KINDS AND FUNCTIONS OF CONSTATIVE ILLOCUTIONARY ACTS EXPRESSED IN THE UTTERANCES OF NOVEL'S CHARACTERS

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ABSTRACT

The aims of this paper is to describe the illocutionary act especially the kinds and the functions of constative illocutionary acts. Qualitative approached was applied in this research. The data were taken from novel written by Soman Chainani. All the data were collected based on the utterance uttered by the characters in the novel. In the other words, the data were classified based on their kinds and functions. Meanwhile in presenting the result this paper used informal methods. After analyzing the data based on the Bach and Harnis' theory, it can be concluded all the kinds of constative illocutionary act were found in the novel. Most of the kinds use specific verbs as the marker of the kinds and some others have the same meaning without marking verbs. The functions of constative illocutionary act are to declare something, to predict an event, to recount an event from the past, to report the rumor, to describe someone physically, to provide an information, to inform the news, to confirm something, to confess something, to retract unreliable utterance, to agree with someone proposition, to disagree with someone's thought, to dispute an assumption, to answer someone's question, to give suggestion to others and to guess the possibility of something.

Keywords: *constative, illocutionary act, utterances, novel's characters*

INTRODUCTION

Speech acts are the basic unit of language used to express meaning, an utterance that express an intention. It is not only use to point something, but actually doing something. It is also an action that have a message, so the way of communication is not only with language, but also with an action. It could be locution, illocution and perlocution.

Illocutionary act can be said as an act of doing something which is the speaker states something by using a unique language and an attractive way to attract the hearer to do what the speaker state or ask that is related to social life. Illocutionary acts are divide into six categories by Bach and Harnish (1979). Two of these categories; effectives and verdictives are conventional not communica-

tive. The four main kinds of communicative illocutionary acts are constatives, directives, commissives and acknowledgements (Bach & M.Harnis, 1979).

The study about illocutionary has been done previously by some researchers. Wardani's research (2011) entitled *An Analysis of Illocutionary Act in Prince Persia: The Sand of Time Movie* examines the utterances uttered by the main characters found in Prince Persia's film. This research also discusses the context and classification of illocutionary that is presented by the main character in the film.

Nugroho's research (2011) as outlined in his thesis entitled *An Analysis of Illocutionary Acts in Sherlock Holmes Movie* examines the types of illocutionary dominant appearing in the film through the manuscript. Furthermore, this research also reveals that there are three types of speech acts which one of them is illocutionary action which is the main focus because it is related to the intention of the speaker.

Aribowo's study (2013) in his thesis entitled *The Illustration Acts of Written Conversations in the Senior High School Students' Textbook: Look Ahead I* examines the use of illocutionary acts to increase knowledge in applying basic pragmatic knowledge through conversations conducted by students. Aribowo also examines the Illocutionary Acts because they hope that through this research can provide benefits and knowledge and this research also reveals that the Illocutionary Acts has several types that are found in conversations namely representatives, directives, commissives, and expressives.

Listiya K and Novitasari's study (2015) entitled *The Analysis of Illustration Acts in the President Joko Widodo's Speech* examined the use of illocutionary at the speech uttered by the president while giving a speech. This study also discusses the functions and types found in the president's speech. This research also reveals that there are many types of illocutionary acts found in every speech uttered by the president. Furthermore, this study also reveals that in speeches there are many expressions that have illocutionary meaning.

The study of Andriani, Pratiwi, and Winaya (2017) written in their journal entitled *Illocutionary Acts in the Movie Script Steve Jobs* focuses on the analysis of illocutionary acts. This study aims to explain the types and functions of illocutionary acts. In addition, this research also analyzes the context of the situation that determines the illocutionary action of the film.

This study focuses on constative. In general, a constative is the expression of a belief, together with the expression of an intention that the hearer form a like belief (Bach and Harnish, 1979: 42). This kind of speech act can be used to identify every utterance in dialogue which is performed by characters in the novel.

Generally in saying something a person has a certain intention, and the act of communicating succeeds only if the intention will be discovered by the hearer. The speaker and the hearer are closely related, both of them are tendency that exist in a process of communication.

After all, the explanation above is a general description from the kind and the function of constatives illocutionary acts from novel The School for Good and Evil. This research used a novel as data source because from reading the novel it is possible to get lot of data to fulfill the kind and also the function about constatives illocutionary acts. Everyone likes reading novels, from kids to adults. They like it because they can use their imagination to describe the situation from the story. But sometimes, they only read it and some of them not understand that in

every dialogue that utters in the novel has a meaning.

