

# **CHAPTER I**

## **INTRODUCTION**

The chapter will present an introduction containing research context, research problem, research objectives, significances of study, scope and limitation, definition of key terms and review of related literature.

### **A. Research Context**

Language has a power in daily life as a media of communication and interesting to be discussed because language can be used in many sectors and indirectly influences the hearers. Therefore, no wonder there are many people such as motivators, public speakers, who have popularity in recent time, because they use language in speech and can influence the hearers. In this case when someone speaks about something, actually he or she shows the speech act that can form the action of ask, convince, pledge, promise, deceive, persuade, and so on.

Therefore, language has very important role for human being. Dialogue is typical of many everyday interactions in that it serves both an affective (or social) function and a referential (or informative) function. There are many ways to represent language in daily life, such as speech. Speech is a formal talk which someone gives to audience and it has purposes to give

advice, to describe something and to guide the audience as hearers.<sup>1</sup> Thus, language as medium in speech has been viewed as a way of thought, a system of expression that mediates the transfer of thought from one person to another. Dealing with this, the researcher tries to conduct pragmatics analysis on the language use in speech. What is said is just one part of what a speaker communicates.<sup>2</sup>

It is importance in the philosophy of language to study speech acts, or, as they are sometimes called, language acts or linguistic acts. I think it is essential to any specimen of linguistic communication that it involve a linguistic act. It is not, as has generally been supposed, the symbol or word or sentence, or even the token of the symbol or word or sentence, which is the unit of linguistic communication, but rather it is the production of the token in the performance of the speech act that constitutes the basic unit of linguistic communication. To put this point more precisely, the production of the sentence token under certain conditions is the illocutionary act, and the illocutionary act is the minimal unit of linguistic communication.<sup>3</sup>

In addition, Pragmatics is the study of the aspects of meaning and language use that are dependent on the speaker, the addressee and other features of the context of utterance. It can be called that pragmatics is the study of meaning which is conveyed from a speaker and it is interpreted by hearers. Therefore this study must involve the interpretation about the meaning of the speaker in that special context.

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<sup>1</sup> Janet Holmes, *An Introduction To Sociolinguistics*, p. 276

<sup>2</sup> A.P. Martinich, *The Philosophy of Language*, (New York: Oxford University Press, 2001), p. 127

<sup>3</sup> John Searle, *Pragmatics, Discourse, analysis and Sociolinguistics*. p. 1.

There are four central topics of Pragmatics, presupposition, deixis, speech act and implicature. In this case, the writer concentrates on speech act. Therefore, speech act is the basic of minimal units of linguistic communication. speech acts are part of speech such as conversation, lectures, radio interviews, broadcasts, marriage ceremonies and courtroom. Therefore, speech act is the individualism of symptom that related to psychological human. Meanwhile, the research object chosen is Ahmed Deedat's speech. Sheikh Ahmed Hussein Deedat was a Muslim scholar, an author, lecturer, and also orator. Ahmed Deedat is also a preaching teacher from Zakir Naik. In 1957, Deedat and two of his friends, founded The Islamic Propagation Center International (IPCI) and he became president until 1996. His reliability made him respected in the western world. He has held many speeches and debates around the world. He usually makes speeches which makes the audience feels spellbounds with his strong emphasis. Many Christians after hearing and following his speech are influenced by his words, even some of them convert to Islam. This is for the reason the researcher is interested in analyzing and discussing about the influence of language used by Ahmed Deedat in his speech.

Next, language can be used as a tool to build feeling or thinking about something so it can influence the hearers for what it is said by the speaker. Then, language is also as sign of someone's personality for his or her life. Meanwhile, language in speech act itself is called as perlocutionary act. It is a speech act, as viewed at the level of its psychological consequences, such as persuading, convincing, scaring, enlightening, inspiring or otherwise getting

someone to do or realize something. Based on the phenomenon above, the researcher intends to analyze the types and functions of speech act in Ahmed Deedat's speeches to the hearers that have been recorded by the camera and entitled the research is "Analysis of Types on Speech Act Used by Ahmed Deedat's Speech on YouTube."

