

Speech Acts Analysis of Dialogues in “English in Focus 2” Textbook

Yuli Choirul Umah
STAI Miftahul ‘Ula Nganjuk
riyu.choirul57@gmail.com

Accepted: Oct 19 th 2022	Reviewed: Dec 18 th 2022	Published: Feb 28 th 2023
--	--	---

Abstract: *Speech Acts* are the speaker’s utterances that convey meaning and make listeners do specific things; when saying a performative utterance, a speaker is simultaneously doing something. There are five types of Speech Act: Directive, Declaration, Commissive, Expressive, and Assertive. The design of this research was qualitative descriptive. This Research discussed about “Speech Acts Analysis of Dialogues in “English in Focus 2” Textbook”. Research problem in this study was: what are the types of Speech Acts in dialogues in the “English in Focus 2” Textbook? and the objective of this study was: to know about the types of Speech Acts which used in conversations in “English In Focus 2” Textbook. In this Textbook, the researcher found 4 dialogues that indicated Speech Acts. This textbook’s type of Speech Acts were Directive, Commissive, and Expressive.

Keywords: *Speech Acts*, “English In Focus 2” Textbook

INTRODUCTION

Language communication includes linguistic acts because any linguistic communication is used for a certain kind of intention under certain conditions. Language has a power used by its users in transmitting messages to each other¹.

The concept of speech act is one of the most important notions in pragmatics. The term denotes the sense in which utterances are not mere meaning-bearers, but rather in a very real sense do things, that is, perform actions. This is clear from a number of simple observations: *First*, utterances in conversation (and that is the only kind considered in this article) respond not to the shape or meaning of what was said, but to the underlying ‘point’ or action performed by the prior turn at talk, which might have been expressed in any number of ways. *Second*, utterances often have non-verbal counterparts (cf. waving to saying hello; bidding at auction by hand or voice). *Third*, utterances interdigitate with non-verbal actions in action sequences (cf. ordering a sandwich in a service encounter). *Fourth*, utterances have real-world consequences just like non-verbal actions (a bid at an auction commits you to paying; saying you have nothing to declare in an airport can get you a big fine).

¹ Pilar Ortega and Josh Prada, “Words Matter: Translanguaging in Medical Communication Skills Training,” *Perspectives on Medical Education* (2020); Wendy Sandler, “The Body as Evidence for the Nature of Language,” *Frontiers in Psychology* (2018).

Speech Acts refer to the moments in which statements occur in the communicative act within a given context². Speech Acts are groups of utterances with a single interactional function. This research would discuss about “Speech Acts Analysis of Dialogues in “English In Focus 2” Textbook”.

According to Wardiman³, et.all, “English in Focus 2” for Grade IX is one of a three-level English textbooks for students, young learners in Junior High School (SMP/MTs). The necessity of English as one of the foreign languages studied in Indonesian schools, brings this book forward. The writers have made an effort to develop students’ ability in English use through this book. The content of the book is integrated in the four language skills, i.e. listening, speaking, reading and writing. It aims to build the students’ language, discourse, sociocultural and strategic competence. All the components help the students understand English and use it as the media of communication. This book also presents theories as well as activities that are closely familiar to the students. The activities will explore students’ creativity and encourage students to use their language skills in English. This book will help students learn English in communicative way. This book consists of five chapters. This book is published by Pusat Perbukuan, Departemen Pendidikan Nasional in Jakarta

METHODS

The design of this research was qualitative descriptive. There was no manipulating of variables and no testing of hypothesis. This Research discussed about “Speech Acts Analysis of Dialogues in “English in Focus 2” Textbook”. Research problem in this study was: what are the types of Speech Acts in dialogues in “English in Focus 2” Textbook? The objective of this study was: to know about the types of Speech Acts which used in dialogues in “English In Focus 2” Textbook. The data in this research included transcripts of the dialogues of Listening and Speaking in “English In Focus 2: for Grade VIII Junior High School (SMP/MTs)” Textbook. In this study, the dialogues were taken from Listening and Speaking material in each chapter.

