (Pr)* (28). Besides, sister, I don't want you working your head off for us—you've no reason to do that. We still need Cal as much as we ever did." Page 138 – Direct Speech Acts.

Due to a misunderstanding between Atticus and his brother, he defends his maid named Calpurnia by giving her a compliment. Atticus praises Calpurnia for her loyalty to what she did while Calpurnia was at Atticus's house. It is the positive value sentence said by Atticus. Again, the sentences used Atticus (28) are direct expressive speech act sentences.

Datum 9

"Besides, I don't think the children've suffered one bit from her having brought them up. If anything, she's been harder on them in some ways than a mother would have been... she's never let them get away with anything, she's never indulged them the way most colored nurses do. *She tried to bring them up according to her lights, and Cal's lights are pretty good—and another thing, the children love her.*" (Pr) (29) page 138 – Direct Speech Acts.

Continuing from the previous sentence (28), Atticus also added his praise again towards Calpurnia. He testifies that Calpurnia has considerable merit. The word “light” indicates the kindness of a Calpurnia. Later, it is added from Atticus's statement that Calpurnia is loved by her two children Jem and Scout (29). Everybody can see the sentence is directly expressive speech act sentences. Positive value belongs to the words of Atticus Finch.

Datum 10

There was a faint starchiness in his voice when he said, “Anything fit to say at the table’s fit to say in front of Calpurnia. *She knows what she means to this family.*” (Pr) (30) page 158 – Direct Speech Acts.

As with the previous two explanations (28 and 29), Atticus again gives his opinion on a Calpurnia. He considers this as an appreciation and compliment to Calpurnia for what he has done for his family. The positive value of expressive speech acts has represented on his utterance. He says if Calpurnia would have known she was needed in the Atticus family. Therefore, expressive speech act sentences are directly expressed from the heart of an Atticus Finch through his speech (30).

Datum 11

Atticus placed his fork beside his knife and pushed his plate aside. “*Mr. Cunningham’s basically a good man,*” (Pr) (31) he said. Page 159 – Direct Speech Acts.

Different from before, on this occasion Atticus complimented someone different. He tells his daughter Scout that according to Atticus a leader of the Cunningham family, Mr. Cunningham is a good

man which also represents of positive value speech acts. This is supported by Atticus' wider experience and knowledge than his daughter. Then, Atticus's words are clearly included in expressive speech acts directly with no specific intent (31).

Datum 12

"I'll say not," said Jem.

"So it took an eight-year-old child to bring 'em to their senses, didn't it?" (Pr) (32) said Atticus. "That proves something—that a gang of wild animals can be stopped, simply because they're still human. Hmp, maybe we need a police force of children... you children last night made Walter Cunningham stand in my shoes for a minute. That was enough." Page 159 – Indirect Speech Acts.

For this opportunity the indirect line of praising expressive speech acts from Atticus he has said. Because, Atticus was accosted by a crowd of bad people, his son Jem saved him. Afterwards, after the delinquents left, Atticus gave an indirect compliment. The sentence that Atticus uses has a certain meaning (32). He intended to give credit and was aimed at Jem for what he had done to his father. The positive value is included behind those praising words of sentence.

Datum 13

"You're a strong girl (Pr) (33), what were you doing all the time, just standing there?" page 190 – Direct Speech Acts.

"I told'ja I hollered'n'kicked'n'fought—"

Atticus reached up and took off his glasses, turned his good right eye to the witness, and rained questions on her.

In court, Atticus interrogated a woman accused of being a victim. He asks what incident has happened. Later, the woman gave her testimony against Atticus. Then Atticus took his feelings into account

with a direct, expressive speech act utterance. It indicates those words are positive value. This can be seen from the sentence that has been said above (33).

Datum 14

“She was white, and she tempted a Negro. She did something that in our society is unspeakable: she kissed a black man. *Not an old Uncle, but a strong young Negro man. (Pr)* (34) No code mattered to her before she broke it, but it came crashing down on her afterwards. Page 207 – Direct Speech Acts.

In his defense of the Negro, Atticus testifies as a lawyer on behalf of Tom Robinson as the perpetrator by giving his credit to Tom. He tells that Tom had been framed all along. Therefore, Atticus has the sympathy to express his praise of Tom Robinson. The purpose of his words give the view of positive value. Without further ado the meaning behind an utterance, Atticus provides an expressive speech act of direct praising. He testify that Tom was a strong and young nigger (34).

Datum 15

“*And so a quiet, respectable, humble Negro (Pr)* (35) who had the unmitigated temerity to ‘feel sorry’ for a white woman has had to put his word against two white people’s. I need not remind you of their appearance and conduct on the stand— you saw them for yourselves....” Page 208 – Direct Speech Acts.

Continuing the testimony of Atticus' previous speech, he gave another statement in his praise of Tom Robinson. He testify against judges, jurors and audiences to convince them of his praise of Tom Robinson. Atticus gave a pretty deep compliment that everyone could

understand. Behind his words everyone has agreed the positive value purpose occurred. He speaks directly and belongs to the expressive speech act of praising. Atticus said his credit (35) for defending Tom Robinson and getting his justice back lawfully.

Datum 16

Atticus smiled. “*You’re getting so big now, (Pr)* (36) I’ll just have to hold a part of you.” He held me close. “Scout,” he said softly, “don’t let Jem get you down. He’s having a rough time these days. I heard you back there.” Page 251 – Direct Speech Acts.