## **B. Research Problem**

John W Creswell said taht "Research focus is question that narrow the purpose statement to spesifics question that researchers seek to answer."<sup>4</sup> It mean that, research focuses are the points of research that must be answered and discussion by the researcher which question was from problems and phenomenon that would be researched. Therefore, the researcher formulates the problems into two questions, as follows:

1. What types of speech act are found in the speeches-of Ahmed Deedat ?
2. What is the most dominant type of speech act used by Ahmed Deedat in his speeches ?

## **C. Research Objective**

According to John W. Creswell also state that research objectives is a statement of intent use in research that specifies a goals that the investigator plans to achieve the study. The function of giving research objective is to find

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<sup>4</sup> John Creswell W, *EducationalResarch*(Boston: Pearson Education, 2012), 110

out the solve problem of research.<sup>5</sup> It can be the goals of the question in research focus.

The following represent objectives for a study:

1. To investigate and types of speech act in Ahmed Deedat's speech .
2. To describe the most dominant kind of speech act used by Ahmed Deedat in his speeches.

#### **D. Significance of Study**

Significant of the study is why this research is important and what contributions will it give to the field. In this part. From the research and to whom it will be benefical should be indicated. Researcher defines the significance into two parts, theoretical and practical benefit.

##### **1. Theoretically**

By doing this research, the researcher hopes it will give useful contributions for the development about the function and types of speech act in Ahmed Deedat's speech . Besides that, the researcher expects the finding of the study will be a direct contributions to the existing knowledge on speech act. The reader knows about the types of speech act in Ahmed Deedat's speech.

##### **2. Practically**

a. For the readers

- 1) Improving the knowledge about the types of speech act in Ahmed Deedat's speech.

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<sup>5</sup>111.

2) Enabling the reader to know the types of speech act in Ahmed Deedat's speech.

3)

b. For Researcher

It gives communicative competence to understand the types of speech act in Ahmed Deedat's speech.

c. For Other Researcher

Giving some reference and alternative information for the other researcher for similar research concerning with speech act.

### **E. Scope and Limitation of The Study**

Scope is a range of things that the subject organization.<sup>6</sup> And limitation are potential weaknesses or problem with the study identified by the researcher.<sup>7</sup> Scope and limitation of the study explains about limitation of the variable that is observed, population or subject of the study and location of the study.

Based on the definition above, the researcher has determine about the scope and limit of this research. The scope of this research the type of speech act used. And the limit is in Ahmed Deedat's speech. The speech that the researcher going to study investigate is in "Islam Inside Channel YouTube". There are five videos. They are: Ahmed Deedat – What the Bible says about Muhammad, Ahmed Deedat - Quran a Miracle of Miracles, Ahmed Deedat –

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<sup>6</sup>Pedoman Penulisan Karya Ilmiah Edisi Penyempurnaan, p.12

<sup>7</sup> John W. Creswell, *Educational Research*, p.259

Muhammad The Greatest, Ahmed Deedat – Islam and Other Religions,  
Ahmed Deedat – Christ in Islam.

## **F. Definition of Key Terms**

Definition of key terms are provided to avoid misunderstanding and misinterpretation of difficult words for the reader in classify about the key terms. It is expected that the readers will have same perceptions to some word, or phrase used in the study.<sup>8</sup> The researcher would like to explain the term used in this research, as follow:

### 1. Speech Act

Speech acts is the basic of minimal units of linguistic communication.

### 2. Ahmed Deedat

He is Muslim scholars in a field that supports religion. He is also a writer, teacher and also an orator. He is known as one of the best speakers in public debates about religious issues.

### 3. YouTube

YouTube is a social media that can make us watch, produce, comment, or share many content in various format such as text, picture, audio, and video.

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<sup>8</sup> Creswell, *Educational Research*, (Boston: Pearson Education, 2012), p.82

## **G. Review Related of Literature**

According to Creswell, a literature review is a written summary of journal article, books, and other documents that describe the past and current state of information on the topic of your research study.<sup>9</sup>

### **1. Theoretical of Study**

#### **a. Speech Acts**

##### **1) Definition of Speech Acts**

Speech Act is an influential theory on the actual communicative function of language and tries to answer to what extent impartial interaction is possible between speakers. The theory was first developed by Austin and Searle. They argued that order-words have primary meaning and clearly convey the message of the speaker. Derrida challenged the theory and disposed of the argument. Using speech acts and Derrida's disposal, Deleuze and Guattari brought a new perspective to the argument and developed new ideas different from the ones already existing. This paper aims to discuss to what extent Austen, Searle, Derrida, Deleuze and Guattari contributed to communication theory.<sup>10</sup>