By learning deeply and understanding about the constatives illocutionary act, it is possible to realize every dialogue in the novel has its own kind and function. The primary purpose of this research is to develop a classification of constative illocutionary acts as mentioned above, the data was taken from a teenage novel who fit on the age of students who study in university. By rising this topic as research, the writer hope it will be beneficial to enhance knowledge about constatives illocutionary act.

METHOD

The data of this study is a novel entitled *The School for Good and Evil* by Chainani. The data used are sentences indicating utterances uttered by the characters in the novel. The data used in this study was collected from the conversation among characters that comprehend constative illocutionary acts in the novel. It was collected by reading the novel several times then the utterances were directly noted from the novel considered as the constatives illocutionary acts and the responses. It was collected by note taking technique. In order to make the research easy to do. All the data were classified according to the taxonomy of constatives illocutionary acts found in the data. In analyzing the data, there were two steps done. First, the data that have been classified were analyzed based on its kind. Second, the data were analyzed based on the functions. The data were analyzed by using illocutionary acts theory proposed by Bach and Harnish (1979).

DISCUSSION

Based on the data source, there are some data that can be classified as the kinds that have their own functions. The kinds of Constative Illocutionary Act found are Assertives, Predictive, Retrodictives, Descriptives, Ascriptive, Informatives, Confirmatives, Concessives, Retractives, Assentives, Dissentives, Disputatives, Responsives, Suggestives, and Suppositives. This kinds are uttered by the characters in novel *The School for Good and Evil*.

Assertives

Assertive is an act uttered by expressing a proposition through asserting. The point of assertive is to assert something that she/he believes in that proposition either true or false.

1) "You listen to me" Hester seethed, fist curling around her plate. "<u>This is my school</u>!"
   "Keep your crummy school!" Sophie hooted (Chainani, 2013: 142).
2) "<u>To win a Trial by Tale is one of the greatest honors at the School for Good and Evil," Pollux declared</u>, head back next to Castor's on their massive dog's body (Chainani, 2013: 285).

In the example (1), the situation which occurs in that conversation is Hester did not accept if Sophie would be a threat for her as captain class. Therefore, she stated "*This is my school*", it is a part of assertive because she stated if that school belonged to her and Sophie was not acceptable there. By stating that, Hester expressed if she believed in what she said and wanted Sophie to believe in it too. Then Sophie replied it by saying "*Keep your crummy school*" in which she had the intention to believe in it. The underlined sentence above can be said as asser-

tive although there is no supporting verb attached to the sentence that can rein-force this kind but the context of the sentence leads it to an assertive. It can be proven because it has fulfilled both terms of assertive that the speaker expresses of what she believes by asserting a proposition. Therefore, there comes the inten-tion of the hearer to believe in it. In addition, not all sentences, that do not have support verbs of assertive, can be used as examples or classified as assertive. It can be used if it has the same context and the same meaning. The function of as-sertive in the conversation is as a form to express a belief that belongs to someone and to tell the proposition by declaring it.

In addition to understand the example (2), the situation that occurs when *Trial by the Tale* was about to be held soon and involved the best student owned by both schools. Before obtaining information about the exam, one of the teachers gave a statement when opening the meeting. He declared "*to win a Trial by Tale is one of the greatest honors at the School for Good and Evil*". This statement indicates if the test was a highly honored exam for both schools. The sentence can be inferred as assertive because at the end of the sentence there is the verb "declare" which confirm this sentence is assertive. It can also be seen from its pattern that is when the speaker expresses an utterance, it is based on his belief and continue to make others believe in it. In this case, Pollux wanted all students from both schools to trust that statement, of course all the students were listening and they had the intention to believe it too. In brief, assertive has a function to declare something to provide an information in the form of statements because it has been proven by the word *declare* as the word marker as a part of assertive act.

Predictives

Predictive is an act expressed by someone to guess or assume something that is not necessarily true. In this case, this act points to the belief of someone to predict something that may occur either true or false.

3) Watching him, Hester tensed. "Where's Sophie?" she hissed to Anadil, ig-noring Dot's glares down the pew.
"She never come back from Lesso's!" Anadil whispered.
"Maybe Lesso cured her?" (Chainani, 2013: 414).

