

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speech is one way to convey an ideas. Trough Speech, someone can deliver ideas or information throughout his/her feeling. Speech is a term commonly spoken when studying a language in society. Speech can also be interpreted as communication or expression of thoughts in spoken words. When people speak, speech that is produced from the mouth, including the message that aims to communicate in society is considered speech. In simple terms, it can be said that speech is never separated from society because its users are the community itself. The speech also makes our communication with each other more complicated than other possible ways, and since communication is a social activity, it can be said that words are also social. Even tells that speech is social, emphasizes that speech in social interaction does not have just one function such as communicating propositions that the hearer does not already know. It indicates that situation and speaker are always linked to each other and nothing can stand without the other.

In this world, words may affect people's lives. As a motivator saying "the winner depends on how he actively faces the problem" helps to surrender makes people rise again through their problems, which brings people problems thinking: How does this kind of discourse affect people. When we find the answer realize that there must be some "thing", a kind of power behind the speech or speech. We can simply call it "the power of language". It is abstract, but we can feel it inside.

After listening to the pastor, inspiring people, for example even the survivors show that the power of language is perfect. Thomas and Shan Wareing (1996:10) support this statement, they explained that power is a very abstract concept, but it plays an infinitely important role in our lives. According to the quote, they emphasize that strength has become so important in our lives because it can change someone's thoughts. Power is not only discovered by certain people in certain situations people. It appears in almost human dialogue, and words are one of them. Be careful Speeches give for a specific purpose are arrange in a specific way to show their power. So, speech is never merely a speech or a power

The power in question is actually through things like teachers, judges, lawyers, priests, presidents/kings/queens, prime ministers, and many more and more. There is no doubt that this type of particular upper-class person is more likely to have than they come from ethnic minorities. Indeed a social force, usually by such a person controls many aspects of a person: how much money should be paid for a parking lot, many books that should be purchased from the school, government education fee incentives, what kind of license we must have and many other areas. It can actually is classified as "personal power" Thomas et. all (1996: 11).

In a royal country, we usually only see the power of the royal family or impose personal power, for example when a prince/princess considers him/her speeches when traveling to other regions. The prince/princess must be persuading people to accept him/her and support this idea. In another situation, when a prince/princess in some cases speaking in front of a citizen, he/she no longer tries to persuade the city to elect him but to influence them to do his/her job think that

being used by people is a good thing. In the sermon, the pastor tried to convey from the word of God to the deep thoughts of the people, and persuade them to do what they heard. The starting point of the sermon affects the actions of the people to comply with them.

Those kinds of speech are surely driven out carefully. When preparing it, the speaker is faced with many choices in forming clauses, sentences, and in ordering them into a good utterance. Even choosing suitable words needs attention. The speaker here cannot randomly pick the words without considering whether the words appropriate or not. Overall, making a speech is not an easy task like a hand's up. An act of man speaks is called a speech act. Speech act according to George Yule as "Action performed via utterances" (1996:47) by utterances, someone can talk about his or her intended meanings, assumptions, purposes, or goals. Speech act theory is related to the description of actions such as 'requesting', 'commanding', 'questioning', or 'informing too.

Human speech acts are called speech acts. George's speech Yule: "Action through words" (1996: 47). Through words, some people can talk about his or her intended meaning, hypothesis, purpose, or goal. Theory and the "request", "command", Also "question" or "inform".

By the title of this thesis "***Speech Act Used in the New Testament Holy Bible 'The Sermon on the Mount'***", this paper is aimed to analyze the famous speech by Jesus Christ in Matthew through all the disciples by speech act. The New International Version (NIV) is an English translation of the Christian Bible. Biblica (formerly the International Bible Society) is a global distributor, The

copyright owner of NIV, and licenses Zondervan's commercial rights in it, Hodder & Stoughton, in the United States and the United Kingdom.

The Gospel of Matthew is one of the four classic gospels, one of the three weather gospels, and the first book of the New Testament. Matthew told Jesus rejected by Israel, he finally sent his disciples to preach his gospel to the world through sermons. In Matthew, there is a speech by Jesus that is known as "The Sermon on the Mount" this sermon become the way of Jesus to manifest His followers how to be a real servant. The Sermon on the Mount describes the repent (in greek means total changing minded); describes human and society beyond the Kingdom heaven that full of grace. Furthermore, the writer is interested in analyzing the intended meanings, assumptions, purposes, or goals of The Sermon on the Mount because it has a great deal of power to change human attitudes in society. One of the examples of the utterance in Matthew 5: 6 is "*Bless are those who hunger and thirst for righteousness, for they shall be filled*". This discourse is classified as a Declarative act (statement or statement of fact) because it contains Jesus expressed the verb "blessing". He announced that he blessed the people who desire justice. According to this content, the man the person who can use the performance is the person with authority, so in this speech, Jesus is a person who has the right to bless. He also performed orders (the right to give orders) so that the audience can find righteousness.

