

AN ANALYSIS OF SPEECH ACTS IN ERNEST HEMINGWAY'S THE KILLERS

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Abstract

The article begins by highlighting the importance of language as a means of communication and the significance of studying the relationship between language and context. It also discusses the relevance of analyzing speech acts in understanding the intended meaning behind utterances. Previous studies on speech acts in Hemingway's works are mentioned, focusing on locution, illocution, and perlocution, or the form and meaning of speech acts. The research methodology employed in this study is descriptive-qualitative, involving the analysis of dialogue fragments from the short story. The data collection technique involves extracting relevant conversations from the story and categorizing them based on the speaker, hearer, topic, and setting. The analysis includes identifying the types of speech acts used, exploring their possible meanings, classifying them into five general functions (assertives, commissives, directives, expressives, and declaratives), and categorizing them based on sentence structure (declarative, interrogative, imperative, or exclamative). The findings and discussions section presents several examples of speech acts found in the short story, describing the locution, illocution, perlocution, and classifications of each speech act. The results demonstrate the diverse range of speech acts employed by the characters in "The Killers" and their impact on communication within the narrative.

Keywords— Illocutionary acts, Locutionary acts, Perlocutionary acts, Speech acts.

Introduction

Language is a vehicle of communication where by one person conveys messages to another for range of different purposes, e. g informing, ordering, persuading, and reassuring (Leech, 1981: 27). This definition shows that, language is not only made and use by people's society but also becomes important because people use it to communicate with others. In other words, the function of language is to make a communication and to deliver information each other. So, language is really needed by people as a means of communication in their life.

The study of relationship between language and context in which is used, or is the analysis of language in use emphasizing on the social context (Brown and Yule, 1983: 1). The discourse analysis has come to be used with a wide range of methodology developed primarily for textual study. One of the parts of discourse analysis is speech act. Speech act is concerned with what people say through the utterance. So, it can be said that through speech acts (words, phrases, sentences, utterances) that someone says, we able to understand what is he or she wants us to do exactly without asking or giving straight order to us. In another words, speech act is containing a symbol or possible meaning of each sentence. Speech acts is our statements to ask someone to do something depend on the context from different speakers, hearers, places and occasions.

There are two reasons why does this article are taken first, *The Killers* is one of Hemingway's most anthologized short stories because it is representative of Hemingway's style. *The Killers* includes the meaninglessness of human life, masculinism, the inevitability of death, using short sentences, slang, and understatement. It contains lots of speech acts in the dialogues. *The Killers* is adapted for the screen and movie, and available at most video stores and many libraries. Second, Ernest Hemingway is one of the most influential American writers of the twentieth century. His influence extends not only to novelists and short story writers but also to journalists, playwrights, critics, and filmmakers. Moreover, Hemingway wins the Nobel Prize in literature in 1954.

Analyzing speech act is needed because people sometimes don't get the point of the intended meaning when the speaker is saying an utterance. This paper intends to analyze speech acts in some utterances in *The Killers*. Here, the study focused to analyze an utterance. The objects of the research are some utterances in this short story. The conversation of *The Killers* made design in order to get many participants.

Analyzing a short story in terms of speech acts are still difficult to find. Such research offers a good input to linguistic study as well as literary study. Thus, this research will be useful in terms of linguistic study as well as literary study. Based on that I have read, there are two researchers that analyze speech acts in short story. Maria Sihombing (1994) *The Old Man and the Sea* by Ernest Hemingway, using speech acts theory. But her analysis is only to find the form of locution, illocution, and perlocution in the short story. Similarly, Agus Subiakto (2001) "*The Hills Like White Elephants*" by Ernest Hemingway, using speech acts theory. His research is only to find the meaning of speech acts in the short story's sentence. Thus, in this paper not only to analyze the form of speech acts, the possible meanings, and classified into five general functions of illocutionary acts in the short story, but also to classify the use of speech act used by the characters in *The Killers* short story by Ernest Hemingway.