The last data from the praising type, Atticus praised his daughter for what she went through and grew up. Scout has had a tough day and grown to be more than likely 6 to 9 years old. Atticus reflex to express his feelings through his speech as a form of praise to Scout (36). He says directly and clearly belongs to the type of praising expressive speech act.

e. Condoling

Condoling is a type of expressive that has a deep emotional from the speaker to the interlocutor. Condoling is a feeling of condolence from the speaker for what is experienced by the interlocutor. Usually this is caused by the death of someone and the disaster that occurred. Inside of this type, it has a purpose of negative feeling from the speaker by expressing his emotional feeling of anxiety and sadness from the speaker utterance. Atticus Finch stated this expressive type

with a very low level with a total score of 4 times and a percentage of 4.4%.

Datum 1

“Whose is it?”

“*Miss Maudie’s, hon,*” (Cdl) (37) said Atticus gently. Page 70 – Indirect Speech Acts.

At the front door, we saw fire spewing from Miss Maudie’s diningroom windows. As if to confirm what we saw, the town fire siren wailed up the scale to a treble pitch and remained there, screaming.

After the fire incident near Atticus' house, he went to save his children first. After it, one of the children said whose house the fire incident occurred. With the bottom of his heart, Atticus said that Miss Maudie's house represented Atticus's condolences and negative value towards Miss Maudie. The statement above (37) is an indirect condoling expressive speech act.

Datum 2

“It’s gone, ain’t it?” moaned Jem.

“*I expect so,*” (Cdl) (38) said Atticus. Page 71 – Indirect Speech Acts.

Continuing from previous events and data, Jem Finch asked Atticus's father whether Miss Maudie's house was finished or not. Atticus responded to his son's question. He says as if he was heavy hearted and condolences that his house might have been lost. It has the negative value of the utterance. The statement (38) that comes out of Atticus is an indirect condoling expressive speech act.

Datum 3

We had not seen Mrs. Dubose for over a month. She was never on the porch any more when we passed.

“She’s dead, son,” said Atticus. *“She died a few minutes ago.”* (Cdl) (39) page 114 – Direct Speech Acts.

Atticus and his daughters never saw Mrs. Dubose for a few days. More, Atticus heard that Mrs. Dubose has passed away. With compassion from the bottom of Atticus' heart he condoled the death of Mrs. Dubose and told his children. The sentence spoken (39), it is clear that the expressive speech act is direct. There is no secret exactly meaning behind his utterance. It has negative value.

Datum 4

“Tom’s dead.”(Cdl) (40) page 239 – Direct Speech Acts
Aunt Alexandra put her hands to her mouth.

“They shot him,” said Atticus.

Sad news came to Atticus' mind over the death of his client in court. One person who defended by Atticus, Tom Robinson, is pronounced dead in prison by being shot because of Tom's instinct to escape. With compassion, Atticus expresses his feelings through condoling expressions aimed at Calpurnia and her sister Alexandra. The utterance above has negative value. The sentence (40) is a direct condoling expressive speech act.

f. Blaming

Blaming someone for what they do or say is one type of expressive speech act. This is often said by Atticus Finch, making this type often appear in the third sequence. Its occurrence has a percentage value of 15.7% with a total data of 14

Datum 1

I was bursting with a sudden thought. “Burriss Ewell, remember? He just goes to school the first day. The truant lady reckons she’s carried out the law when she gets his name on the roll-” “*You can’t do that, Scout,*” (BI) (41) Atticus said. Page 30 – Direct Speech Acts

When his daughter said unpleasant things to others Atticus immediately blamed what her daughter had done. He immediately reprimanded his daughter not to be reproachful to others. This aims to teach a lesson for his alleged wrongdoing so that his daughter is even better. It has a negative value. Therefore, his utterance (41) belongs to the expressive speech act of blaming directly.

Datum 2

“Atticus, that’s bad,” I said. In Maycomb County, hunting out of season was a misdemeanor at law, a capital felony in the eyes of the populace.

“*It’s against the law, all right,*” said my father, “*and it’s certainly bad,*” (BI) (42) but when a man spends his relief checks on green whiskey his children have a way of crying from hunger pains. I don’t know of any landowner around here who begrudges those children any game their father can hit.” Page 31 – Direct Speech Acts.

Because there is an incident of a father who chooses for his personal satisfaction over the rights of his son and becomes hungry, Atticus immediately gives his comments about a father. He tells that the father (Mr. Ewell) went against the laws of nature to become essentially a father to his son. The negative value occurred in the utterance above. He also adds that the person's actions were very bad (42). So, that he acts directly blaming expressive speech.

Datum 3

“Mr. Ewell shouldn’t do that-”

“Of course he shouldn’t, but he’ll never change his ways. (Bl) (43)
 Are you going to take out your disapproval on his children?” page 31 –
 Direct Speech Acts.

Proceeding from before (42), that his daughter commented that if Mr. Ewell shouldn't have acted like that. Then Atticus said if Mr. Ewell wasn't supposed to be like that either. He agrees with his son's comment followed with negative value. These words (43) are an expressive speech act of direct blaming of Atticus' accusations against Mr. Ewell.

Datum 4

“We weren’t makin’ fun of him, we weren’t laughin’ at him,” Said Jem, “we were just-”
“So that was what you were doing, wasn’t it?”(Bl) (44) page 50 –
 Indirect Speech Acts.