Speech act theory deals with the idea that "words" have meaning. It is used widely in linguistics, to refer a theory which analyzes the role of the utterance in relation to the behavior of speakers and hearer in interpersonal communication. The term "speech act" is

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<sup>9</sup> Creswell, *Educational Research*, p.80

<sup>10</sup> Hasan Baktir. p. 201



derived from the work of the Cambridge Philosopher J. L. Austin in the series of William James lectures he delivered at Harvard in 1955, speech act theory believes in identifying utterances and turns as actual actions. This theory not only considers language used by the speaker but studies change in the state of behavior of the speaker as well as the listener at the time of communication. In speech act theory, language is seen as a form of acting thus serves a function in communication. The point of that is language form of communications that performed as speech act via utterance.<sup>11</sup>

## 2) Austin's Classification of Speech Acts

- a) *Locutionary acts*, it is the act of making a meaningful utterance, a stretch of spoken language that is preceded by silence and followed by silence or a change of speaker—also known as a locution or an utterance act. According to Austin. A locutionary act is an act where the speaker says something and produces certain noise or utters words in proper order that must carry meaning, sense and reference with them.
- b) *Illocutionary Acts*, it is closely connected with speaker's intentions, e.g. stating, questioning, promising, requesting, and giving commands, threatening and many others. Austin observed: "Illocutionary act is an act, which is uttered by the speaker with intention, by keeping motive in mind. It

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<sup>11</sup> Paswasari. P. 61

includes asking or answering a question, giving information, warning, announcing a verdict, or an intention pronouncing sentence, appointing, appealing, criticizing, describing, and many more suggestions.” The concept of illocutionary acts was introduced into linguistics by the philosopher J. L. Austin in his investigation of the various aspects of speech acts. Furthermore, Austin distinguishes five more general classes of utterance according to the illocutionary force. Those classifications are as follows: 1) *Verdictives*, are typified by the giving of a verdict, as the name implies, by a jury, arbitrator, or umpire. However, he need not be final, they may be, for example an estimation, reckoning, or appraisal. It is essentially giving a finding to something-fact, or value which is for different reasons hard to be certain about. 2) *Exercitives*, are exercise of powers, rights, or influences. The examples exercitives are appointing, voting, ordering, urging, advising, and warning. 3) *Commissives*, are typified by promising or otherwise undertaking that they do not only commit the hearer to do something, but also include declarations or announcements of intention, which are not promises, espousals, such as siding with. 4) *Behabitives*, are very miscellaneous group and have to do with attitudes and social behavior. The examples are apologizing, congratulating, condoling,

cursing, and challenging. 5) *Expositives*, are difficult to define. They make plain how utterances fit into the course of an argument or conversation, how words are used, or in general are expository. The examples of expositives are I reply, I argue, I concede, I illustrate, I assume, I postulate, and so on.

- c) *Perlocutionary Acts*, it is a speech act that produces an effect, intended or not, achieved in an addressee by a speaker's utterance. Therefore, Austin explains some effects of perlocutionary act as follows: 1) to convince the hearer, Convincing the hearer is a condition when the speaker at this term tries to make the hearer feel certain that something is true through the speech. 2) to surprise the hearer, Surprising the hearer is a term when the speaker brings the hearer to the emotion aroused by something sudden or unexpected. 3) to bore the hearer, To bore the hearer is a condition in which the speaker brings the hearer into the condition of boring through the statement he/she said. 4) to annoy the hearer, Annoying the hearer is a condition in which the speaker says some statements which cause slight irritations to the hearer by some troublesome. 5) to frighten the hearer, To frighten the hearer is a condition in which the speaker influences the hearer by frightening them through his/her statement. 6) to cause the hearer, In causing the

hearer, the speaker expects a responsible effect, action result, or even consequence through the speaker's statement. 7) to insult the hearer, Insulting the hearer means the speaker tries to offend the hearer through the speaker's statement. 8) to alarm the hearer, Alarming the hearer is a condition in which the speaker says something to make the hearer know the speaker's fear which is caused by expectation of danger. 9) to enlighten the hearer, To enlighten the hearer is a condition in which the speaker gives some spiritual and intellectual insight to the hearer. 10) to inspire the hearer, To inspire the hearer means the speaker tries to encourage the hearer's spirit through statement said by the speaker. 11) to get the hearer to do something, It is a condition in which the speaker expects the hearer to do something through the statement said by the speaker. 12) to get the hearer realize something, It is a condition when the speaker expects the hearer to know or to think deeper about something beyond the statement spoken by the speaker.