"A theory which analysis the role of utterances in relation to the behavior of speaker and hearer in interpersonal communication". In another word speech act is written or spoken action from the speaker to the hearer. Speech act can be represented through utterance. It has been stated that when someone makes an utterance containing a speech act, he carries out a certain act. Austin (1962).

Speech act is the production or issuance of a sentence token under certain condition (Searle, 1969: 16). What is meant by speech act can be shown by these examples: if structure teacher says to her students: "On Monday next week I will give you a structure test on English If-clauses.", the utterance represents *an act of order to study*. If a tax's chief says to his employee with a reference to taxation: "Tomorrow is March 30." The utterance represents *an act of reminding to submit the tax report tomorrow at the latest at the tax office*. If a student says to his friend in the classroom: "The teacher is angry." The utterance represents *an act of requesting of his friend to stop talking*. If a mistress says to her servant: "We run out of sugar," the utterance represents *an act ordering the servant to buy sugar*. Based on the above theory, it has been given a simple opinion that speech act is the statements or utterances that ask someone to do something in their interpersonal communication depend on different speakers, hearers, places and occasions.

According to Austin (1962), there are three kinds of speech acts: locutionary acts is roughly equivalent to uttering a certain sentence with a certain sense and reference, which again is roughly equivalent to 'meaning' in the traditional sense (Austin, 1962: 108). Illocutionary acts such as informing, ordering, warning, undertaking, &c., i.e. utterances which have a certain (conventional) force (Austin, 1962: 108). Perlocutionary acts: what we bring about or achieve by saying something, such as convincing, per-suading, deterring, and even, say, surprising or mislead- ing (Austin, 1962: 108).

Based on Austin's statements above, it can be described like this: *Locutionary act* is according by the utterances or sentences itself/ the linguistics form, example: "the room is so hot". *Illocutionary act* is an intended meaning, asking someone to do something, example: an act to ask someone to turn on the fan. *Perlocutionary act* is the act of causing a certain effect on the hearer and other, the impact from the illocutionary acts, example: someone stand up and turn on the fan.

Searle stated (1969: chapter3) there are five general functions of illocutionary acts: Assertives, in which the speaker believes that the proposition expressed represents an actual state of affairs and has grounds for so doing. This class includes *accuse, criticize, complain, assert, state, deny, predict*, etc. The basic assertive verb is *to assert*. Commissives, in which the speaker becomes committed to do something at some point in the future. The class includes *promise, vow, pledge, guarantee*, etc. the basic commissives verb is *to commit*. Directives, in which the speaker attempts to get the hearer to carry out a future course of action. The class includes *request, question, order, coment, beg, suggest, urge*, etc. The primitive or basic directives verb is *to direct*. Expressives, in which the speaker expresses some psychological state, feeling, or attitudes, about given state of affairs. The class includes *apologize, compliment, deplore, praise, complain*, etc. No one expressive verb is more basic than the others. Declaratives, in which the speaker brings about some state of affairs (usually an institusional sort) by virtue of the utterance itself. The performance of the act brings about a change in the world. The class includes *endorse, resign, nominate, name, appoint, apply*, etc. The primitive or basic verb is *to declare*.

In another words, it can be concluded as follows: *Assertives* is to tell the truth, something happens in reality, example: "The sun is rises from the east." *Commisives* is promise or commit, example: "I will pay my dept soon". *Directives* is asking someone to do something face to face, example: "Would you open the door, please!" *Expressives* is to show our feeling, example: "You know that I do love you from the deepest of my heart." *Declaratives* is changing the word by authority, examples: The Judge: "I punished you with three years in jail." The Teacher: "Get out from my class right now!" The Priest: "I pronounce you as a couple, now you may kiss your wife."

Illocutionary forces are superficially indicated by a number of devices. For examples, it is claimed that grammatical sentence types (or moods) literary indicate illocutionary forces. English has four main sentences types, the declaratives, the interrogative, the imperative, and the exclamative. Traditionally the meaning of each type has been associated with a particular illocutionary force. This is the orthodox version of the literal meaning conveyed by uttering a sentence in the declarative is that the speaker is performing a statement. Downes (1998: 380).