His expressions are more than just a statement, moreover, these statements consist of promise. Promise, warning, or other communicative purpose expected to be recognized by the hearer. These problems become the reason for the writer to choose "The Sermon on the Mount" as the object of analysis. From the

explanation above the writer choose the title because only a few people analyzed the scriptures, who usually analyzed the novel and this title about the speech that God used in His sermon.

1.2 The Problems of the Study

Based on the explanation of the above background, the problems of the study are formulated as the following:

1. What types of speech act are used in "The Sermon on the mount"?
2. What type of speech act is the most dominant found in "The sermon on the Mount"?

1.3 The Objectives of the Study

Based on the background and the problem above, the objectives of the study are:

1. To find out the Speech acts that are used in "The sermon on the Mount".
2. To find out the most dominant Speech act that used in "The sermon on the Mount"

1.4 The Scope of the Study

There are several theories about speech acts, including Yule's theory (1996) which says that speech act is a type of "action" performed by a speaker with the utterance. There are five basic types of categories, namely declarations, representations, expressives, directives, and commissives. So, in this study the writer focuses on the using of five speech acts in the sermon on the mount. The

writer wants to show all the promises, warnings or other communicative purposes of the speech according to the use of five speech acts.

1.5 The Significances of the Study

The results of this study are expected to give a contribution to related study both theoretical and practical significance. The significance of the study can be read as follows:

1. Theoretically

It is hope that the result of this study can have a valuable contribution for the writer to get more knowledge, about Speech act. It is also hope particular English Department students will have a better understanding on how to analyze the Speech act. Last but not least, it is hope that the common readers can enlarge their knowledge about Speech act.

2. Practically

The result of this study are expected to be useful for:

1. The writer, this study is able to improve the ability to comprehend this study and understand how to analyze the speech act in the sermon.
2. The readers, this study can help the readers to examine certain linguistic characteristics found in speeches of literary figures.
3. The other writers, the result of this study can be used as one of the references and information for future writer related to their field.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Review

It is commonly known that speech uttered plays a very important role in society, not only for one but for thousands of purposes. Speech surely has functions. Speech allows us to interact with other people because it loads meanings which some need to be responded to by action but some are not. Thus after listening to a speech, some may directly do something: some may do reflecting, others memorizing, thinking, little working, lots grumbling, then making a new commitment, and much more that this paper is not enough to reveal them all. It doesn't mean that the utterance always brings action, but it could be. There are various kinds of utterances, whether it is to command, to tell, to ask, to inform, to invite, and so on. People did not always do something physically after others speak, but at least the utterance produced leaves something in mind. Simply we can say that speech as social interaction is not only talking about what the action performed after speaking at all but also how the utterance may communicate one's idea, suggestion, or whatever, to the interlocutors which may build a relationship.

2.1.1 Linguistics

Linguistics is the scientific study of language. As explained above, linguistics is one of the alternative ways to understand a part of one's language. Experts have different opinions on linguistics. Richard and Schmidt (2002: 283) defined linguistics as the study of language as a system of human communication. They also pointed out that linguistics includes many different language research

methods and many different research fields, such as sound systems (phonetics), sentence structure (syntax), the relationship between language and cognition (cognitive linguistics), meaning system (semantics, pragmatics, language function) and language and social factors (social linguistics). Second, Malmkjær in the "Encyclopedia of Linguistics" (2002:28) points out that linguistics is the scientific study of language for self-interest and also says that linguistics is not prescriptive. It is more practical orientation linguistics consists in its links with the new cognitive sciences.

According to the definition above, it can be said that linguistics is a research field related to language. In other words, linguistics is the scientific study of language. Since language is involved, the research object will be anything related to languages, such as sound system, sentence structure, meaning, and other language components.

2.1.2 Pragmatics

Yule (1996:3), Pragmatics is related to this research Conveyed by the speaker or writer and by Listeners or readers. As Peccei (1999:2) states "pragmatics is the study of focus on the meanings that cannot be predicted only language knowledge, and consider the relevant the material world and the social world and pointed out pragmatics is the study of the meaning of the speaker or "the meaning of the speaker". Clearly, in the communication, the audience not only realized words but can also recognize what the speaker said.

Griffiths (2006:1) Pragmatic is concerned with the use of these tools in meaningful communication and also it is about the interaction of semantic knowledge with our knowledge of the world, taking into account contexts of use.