Data sources in this study were taken from the dialogues in each of the chapters of textbook that wrote by Artono Wardiman, Masduki B. Jahur, and M. Sukirman Djusma, “English In Focus 2: for Grade VIII Junior High School (SMP/MTs)” Ed 1. (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008). There were five chapters in this textbook. The materials of each chapter consisted of *Listening*, *Speaking*, *Reading*, and *Writing*. Data Collection in this study was collected through dialogues in “English In Focus 2” Textbook.

² Isabella P. Boux et al., “Cognitive Features of Indirect Speech Acts,” *Language, Cognition and Neuroscience* (2023); Shinichi Ikeda, “Indirect Speech Acts,” *The Japanese Journal of Educational Psychology* (1991); Neri Marsili, “Lying, Speech Acts, and Commitment,” *Synthese* (2021).

³ Wardiman Djojonegoro, *Pengembangan Sumber Daya Manusia Melalui Sekolah Menengah Kejuruan* (Jakarta: Badan Penelitian dan Pengembangan Pendidikan dan Kebudayaan, 1996).

RESULT AND DISCUSSION

Speech Acts are the speaker's utterances which convey meaning and make listeners do specific things⁴. According to Austin, when saying a performative utterance, a speaker is simultaneously doing something. *Speech Act Theory* is concerned with the ways in which language can be used⁵.

Austin focuses on the relationship between language and act. According to this, while using the language, people do not produce only an isolated series of sentences, but also perform an action⁶. In other words, by using the language they either do something or make others do something. Thanking, requesting, promising and et al are some of them⁷. Searle⁸ states that speech act is presented in real language use situations. Accordingly, he says that the basic assumption on the speech act theory should be that the smallest unit in human communication is the implementation of certain types of acts.

Austin⁹ indicates that three acts can occur simultaneously while performing a statement. One of these is the *Locutionary Act*. This describes only the action of saying something. *Illocutionary Act*, on the other hand, is to do something by saying something. *Perlocutionary Act* is related to the conclusion of something said. It tells the effect left on the hearer.

Austin¹⁰ collects the performatives under five headings. Searle¹¹ reviews this classification and makes some changes. Accordingly, *Directives* (ordering requesting, forbidding) aimed at leading the hearer to do something, *Declarations* (resigning, appointing) that aim to create a change, *Commissives* (promising) showing that the speaker undertakes to do something by expressing an intention, *Expressives* (apologizing, celebrating) reveal the speaker's state of mind with regard to a

⁴ Mark Kaplan, "How to Do Things with Austin," *Oxford Scholarship Online* (Oxford University Press, 2018), <http://dx.doi.org/10.1093/oso/9780198824855.003.0005>.

⁵ "Are There Indirect Speech Acts?," *Foundations of Speech Act Theory* (Routledge, 2002), <http://dx.doi.org/10.4324/9780203206478-23>.

⁶ Etsuko Oishi, "Discourse-Oriented Speech Act Theory of Quotation Quotation, Indirect Quotation and Japanese Quasi-Quotation" (Elsevier BV, 2022), <http://dx.doi.org/10.2139/ssrn.4299974>.

⁷ Chaoqun Xie and Dajin Lin, "Review of Márquez Reiter (2000): Linguistic Politeness in Britain and Uruguay: A Contrastive Study of Requests and Apologies," *Studies in Language* (2003); Víctor Corona, "Rosina Márquez Reiter y Luisa Martín Rojo (Eds.) A Sociolinguistics of Diaspora: Latino Practices, Identities, and Ideologies," *Spanish in Context* (2019).

⁸ Napoleon M. Mabaquiao, "Speech Act Theory: From Austin to Searle," *Agustinian Journal* (2018); Stevan Harnad, "Minds, Machines and Searle," *Journal of Experimental and Theoretical Artificial Intelligence* (1989).

⁹ Mabaquiao, "Speech Act Theory: From Austin to Searle."