The situation that happens in example (3) that time is the *Circus of Talents* immediately started and Sophie did not appear. Hester realized the situation and asked Anadil, "*Where's Sophie?*" then Anadil whispered "*She never come back from Lesso's! Maybe Lesso cured her?*" here Anadil expressed the act of predict-ing that Lady Lesso might cure Sophie because she believed in that proposition and wanted to make Hester to have the same intention to believe by predicting the possibility why Sophie missed that day. Even though the utterance uttered by Anadil does not consist of supporting verb that proves the utterance as predic-tives, but by saying the word *maybe,* it also has a meaning to predict something because when someone uses it in uttering something, it indicates that she/he is uncertain about what she/she says so it can be used to predict something too. The function found in this utterance as predictive is to predict an event that may occur but it can be true or false.

Retrodictives

The incident that has passed are usually recounted or reported by someone.

Meanwhile this act is called retrodictive, this act is totally different from assertive, and even both of them are used to assert something but retrodictive concerns on recounting some incidents in the past. To make a clear understanding, there are two utterances explaining the act:

4) "That's odd," her teacher said, sweeping to her desk. "That's just what Ella of Maidenvale said to me—"
"Well, three cheers for Ella of Maidenvale!" Agatha sulked.
"I gave her a visit when I found out she wished to go to a Ball and then couldn't go through with it. All she needed was a new face and a nice pair of shoes."
"I don't see what this has to do with anyth—" Agatha's eyes widened. "Ella…. Cinderella?" (Chainani, 2013: 375).

5) "There is another reason Sophie must be removed from the Trial," Castor said soberly. "The fairies say she and the Ever-boy plan to act as a team."
"As a team?" Professor Dovey gaped. "An Ever and Never?"(Chainani, 2013: 299).

The situation that is described in example (4) is when Agatha met Professor Dovey in his working room and he asked her to see herself in the mirror but Agatha refused it. Not at a loss, Professor Dovey then asked the reason, then afterwards she answered that she was not beautiful and she thought she would be happy if she was beautiful. To respond it, Professor Dovey told a story, he said "*I gave her a visit when I found out she wished to go to a Ball and then couldn't go through with it. All she needed was a new face and a nice pair of shoes*". Professor Dovey's utterance has the same meaning as retrodictive i.e. Professor Dovey expresses the belief that it is the case of his proposition. There is the intention from Agatha to believe in what Professor Dovey said as proposition. It can be supported by Agatha who has an intention to believe in Professor Dovey's assumption by saying "*Ella…. Cinderella*?". Both of these conditions have been fulfilled in the conversation as a part of retrodictive. Although there is no verb as a marker to support the utterance as retrodictive, the context from Profesor Dovey's utterance is similar to one of its supporting verbs; that is the verb "recount". Indirectly this utterance has a meaning to retrodict because that proposition indicates to recount the events that happened in the past. The function of retrodictive in this example is to recount an event from the past.

The conversation that occurrs in example (5) is discussed that Sophie deserved to be disqualified because she made many mistakes during the selection of *Trial by Tale*. Even worse, there are rumored that Tedros and Sophie will be a team when *Trial by Tale* begins. Heard that, Castor reported it to Professor Dovey by saying "*There is another reason Sophie must be removed from the Trial, the fairies say she and the Ever-boy plan to act as a team*". This utterance can be said as retrodictive because in uttering an expression, Castor retrodict the words that was said by the fairies. Here Professor Dovey has the intention to believe in the proposition that Sophie and Tedros will be a team in *Trial by Tale* by saying "*As a team? Never and Ever?*". The function of the utterance above is to report back what Castor heard about Sophie and Tedros from the fairies. As the result, the utterance that is uttered by Castor is a proposition that shows the act of retrodictive and wants to make Professor Dovey have the same belief with him about the proposition, and also there is an intention from Professor Dovey to believe in it.

Although there is no supporting verb in that utterance to prove the act as retrodictive, but both the speaker and the hearer fulfill the pattern of retrodictive used to report an event or rumor that is occurred.

Descriptives

Descriptive is an act of someone to describe something whether it is human, animal or an object that has the illocutionary force as its description. In this case, this act is easy to understand as it related to daily life while having a conversation with others.

6) "What's the School Master like?" Hester asked Sophie
   "He's old. Very, very old." (Chainani, 2013: 184).