In another words, speech acts can be used for its classification based on the structuralization. There are four type classifications the use of speech acts: declarative in statements e.g You are pregnant, interrogative in question it is marked with question mark (?) e.g Are you pregnant?, imperative in command or request exclamative in feeling surprise, Get yourself pregnant!, it is marked with exclamation mark (!),What a pregnancy that was!. The main reason we use speech acts, exactly considered to be more polite is based on some complex social assumptions.

Related from the statements of the problems, there are three purposes of this thesis, they are: (1) analyzing the form of speech acts (locution, illocution and perlocution), (2) finding the possible meaning of speech acts, speech acts classifications (five general functions of illocutionary acts), and (3) classifying the use of speech acts by the characters in Hemingway's short story The Killers.

Literature Review

Speech Acts

Speech acts are linguistic representations of the function of created utterances. Communication allows one to act. The speaker can represent physical activity through speech actions by using basic words and phrases. (Hidayat, 2016) A speech act is anything a person says that not only conveys information but also performs an action. Using a pragmatic method, the politeness values contained in each utterance are determined by evaluating the speech data categorised as strong speech acts. The writer must first determine the modes of communication in order to develop politeness values in each discourse. (taufik, 2008).

Locution, Illocution and Perlocution

Every activity that results in a speech is made up of three connected actions: locutionary acts, illocutionary acts, and perlocutionary acts. (Musyarofah, L., & Sulistyaningsih, S. 2019). As a result, the researcher wishes to ask the reader to examine the locutionary, illocutionary, and perlocutionary activities performed by the character in the short story Killers.

Summary of The short story "The Killers" by Ernest Hemingway

"The Killers" opens with two men entering a lunchroom. They're plainly from out of town, and they act like jerks by harassing George, the man in charge of the establishment. They also make fun of Nick Adams, the young man on the other side of the counter. When they've finished their meal, they go behind the counter and order Nick.

After the men have left, Nick rushes over to Ole's lodging, a boarding house room. The man, a former heavyweight prizefighter, is discovered by him fully dressed and laying in bed. Ole claims that despite knowing that men are on their way to kill him, the man does not wish to flee. Even though he knows he's going to die, he still finds it difficult to leave the house because he knows he'll be killed if he does. The three men are standing about in the lunchroom chatting about how bad this is when Nick arrives, defeated. George and Sam appear to be ready to move on, but Nick says he's "going to get out of this town." George advises him to simply avoid thinking about it.

Research Method

Research design, this research reveals the method of analyzing the problem in this study. It applies descriptive-qualitative method. It means that the research method only describes about speech act on the short story The Killers by Ernest Hemingway. The research is served in words/ phrase/ sentences/ paragraphs not in numerical.

Source of the data, the main data in this study is taken from the utterances or sentences from short story The Killers by Ernest Hemmingway that contains speech acts are using by characters in the conversation. Some references that relating to the main data, such as literary theories, literary critics about the topic, source from internet, books of speech act, and other references that deal with this research.

Data Collection Technique, the script of this short story is taken from the internet. Then the data is broken into small conversation which is called fragments. Some fragments contain conversational implication and speech acts are taken on the data to be analyzed. The conversations that relate to illucotion are noted then joined in each of group locution and perlocution description further. The result of data collection will be presented in chapter IV as the presentation of the data.