### **3) Searle's Classification of Speech Acts**

Searle in Saddock states that when a person speaks, he/she performs three different acts. Those are utterance acts, propositional acts, and illocutionary acts. Utterance acts consist simply in uttering strings of words, while propositional acts and

illocutionary acts consist characteristically in uttering words in sentences in certain context, certain condition and also certain intention. Searle also adds that those three acts are not separate things, they are connected each other. In performing an illocutionary act, someone characteristically performs propositional acts and utterance acts. Below, Searle classifies the illocutionary acts based on varied criteria as follows:

- a) Assertive / Representative: The assertive refers to the dimension of assessment which includes true and false. Therefore, this speech act describes states or events in the world such as stating, claiming, reporting, announcing, etc. Testing an assertive speech acts can be done by giving questions that are categorized as true and false. According to Yule assertive / representative is a kind of speech acts that states what the speaker believes to be the case or not. In using assertive or representative, the speaker makes the words fit the world. The examples of assertive / representative are illustrated below: 1) The earth is flat, 2) The color "Red" in Indonesia is merah. The two examples above represent the world's events as what the speaker believes.
- c) Directive: Directive refers to a speech act that has a function to make the hearer to do something such as

ordering, requesting, demanding, begging, and etc. According to Yule, directive is a kind of speech acts that speakers use to get someone else to do something. By performing directive, the speaker attempts to make the world fit the words (via the hearer). It can be concluded that directive expresses what the speaker wants. The examples of directive are shown below: 1) Don't touch that! 2) Could you lend me your pen, please? Example 1 shows that the speaker gives command to get the hearer acts what the speaker wants. Meanwhile, in example 2, in the form of interrogative, the speaker has an intention to perform a request that has a function to get the hearer to do what speaker wants.

- d) **Commissive:** Commissive refers to a speech acts that commits the speaker to do something in the future such as promising, offering, swearing to do something, etc. Yule states that commissive is a kind of speech acts that the speakers use to commit themselves to do some future actions. He also adds that in using commissive, the speaker makes the world fit the words (via the speaker). It express what the speaker intends. The examples of commissive are as follows: 1) I'll be back soon. 2) I'm going to give you

a gift. The modal 'will' or to be 'going to' in certain rules, contexts, and situation signifies a promise in which it will do in the future. Therefore, these examples are considered as commissive.

- e) Expressive: In using expressive speech acts, the speaker expresses feelings and attitudes about something. Yule states that expressive is a kind of speech acts that states what the speaker feels. It expresses psychological states and can be statements of pleasure, pain, like, dislike, joy or sorrow. In this case, the speaker makes the words fit the world, which incorporates his/her feeling. The examples of expressive are: 1) Congratulation! 2) I'm really sorry. Example 1 is used to congratulate someone and example 2 is an expression of sympathy.
- f) Declaration: Declaration refers to a speech act which changes the state of affairs in the world such as naming, resigning, sentencing, dismissing, excommunicating, and christening. According to Yule declarative is a kind of speech acts that change the world via the words (utterance). This is a very special category of speech acts. In order to perform a declaration appropriately, the speaker has to have a special institutional role in specific context that

provides rules for their use. The examples of declarative are as follows: 1) Time out! 2) Game over! Utterance 1 and 2 bring about the changes in reality. They are not just statements. Utterance 1 is used to perform the act of ending the test and utterance is used to perform the ending of a game.