¹⁰ Mabaquiao, "Speech Act Theory: From Austin to Searle."

¹¹ Samuel Salzborn, "John R. Searle: Speech Acts. An Essay in the Philosophy of Language, Cambridge University Press: Cambridge 1969, 203 S. (Dt.: Sprechakte. Ein Sprachphilosophischer Essay, Frankfurt 1983, 305 S.)," *Klassiker Der Sozialwissenschaften* (Springer Fachmedien Wiesbaden, 2016), http://dx.doi.org/10.1007/978-3-658-13213-2_61.

situation, *Assertives* (claiming, swearing) referring to the accuracy of what is said. Those are the five types of speech act that Searle set up.

Types of Speech Act

Locutionary Speech Act

A Locutionary Speech Act occurs when the speaker performs an utterance (**locution**), which has a meaning in the traditional sense¹². **Locutionary Speech Act** This act happens with the utterance of a sound, a word, or even a phrase as a natural unit of speech. What is required for the utterance to be a locutionary act is that it has sense and has the same meaning to both the speaker and the listener. Example: “What?” (when someone is surprised).

Locution (The linguistic properties: the speaker performs of saying something)

- “Jones is a disreputable businessman.”

The word **‘disreputable’** is **defamatory**.

- “We the jury find the defendant to be guilty.”

This utterance contains **9 words**.

- “Will you pay for my tuition?”

This is **an interrogative utterance**.

- “I will take you to Disneyland for your birthday.”

This utterance mentions **a proper name** that is **a place**.

- “I’m thrilled that you will be going to law school.”

This is an utterance in the English language; it contains **more than one verb** and has **2 words** beginning with **‘th’**

Illocutionary Speech Act

An Illocutionary Speech Act is the performance of the act of saying something with a specific intention. In an Illocutionary Speech Act, it is not just saying something itself, but the act of saying something with the intention of *stating an opinion, confirming, or denying something, making a prediction, a promise, a request issuing an order or a decision, giving an advice or permission*. Examples: “There’s

¹² Nader Hanna and Deborah Richards, “Speech Act Theory as an Evaluation Tool for Human-Agent Communication,” *Algorithms* (2019); Hilda Rismayanti, “The Analysis of Locutionary Act, Illocutionary Act, and Perlocutionary Act in Five Feet Apart Movie,” *MEDIOVA: Journal of Islamic Media Studies* (2021).

too much homework in this subject” (*opinion*). “I’ll do my homework later” (*promise*). “Go do your homework!” (*order*).

Illocution (Speaker’s purpose or intent: do something by saying something).

➤ Convey information: (*Assertive*)

“Jones is a disreputable businessman.”

➤ Make a request: (*Directive*)

“Will you pay for my tuition?”

➤ Make a commitment: (*Commissive*)

“I will take you to Disneyland for your birthday.”

➤ Create a new state of affairs: (*Declaration*)

“We the jury find the defendant to be guilty.”

➤ Express an emotion: (*Expressive*)

“I’m thrilled that you will be going to law school.”

Perlocutionary Speech Act

A Perlocutionary Speech Act happens when what the speaker says has an effect on the listener¹³.

This is seen when a particular effect is sought from either the speaker, the listener, or both. The response may not necessarily be physical or verbal and elicited by: *Inspiring or insulting, Persuading or convincing, Deterring or scaring*. The aim of Perlocutionary Speech Act is to *change feelings, thoughts, or actions*. Examples: “I was born an Indonesian, I will live an Indonesian, I will die an Indonesian!” (*inspiring*). “It is the bleak job situation that forces Indonesian people to find jobs overseas” (*persuading*). “Texting while driving kills you, your loved ones, other people!” (*deterring*).

Perlocution (Effect on the hearer: the conclusion of something said)

➤ “Jones is a disreputable businessman.”