Data analysis technique, in analyzing the speech acts in the utterance written in the short

story. It is divided into several steps as follow: (1) transforming the script of the short story that are used by the characters into dialog or conversation, (2) fragmenting through breaking the dialog or conversation into fragment, different topics are constituent different fragments. From the fragment we know the speaker, the hearer, the topic and the setting, (3) numbering, each fragment in dialog or conversation is numbered in order to make it easier both analyzing the data and for the readers, (4) findings the speaker, the hearer, the topic and the setting of each fragment based on the context used by the characters, (5) listing each of speech acts fragment into kinds of speech acts (locution, illocution and perlocution), (6) analyzing the possible meaning of speech acts that used by the characters, (7) classifying the speech acts into five general functions of speech acts, (8) classifying the use of speech acts based on the structure, the declaratives, the interrogative, the imperative, or the exclamative, (8) presenting the whole speech acts analysis through the table.

Results and Discussion

The researcher shares the data she's gathered from Ernest Hemingway's short story *The Killers* in this section. (Hemingway, 1954)

- (1) The speaker: George. The hearer: Al and Max. The topic: George ask Al and Max what they want to eat. The setting: at the counter of lunch room. **Locution:** *"What's yours?"* **Illocution (possible meaning):** an act of asking what kind of lunch menus do Al and max want to eat. **Perlocution:** they feel confuse about the lunch menu. **Speech Acts Classifications:** Directives, **The use of speech acts:** Question.
- (2) The speaker: Max. The hearer: Al. The topic: Max asks Al what is the lunch menu does he really wants to eat. The setting: at the counter of lunch room. **Locution:** *"I don't know what I want to eat."* **Illocution (possible meaning):** an act of asking what kind of lunch menus does Al wants to eat. **Perlocution:** Al confuses about the lunch menu. **Speech Acts Classifications:** Expressives, **The use of speech acts:** Statement.
- (3) The speaker: George. The hearer: Al. The topic: George explains to Al about the kinds of menu that the dinner has. The setting: at the counter. **Locution:** *"It isn't ready yet."* **Illocution (possible meaning):** an act of asking Al to wait while he can gets the dinner until six o'clock. **Perlocution:** Al doesn't want to wait any longer. **Speech Acts Classifications:** Expressives, **The use of speech acts:** Statement.
- (4) The speaker: Al. The hearer: George. The topic: George explains to Al about the kinds of menu that the diner has. The setting: at the counter. **Locution:** *"What the hell do you put it on the card for?"* **Illocution (possible meaning):** an act of ordering the explanations about the menu. **Perlocution:** Al becomes very angry. **Speech Acts Classifications:** Expressives, **The use of speech acts:** Question.
- (5) The speaker: George. The hearer: Max. The topic: George shows the time. The setting: behind the counter. **Locution:** *"It's five o'clock."* **Illocution (possible meaning):** an act of showing the time to Max to wait for the dinner. **Perlocution:** Max doesn't want to wait. **Speech Acts Classifications:** Expressives, **The use of speech acts:** Statement.
- (6) The speaker: Al. The hearer: George. The topic: George shows the time. The setting: behind the counter. **Locution:** *"It's twenty minutes fast."* **Illocution (possible meaning):** an act of showing the time to fast five minutes for dinner. **Perlocution:** Max ignores it. **Speech Acts Classifications:** Expressives, **The use of speech acts:** Statement.
- (7) The speaker: Al&Max. The hearer: George. The topic: Asking about the dinner menu. The setting: behind the counter. **Locution:** *"Oh, to hell with the clock,"* **Illocution (possible**