The original meaning of Atticus's sentence is questionable if it refers to his speech. However, the meaning of the word is specific. Atticus blamed his son's actions for what he was doing by playing on someone else's behalf. It has a negative value of utterance. Therefore, Atticus is quite creative in expressing the accusations (44) against his son with the expressive speech act of indirect blaming.

Datum 5

“I know. Your daughter gave me my first lessons this afternoon. She said I didn’t understand children much and told me why. She was quite right. Atticus, she told me how I should have treated her—oh dear, I’m so sorry I romped on her.”
 Atticus chuckled. ***“She earned it, so don’t feel too remorseful.” (Bl)***
 (46) page 90 – Direct Speech Acts.

When Atticus' brother Jack told him about the Scouts, Atticus argued with the aim of blaming his son. He comments on his daughter's (46) behavior that his son is indeed guilty and deserves his punishment. The negative value has occurred on the utterance above. Direct expressive speech acts of blaming can be seen clearly from his speech.

Datum 6

“Jack! When a child asks you something, answer him, for goodness' sake. But don't make a production of it. Children are children, but they can spot an evasion quicker than adults, and evasion simply muddles 'em. No,” my father mused, “you had the right answer this afternoon, *but the wrong reasons...*” (BI) (47) page 90 – Indirect Speech Acts.

Atticus commented on what his Brother Jack said. He thought that Jack had the wrong reasons (47). With this, it is clear that Atticus is accusing Jack of his guilt through direct blaming speech acts. Besides, the negative value included inside the utterance above.

Datum 7

Atticus switched on the ceiling light in the livingroom and found us there, frozen still. He carried my baton in one hand; its filthy yellow tassel trailed on the rug. He held out his other hand; it contained fat camellia buds.

“Jem,” he said, “*are you responsible for this?*” (BI) (48) page 107 – Indirect Speech Acts.

Atticus Finch gives utterance a question under the guise of blame. He knows if Jem Finch had made a mistake around Mrs. Dubose. With that reason, Atticus blamed his son's behavior through question sentences to take responsibility for what he had done (48). The sentence has a hidden meaning so that the sentence is an expressive

speech act of indirect blaming. The negative value has happened inside the utterance.

Datum 8

“Son, I have no doubt that you’ve been annoyed by your contemporaries about me lawing for niggers, as you say, *but to do something like this to a sick old lady is inexcusable...*” (Bl) (49) page 107 – Indirect Speech Acts.

Jem Finch gets bad comments and negative value about his father and he responds to those words with bad deeds too. In conclusion, Atticus knows his behavior and indirectly he blames Jem Finch for Atticus' pun which has a hidden meaning as above (49). This indicates those words from Atticus is indirect blaming expressive speech acts.

Datum 9

“No sir, Mrs. Dubose calls you that. She warms up every afternoon calling you that. Francis called me that last Christmas, that’s where I first heard it.”

“Is that the reason you jumped on him?” (Bl) (50) asked Atticus. Page 112 – Indirect Speech Acts.

Occurred further, the words from Atticus that took the form of a question but had meaning were hidden behind it. He states that his son was guilty, but Atticus tried to blame through question sentences. Behind the utterance, it has a negative value. Indirect sentences occur in the type of speech act blaming here (50).

Datum 10

Atticus’s voice was even: “Alexandra, Calpurnia’s not leaving this house until she wants to. *You may think otherwise, but I couldn’t have got along without her all these years.* (Bl) (51) page 138 – Direct Speech Acts.

From his sister's comment that Atticus doesn't need a maid (Calpurnia) anymore. Atticus immediately uttered a normal sentence but had the meaning of blaming his sister named Alexandra (51). The blaming speech act sentence occurs indirectly from Atticus Finch. Also, the negative value included behind his utterance.

Datum 11

“Never heard of any Catholics in Maycomb either,” said Atticus, “you’re confusing that with something else. Way back about nineteen-twenty there was a Klan, but it was a political organization more than anything. Besides, they couldn’t find anybody to scare. They paraded by Mr. Sam Levy’s house one night, but Sam just stood on his porch and told ‘em things had come to a pretty pass, he’d sold ‘em the very sheets on their backs. *Sam made ‘em so ashamed of themselves they went away.*” (BI) (52) page 148 – Direct Speech Acts.

It clearly can be understood from the base data above (52) that Atticus’ utterance absolutely gives his blaming expression to the other person called Sam. Direct speech acts occurred on this occasion from Atticus speech. It has a negative value of utterance. Doubtless, every hearer and reader understand that his utterance has blaming form.

Datum 12

“The state has not produced one iota of medical evidence to the effect that the crime Tom Robinson is charged with ever took place. It has relied instead upon the testimony of two witnesses whose evidence has not only been called into serious question on cross-examination, but has been flatly contradicted by the defendant. *The defendant is not guilty, but somebody in this courtroom is.* (BI) (53) page 207 – Indirect Speech Acts.

Even if Atticus expresses his prejudice to the abstract person based the data above, he absolutely is still giving his opinion of blaming somebody. The form of his utterance is direct blaming speech acts and

it has the negative value. Though, the intended person is not spoken in detail by Atticus. But, it is extremely clear the sentence (53) in the form of blaming.

Datum 13

“...The witnesses for the state, with the exception of the sheriff of Maycomb County, have presented themselves to you gentlemen, to this court, in the cynical confidence that their testimony would not be doubted, confident that you gentlemen would go along with them on the assumption—the evil assumption—that all Negroes lie, that all Negroes are basically immoral beings, that all Negro men are not to be trusted around our women, *an assumption one associates with minds of their caliber.* (Bl) (54) page 208 – Direct Speech Acts.