It means that pragmatics is the study of utterance meaning. Barron, A (2003:7) defines pragmatics as the study of language from the point of view of the users, especially the choices they make, the constraints they encounter in using 7 languages in social interaction, and the effects their use of language has on the other participants in an act of communication.

Widdowson (1996:61), Pragmatics is the concern of what people mean by the language they use or how they actualize its meaning potential as a communicative resource. Fasold (1990:119) states that "Pragmatics is the study of the use of context to make inferences about meaning. The context in which an utterance is made is also an important factor in a sentence". Mey (1993:42) considers pragmatics as the study of the conditions of human language uses as these are determined by the context of society.

Similar to Mey's statement, Levinson (1983:21) states that pragmatics is the study of language use, that is, the study of the relations between language and context that are basic to an account of language understanding which involves the making of inferences that will connect what is said to, what is mutually assumed, or what has been said before. Therefore, it can be concluded that pragmatics is the study of how people use language to communicate, and the meaning by the speaker to the listener in a particular context which is interpreted by the speaker to the listener. Simply, how to get the meaning of what the speaker says.

Yule quoted in "Murcia and the Elite" (1989:20) Pragmatics deals with the speaker's meaning and contextual meaning at this under the circumstances, the speaker's meaning is related to people's meaning analysis through their words instead of the words and phrases in those words it may mean by itself. An

example, when the speaker has when I came back from school at noon, I said semantically: "I'm hungry" from this kind of discourse, the speaker feels hungry. However, Pragmatically, this may be a requirement for lunch. Inside on the other hand, if the speaker said after lunch, "I Hungry", from a pragmatic point of view, this may be because of complaint expression. Maybe the speaker asks for dessert. According to the above explanation, to understand the meaning of the speaker, necessary context to understand the meaning of the speaker's words.

2.1.3 Speech Act

We know that language is a means of social interaction, communication between people in the world. In communication, they can reveal contains their feelings, intentions, thoughts, or Direct emotions. Therefore, speech occurred during the communication behavior. It means that the language uttered has a specific meaning with a particular purpose that the speakers intended to do something after the message was delivered.

Austin (1962) states “ Speech act is a theory of performative language where saying something means doing something”. In speech acts, the information conveyed sometimes contains intentional meanings where the speaker does not want to convey the true meaning of what is said from the utterance expressed where the listener is expected to fulfill the speaker's intention whose focus is on illocution. Speech acts occur because maybe the speaker realizes that there are several differences between speaker and listener, for example, differences in culture, education, norms, age, profession, economy, etc.

Based on Akhmad Saifuddin in Austin (1962:150) also distinguished five more general classes of utterance, classified according to the illocutionary force. These are the explanations proposed by Austin (1962: 150-151).

1. Verdictives

Verdictives are typified by the giving of the verdict, as the name implies, by a jury, arbitrator, or umpire. However, they need not be final; they may be, for example: an estimation, reckoning, or appraisal. It is essential to give a finding to something -fact or value which is for different reasons hard to be certain about.

2. Exercitives

Exercitives are the exercise of power, right, or influence. The examples are appointing, voting, ordering, urging, advising, and warning.

3. Commissives

Commissions are typified by promising, or otherwise undertaking; they commit the hearer to do something but include also declaration or announcements of intention, which are not promised, and also rather vague things which can be called as espousal for example siding with.

4. Behabitives

Behabitives are a very miscellaneous group and have to do with attitudes and social behavior. The examples are apologizing, congratulating, condoling, cursing, and challenging.

5. Expositives

Expositives are difficult to define. They make plain how to utterances fit into the course of an argument or conversation, how words are used, or in general, are expository. The examples are 'I assume', 'I reply', and 'I postulate'.

Furthermore, Searle (1969:16) Speech act is the basic unit of linguistic communication. It means that speech act is the production of what is said within the performance of speech act. It is the way people act through their speech. To speak is the perform a speech act using a system of constitutive rules. To express themselves, people do not only produce utterances containing grammatical structures but also perform actions through their utterances. Thus, actions that are performed via utterances are generally called speech acts.

Grundy (2008: 71) states that speech acts are language as action. Owens (2000:57) gives a statement that is related to speech acts. He states that "a speech act is a unit of linguistic communication expressed according to linguistic rules that convey a speaker's conceptual representations and intentions." Moreover, he defines intention as the speaker's attitude toward the proposition. Finnegan et.al (1997: 345) state that speech acts are actions carried out through language. Bach (2003) notes that "a speech act is quintessentially pragmatics because it is created when the speaker makes an utterance to the hearer in context and must be interpreted as an aspect of social interaction." In general, speech acts are acts of communication.