#### **4) The Formal Theory of Speech Acts**

The formal theory of speech acts is described in Searle and Van der Veken. The notion of illocutionary force is central to this theory. Part of the meaning of an elementary sentence is that its literal utterance in a given context constitutes the performance of an illocutionary act of a particular illocutionary force. Furthermore they define seven constituent components of illocutionary force:

- a) Illocutionary Point, the point or purpose of a particular type of act. Thus the purpose of an assertive is to make a statement about the world. It is the illocutionary point that essentially distinguishes each broad category of speech act defined above.
- b) The degree of strength of the illocutionary point. As described above, the illocutionary point may be stronger for certain types of speech acts than for others. For example I insist is stronger than I suggest.



c) The Mode of achievement. The mode of achievement is that which distinguishes say a request from a command. A command is issued from a position of authority and it is this invocation of the position of authority, that is the mode of achievement of the command. Similarly, testifying differs from asserting in that testifying takes place under oath. In the case of testifying, being under oath is the mode of achievement. To summarise, the mode of achievement is an amorphous collection of extralinguistic additions to a speech act that transform a basic form into a more complex speech act.

d) Propositional Content Conditions. The propositional content conditions are constraints put on the speech act type by the propositional content itself. For example, it makes no sense to predict something that has already come to pass, similarly it would be non-sensical to promise to carry out an action that was to have taken place anyway. Also it is not possible to apologize "for the law of modus ponens"

e) Preparatory Conditions. Preparatory conditions relate to certain presuppositions "peculiar to illocutionary force", for example promising presupposes that the speaker is able to fulfil that promise.

f) Sincerity Conditions. The sincerity conditions ensure that the speech act performed is in accordance with the speaker's beliefs, intentions and feelings e. g. that the speaker believes that the assertion he has just made is true, or that he intends to carry out his promise etc.

g) The degree of strength of the sincerity conditions. Certain acts have stronger sincerity conditions attached to them, for example begging or imploring has a stronger sincerity condition than requesting.

The next part of the formal theory maintains that there are five illocutionary points.

a) The assertive point. A statement has the assertive point if the speaker presents a proposition as representing the actual state of affairs of the world.

b) The commissive point. A statement has the commissive point if the speaker commits himself to carrying out the action specified by the propositional content at some future stage.

c) The directive point. A statement has a directive point if the speaker is attempting to get the hearer to carry out the action specified by the propositional content of the utterance.

- d) The declarative point. A statement has the declarative point if the world is changed in a way specified by the propositional content of the utterance.
- e) The expressive point. A statement has the expressive point if it expresses the psychological feelings and states of the speaker. Given these five primitive illocutionary points, we can use them as a base for their corresponding group of speech acts to define primitive speech acts for each group, and to build more complex speech acts by adding extra components of illocutionary force to the base. This is the idea behind the formal theory.

Thus we have a primitive illocutionary force for each category of speech act:

- a) The primitive assertive illocutionary force has the assertive illocutionary point with no mode of achievement and no propositional content conditions.
- b) The primitive directive illocutionary force has the directive illocutionary point with the propositional content that represents a future course of action of the hearer.

- c) The primitive commissive illocutionary force has the commissive illocutionary point with the propositional content condition that the propositional content represents some future course of action of the speaker.
- d) The primitive declarative illocutionary force has the declarative illocutionary point with the mode of achievement that the speaker invokes his power to perform the declaration, but with no propositional content conditions.
- e) The primitive expressive illocutionary force has the expressive point with no other special conditions.

Having defined the primitive illocutionary acts, we can use these to build more complex acts by operations on the illocutionary forces. Searle and Van der Veken identify five such operations:

- a) The addition of propositional content conditions.  
Some of the illocutionary forces have more propositional content conditions than others. The example given by Searle and Van der Veken here is that of report which has more propositional content conditions than assert because its propositional content conditions only relate to

past or present. Thus report effectively entails assert.

- b) The addition of preparatory conditions. Some illocutionary forces have more preparatory conditions than other forces with the same point. Thus remind has more preparatory conditions than assert because it is necessary for a reminder that the propositional content has been made known to the hearer before, thus remind entails assert.
- c) The addition of sincerity conditions. It is possible to add sincerity conditions to illocutionary forces to create new illocutionary forces. For example, to lament that P is to assert that P while expressing regret that P. Thus lamenting that P entails asserting that P.
- d) The restriction of the mode of achievement of the illocutionary point. The mode of achievement of the illocutionary point restricts the set of conditions under which the illocutionary point can be achieved. Thus insist differs from assert in its mode of achievement namely persistence.
- e) The operations of increasing or decreasing the degrees of strength of the illocutionary point and

of the sincerity conditions. Some illocutionary forces differ from others in the degree of strength with which their illocutionary point is achieved and in the degree of strength with which their psychological state is expressed. Thus assert is a stronger form of suggest.