Because of the bad prejudice against black people that occurs from whites, Atticus recognizes and blames his white people for their bad thoughts. The comment was directed at a white person's group. The matter that the black skin needed to defend their human rights. The sentence is directly blaming and has the negative value (54).

Datum 14

“Her father saw it, and the defendant has testified as to his remarks. What did her father do? We don't know, but there is circumstantial evidence to indicate that Mayella Ewell was beaten savagely by someone who led almost exclusively with his left. We do know in part what Mr. Ewell did: *he did what any God-fearing, persevering, respectable white man would do under the circumstances—he swore out a warrant, no doubt signing it with his left hand,* (Bl) (55) and Tom Robinson now sits before you, having taken the oath with the only good hand he possesses—his right hand. Page 208 – Direct Speech Acts.

Remarkably obvious of what Atticus has been said. He tries to give his expression and opinion to the judge, jury and everyone who attended to the court about who he blames. Atticus clearly says his blaming expression to Mr. Ewell with his prejudice about children

abusive. It clearly is the negative value. That sentence (55) belongs to direct blaming expressive.

g. Sadness/Sorrow

Sadness or Sorrow is an expressive speech act that represents the speaker's emotions through speech. The speaker has a sad feeling so he vents it with an utterance. This type of utterance does not appear frequently by Atticus, making it appear only 4 times and the percentage is 4.4%.

Datum 1

“Scout,” said Atticus, “*nigger-lover is just one of those terms that don’t mean anything—like snot-nose. It’s hard to explain—ignorant, trashy people use it when they think somebody’s favoring Negroes over and above themselves. It’s slipped into usage with some people like ourselves, when they want a common, ugly term to label somebody.*” (Ss) (55) page 112 – Indirect Speech Acts.

Atticus gives his minds and expression of sadness about the comments to black people which come from white people. It surely has type of negative value of the utterance. He shares his thought to his daughter that white people always gives the bad treatment to the black people. It really makes Atticus’ heart turns into sadness feeling. Direct sadness expressive happens to the sentence above. (56)

Datum 2

“Well is right,” said Atticus. “*She’s not suffering any more. She was sick for a long time.* (Ss) (56) Son, didn’t you know what her fits were?” page 114 – Direct Speech Acts.

While Atticus is drowning into condolences, he adds his expression about Mrs. Dubose’s death. He gives the utterance of sadness and the

negative value of utterance. He says that Atticus knows Mrs. Dubose was sick for a long time. It really makes Atticus' heart has been touched (56). Then he expresses in a direct sadness expressive speech acts.

Datum 3

Jem spoke. "Don't call that a blind spot. He'da killed you last night when he first went there.

"He might have hurt me a little," (Ss) (57) Atticus conceded. Page 159 – Indirect Speech Acts.

After Atticus gets pretty bad words from another person, he turns his sad feeling into the utterance. He says he gets hurt by another person and tell his daughter and son. Those words (57) is in form direct sadness expressive speech acts. The negative value has happened on his utterance.

Datum 4

"I have nothing but pity in my heart for the chief witness for the state, but my pity does not extend so far as to her putting a man's life at stake, which she has done in an effort to get rid of her own guilt (Ss) (58) page 207 – Direct Speech Acts

In the trial in defense of Tom Robinson, Atticus gave his opinion on the defects in the actions of superiors. He clearly converts the expression of his feelings to the speech that others hear through his speech (58). Atticus sadness he expressed in a direct way in the form of an expressive speech act of sadness. It has a negative value uttered by Atticus Finch.

h. Boasting

Boasting means to boost and impress their interlocutors through his utterance. In other words, it can also be called as a small motivation. This type occurs in low level appearance. It is only 4 data of boasting utterance with 4,4% percentage.

Datum 1

Atticus squinted at the snowman a while. He grinned, then laughed. *“Son, I can’t tell what you’re going to be—an engineer, a lawyer, or a portrait painter. (Bs) (59) You’ve perpetrated a near libel here in the front yard. We’ve got to disguise this fellow.”* Page 69 – Direct Speech Acts.

From the data above, Atticus gives his comment to his son Jem Finch. He is trying to say that Jem Finch could be anything he wants in the future. Atticus tries to give boasting and small motivation to his son. The positive value occurred on his words of utterance. Afterwards, this data (59) belongs to direct boasting expressive speech acts.

Datum 2

“Do you defend niggers, Atticus?” I asked him that evening. *“Of course I do. Don’t say nigger, Scout. That’s common.” (Bs) (60) page 77 – Direct Speech Acts.*

When Scout Finch asked his father, Atticus immediately responded with pride to make an impression on his son. It's because Atticus always protects a nigger. He does this so that equal rights are realized (60). His words are direct speech acts of boasting. Also it has the positive value.

Datum 3

“Simply because we were licked a hundred years before we started is no reason for us not to try to win,” (Bs) (61) Atticus said. Page 78 – Direct Speech Acts.

Atticus Finch gives his speech motivation to his children (61). This has a purpose to give boasting utterance to his children. He speaks directly in form of boasting speech acts of expressive following with positive value. He gives this in order to impress his children besides to give the motivation.

Datum 4

He said. “This time we aren’t fighting the Yankees, we’re fighting our friends. *But remember this, no matter how bitter things get, they’re still our friends and this is still our home.*” (Bs) (62) page 79 – Direct Speech Acts.