Yule (2006:118) Speech acts is a type of "action" performed by a speaker with the utterance produced by mouth. We use the term of speech acts to describe actions such as requesting, commanding, informing, etc. Thus, we can define a speech act as the action performed by a speaker with an utterance. For instance, if the people say, "I'll back". Thus, this utterance containing performing the speech act of "promising" means that the speaker promise she/he will back.

Yule (1996:47) states speech acts are acts performed through words. In addition, Adolphs Svenja (2008:23) pointed out that the speech act theory assumes the utterances used by the language perform certain actions, and these utterances can be understood by referring to the context in which they occur. In addition, Murcia. et.al (1989:24) pointed out that speech acts are social acts. Actions are performed through words. Speech acts are usually in provide contextual content to help explain the speaker's intention.

Huang Yan (2007:93), speech acts are the uttering of a sentence, an action within the framework of social institutions and conventions. Furthermore, according to Cruse (2000:331), speech acts is we perform particular kinds of activities such as stating, promising, warning, and so on. Searle mentions five types of speech acts ; (1) Representatives that is including asserting, claiming, concluding, reporting, stating (2) Directives that is including of advice, command, order, question, request (3) Commissives that is including of offer, pledge, promise, refusal, threat (4) Expressives that is including of apologizing, blaming, congratulating, praising, thanking (5) Declarations that is including of declaring war, nominating candidate, etc.

2.1.3.1 Types of Speech Act

There are three types of acts in the speech acts, they are locutionary, illocutionary, and perlocutionary.

1. Locutionary

Cutting (2002:16) states that locutionary is what is said. Also proposed by Yule (1996:48) states that locutionary act is the act of producing meaningful

utterances. The example of the locutionary speech act can be seen in the following sentences:

1. It's so dark in this room.
2. The box is heavy.

2. Illocutionary

Based on Jurnal of International Journal of Cultural and Art Studies, published online 2019. The study titled "*Illocutionary Acts in President Rodrigo Duterte's Speech*" written by Muhammad Kiki Wardana. et.al. Illocutionary is an act of doing something with a purpose and a specific function anyway. A speech act can be considered as the act of doing something. For example:

1. It's so dark in this room.
2. The box is heavy.

Based on the examples above, the first sentence shows a request to switch the light on and the second sentence shows a request to lift the box.

3. Perlocutionary

Hufford and Heasley (1983:250) state that perlocutionary act is the act that is carried out by a speaker when making an utterance causes in certain effect on the hearer and others. The perlocutionary act is also the act of offering someone. Perlocutionary act refers to the effect the utterance has on the thoughts or actions of the other person. A perlocutionary act is specific to the circumstances of issuance, and is therefore not conventionally achieved just by uttering that particular utterance, and includes all those effects, intended or unintended, often indeterminate, that some particular utterance in a particular situation cause. For example:

1. It is so dark in this room.
2. The box is heavy

Based on the example it can be inferred that the first sentence is uttered by someone while switching the light on and the second sentence is done by someone while lifting the box.

2.1.3.2 Speech act Verb

When analyzing the classification of speech acts, we must be able to identify Verbs used in sentences. The term "verbal verb" has been defined differently as applies to all verbs used to refer to any type of speech act or the verbs that express the attitude of a particular speaker are much smaller.

According to the first, a more general definition is a verb, such as a claim, promise, threat, praise, boast, complain, whisper, and interrupt all verbal verbs, and the second group and a stricter definition (Mey 1996: 995). Speech act verbs have been used as synonyms for "verbal verbs", "communication verbs" and "speaking verbs". Verbs such as whispering and disturbing do not verify the speaker's attitude; they are semantically less specific than speech act verbs in the narrow sense of the term. For this reason, this contribution is concerned only with speech act verbs that lexicalize combinations of speaker attitudes.

Kristel Proost (2006:651) state that Speech act verbs are used to refer to speech acts. Their meanings may therefore be described in terms of the properties of the situations they are used to refer to. However, these do not suffice to completely capture the meaning of all speech act verbs. Some, in addition, lexicalize an evaluation by a speaker, who uses them to describe the speech act of the speaker involved in the situation referred to. Verbs lexicalizing such

evaluations do not denote a corresponding speech act. Further instances of the lack of a one-to-one correspondence between speech acts and speech act verbs include the absence of special verbs to refer to specific speech acts and the property of certain speech act verbs of being ambiguous among several illocutionary points. In addition to being used descriptively, some speech act verbs may be used performatively.