7) "Anadil, name a villain who killed their Nemesis using disguise!" Laddy Lesso said
   "Rabid Bear Rex. Dressed himself in a bear skin because princess Anatole loved bears. When she tried to pet him, he cut her throat"
   "A great role model for us all, Rabid Bear Rex!" said Lady Lesso (Chainani, 2013: 194).

The story that is described in example (6) is the day after Agatha and Sophie met the School Master. Sophie told her friends about the situation that happened in the tower. After hearing the story, her friends were willing to help her to solve the riddle given by the School Master. Actually, Hester got curious and Hester asked Sophie about the School Master's face, then Sophie described by saying "*He's old. Very, very old*". Indeed, what Sophie uttered is an act to describe the face of School Master because she believes it and she witness how the School Master looks like. In addition, by uttering that proposition, she has an intention to make Hester believe in that proposition. Utterance that Sophie uttered can be categorized as descriptive, because Sophie describes the physicality of School Masters that has the illocutionary force. In addition, the function of this act is to describe someone physically.

The situation that occurs in example (7) is when Sophie, Hester, Anadil, and Dot came late to enter Lady Lesso's class. They sneaked silently but unfortunately Lady Lesso knew about it and wanted to punish them by asking questions. Firstly, she asked Anadil to tell the name of a villain who killed their Nemesis using disguise by saying "*Rabid Bear Rex. Dressed himself in a bear skin because princess Anatole loved bears. When she tried to pet him, he cut her throat!*". By answering Lady Lesso's question, Anadil described Rabid Bear Rex is as a villain who killed his Nemesis by using a disguise that he dressed himself in a bear skin and cut princess Anatole throat. Then, Lady Lesso showed the intention to believe in Anadil's utterance by expressing the satisfaction to Anadil explanation, it can be seen from her expression above. The utterane that is uttered by Anadil can be called descriptive because she shows the intention to describe Rabid Bear Rex as what has been mentioned before. The function that shows in this act is to describe someone.

Ascriptives

Ascriptive is an act to expresses someone who ascribes the existence of illocutionary force in an object. Therefore, to clarify this kind, there is an act that can be categorized as ascriptive:

8) "If you fail, you become a slave for the opposite side," Agatha said. "That's the School Master's punishment."
"Eternal Punishment for an impure soul," said Agatha.
"This, he thinks, will fix these bad students. Putting them in the wrong school will teach them a lesson. It's what this world teaches us. That we can only be in one school and not the other. But that leaves the question… is it true?" (Chainani, 2013: 424).

The situation that occurs in example (8) is when it was Agatha's turn to against Hester in *Circus of Talents*. When Agatha wanted to show off her talent, Vex and other *Never* students tried to spell her. Aware of it, she tried to avoid the spell and immediately turned to glow her finger. In that very moment, she saw *Never* and *Ever* souls swapping at the bodies of wolves and fairies. Now Agatha understood why it happened and she said if all students failed to finish their story, they would be punished and become slaves to the opposite side, then she continued, *"Eternal Punishment for an impure soul. This, he thinks, will fix these bad students. Putting them in the wrong school will teach them a lesson. It's what this world teaches us. That we can only be in one school and not the other. But that leaves the question… is it true?"*. Furthermore, Agatha's utterance here is the act to ascribe what she believes that the Punishment is for an impure soul and it will fix the bad students. In addition, the utterance uttered by Agatha has the purpose of making all her friends believe what she believes in that proposition. In the other words, the function of ascriptive in the utterance to provide an information based on the belief expressed by Agatha which has the intention to make her friends know the truth.

Informatives
Informative is an act of someone to provide information about an event. This act has a similar meaning to assertive and retrodictive, however informative act is more concerned to provide an information. These acts are equally used to state something, otherwise they have their own distinctive features to distinguish each other.

9) "These are for me?"
"I put two hats in case one get squashed, a broomstick in case theirs smells, and a few vials of dog tongues, lizard legs, and frog toes. Who knows how long theirs have been sitting there!" (Chainani, 2013: 26).

The example (9) occurs after a secret meeting on a hill one day before Agatha and Sophie were kidnapped. At home, Agatha's mother packed up her things and she told Agatha that she had packed Agatha's stuff for her new school. At first, Agatha was confused then then her mother said *"I put two hats in case one get squashed, a broomstick in case theirs smells, and a few vials of dog tongues, lizard legs, and frog toes. Who knows how long theirs have been sitting there!"*. In addition, the utterance of Agatha's mother can be called informative act because in uttering her utterance, her mother has the intention to tell Agatha and make her believe that it belongs to her by uttering that proposition. In addition, the utterance uttered by her mother does not have supporting verb as a marker of informative act, otherwise it has the same meaning and purpose of informing someone. As mentioned before, the function of informative act is as a way of

providing an information by telling it to someone in the form of information.