Although Atticus was hit by problems by the Yankees as in the synopsis of the data above, he assured his children again that they were still friends to him. He tries to motivate Atticus and his son to choose friends over enemies. This makes it possible to give an impression of the child and including the positive value of the utterance. He gives an utterance (62) in the form of a speech act of boasting directly.

i. Criticize

Criticize means giving feedback to the interlocutors. Usually, it appears in form of comment, suggestion and criticism because of what the interlocutors have done or spoken. This type have a very high level than others with the first rank among all other types of expressive speech acts. It is shown that this type has 18 data and 20,2% percentage.

Datum 1

Dill said, “We thought he might enjoy us...” and dried up when Atticus looked at him.

“Son,” he said to Jem, “*I’m going to tell you something and tell you one time: stop tormenting that man. That goes for the other two of you.*” (Crt) (63) page 50 – Direct Speech Acts.

It can be seen from the data above (63), Atticus gives his criticize to Jem Finch. He tells with positive value to Jem that his action gives bad impact. Then he gives feedback to Jem Finch in order to stop Jem’s tormenting action because it has a bad excuse. Atticus surely says in form of direct criticize speech acts.

Datum 2

“Makin’ fun of him?”

“No,” said Atticus, “*putting his life’s history on display for the edification of the neighborhood.*” (Crt) (64) page 50 – Indirect Speech Acts

One of the indirect speech acts of criticize has spoken by Atticus Finch in this occasion. He really says the sentence (64) that makes the interlocutor thinks about the actual meaning context of the utterance. Atticus uses this as satire and criticize about what his children do of making fun of someone. Despite of the truly meaning and the context utterance is different, nonetheless he criticize of what his children have been done. Clearly, it has positive value of the utterance.

Datum 3

“*You want to be a lawyer, don’t you?*” (Crt) (65) Our father’s mouth was suspiciously firm, as if he were trying to hold it in line. Page 50 – Direct Speech Acts.

For what Jem Finch had done, Atticus rebuked and criticized Jem. He criticized Jem for wanting to be a lawyer. However, Atticus gives his criticize Jem Finch's actions as not reflecting the actions of the lawyers. The positive value follows his utterance. The sentence spoken by Atticus (65) is an indirect sentence which belongs to the expressive speech act of criticizing.

Datum 4

“I don’t care what you do, so long as you do something,” said Atticus. “*You can’t go around making caricatures of the neighbors.*” (Crt) (66) page 69 – Direct Speech Acts.

Clearly, Atticus made a critical comment on Jem making a snowman. However, instead of the doll Jem made it resembled one of the niggers. This suddenly makes Atticus criticize Jem Finch. It was clear, too, that Atticus had said those words directly (66). It has a positive value of the utterance.

Datum 5

As we drank our cocoa I noticed Atticus looking at me, first with curiosity, then with sternness. “*I thought I told you and Jem to stay put,*” (Crt) (67) he said. Page 73 – Direct Speech Acts.

Jem and Scout's actions that an Atticus didn't expect had happened. Atticus then comments on his children why he doesn't stay where he says he is. On that basis, Atticus give his criticism followed with positive value in accordance with the actions of his children. His words (67) are also included in direct speech that criticizes something.

Datum 6

“Do you defend niggers, Atticus?” I asked him that evening.
 “Of course I do. *Don’t say nigger, Scout. That’s common.*” (Crt) (68)
 page 77 – Direct Speech Acts.

Scouts called black people niggers against his father. Atticus heard this respond that he did not agree with what he said. Therefore, Atticus commented on Scout to no longer use the phrase. Everyone will understand that what Atticus is saying has a direct meaning and indicates positive value (68).

Datum 7

Atticus sighed. “..... *Scout, you aren’t old enough to understand some things yet, but there’s been some high talk around town to the effect that I shouldn’t do much about defending this man.*(Crt) (69)
 It’s a peculiar case—it won’t come to trial until summer session. John Taylor was kind enough to give us a postponement...” page 77 – Direct Speech Acts.

After listening to what his son had to say, Atticus gave feedback to his son. He gives feedback and gives him lessons to understand something. Atticus gave these remarks to Scout with the aim of giving his opinion as well as giving criticism. The speech act sentences used are direct criticizing sentences. (69) Followed with positive value of the utterance.

Datum 8

“I shall never marry, Atticus.”
 “Why?”

“I might have children.”

Atticus said, “*You’ve a lot to learn, Jack.*” (Crt) (70) page 90 – Direct Speech Acts.

“You've a lot to learn” (70), the words of Atticus to his interlocutor Jack Finch. This indicates to provide input to Jack. On the other hand, Atticus also criticizes Jack that his knowledge is lacking and should be reduced. Atticus put it directly in the form of criticism. The positive value can be seen on his utterance.

Datum 9

“Jack! *When a child asks you something, answer him, for goodness' sake. (Crt)* (71) But don't make a production of it. Page 90 – Direct Speech Acts.

Atticus has made quite a painful criticism of Jack Finch. When Jack answered a child's question and gave an answer that strayed from his question got a comment from Atticus. If it says so, then Jack seems to be lying. Instead of Jack telling Atticus with positive value, Jack gets criticism and input from an Atticus. The sentence that Atticus made a direct speech act criticizing to Jack. (71)

Datum 10

“...*Scout's got to learn to keep her head and learn soon, with what's in store for her these next few months...*” (Crt) (72) page 90 – Direct Speech Acts.