¹³ Winda Widyaningrum, Yumna Rasyid, and Miftahulhairah Anwar, “The Perlocutionary Speech Acts on News Text of the Nirina Zubir Land Mafia: Critical Discourse Analysis Study,” *IJLECR - INTERNATIONAL JOURNAL OF LANGUAGE EDUCATION AND CULTURE REVIEW* (2021); Joseph Glover, “Perlocutionary Frustration: A Speech Act Analysis of Microaggressions,” *Philosophia (United States)* (2022).

Hearer now **knows** something about Jones.

Hearer **avoids** Jones.

- “I will take you to Disneyland for your birthday.”

The hearer **jumps up and down** with joy.

- “Will you pay for my tuition?”

The hearer angrily **answers** ‘No way!’.

- “We the jury find the defendant to be guilty.”

The mother of the defendant begins to **sob**.

- “I’m thrilled that you will be going to law school.”

The hearer is **aware** that the speaker shares his/her good fortune.

The findings of this study were answering of the research questions of the types of Speech Acts which used in dialogues in “English In Focus 2” Textbook. According to Searle’s (2000) classification of Speech Acts, there are five types of Speech Act, namely *Directive*, *Declaration*, *Commissive*, *Expressive*, and *Assertive*. In this Textbook, the researcher found 4 dialogues that indicated of Speech Acts.

The Types of Speech Acts Which Used in Dialogues in “English In Focus 2” Textbook.

Although according to Searle’s (2000) there are five classification of Speech Act, but in this “English In Focus 2” textbook not all types were found.

The Types of Speech Acts in Dialogue 1

According to **Dialogue 1**, there were found two types of Speech Acts of Listening and Speaking. First, **Directive** such as *ask for someone’s help*, and *give a help to someone*. Second, **Expressive** such as *refuse someone’s help*, and *admit a fact*.

In addition, another *expression to ask for someone’s help* was: “Please, help me” (Informal Expression). Other *expressions to give help to someone* were “Let me give you a hand” (Informal Expression), “Here, I’ll do it for you” (Informal Expression), “May I help you with ..., Sir/Ma’am?” (Formal Expression). Another *expression to refuse someone’s help* was: “Thank you for offering, but ...” (Formal Expression). Other *expressions to admit a fact* were: “Yes, I admit it” (Formal Expression), “Yes, I did ...” (Formal Expression), “Yes, it’s true” (Formal Expression). Other *expressions to deny/refuse a fact* were: “I’m not lying, Dad” (actually you lie) (Formal Expression), “No, I didn’t say that” (actually you said it)” (Formal Expression), “The flower smells good” (actually the flower smells

bad) (Formal Expression).

Listening

In this section, students would learn: *the expressions of Speech Act to ask for someone's help, the expressions of Speech Act to give help to someone, the expressions of Speech Act to refuse someone's help, and the expressions of Speech Act to admit a fact.*

After learning the lesson in this section, students expected to be able to: identify and respond *the expressions of Speech Act to ask for someone's help, the expressions of Speech Act to give help to someone, the expressions of Speech Act to refuse someone's help, and the expressions of Speech Act to admit a fact.*

Speaking

In this section, students would learn how to use: *the expressions of Speech Act to ask for someone's help, the expressions of Speech Act to give help to someone, the expressions of Speech Act to refuse someone's help, and the expressions of Speech Act to admit a fact.*

After learning the lesson in this section, students were expected to be able to practice how to *the expressions of Speech Act to ask for someone's help, the expressions of Speech Act to give help to someone, the expressions of Speech Act to refuse someone's help, and the expressions of Speech Act to admit a fact.*

The Types of Speech Acts in Dialogue 2

According to **Dialogue 2**, there were found two types of Speech Acts of Listening and Speaking. First, **Directive** such as *ask for items from someone*, and *ask for opinions*. Second, **Expressive** such as *give items to someone, refuse items from someone, give opinions, give agreement for opinions, and give disagreement for opinions*.