Having defined the primitive illocutionary acts for each category and the operations that may be performed upon those acts in order to produce more complex acts, Searle and Van der Veken then go on to produce semantic tableaux for assertives, commissives and directives.

There appear to be several shortcomings of the formal theory which will be explored in greater detail in Chapter Three, but which will be introduced now. Most of the speech act verbs in this category are built on the entailment relationship of declare plus some added extra to the illocutionary force. Because of the very flat tableau that results, the entailment relationship almost loses its meaning, and indeed suggests that the speech acts in this category are of a different nature to those of other categories. All of them are per se declarations of one sort or another dependent on an extra-linguistic institution and bear very little relationship to each other except that many are carried out within the confines of institutionalised religion. There is a strong case for treating declaratives as a separate group from the other speech acts. They

do not for example have any part to play in a theory of indirect speech acts.

For example, when something is consecrated, it is done so according to some agreed linguistic formula. It would not be acceptable given the ceremonial procedures of consecration to use a surface form other than the one specified, whereas it is possible to make say an assertion in a round-about manner. There is perhaps a case for renaming declaratives as Formal Speech Acts, or even preserving Austin's original name of "performatives".

Expressives are similarly devoid of any meaningful entailment relationships and many of the speech acts contained within Searle's category might be better called ritual exchanges. Although it is entirely possible to have a one sentence argument, it is more usual for an argument to be a structured exchange between the participants in the discourse. For example Schiffrin defines an argument as a structure consisting of a position, with paired exchanges of disputes of and support for the position. Consider the following recorded telephone message:

(3) A: I rang you earlier but you were out.

(4) B: Oh, I must have been at David's Mum's.

(5) A: Oh.

(6) B: Mind you, we've been in a good hour and a half to two.

(7) A: Oh, I went shopping then.

In (3), A makes an assertion (an argument? ) which is initially accepted by B, but then after some thought (6), B disputes A's position and A instead of backing up her claim crumbles in (7). If we accept the view that an argument is a discourse structure, and also accept Schiffrin's view of that structure, then the brief dialogue above makes sense. However if we take Searle's model, then (3) is an argument and (6) is merely another assertion. There is no explanation in Searle's model as to why B should produce such an utterance at that point. Had B not disputed A's utterance, then (3) would have stood as an assertion or an implied question. There is nothing in the illocutionary force of the utterance to indicate that it should be an argument. It only becomes an argument after being disputed by B. Hence there appears to be something seriously wrong with the essentially verb oriented approach of Searle.

There are also further objections: consider the speech act verb permit. Permit is described by Searle and Van der Veken as follows:

To grant permission to someone to do something is to perform the act of illocutionary denegation of forbidding him to do it.

Permit is placed within the directive class of speech act verbs and thus must be built upon the primitive speech act verb for this class, namely direct, yet a glance at the semantic for directives



reveals that permit is absent. It is a worthwhile exercise to attempt to locate permit in the tableau of directives. The primitive speech act for this group, direct is an attempt to get the hearer to do something while remaining neutral about the outcome. Directives have the propositional content constraint that the propositional content represents a future course of action by the hearer, and also have the preparatory conditions that the hearer must be capable of carrying out the action specified in the propositional content. Thus direct does not entail permit, a point which is made clearer by examining the weaker form of direct, suggest. If I suggest that P, I am merely stating an opinion as to how the hearer may proceed, I am making no claims about whether P is permissible or not. Consider the following:

(8) Lecturer: You might like to use the photocopier to copy this article.

(8) is a suggestion as to how the student obtains a copy of an article. Unknown to the lecturer there is a notice that has been placed upon the photocopier by the head of department stating "No photocopies until further notice - over budget". Then the suggestion was not infelicitous it merely proved to be worthless. Thus permission to carry out P is not entailed by a suggestion to do P, and because direct is merely a stronger form of suggest (according to the model) then permit is not entailed by direct either.