Atticus criticizes him Scout Finch. According to him, the Scout should have learned how to hold his head up when things happened. This is to form the mentality of the Scout. It indicates Atticus words have positive value of the utterance. Atticus's sentence (72) is a direct criticizing speech act.

Datum 11

Atticus said to Jem one day, “*I’d rather you shot at tin cans in the back yard, (Crt) (73)* but I know you’ll go after birds. Shoot all the bluejays you want, if you can hit ‘em, but remember it’s a sin to kill a mockingbird.” Page 92 – Direct Speech Acts.

Because of Atticus's son who liked to shoot birds, Jem got a rebuke from his father. He tells Jem that Jem would rather shoot a can than a bird. Therefore, the sentence of this criticizing speech act appears. In the Atticus sentence (73) there is also a direct speech act sentence followed with positive value.

Datum 12

“Son, I have no doubt that you’ve been annoyed by your contemporaries about me lawing for niggers, as you say, but to do something like this to a sick old lady is inexcusable. *I strongly advise you to go down and have a talk with Mrs. Dubose,*” (Crt) (74) said Atticus. “Come straight home afterward.” Page 107 – Direct Speech Acts.

In the nature of the sentence there is also a suggestion. Atticus gives his advice to his son Jem Finch for having wronged Mrs. Dubose. This is clearly seen in the sentence above. The words above (74) are direct criticizing speech acts. Followed with positive value of the utterance.

Datum 13

When Jem returned, he found me still in Atticus’s lap, “Well, son?” said Atticus. He set me on my feet, and I made a secret reconnaissance of Jem. He seemed to be all in one piece, but he had a queer look on his face. Perhaps she had given him a dose of calomel. “I cleaned it up for her and said I was sorry, but I ain’t, and that I’d work on ‘em ever Saturday and try to make ‘em grow back out.”

“*There was no point in saying you were sorry if you aren’t,*” (Crt) (75) said Atticus. Page 108 – Direct Speech Acts

Atticus' remarks were critical of what Jem Finch had done. He tells his son that there is no point in apologizing if there is no remorse. Atticus also intends to educate his children to be better. It has positive value. The sentence is a direct criticizing speech act (75).

Datum 14

“Jem, she’s old and ill. *You can’t hold her responsible for what she says and does. Of course, I’d rather she’d have said it to me than to either of you, (Crt)* (76) but we can’t always have our ‘druthers.” Page 108 – Direct Speech Acts.

Because Scout and Jem received insults from someone they didn't know, it was as if they were holding someone accountable. However, Atticus gave them the advice that neither of them could hold others accountable for insults. Atticus criticizes his children followed with positive value. The sentence above (76) that are included in direct speech acts.

Datum 15

Dill looked at me. “I mean it’s all right,” I said. “You know he wouldn’t bother you, you know you ain’t scared of Atticus.”
“I’m not scared...” Dill muttered.

“Just hungry, I’ll bet.” Atticus’s voice had its usual pleasant dryness. “*Scout, we can do better than a pan of cold corn bread, can’t we? (Crt)* (77) page 142 – Indirect Speech Acts.

Scout gave his friend Dill a slice of bread. Atticus found out about it after some time later. Atticus criticized the Scout that his family could honor his guests to give him something better. It has positive value. Atticus gives an indirect criticizing speech act statement. (77)

Datum 16

“Yes sir, she had a small throat, anybody could’a reached around it with—”

“*Just answer the question yes or no, please, Sheriff,*” (Crt) (78) said Atticus dryly, and Mr. Tate fell silent. Page 171 – Indirect Speech Acts.

At trial, a sheriff gave an answer that Atticus did not want. Therefore, Atticus criticizes for giving a simple answer, namely “Yes or No”. The sentence was like an order sentence but it was an indirect criticism sentence that Atticus said. Here means, the sentence has a hidden original meaning. (78)

Datum 17

“*...Our courts have their faults, as does any human institution, but in this country our courts are the great levelers, and in our courts all men are created equal.* (Crt) (79) page 209 – Direct Speech Acts.

Atticus' criticism of the court occurred during his speech. He tells that his court has a fault as an institution to try humans. He also assumes that all humans have the same level regardless of skin color. It has positive value words. Atticus uttered those criticisms emphatically and directly (79).

Datum 18

Atticus wheeled around. His hands dug into his pockets. “*Heck, can’t you even try to see it my way?* (Crt) (80) You’ve got children of your own, but I’m older than you. When mine are grown I’ll be an old man if I’m still around, but right now I’m—if they don’t trust me they won’t trust anybody. Jem and Scout know what happened. Page 278 – Indirect Speech Acts.

Mr. Heck Tate didn't understand what was happening in the eyes of an Atticus Finch. This led Atticus to criticize that Mr. Heck doesn't understand it. With a sentence indirectly (80) he expresses a question

sentence that has the meaning of criticizing. It has positive value sentence of utterance. This so that Mr. Heck could clearly understand what Atticus Finch was thinking.

j. Threatening

Threatening is also included in the type of expressive speech acts with the aim of threatening or frightening the interlocutor. Atticus Finch commonly uses this expressive type to do his daily conversation. Behind o his utterance of threatening, the negative value belongs to the threatening expressive speech acts. It occurs with total 9 data of threatening type, followed by 10,1% percentage.

Datum 1

“What are you all playing?” he asked.
“Nothing,” said Jem.