- meaning):** an act of showing feeling to ignore the clock. **Perlocution:** George doesn't want to hear Al's comment. **Speech Acts Classifications:** Expressives, **The use of speech acts:** Surprise.
- (8) The speaker: Al. The hearer: George. The topic: Asking about the dinner menu. The setting: behind the counter. **Locution:** *"Everything we want's the dinner, eh? That's the way you work it."* **Illocution (possible meaning):** an act to order George to serve the dinner quickly. **Perlocution:** George serves them the dinner menu. **Speech Acts Classifications:** Declaratives, **The use of speech acts:** Statement.
- (9) The speaker: Max. The hearer: George. The topic: Max shows the time to George. The setting: behind the counter. **Locution:** *"I'll take ham and eggs,"* **Illocution (possible meaning):** an act to choose ham and eggs for dinner. **Perlocution:** George let him to choose the menu as he like. **Speech Acts Classifications:** Declaratives, **The use of speech acts:** Statement.
- (10) The speaker: The other man. The hearer: Al. The topic: the other man is wants to order the other menu to Al. The setting: at the counter. **Locution:** *"Give me bacon and eggs,"* **Illocution (possible meaning):** an act of giving the order to serve the other menu. **Perlocution:** Al gives the food and offers him the drink. **Speech Acts Classifications:** Directives, **The use of speech acts:** Command/Request.
- (11) The speaker: Al. The hearer: George. The topic: George is asking to Al about the drink menu. The setting: at the bar. **Locution:** *"Got anything to drink?"* **Illocution (possible meaning):** an act of giving order to serve him the drink that the bar has. **Perlocution:** George answer Al's question. **Speech Acts Classifications:** Directives, **The use of speech acts:** Question.
- (12) The speaker: George. The hearer: Al. The topic: George is asking to Al about the drink menu. The setting: at the bar. **Locution:** *"Silver beer, bevo, ginger ale,"* **Illocution (possible meaning):** an act of giving order to serve him the drink menu that the bar has. **Perlocution:** Al finally takes the drinks. **Speech Acts Classifications:** Assertives, **The use of speech acts:** Statement.
- (13) The speaker: Al. The hearer: George. The topic: Al is asking to George about the drink. The setting: at the bar. **Locution:** *"I mean you got anything to drink?"* **Illocution (possible meaning):** an act of asking the other drink menu and make sure about that he really wants to drink. **Perlocution:** George regrets it. **Speech Acts Classifications:** Expressives, **The use of speech acts:** Question.
- (14) The speaker: George The hearer: Al. The topic: George is giving the reasons to Al about the drink menu that the bar only has. The setting: at the bar. **Locution:** *"Just those I said."* **Illocution (possible meaning):** an act of giving the reasons to Al about the drink menu that the bar only has. **Perlocution:** George regrets it. **Speech Acts Classifications:** Expressives, **The use of speech acts:** Statement.
- (15) The speaker: Max. The hearer: Al. The topic: Max and Al are talking about the weather in Summit town. The setting: at the bar. **Locution:** *"This is a hot town,"* **Illocution (possible meaning):** an act of giving the reasons to Al about the town weather to have the cold drinks. **Perlocution:** Al agrees with Max reason. **Speech Acts Classifications:** Declaratives, **The use of speech acts:** Statement.
- (16) The speaker: Max. The hearer: George. The topic: Max eats the ham and George watch on

him. The setting: in the kitchen. **Locution:** “*What are you looking at?*” **Illocution (possible meaning):** an act of giving the order not to looking at him while Max is eating his food. **Perlocution:** George doesn’t want to look at him anymore. **Speech Acts Classifications:** Expressives, **The use of speech acts:** Question.