2.1.3.3 Performative

It is a special term in speech act theory that discusses the act brought in utterances. It was produced by Austin (1995) and explained in his famous book "How to Do Things with Words". There he explained that the utterances we produce perform something to do. In other words, in using a performative utterance, a person is not merely say something but does something if certain real-world conditions are met. Here, the verb is the key to see the action brought in utterances.

Some speech act verbs can be used not only to denote but also to perform a particular speech act. To test whether a given speech act verb may be used in this way, Austin suggested that it be substituted for the variable x in the formula 'I (hereby) x . . . !'. Any verb that may be used as a part of this formula may be used performatively (Austin, 1962:67). The verb used indicates the sense of the utterance whether it is to order, to promise, to inform, to criticize, to assert, and much more. The performative formula is often part of the institutionalized procedure by which a speaker brings about a particular institutional fact. Consequently, declarative may generally be used performatively as in 'I hereby name this ship the 'Oase'' and 'I appoint you chairman'.

Other types of speech act verbs can only be used expressively when possible used for utterances that do not require other languages or non-verbal specific voice action to be performed. For example, the speaker may promise the audience to help him or her by saying only one sentence I promise to help you tomorrow. By contrast, the act of convincing someone that something is something in this case requires more than just one sentence from the speaker. For example, I convince you that the Taj Mahal is the single most important visit in India. This difference accounts for the fact that to promise may be used performatively, whereas to convince may not.

P.F. Strawson (1964:439) argued that Austin was overly impressed with institution-bound cases. In these cases there do seem to be conventions that utterances of certain forms (an umpire's "Out!", a legislator's "Nay!", or a judge's "Overruled!") count as the performance of acts of certain sorts. Likewise with certain explicit performatives, as when under suitable circumstances a judge or clergyman says, "I pronounce you husband and wife", which counts as joining a couple in marriage. In such cases, there are specific, socially recognized circumstances in which a person with specific, socially recognized authority may perform an act of a certain sort by uttering words of a certain form. Strawson argued, though, that most illocutionary acts involve not an intention to conform to an institutional convention but an intention to communicate something to an audience. Indeed, as he pointed out, there is no sense of the word 'conventional' in which the use of a given sentence with a certain illocutionary force is necessarily conventional, much less a sense having to do with the fact that this force can be "made explicit by the performative formula". In the relevant sense, an act is

conventional just in case it counts as an act of a certain sort because, and only because, of a special kind of institutional rule to that effect. However, unlike the special cases Austin focused on, utterances can count as requests, apologies, or predictions, as the case may be, without the benefit of such a rule. It is perfectly possible to apologize. For example, without doing so explicitly, without using the performative phrase "I apologize ...". That is the trouble with Austin's view of speech acts and for that matter Searle's (1969), which attempts to explain illocutionary forces using "constitutive rules" for using "force-indicating devices," such as performatives. These theories can't explain the fact that, e.g., an apology can be made without using such a device. There is a superficial difference between apologizing explicitly (by saying, "I apologize") and doing it inexplicitly, but there is no theoretically important difference. Except for institution-bound cases like those illustrated above, performativity requires no special explanation, much less a special sort of convention.

2.1.3.4 Speech Act by Yule

Yule (1996:53) states Speech acts is a type of "action" performed by a speaker with the utterance produced by mouth. We use the term of speech acts to describe actions such as requesting, commanding, informing, etc. It's classify into five majors are declarations, representatives, expressive, directives, and commissive.

1. Declarations

Yule (1996:53), declarations are those kinds of speech acts that change the world via their utterance. In this case, the speaker has to have a special institutional role in a specific context to perform a declaration appropriately.

Therefore, declaration acts can occur if the speaker has a special role in a certain field. On the other way, if the speaker has not a special role in a certain field the speech acts cannot happen. The example as follows: "Priest: I now pronounce you husband and wife". From the example, we know that the speaker has a special institutional role in the specific context as a "priest". Before the speaker declares it, a couple of men and women have not become husband and wife. In this case, after the speaker declares that a couple of men and women have married and now they became husband and wife).