Confirmatives

Confirmative act is the act of someone expressing something to be confirmed based on the truth when she/he utters the utterance. It relates to the previous utterance that has been uttered, then she/he recites again as a form of confirmative.

10) "Dream of faces, high fever, obsession…Lady Lesso's right!" Anadil whispered. "Tedros is her Nemesis!"
"So she did meet the School Master" Hester whispered (Chainani, 2013: 362).

The conversations which occur in the example (10) is when Vex, Brone, Ravan and Hort were eavesdropped outside the room number 66; it was Sophie's room. Inside, Anadil and Hester were trying to calm Sophie because she looked restless. She was delirious about dreams, faces, Tedros, and *Nemesis*. Anadil assumed and said "*Dream of faces, high fever, obsession…Lady Lesso's right! Tedros is her Nemesis!*". In the other words, by uttering the utterance, Anadil confirms that Lady Lesso is right about the symptoms because she has mentioned about it before. To confirm it to Hester, Anadil utters an utterance which she believes to be true. In addition, Hester indicates her intention to believe in the proposition by saying "*So she did meet the School Master*". As the result, Anadil's utterance above is a part of confirmative act because she confirms what Lady Lesso said before about the symptoms of someone who will find her Nemesis. After all, this utterance has been qualified as the confirmative act and the function of this act is to conclude a proposition in the form to confirm about something.

Concessives

The act of concessive can be expressed when someone confesses his mistake or lies to someone. To make it easy to understand, here is the example of concessive.

11) "Agatha, you dresses as a bride for Halloween."
"Wedding are scary" Sophie gaped at her.
"Fine. So I'm a little bit different," Agatha glared. "So what?"
Sophie hesitated. "Well, it's just that in fairy tales, different usually turns out, um…*evil*." (Chainani, 2013:16).

Continuing the situation that happened in the previous example, in example (11) Sophie admitted that she made Agatha as her friend to make the School Master impressed. Now in this conversation is Agatha's turn to confess that she was different because Sophie asked her a lot of things like why Agatha liked wearing black, why she never went out, why she gave frog to Sophie's birthday, and also she asked why she wore a wedding dress for Halloween. Hearing all of those questions, finally Agatha admitted by saying "*Fine. So I'm a little bit different, so what?*". This utterance has a meaning to admit something called concessive. It can be seen when Agatha expressed that she conceded if she is a little bit different which is it is contrary to what she previously believed about being normal girl by doing all those things. On the other words, even though there is no supporting verb that indicates this utterance as concessive, it is clearly enough to notice it by

her words "*So I'm a little bit different*" in which she has a belief to confess that she is different because of what Sophie said before about her. The function of concessive here is also used to confess something.

Retractive

Retractive is an act of someone to retract a proposition which he previously believed to be withdrawn because of a condition that made the act. To make a clear understanding, here is the utterance to explain the act:

12) "And in the final battle between them, someone won,…" said Sophie.
"Quick-study,…" Anadil grinned.
"And I should care about the opinion of a pen?" Sophie said, whittling nails on her other hand.
"I take back the quick-study bit," said Anadil (Chainani, 2013: 192).

In brief the situation that occurs in example (12) is when Sophie walked through the corridor with her friends and talked about the School Master. She concluded that there were two School Masters, one is *Good* and one is *Evil* and they were brothers. They agreed to keep the *Storian* balanced. Then one day they attacked each other and the Great War ensued. Heard Sophie's explanation, Anadil said that she was a *quick learn*. Sophie continued her story, when the Great War ended there was no one who knew between them both and survived. After Sophie explained it, she assumed that the *Storian* just wrote the incident that happened in the forest and *Storian* did not regulate the story, then Sophie assumed again; why there should be a school for *Evil* if they would eventually die. Hearing it, Anadil retract what she said before and said "*I take back the quick study*". As mentioned earlier, to describe the situation in Anadil's utterance that she has a belief if Sophie is a quick learn because she understands the history of School Master. But Anadil is a little bit disappointed in Sophie at the end of her assumption. It can be seen from Anadil's utterance which expresses if she retracts by saying "*I take back the quick-study bit*". In addition, when she is uttering this utterance, Anadil no longer believes that Sophie is a quick learn, it is contrary to what she believed previously. As the result, by saying the proposition, she wants to make others including Sophie to believe in it. There is a supporting verb written in Anadil utterance that is verb "*take back*" which is part of retractive. The function of retractive in this utterance is to retract unreliable utterance of truth in a proposition.