- (17) The speaker: Max. The hearer: George. The topic: Max eats the ham and George watch on him. The setting: in the kitchen. **Locution:** “*You don’t have to laugh,*” “*You don’t have to laugh at all, see?*” **Illocution (possible meaning):** an act of giving the order not to laughing at him while Max is eating his food. **Perlocution:** George doesn’t laughing him. **Speech Acts Classifications:** Expressives, **The use of speech acts:** Command/Request.
- (18) The speaker: Max. The hearer: George. The topic: George is called by George as a sissy. The setting: around the counter. **Locution:** “*You go around on the other side of counter with your boy friend.*” **Illocution (possible meaning):** Max wants George to go away from his face. **Perlocution:** George feels so shame and he wants to cry, on his deeply hearts he swears to remember what Al has said about him. **Speech Acts Classifications:** Commissives, **The use of speech acts:** Statement.
- (19) The speaker: Al. The hearer: George. The topic: George is warned by Al to stay away from him. The setting: around behind the counter. **Locution:** “*None of your damn business,*” **Illocution (possible meaning):** Al wants George not to take a part on his business. **Perlocution:** George is silent. **Speech Acts Classifications:** Directives, **The use of speech acts:** Command/Request.
- (20) The speaker: Max. The hearer: The bright boy. The topic: Max is curious what the bright boy want to know. The setting: in the kitchen. **Locution:** “*why don’t you say something?*” **Illocution (possible meaning):** Max asks the bright boy to say one or two words. **Perlocution:** The bright boy wants the reason, and they have argued. **Speech Acts Classifications:** Directives, **The use of speech acts:** Command/Request.
- (21) The speaker: Al. The hearer: Max. The topic: Max is warned by Al to keep silent and shut his mouth. The setting: around behind the counter. **Locution:** “*He never had a chance to do anything to us. He never even seen us.*” “*And he’s only going to see us once,*” **Illocution (possible meaning):** an act to makes sure that Ole Andreson never do the bad thing and he is really a good man. **Perlocution:** the bright boy can’t stop thinking why Max&Al want to kill Ole Andreson. **Speech Acts Classifications:** Assertives, **The use of speech acts:** Statement.
- (22) The speaker: Max&Al. The hearer: the bright boy. The topic: Max makes sure about Ole Andreson condition. The setting: around behind the counter. **Locution:** “*Shut up,*” “*You talk too goddam much.*” **Illocution (possible meaning):** Al wants George not to take a part on his business. **Perlocution:** George is silent. **Speech Acts Classifications:** Directives, **The use of speech acts:** Command/Request.
- (23) The speaker: George. The hearer: Nick The topic: George makes sure about Ole condition, that he just fine. The setting: in front of the kitchen’s door. **Locution:** “*He’s not coming.*” **Illocution (possible meaning):** an act to make sure that Nick goes for helping him. **Perlocution:** Nick hears George shouts and tie off him. **Speech Acts Classifications:** Directives, **The use of speech acts:** Statement.
- (24) The speaker: George. The hearer: Nick The topic: George finds for help through shouting

louder. The setting: in the lunch room. **Locution:** “*That’s the truth,*” “*You ought to play the races, bright boy.*” **Illocution (possible meaning):** an act to make sure that George follows their order. **Perlocution:** George doesn’t follow their order and running out from the kitchen, finds for help and call the police. **Speech Acts Classifications:** Declaratives, **The use of speech acts:** Command/Request.

(25) The speaker: Al&Max. The hearer: George. The topic: George is warned by Al&Max to join and finish their plan to kill Ole Andreson. The setting: in the kitchen. **Locution:** “*You better go see Ole Andreson.*” **Illocution (possible meaning):** an act to make sure that Nick goes to Ole’s house and makes sure about his condition and nothing happens on him. **Perlocution:** Nick goes to Ole’s house. **Speech Acts Classifications:** Declaratives, **The use of speech acts:** Command/Request.

(26) The speaker: Ole Andreson. The hearer: Nick. The topic: Ole Andreson gives the reason why he is receive anything that could be happens on him to Nick. The setting: in Ole’s bed room. **Locution:** “*The only thing is,*” “*I just can’t make up my mind to go out. I had been in here all day.*” **Illocution (possible meaning):** an act to describe about his reasons and want Nick to understand it. **Perlocution:** Nick goes back to the lunchroom with George. **Speech Acts Classifications:** Declaratives, **The use of speech acts:** statement.

(27) The speaker: The land lady. The hearer: Nick. The topic: Nick is permit to the land lady to call Ole Andreson in his room. The setting: in the boarding house. **Locution:** “*I guess he don’t feel well. ‘Mr. Andreson, you ought to go out and take a walk on a nice fall day like this,’ but he didn’t feel like it.*” **Illocution (possible meaning):** an act of explanation that the land lady says to make nick belief with her statements. **Perlocution:** Nick beliefs her. **Speech Acts Classifications:** Directives, **The use of speech acts:** Command/Request.