In addition, other *expressions to ask for items from someone* were: "Can you give me ...?" (Informal Expression), "May I have ...?" (Formal Expression). Other *expressions to give items to someone* were: "This is for you" (Informal Expression), "I'd like to give you ..." (Formal Expression), "Please accept ..." (Formal Expression). Other *expressions to refuse items from someone* were: "No, thank you" (Formal Expression), "Not this time, thanks" (Formal Expression). Other *expressions to ask for opinions* were: "What's your opinion ...?" (Formal Expression), "How do you feel about ...?" (Formal Expression). Other *expressions to give opinions* were: "I think ..." (Formal Expression), "I must say ..." (Informal Expression), "From my point of view ..." (Informal Expression). Other *expressions to give agreement for opinions* were: "Yes, I agree" (Formal Expression), "That's True." (Informal Expression). And other *expressions to give disagreement for opinions* were: "I don't agree ...?" (Informal Expression), "No, I don't think ..." (Formal Expression).

Listening

In this section, students would learn: *the expressions of Speech Act to ask for items from someone, the expressions of Speech Act to give items to someone, the expressions of Speech Act to refuse items from someone, the expressions of Speech Act to ask for opinions, the expressions of Speech Act to give opinions, the expressions of Speech Act to give agreement for opinions, and the expressions of Speech Act to give disagreement for opinions.*

After learning the lesson in this section, students were expected to be able to: listen and respond to *the expressions of Speech Act to ask for items from someone, the expressions of Speech Act to give items to someone, the expressions of Speech Act to refuse items from someone, the expressions of Speech Act to ask for opinions, the expressions of Speech Act to give opinions, the expressions of Speech Act to give agreement for opinions, and the expressions of Speech Act to give disagreement for opinions.*

Speaking

In this section, the students would learn how to use *the expressions of Speech Act to ask for items from someone, the expressions of Speech Act to give items to someone, the expressions of Speech Act to refuse items from someone, the expressions of Speech Act to ask for opinions, the expressions of Speech Act to give opinions, the expressions of Speech Act to give agreement for opinions, and the expressions of Speech Act to give disagreement for opinions.*

After learning the lesson in this section, students were expected to be able to express *how to ask for items from someone, how to give items to someone, how to refuse items from someone, how to ask for opinions, how to give opinions, how to give agreement for opinions, and how to give disagreement for opinions.*

The Types of Speech Acts in Dialogue 3

According to **Dialogue 3**, there were found three types of Speech Acts of Listening and Speaking. First, **Directive** such as *invite someone*. Second, **Commissive** such as *accept an invitation*. **Third, Expressive** such as *accept an invitation, decline an invitation, state congratulation to someone, and state compliment to someone*.

In addition, other *expressions to invite someone* were: “Shall we ...?” (Informal Expression), “Can you come to ...” (Informal Expression), “I’d very much like you to come” (Formal Expression). Other *expressions to accept an invitation* were: “Yes, certainly I will come” (Informal Expression), “Absolutely, count me in” (Informal Expression), “I would, like very much” (Formal Expression), “Yes, I’d like nothing better” (Formal Expression). Other *expressions to decline an invitation* were: “I’m terribly sorry. I don’t think I can” (Formal Expression), “I’m very sorry, I can’t” (Formal Expression), “Thank you very much, but ...” (Formal Expression). Other *expressions to state congratulate to someone* were: “Congratulations” (Formal and Informal Expression), “Well done” (Formal and Informal Expression), “Fantastic” (Formal and Informal Expression). Other *expressions to compliment to someone* were: “That’s a nice ...” (appearance), “You’re looking good”

(appearance), “Wow. You’re very clever” (Formal Expression).

Listening

In this section, students would learn how to: listen to *the expressions of Speech Act to invite someone*, *the expressions of Speech Act to accept an invitation*, *the expressions of Speech Act to decline an invitation*, *the expressions of Speech Act to state congratulation to someone*, and *the expressions of Speech Act to compliment to someone*.