2. Representatives

Yule (1996:53) It is a classification which states what the speaker believes to be the case or not. Simply we can say that the utterance represents the speaker's belief as to the fact. Statements of fact, conclusions, and descriptions are examples of how this classification is uttered. Examples are:

1. The earth is flat. (Stating a fact)
2. Chomsky didn't write about peanuts. (Stating an opinion)
3. It was a warm sunny day. (Describing)

3. Expressives

Yule (1996:53) It is a kind of speech act which states what the speaker feels. They express psychological states through their utterances. A statement like pleasure, likes, dislikes, joy, or sorrow is types of utterances that indicate this classification. Below are some examples:

1. Congratulation on your graduation! (Congratulating)
2. I am sorry to hear that. (Apologizing)
3. It's awesome! (Stating pleasure)

4. Directives

Yule (1996:54) This classification of speech act expresses the speaker wants. The interlocutors are expected to do something based on the message of the utterance. Directives are commands, orders, requests, and suggestions. The utterance can be negative or positive. Examples are the following:

1. Open the car! (Commanding or ordering)
2. Could you please pass the sugar and cream? (Requesting)
3. Don't think about me! (Forbidding)

5. Comissives

Yule (1996: 54) This last speech act expresses what the speaker intends. Here the speaker uses to commit themselves to some future. There must be something the speaker wants to do after uttering his words. They are promises, threats, refusals, and pledges. Examples as follow:

1. I'll be back for you. (Promising)
2. We will build this monument only in one year. (Promising)
3. One day I will come to visit you here, in this corner. (Promising)

2.2 The New Testament Holy Bible “The Sermon of the Mount

Who's Happy?

The moral teaching that the Writer finds out from (Matthew 5:3-12) is true happiness goes much deeper than that. A happy person is truly satisfied and feels his life. People must be interesting and enjoy their life. Happiness is described not only in terms of material but also simple things to be grateful for. as it is written,

"Blessed are those who mourn, for they will be comforted". From these teachings, whatever the situation, we will definitely find happiness.

The Second, the moral teaching that the Writer finds out from (Matthew 5:13, 14) is we must become the salt and light of the world who can give taste and light to them so that they can see the good deeds that are around and also glorify their Father who is in heaven. We can also learn about love, where it is said: If someone slaps the face on the right then we have to give the face on the left. and also loving enemy is a form of love.

In terms of prayer, it was also taught by Jesus to his disciples, that we don't need to tell everyone about our prayers, we just know because what Jesus forbids is a prayer that is said to impress people or so that we are praised. In (Matthew 7: 1-2) Jesus warned, "Stop judge so that you are not judged because you will be judged the way you judge. " it's mean the judgment is an act that is not done with permission. judging someone can make him feel insulted. In His sermon too, Jesus also taught us not to stop asking for what we need because one day we will also get it. In this life, we must have a solid foundation that can stand upright from various kinds of life's trials because if our foundation is fragile we will easily groan as well as sandcastles that are carried away by the water currents.

2.3 Previous Studies

In composing this proposal the writer find some references or similar studies related to the title and have same field of study problem. It used to guide this study and to evalute wisely the strenght and the weakness of this study with other study. It's taken from:

The first is Jurnal of Linguistics and Language Teaching, published online 2020. The study titled "*The Speech Act of Cartoons Movie: Spongebob Squarepants' the Movie*" is written by Frafika Sari Ima. Discuss about the type of speech used in the cartoon Movie . The finding of the Research are directives (44,36%). Then, the second is representatives is (26,81%). Representatives have data higher than commensive. The third is commensive is (16,91%), the fourth is expressive (13,15%), and the least is declarations (0,75%). Cartoon movie (SpongeBob SquarePants the movie) has duration of 01:27:23, from the whole of the movie the researcher found 266 utterances that classification includes in speech act categories.

The journal above has made a very useful contribution to the writer, where the writer can gain knowledge and further information about speech act and can assist the writer in developing her study to determine the types of speech acts contained in the sermon on the mount.

The second is Jurnal of Project (Professional Journal Of English Education) 2018. The study titled "*Speech Act in Indonesias' Shampoo Advertisement*" is written by Rudiawati Risna and Vivi Fitria. Discuss the advertisement to promoting the specific product to the customer bring a new phenomenon on the used of language. Every utterance has the function from a very simple point of view advertisement is objected to making customer buying their product. This research object to revile the speech act used in Indonesian Shampo Advertisement using qualitative study. The data of this research was taken from the advertisement of 5 shampoo products; Sunsilk, Tresemme, Head and Shoulders, Dove, and Zinc. There are 83 advertisements use as a data source

from all the products so the research finding five major classes and here the percentage: Representatives (12%), directives (5%), expressive (9%), commissives (35%), and declarative (39%). The study showed that sentences with declarative advantages in product advertising beauty. The results of the study show that there is something to be preached to the audience, usually in the form of the content and efficacy contained in the beauty product, which can beautify its users.

The Journal above also has a contribution to the writer in completing her study, where the journal serves as a guide that can be used by the writer in determining the dominant speech acts that appear in the study to be completed.