Jem’s evasion told me our game was a secret, so I kept quiet.

“What are you doing with those scissors, then? Why are you tearing up that newspaper? *If it’s today’s I’ll tan you.*” (*Thr*) (81) page 41 – Direct Speech Acts.

Atticus saw his children using scissors to cut a piece of paper. she finds out and asks what her kids are doing. Atticus then threatened directly that if he cut the newspaper he would punish his son. this is because Atticus loves reading. The sentence is a direct threatening sentence (81).

Datum 2

Jem seemed to swell a little. “I didn’t say we were doin’ that, I didn’t say it!”

Atticus grinned dryly. “You just told me,” he said. “*You stop this nonsense right now, every one of you.*” (*Thr*) (82) page 50 – Direct Speech Acts.

Looking from Jem and Scout's side, his father was threatening them. It can be seen from Atticus's sharp emotions and words towards them. Atticus told them to stop his behavior. Clearly the sentence (82) is a direct threatening sentence.

Datum 3

“Jem, Scout,” said Atticus, “*I don’t want to hear of poker in any form again.*” (*Thr*) (83) Go by Dill’s and get your pants, Jem. Settle it yourselves.” Page 56 – Direct Speech Acts.

Because Jem lost his pants, Atticus gave his response to Jem and Scout. He says he doesn't want any other reason from them. It (83) was clear from Jem and Scout's point of view that this was a threat. Those sentences that are classified as direct speech acts.

Datum 4

Atticus said dryly, “*Do not let this inspire you to further glory, Jeremy.*” (*Thr*) (84) page 74 – Direct Speech Acts. Jem scowled, “I ain’t gonna do anything to him,” but I watched the spark of fresh adventure leave his eyes.

Atticus addressed Jem with a threatening word. For his son's behavior, he gives a threat in the form of an order. Atticus gives speech not to go any further. Sentences (84) that are classified as direct threatening speech acts.

Datum 5

Atticus turned and saw my generous target bending over her bushes. He pushed his hat to the back of his head and crossed the street. “Maudie,” he called, “*I thought I’d better warn you. You’re in considerable peril.*” (*Thr*) (85) page 94 – Direct Speech Acts.

Threats directed against Ms. Maudie from Atticus. He gives a threatening statement because according to Atticus Ms. Maudie did get threats. Ms. Maudie gets a target from a toy shot from her kids Atticus. Therefore, this threat emerged from the mouth of Atticus against Ms. Maudie. The sentence is a direct threat sentence. (85)

Datum 6

When Atticus returned he told me to break camp. “*Don’t you ever let me catch you pointing that gun at anybody again,*” (Thr) (86) he said. Page 94 – Direct Speech Acts.

“Don't you ever” is an obvious threat. Atticus told him to threaten his children to use his shooting toys wisely. Judging from his words, Atticus would give repercussions or punishments if his children disobeyed his words. The sentence clearly threatening speech act sentence directly (86).

Datum 7

“Don’t waste time, Heck,” said Atticus. “Go on.”
“Mr. Finch, this is a one-shot job.”

Atticus shook his head vehemently: “*Don’t just stand there, Heck! He won’t wait all day for you—*” (Thr) (87) page 99 – Direct Speech Acts.

Threats made by his friend Mr. Heck Tate from Atticus Finch. he said to Mr. Heck not to stand still or have a stray dog come up to him. It is clear that this sentence is a threat sentence. In the sentence above (87), there is also a direct sentence.

Datum 8

Atticus wheeled around and faced Miss Maudie. They looked at one another without saying anything, and Atticus got into the sheriff’s car.

“Come here,” he said to Jem. “*Don’t you go near that dog, you understand? Don’t go near him, he’s just as dangerous dead as alive.*” (Thr) (88) page 100 – Direct Speech Acts.

After the stray dog had been shot by Atticus, he added a remark to his son. What Atticus stated was a threat to Scout and Jem not to approach the dog. Chances are, the dog is just as dangerous as he is alive. Therefore Atticus gave the utterance a direct threat. (88)

Datum 9

“Yes, that’s what they were. Most of the time you were reading to her I doubt if she heard a word you said. Her whole mind and body were concentrated on that alarm clock. *If you hadn’t fallen into her hands, I’d have made you go read to her anyway.* (Thr) (89) It may have been some distraction. There was another reason—” page 115 – Direct Speech Acts.

Jem Finch gets punishment from Mrs. Dubose for his behavior to read her a book in her bedroom. When Atticus learned of Jem's mistake, he threatened Jem that he would tell him to read it even though Mrs. Dubose. These remarks after the death of Mrs. Dubose. Atticus says those (89) threatening lines to Jem directly while they were chatting.

B. Discussion

After providing a detailed explanation of the data that has been found, on this occasion there will be a discussion about this research which discusses Expressive Speech Acts in the novel "To Kill a Mockingbird" which is expressed by one of the main characters in the novel named Atticus Finch. The analysis that answers the types of expressive speech acts uses the theory from Yule (1996) and Searle

(1969). Then an analysis of the use of expressive speech acts using the theory of Norrick (1978). This study is conducted because there were no previous studies that discussed exactly this research. Then, some of the data obtained from the novel is quite a lot to be studied in detail.