After learning the lesson in this section, students were expected to be able to listen to *the expressions of Speech Act to invite someone*, *the expressions of Speech Act to accept an invitation*, *the expressions of Speech Act to decline an invitation*, *the expressions of Speech Act to state congratulation to someone*, and *the expressions of Speech Act to state compliment to someone*.

Speaking

In this section, students would learn how to use *the expressions of Speech Act to invite someone*, *the expressions of Speech Act to accept an invitation*, *the expressions of Speech Act to decline an invitation*, *the expressions of Speech Act to state congratulation to someone*, and *the expressions of Speech Act to state compliment to someone*.

After learning the lesson in this section, students were expected to be able to express how *to invite someone*, how *to accept an invitation*, how *to decline an invitation*, how *to state congratulation to someone*, and how *to state compliment to someone*.

The Types of Speech Acts in Dialogue 4

According to **Dialogue 4**, there were found two types of Speech Acts of Listening and Speaking. First, **Directive** such as *offer something to someone*, *ask for opinions*, and *ask for agreement from someone*. Second, **Expressive** such as *give opinions*, *give agreement for opinions*, and *give disagreement for opinions*.

In addition, other *expressions to offer things to someone* were: “Will you have ...?” (Informal Expression), “Do you want ...?” (Informal Expression), “Would you like ...?” (Formal Expression). Other *expressions to ask for opinions* were: “What do you think of ...?” (Informal Expression), “What are your views ...?” (Informal Expression), “What are your feelings about ...?” (Informal Expression), “Excuse me, Madam. What do you feel about...?” (Formal Expression), “I’d be grateful to have your view/opinion on ...” (Formal Expression). Other *expressions to ask for agreement from someone* were: “Would you agree with ...?” (Formal Expression), “..., wouldn’t you say?” (Formal Expression). Other *expressions to give opinions* were: “That’s a good idea” (Informal Expression), “Well, that’s settled” (Informal Expression), “We seem to be saying the same thing” (Formal Expression). Other *expressions to give agreement for opinions* were: “I think ...” (Informal Expression),

“In my opinion ...” (Informal Expression), “My own view of the matter of the problem is ...” (Formal Expression). Other *expressions to give disagreement for opinions* were: “Well, I’m thinking the opposite way ...” (Formal Expression), “I don’t think so. To my mind ...” (Informal Expression), “If I may say so, ...” (Informal Expression).

Listening

In this section, students would learn how to: listen to *the expressions of Speech Act to offer something to someone, the expressions of Speech Act to ask for opinions, the expressions of Speech Act to ask for agreement from someone, the expressions of Speech Act to give opinions, the expressions of Speech Act to give agreement for opinions, and the expressions of Speech Act to give disagreement for opinions.*

After learning the lesson in this section, students were expected to be able to: listen and respond to *the expressions of Speech Act to offer something to someone, the expressions of Speech Act to ask for opinions, the expressions of Speech Act to ask for agreement from someone, the expressions of Speech Act to give opinions, the expressions of Speech Act to give agreement for opinions, and the expressions of Speech Act to give disagreement for opinions.*

Speaking

In this section, students would learn how to: express the expressions *the expressions of Speech Act to offer something to someone, the expressions of Speech Act to ask for opinions, the expressions of Speech Act to ask for agreement from someone, the expressions of Speech Act to give opinions, the expressions of Speech Act to give agreement for opinions, and the expressions of Speech Act to give disagreement for opinions.*

After learning the lesson in this section, students were expected to be able to: express how *to offer something to someone, how to ask for opinions, how to ask for agreement from someone, how to give opinions, how to give agreement for opinions, and how to give disagreement for opinions.*

CONCLUSION

Language becomes an important tool in our lives because every time and everywhere everyone needs to communicate with others. Everything that people communicate to others through speech or utterance always has intention. In linguistics, utterances which have something to do with others and require them to do what the speaker says are called *Speech Act*. Speech actions and speech events are very closely related. Both are two tendencies that occur in communication process. It can be in the form of giving information, asking for information, asking for help and others. Speech act is a concrete manifestation of language functions, which is the basis of pragmatic analysis. According to Searle, there are five classifications of Speech Acts, namely *Directive, Declaration, Commissive, Expressive, and Assertive*. But in this “English In Focus 2” textbook, there are three types of Speech Act, namely *Directive, Commissive, and Expressive*