M. Tholhah Al Hadi (2011:) in his thesis *"An Analysis of Speech Acts Found in Barack Obama's Speech in University of Indonesia"* gives a good explanation about his findings the topic analyze. Through the research he finds first, the researcher does not find declarative one. As well as conflictive which is one of the function of speech act (illocutionary act), declarative is not found because the context of the utterances being conducted by Barack Obama in University of Indonesia is not to bring about the change in the world even though the purpose of the speech is in the opposite.

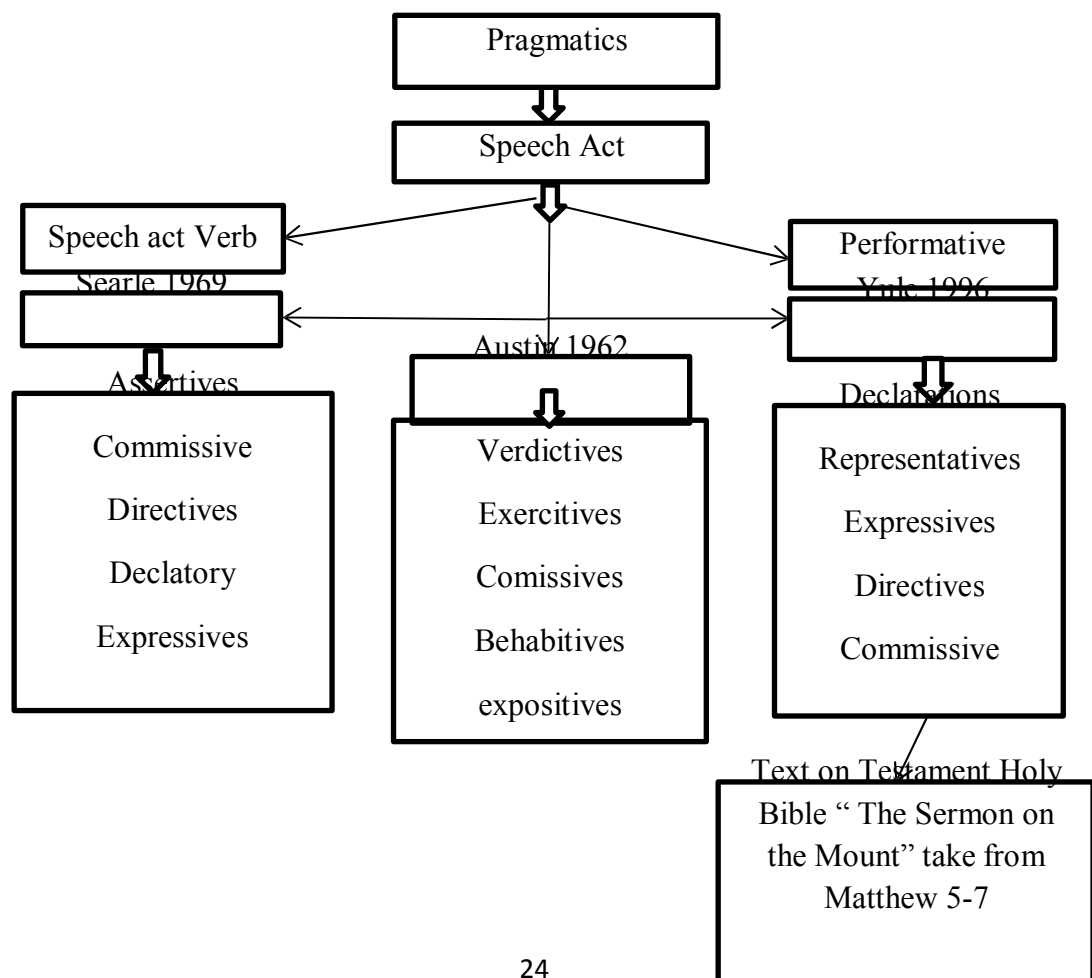
In addition, the utterances of Obama are mostly in the form of assertive (representative) which means committing the speaker to the truth of an expressed proposition. The following ranks belong to the directive, expressive, and then commissive because there is nothing for declarative. At the same time, the functions of the utterances mostly belong to collaborative. While the following positions belong to competitive, and then convivial. Finally, he suggests

furthering Writer to analyze such conversations or dialogs in terms of investigating speech act theory. At the same time, the next researchers should not be trapped into speech act theory while they want to investigate pragmatics. This study has in common discuss speech act classification of Barack Obama.

It is also has a contribution to help examine and determine the utterances (sentences) that can be classified and help the Writer to finish her study. The difference lies in the data source being analyzed and the similarity is in analyzing the types of speech act in the utterance

2.4 Conceptual Framework

Speech act is a type of action performed by speaker with utterances. Where in this study the writer want to analyze a sermon taken from Matthew 5-7 by Yule’s Theory uses five types of Speech act.