There are three pathways up from direct, namely request, insist and tell, however request does not entail permit, consider for example the following:

(9) Lecturer: Could you photocopy this article?

(10) Student: I'm sorry, I have a lecture right now, but I could come back later.

In the example, the photocopier is not available for use because it is still over budget, the student knows this, but the lecturer obviously doesn't. In certain societies, the response is given so that the lecturer is seen not to lose face. Effectively the request is turned down but was not infelicitous. Insist is merely a stronger form of suggest and therefore does not entail permit, so that leaves us with tell. According to Searle and Van der Veken, the difference between tell and order, which is further up the semantic tableau, is that an order is issued from a position of authority. Being in a position of authority entails being able to grant permission and therefore, order entails permit. If I were to issue an order without being able to grant permission then my order is infelicitous. This one example illustrates that the whole approach appealing to entailments between speech act verbs is highly suspect. Indeed, deontic operators such as permit, forbid and so on cause problems for the speech act categorisation process. Consider:

(11): You must remove your bag from the fire exit. In (11), I am not making an order, I am merely pointing out an obligation, if the bag is not removed, then it is not my fault, I have done my duty by telling you of your obligations. It is not an order, it is also not telling according to the Searle and Van der Veken definition of this speech act verb:

To tell a hearer to do something is to direct him in a manner which does not give him the option of refusal. In (11), I am giving the hearer the option of refusal, after all it is not my fault if he chooses to ignore me. There appear to be two different forms of speech act that have been compressed into one. Firstly, I might tell someone to do something when I want them to do it and effectively don't give them the option of refusal; and, secondly, when I point out an obligation where I feel that in the public interest, say I should make this obligation known, and yet I have no personal interest in the outcome of my speech act. The first is tell in the sense intended by Searle, but the second is a deontic operator which has been ignored by the model. In Chapter Three, I shall argue that an expression such as (11) is really an assertive. In pointing out the obligation the speaker is effectively saying: "By

my belief you are obligated to remove your bag from the fire exit. "

#### **b. Ahmed Deedat**

Sheikh Ahmed Hussein Deedat (born July 1, 1918 - died August 8, 2005 at the age of 87) or Ahmed Deedat or Ahmad Deedat was a Muslim scholar in the field of comparative religion. He is also an author, lecturer and also an orator. He is known as one of the best speakers in public debates about religious issues. In 1957, Deedat and two of his friends, founded the Islamic Propagation Center International (IPCI) and he became president until 1996. Deedat died in 2005 of a stroke he had suffered since 1996.

## **2. Previous Study**

Actually, the researcher found the similiar study about this research, on Silvia Shovia Hartini. In her thesis, she analyze about speech act in Dr. Zakir Naik's Speeches, the function and type of speech act and the effect of the audience. She found 92 data was included into types of speech act. As a result, the researcher get the conclusion that there are four of five types speech acts, representative type is frequently used in speeches of Dr. Zakir Naik, it has 61 data. The nodding head is frequently appearing as effect from those speeches. It is means the most utterance from the speaker are understood by the audience in speeches of Dr. Zakir Naik. Beside that, Yoddi Satriyo Nugroho research showed that there were five functions of the illocutionary acts spoken by the English teacher and six perlocutionary acts used by the English teacher toward students' behavior

in English classroom of MTs Negeri 1 Yogyakarta. Those functions of illocutionary acts were assertives (44.1%), directives (51.6%), commissives (2.1%), expressive (1.1%), and declaratives (1.1%). Then, the perlocutionary acts were to convince the hearer (27.8%), to surprise the hearer (2.6%), to alarm the hearer (0.6%), to enlighten the hearer (16.5%), to make the hearer do something (32.9%), and to make the hearer realize something (19.6%). In conclusion, the English teacher of MTs Negeri 1 Yogyakarta usually used directive functions when she conducted code-switching in teaching English.<sup>12</sup> The similarities is this research also analyze about types of speech acts and the differences is this research ain't analyze in code switching used nor code mixing.

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<sup>12</sup> Yoddi Satriyo Nugroho, *A Speech Act Analysis On Code Switching Practiced by english teacher of mts negeri 1 Yogyakarta*, (Thesis, State University of Yogyakarta, 2013)