REFERENCES

- Boux, Isabella P., Konstantina Margiotoudi, Felix R. Dreyer, Rosario Tomasello, and Friedemann Pulvermüller. "Cognitive Features of Indirect Speech Acts." *Language, Cognition and Neuroscience* (2023).
- Corona, Víctor. "Rosina Márquez Reiter y Luisa Martín Rojo (Eds.) A Sociolinguistics of Diaspora: Latino Practices, Identities, and Ideologies ." *Spanish in Context* (2019).
- Djojonegoro, Wardiman. *Pengembangan Sumber Daya Manusia Melalui Sekolah Menengah Kejuruan*. Jakarta: Badan Penelitian dan Pengembangan Pendidikan dan Kebudayaan, 1996.
- Glover, Joseph. "Perlocutionary Frustration: A Speech Act Analysis of Microaggressions." *Philosophia (United States)* (2022).
- Hanna, Nader, and Deborah Richards. "Speech Act Theory as an Evaluation Tool for Human-Agent Communication." *Algorithms* (2019).
- Harnad, Stevan. "Minds, Machines and Searle." *Journal of Experimental and Theoretical Artificial Intelligence* (1989).
- Ikeda, Shinichi. "Indirect Speech Acts." *The Japanese Journal of Educational Psychology* (1991).
- Kaplan, Mark. "How to Do Things with Austin." *Oxford Scholarship Online*. Oxford University Press, 2018. <http://dx.doi.org/10.1093/oso/9780198824855.003.0005>.
- Mabaquiao, Napoleon M. "Speech Act Theory: From Austin to Searle." *Agustinian Journal* (2018).
- Marsili, Neri. "Lying, Speech Acts, and Commitment." *Synthese* (2021).
- Oishi, Etsuko. "Discourse-Oriented Speech Act Theory of Quotation Quotation, Indirect Quotation and Japanese Quasi-Quotation." Elsevier BV, 2022. <http://dx.doi.org/10.2139/ssrn.4299974>.
- Ortega, Pilar, and Josh Prada. "Words Matter: Translanguaging in Medical Communication Skills Training." *Perspectives on Medical Education* (2020).
- Rismayanti, Hilda. "The Analysis of Locutionary Act, Illocutionary Act, and Perlocutionary Act in Five Feet Apart Movie." *MEDIOVA: Journal of Islamic Media Studies* (2021).
- Salzborn, Samuel. "John R. Searle: Speech Acts. An Essay in the Philosophy of Language, Cambridge University Press: Cambridge 1969, 203 S. (Dt.: Sprechakte. Ein Sprachphilosophischer Essay, Frankfurt 1983, 305 S.)." *Klassiker Der Sozialwissenschaften*. Springer Fachmedien Wiesbaden, 2016. http://dx.doi.org/10.1007/978-3-658-13213-2_61.
- Sandler, Wendy. "The Body as Evidence for the Nature of Language." *Frontiers in Psychology* (2018).
- Widyaningrum, Winda, Yumna Rasyid, and Miftahulkhairah Anwar. "The Perlocutionary Speech Acts on News Text of the Nirina Zubir Land Mafia: Critical Discourse Analysis Study." *IJLECR - INTERNATIONAL JOURNAL OF LANGUAGE EDUCATION AND CULTURE REVIEW* (2021).
- Xie, Chaoqun, and Dajin Lin. "Review of Márquez Reiter (2000): Linguistic Politeness in Britain and Uruguay: A Contrastive Study of Requests and Apologies." *Studies in Language* (2003).
- "Are There Indirect Speech Acts?" *Foundations of Speech Act Theory*. Routledge, 2002. <http://dx.doi.org/10.4324/9780203206478-23>.