After doing the analysis, what is found in this research resulted in something unique. This shows that an Atticus Finch in the novel *To Kill a Mockingbird* often utters expressive speech acts in every utterance he speaks to his interlocutor. This means that Atticus Finch often expresses his emotional feelings in his speech. The types of speech acts uttered by Atticus Finch also vary in his communication with the interlocutor. The types that appear are also classified as many, so they are divided into ten types of expressive speech acts. At least, it supports that Atticus Finch often expresses (psychologically) the emotional feelings behind his words.

The use of expressive speech acts, Atticus Finch has hidden values divided into two, namely positive and negative. Atticus himself has his own way of expressing his speech. It sometimes has positive and negative values. However, what often arises is the use of negative values that illustrate that his utterance represents his feelings that he is not fine such as (sad, condole, apologize). Afterwards, he also said in a direct and indirect way. Sometimes, he utters words that have hidden meanings behind the words of his utterance.

The reasons that support that, why Atticus Finch often uses expressive speech acts are divided into several reasons. The initial reason

is clearly Atticus Finch is a person who is good at expressing his feelings through his speech. Therefore, that in every communication he does, he often contains expressive speech. The next reason, he probably wants to be a good example of communication circumstances for his sons and daughters Jem and Scout Finch.

The tabulation data below is a table that has been explained by providing total and percentage calculations:

Table 4.1 Data Table

No.	Types of Expressive	Amount	Total Percentages (%)
1.	Thanking	7	7,8%
2.	Greeting	8	8,9%
3.	Apologizing	5	5,6%
4.	Praising	16	17,9%
5.	Condoling	4	4,4%
6.	Blaming	14	15,7%
7.	Sadness/Sorrow	4	4,4%
8.	Boasting	4	4,4%
9.	Criticize	18	20,2%
10.	Threatening	9	10,1%
Total		89	100%

(Source: processed by researchers)

From the data that has been obtained from the novel *To Kill a Mockingbird*, the following data above are the results of expressive speech acts that have been found. The researcher has produced the total data in form number of 89 expressive speech acts. This is a quite big number and explain that the character of Atticus Finch is commonly using expressive speech acts during his daily communication. This indicates that Atticus in the novel "*To Kill a Mockingbird*" is a person who is quite emotional by

often saying expressive speech acts. This is related to the expressive theory that expressive speech acts represent the emotions of the speaker through an utterance.

Table 4.2 Data Table

No.	Types of Speech Acts	Amount	Percentage %
1.	Direct Speech Acts	65	73%
2.	Indirect Speech Acts	24	27%
Total		89	100%

(Source: processed by researchers)

From the data found, the types of speech acts are divided into two, namely direct and indirect sentences. Therefore, expressive speech acts are divided into two, namely direct expressive sentences and indirect expressive sentences. As described in the table, the data found are 65 direct expressive speech acts and 24 indirect expressive speech acts. It is expected that this will not confuse the readers of this paper.

This researcher contributes to the world of education, especially in the study of linguistics. This illustrates that in the modern world, which mostly uses social media as a data source, they can also use data from written literary works. On the other hand, this research will be the first research to be discussed in the novel *To Kill a Mockingbird*. It is expected as much as possible, this contribution will have a considerable good impact in the world of linguistics education which discusses aspects of speech acts and the scope of the pragmatic linguistic branch.

CHAPTER V

Conclusion and Suggestion

In this occasion discussion of chapter 5, we will describe the conclusions followed by suggestions from researchers based on the expressive speech acts uttered by Atticus Finch in the novel "To Kill a Mockingbird". To be sure, this conclusion is based on the discussion and discussion in chapter 4 previously. Besides, the researcher also provides recommendations for what research might be done in the future.

A. Conclusion

In conclusion, the research on the analysis of expressive speech acts in the novel "To Kill a Mockingbird" expressed by Atticus Finch concludes the data as follows:

1. With extremely sequentially from largest to smallest (most usage to less usage), the researcher produces expressive types of speech acts Criticize, Praising, Blaming, Threatening, Greeting, Thanking, Apologizing, Condoling, Sadness/Sorrow, Boasting, and Congratulating with a total of 10 types of expressive speech acts.
2. The type of direct speech act has a higher number than the direct speech act uttered by Atticus Finch.

The researcher can connect that the character Atticus Finch in the novel To Kill a Mockingbird often uses speech that expresses his emotional feelings. Atticus often speaks with expressive speech acts. This

research, extremely expected, contributes to the world of education,
especially inside

linguistic studies. This illustrates that in the modern world, those who most often use social media as a data source can also use data from written literary works. The second thing is that it can be a reference for learning about expressive speech acts. Lastly, this research is quite important because expressive speech acts can be studied and expressive speech acts occur in everyday communication. Likewise, this relates to aspects of education in the real world.

B. Suggestion and Recommendation

The first suggestion is addressed to a teacher or lecturer. Therefore, this research is quite recommended to be taught to a student who studies speech acts in the realm of pragmatics. Teachers or lecturers can teach how to analyze textual data based on this research study. Lastly, it can also give students an understanding of the types of expressive speech acts. The second is intended for students, students can make this research paper an important reading resource for learning about expressive speech acts.

For future researchers, researchers provide suggestions and advice to read the references of this study as a source for their researchers who have an interest in researching expressive speech acts. Besides that, the researcher also suggests to analyze expressive speech acts in other novels because there are many literary works besides "To Kill a Mockingbird". Another suggestion is that researchers can also analyze with the same data in the novel *To Kill a Mockingbird* but with different types of speech acts (besides expressive speech

acts). Possibly, it can increase the gap by analyzing speech acts such as directives, assertives, commissives and declaratives.

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