Assentives

Approving the opinions or utterance of others is an act of assentive that is theoretically expressed with supporting verbs. This act shows the intention to agree on what someone says

13) "When I look in the mirror, I look like a villain" said Hort.
"Probably means you're a villain." (Chainani, 2013: 294).

The situation that occurs in example (13) is *Trial by Tale* required the participant, one of the names mentioned to represent *Never* is Sophie. Hearing that, all the students were disappointed in the decision. Although her roommates did not allow her to enter the room but she went to Hort's room. There Sophie learned how to cast a spell for the exam, meanwhile Hort watched Sophie and

asked why she was so confident to claim if she was good. Sophie simply told Hort to look in the mirror because of her pretty face she thought it was enough to be good. Hearing that, Hort said "*When I look in the mirror, I look like a villain.*" Sophie approved quickly by saying "*Probably means you're a villain*". Sophie's utterance can be said as assentive because in uttering expression. Sophie assented to claim that Hort is a villain because she believes in the proposition which is claimed by Hort and he also has the intention to believe that he is a villain. In this case, Sophie claims to agree with Hort about being a villain by saying the proposition and the meaning of Sophie's utterance has a similar meaning to agree even though there is no verbs to support the sentence as assentive. The function of assentive act in the utterance above is to agree with someone proposition in which the speaker and the hearer have the belief in a propositions.

Dissentives

Dissentive is the act of someone expressing disagreement with what others are saying. This kind emphasizes on the utterance of someone who has a purpose to disagree with a proposition.

14) "I just wanted to get us home!" Agatha said.
"We're not going home. You've seen to that" said Sophie (Chainani, 2013: 342).

The situation that occurs in example (14) is the situation after *Trial by Tale* ended, Tedros found out if Sophie cheated because Agatha helped her. After the incident, Sophie was angry because Agatha dismantled their disguises by helping Tedros. Therefore to calm Sophie, Agatha came to her room and explained that she was doing it so they could go home and said "*I just wanted to get us home!*". In fact when Sophie said "*We're not going home. You've seen that*", it indicates that she has another opinion. In addition, her utterance indicates her attitude to disagree with Agatha's utterance. Sophie's utterance is an act of disbelief with what Agatha uttered before and it is contrary with Agatha's belief. In other words, what Sophie said has an intention to disagree with the proposition. Even though there is no verb that supports the utterance, the utterance uttered by Sophie shows the intention to dissent that can be called as dissentive. This conversation shows that Agatha and Sophie have different belief. As the result, the function of this act is to disagree with someone's thoughts by saying another proposition showing the term of dissentive act.

Disputatives

Similar to dissentive, disputatives is used by someone to deny the proposition of others. This kind emphasizes on someone who has no reason to believe in what others say as a proposition.

15) "It's the most evil thing I've ever seen" Castor said softly. Stunned, Sophie watched her classmates huddle like scared minnows-all except Hester, eyes blazing, as if she'd just found her competition. Behind her, Beezle shivered deep in a dark corner "Grand Witch" he squeaked.
"No no no!" Sophie cried. "Not Grand Witch" (Chainani, 2013: 120).

The situation that describes in example (15) is one day all *Never* students practiced to made a goose spawn. After Castor taught them, he told the whole

students to try it. The larger eggs were produced, the greater value they would get until it is Sophie's turn. The goose chose to die rather to grant Sophie's request to be *Ever* girl. Everyone were surprised to see the incident including Castor and Beezle, and suddenly he shouted "*Grand Witch*". Sophie disputed Beezle's utterance by saying "*No no no, not Grand Witch*". In addition, by uttering the utterance, Sophie indicates to reject the proposition. In fact, in uttering the utterance, Sophie disputes to be called as a Grand Witch and she expresses the belief if she has no reason to believe in the proposition, it is contrary to what Beezle believes. The function of disputative in Sophie's utterance is to dispute an assumption that she though was not true. It can be concluded even there is no supporting verb to prove as disputative act but the utterance above indicates someone to dispute the proposition by saying *no*.