CHAPTER III

METHOD OF RESEARCH

3.1 Research Methodology

Sugiyono (2014:62) states “ Research design is a framework or details of work procedures that will be carried out on time researching.” So that it is expected to provide an overview and direction in which to carry out the determination as well as provide an overview of the study has complete or the research is complete.

In this study, the writer applied the Descriptive Qualitative method as her research methodology. Sheila Keegan (2009:174) explained that “Qualitative research is concerned with meanings as they appear to, or are achieved by, persons in lived social situations”. The writer applied the descriptive qualitative method as the research methodology because a qualitative method is a method to analyze qualitative data, which is the data consist of words, not numerical patterns.

In addition, the data in the qualitative method the collection tool is the author himself, which means that the writer complied with at the same time, this study used descriptive qualitative methods as the research object. Her qualitative research showed that the descriptive and qualitative focus is on emphasizing meaning, description, explanation, and placing the data in the correct context each is usually done with words rather than numbers. Then in presented the result of the research, the writer describes the classification through the types of speech acts and gives the clear reason for deciding it.

3.2 Data Source and Data

The Writer's data source taken from " The Holy Bible " New International Version. The sermon on the Mount was written in that Bible that's happens to be in Matthew 5-7 consists of 108 verses. The writer divided those verses into utterances according to the performative verb for analyzing speech act classification. The Data of the study was the Expresses Speech act that is in every verse of " The Sermon on the Mount"

3.3 The Instrument of Collecting Data

Arikunto (2010: 172) states that a research instrument is a device used by the researcher during the data collection by which the work is easier as the data are complete and systematic. In this study, the writer did observation by using observation sheet to analyzed the speech act in the sermon and It has conducted to give the understanding about the speech act to the readers.

3.4 The Technique of Collecting Data

Those steps are the procedures of this study.

1. Firstly, the write identified a research problem. Here the writer recognized all the utterances of the sermon.
2. Secondly, the writer reviewed the literature. It means that the writer has some theories that are related to her study. The writer used speech act theory in her study.

3.5 The Technique of Analyzing Data

After the collect the data, they were analyzed. Mahsun (2012:258) states that there are six methods in qualitative analysis, they are content analysis, taxonomy analysis, domain analysis, componential analysis, discovering cultural, and constant comparative analysis. In this research, the writer applied content analysis qualitative for data analysis method because the content analysis is the analysis of manifest and latent content of a body of material through classification, tabulation, and evaluation of its key symbols and themes to ascertain its meaning and probable effect (Webster's Dictionary of English Communicated Language).

This statement becomes the other reason for the writer to apply qualitative analysis. Here are some techniques in analyzing the data:

1. Read the text of the Sermon.
2. Collecting the data.
3. Determining the performative verbs that used in the utterances.
4. Identifying the performative verbs use as the characters of which act.
5. Analysis the utterances based on the speech acts.
6. Classifying the speech act based on utterances of Jesus Christ in Matthew 5-7 "The sermon on the Mount"
7. Colculating the occurances into percentage.
8. Writing the conclusion from finding.

3.6 The Validity of the Data

The trustworthiness of the data is very needed to be check the validity of the data. In this study, the triangulation technique was used by the study to observed the validity of the data. Sugiyono (2007: 330) Determining the truth about the same social phenomenon was not the purpose of triangulation however increased one's understanding of what has been researched. Triangulation is the credibility of the data that needs to be checked to check the validity of the data. In this study, the writer used triangulation techniques to observe the validity of the data.

Sugiyono (2007: 330) states that triangulation, the aim is not to determine the truth about the same social phenomenon, rather than the purpose of train Determining the truth about the same social phenomenon is not the purpose of triangulation but increases one's understanding of what has been researched Sugiyono (2007: 330). The qualitative cross-validation is called triangulation, and which is assessed is the sufficiency of the data according to the convergence multiple data source or multiple data collections, said William Wiersma in Sugiyono (2007: 372). There are four types to identify the triangulation of data :

1. Data Triangulation: involves time, space and persons
2. Investigator Triangulation: involves multiple writers in investigation.
3. Theory triangulation: involves using more than one theoretical scheme in the interpretation of the phenomenon
4. Methodological Triangulation: involves using more than one option to gather data, such as interviews, observations, and documents.

So, triangulation used to find the best for eliminate the differences in construction of reality that is in the context of a study when collecting data on various events. In this study, the writer used Methodological Triangulation to compares the result of observation.