(28) The speaker: Nick. The hearer: Mrs. Bell. The topic: Mrs. Bell is Ole Andreson’s neighbor. The setting: in the boarding house. **Locution:** “*Good night,*” **Illocution (possible meaning):** an act of asserting that she is not belong to the boarding house but the other one, she just se around. **Perlocution:** Mrs. Bell enters her room and goes to sleep. **Speech Acts Classifications:** Assertives, **The use of speech acts:** Surprise.

(29) The speaker: Nick. The hearer: George. The topic: George gives the aims of the killers are for. The setting: in somewhere in the counter. **Locution:** “*Double-crossed somebody. That’s what they kill them for.*” **Illocution (possible meaning):** an act of doing a murder through sadism behavior. **Perlocution:** Nick ignores the situation and wants to leaves the town soon. **Speech Acts Classifications:** Assertives, **The use of speech acts:** Statement.

(30) The speaker: George. The hearer: Nick. The topic: George is giving an advice to Nick. The setting: in somewhere in the counter. **Locution:** “*you better not think about it.*” **Illocution (possible meaning):** an act to give a good advice for his best friend. **Perlocution:** Nick is thankful. **Speech Acts Classifications:** Declaratives, **The use of speech acts:** Command/Request.

The result from the data analysis based on the script dialog, founded there are 10 characters, 35 fragments and 30 of speech act sentences, with the forms, possible meaning, classification and the use of speech acts. There are five categories of illocutionary acts: 5 Assertives, 10 Directives, 1 Commissives, 10 Expressives, 4 Declaratives, most of them are Directives and Expressives. The use of speech acts by the characters, there are: 5 functions as questions, 4 functions as comment/ request, 14 functions as statements, and 2 functions as surprise. Many of them are used as a statements function.

Conclusion

In this study the statements of the problem is significance of the forms of locution, illocution, perlocution of speech acts and the intended meaning are used in Hemingway's short story. The analyzing cannot be separated because it is integrated one another. The forms of speech act are: locution, illocution and perlocution, the intended meaning is found inside the form that is called with "illocution". So, the intended meaning/illocution is part of the form of speech act. The result from the data analysis based on the script dialog, founded here are 35 fragments and 26 of speech act sentences, with the forms, intended meaning and classification. From the statement of the problems, the utterance in *The Killers* has the forms of speech acts, there often use indirect utterance between each character in different speaker, hearer and occasion. The intended meaning can be found as one unity with the form of speech acts, there are many of implicit meaning spread in the conversation.

Analyzing speech act is needed because people sometimes do not get the point of the intended meaning when the speaker is saying an utterance. This paper intends to analyze speech acts in some utterances in *The Killers*. Here, the study focused to analyze an utterance. The objects of the research are some utterances in this short story. The conversation of *The Killers* made design in order to get many participants. According chapter four of this writing, there are three important points of speech act in *The Killers* short story of are: locutionary act, illocutionary act and perlocutionary act. The utterances in *The Killers* can be classified into five general functions of illocutionary act. From the illocutionary act, there are a lot of expressive categories are found. Assertive, directives, commissives, and declaratives are already appeared in the utterances of the conversation, although the amount as not as many the use of expressive category. Based on Searle theory, there are five categories of illocutionary acts: 3 Assertives, 8 Directives, 1 Commissives, 10 Expressives, 4 Declaratives, most of them are Expressives. Many of Expressives category are used, such us feeling of anger, disappointment, impatience, upset, shy, regret and many more. In *The Killers* many intended meaning in the dialog are found, because there are a lot of meaning implicit in the conversations that cause an express reaction from each speaker and hearer.

Furthermore, analyzing the form of locution/illocution/perlocution, the intended meaning of speech acts, and also the classified term of Illocutionary acts are quite difficult, at least we know the steps to analyze the speech acts in the right track. A detail and systematic analysis can help us to find the answer such has been said in statements of the problems. In addition, this is the one way for us to find out the speech acts in sentences or utterances easily.

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