Responsives

In its definition, responsive is the expression shown by someone to answer someone's question. The following conversation is an example of responsive:

16) "Who did all this?" he googled, splattered with sap.
<u>"The School Master,"</u> Ravan said, plugging his ears from the shrikes (Chainani, 2013: 414).

The situation described in example (16) is before the *Ball*, the *Circus of Talents* would be held one day earlier. At 8 p.m. all the students entered the *Theater of Tales* and they saw the whole room had been casted for the event. As they sat on their chairs, the wall decoration on *Never* side turned alive and made a loud noise throughout the room. Hort was upset about it and he asked Ravan "*Who did all this?*", in uttering his utterance, Ravan wants to make Hort believe in what he said by responding "*The School Master*". In the other words, Ravan's utterance can be called as responsive because Ravan answers Hort question by giving an answer that he believes. The function of responsive act here is also used to answer someone's question. As the result what Hort and Ravan uttered has an intention to respond each other.

Suggestives

Suggestive is an act to suggest someone to do something. Therefore, to clarify this kind, there is an act that can be categorized as suggestive:

17) "But if you're going to die every time, why bother teaching villains?" said Sophie. "Why have the school for Evil after all?"
<u>"Try asking a teacher that question,"</u> piped Dot, digging her bag for a bigger book.
"Fine, so you villains can't win anymore," Sophie yawned (Chainani, 2013: 191-192).

The situation that is described in example (17) is when Sophie and her friends walked through the *Evil Hall*. Sophie told her friends about the history of the School Master and why the school could be divided into two. Sophie still did not understand about it then she asked her friends if they would die anytime, why they should learn and why there should be school for *evil* after all. Hearing that, Dot said "*Try asking a teacher that question*". In the other words, Dot's utterance

has meaning to suggest Sophie to ask the teacher directly. Dot's utterance can be said as suggestive, it can be seen when she said "*try to ask*" which indicates the same meaning to give a suggestion. In this case, here Dot expresses the belief if there is reason, but not sufficient reason to believe in the proposition. The function found in the utterance above is to give suggestion to other person. As the result, suggestive act used by someone to give a suggestion and the intention of someone to make others believe in the proposition.

Supposetives

Lastly suppositive act is an act used to expresses someone who in his utterance has the meaning to assume a proposition by saying that proposition as supposing, and there is an intention of someone to make others believe in what he says.

18) "You need to make him like you first! Otherwise we'll never get home!" Agatha said.
"It's supposed to be love at first sight. That's how fairy tales work!" said Sophie (Chainani, 2013: 233).

The situation that is described in example (18) is the day when Sophie confidently met Tedros who were practicing archery. Tedros completely ignored her and focused on his shot. Swallowed her pride, Sophie asked Tedros to take her to the *Ball*. Tedros did not respond her question, because she was ignored then she walked towards Agatha. Seeing it, Agatha told Sophie to make Tedros to like Sophie. Hearing what Agatha said, Sophie assumed "*It's supposed to be love at first sight. That's how fairy tales work*!". In uttering an expression Sophie supposed if it must be love at first sight because she believed that is worth to consider about the consequences. In addition Sophie wants to make Agatha believe in the proposition. The function of suppositive here is to guess the possibility of something. Furthermore, this utterance can be categorized as suppositive because the utterance uttered by Sophie uses the marking verb *supposed* which is marker of suggestive act.

CONCLUSION

The kinds of Constative Illocutionary Act found in the novel are; assertives, which functions to declare something, to announce something and to persuade someone; predictives which function to predict the event that may occur; retrodictives which functions to recount someone about an event and to report back the event; descriptives which functions to describe someone about an event and to describe someone; ascriptives which function to tell the truth; informatives which functions to tell someone, to giving an information and to announce an information; confirmatives which functions to confirm something and to conclude something; concessives which function to confess about something; retractives which functions to correct someone though and to takeback what someone believe; assentive which function to agree about someone opinion; dissentives which functions to dissent someone though, to disagree with what someone say and to show disagreement of someone proposition; disputatives which functions to reject someone proposition, to object someone opinion and to dispute an assumption; responsives which functions to answer someone question and to give a reason; suggestives which functions to guess something and to suggest something

to do; suppositives which functions to guess the possibility about something and to assume a proposition as an answer.

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