

CONSTITUTIVE RULES OF SPEECH ACT IN A SHORT STORY “ABE THE SERVICE DOG” BY T. ALBERT: A PRAGMATIC STUDY

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ABSTRACT

Literary work is not only the structure that is an important aspect, but also the language and context that exist in a literary work. The relationship between language and context is a major issue in the field of pragmatics as well as discourse analysis. Pragmatics assumes that when people communicate with each other, they usually follow some kind of cooperation principle, that is, they have a common understanding of how they should cooperate in their communication. This study discusses about constitutive rules of speech act in short story Abe the Service Dog by T. Albert as the data source. This story tells about Abe was a real service dog who dedicated his life assisting, BJ. He is smart, well trained, well behaved, dedicated, and committed to ensuring their master is safe. This study aims to analyse a literary work with a pragmatic approach in discourse analysis. This research focuses on the constitutive rules of speech act in a short story Abe the Service Dog by T. Albert, uses the concept constitutive rules by Searle (1969) in his book entitled Speech Acts as the framework to find out about constitutive rules in a short story Abe the Service Dog by T. Albert. This research uses descriptive qualitative method to get a deep insight into the problem and library research to find data sources, in this case the data is collected in the form of words and presented descriptively. As the basis theoretical of Searle (1969:33) there are two constitutive rules of speech act, which are regulative rules is regulate antecedently or independently existing forms of behaviour, and constitutive rules do not merely regulate, it creates or define new forms of behaviour. The results show there two constitutive rules of speech act, which are regulative rules with three situation and constitutive rules with two situations in short story Abe the Service Dog by T. Albert. This research is expected to be useful for the development of pragmatics study in discourse analysis.

Keywords: Pragmatics, Speech Act, Short Story.

Introduction

In a literary work, it is not only the structure that is an important aspect, but also the language and context that exist in a literary work. Because basically language and literature are two things that cannot be separated. As Eagleton (1988: 4) said, literature is a work of fine writing a work that records the form of language. Meanwhile, according to Teeuw (1984:13) literature is the use of beautiful and useful language that signifies other things. From the opinions above, it can be concluded that literature is a form of art that uses language as a medium for conveying a story, and a good story is a story that uses language and context that can be accepted and understood by readers.

The relationship between language and context is a major issue in the field of pragmatics as well as discourse analysis. As it is known, Pragmatics is the study of meaning as it relates to the context in which one speaks or writes such as social, situational, and textual contexts, and can include the context of background knowledge. This is supported by Yule (1996:4) who says that pragmatics talks about a person's intended meaning, assumptions, purposes, and the variety of actions they complete after they speak. Pragmatics assumes that when people communicate with each other, they usually follow some kind of cooperation principle, that is, they have a common

understanding of how they should cooperate in their communication. In terms of pragmatics, one of the most important phenomena is the speech acts that occur between characters.

As for discourse analysis, it is an analysis that examines language patterns in texts and considers the relationship between language and the social and cultural context in which it is used. In addition, it considers the ways in which language use presents different views of the world and different understandings. It examines how language use is influenced by relationships between participants as well as the effects of language use on identity and social relationships. It considers how worldviews, and identities, are constructed through the use of discourse (Paltridge 2012:2). Also, discourses not only have specific meanings, they also have distinctive linguistic features associated with them. Realizing these meanings in language is of primary interest in the field of discourse analysis. Discourse analysts are also interested in how people organize what they say in the sense of what they usually say first, and what they say next and so on in a conversation or in a piece of writing. This is why analyzing discourse becomes an important part because studying discourse analysis can improve one's ability to analyze certain texts. It can be useful to detect arguments, sentence structures, and language usage more carefully.

To find out the field of pragmatics that is relevant to the field of discourse analysis, it can be traced through Austin (1962) *How to Do Things with Words* and Searle (1969) *Speech Acts* which states that speech acts in a language are used to 'do something' other than referring to the truth or falsity of certain statements. Also, language is used to describe a fact or situation, except for a statement that can be tested for truth or falsity, because the statement is basically meaningless. In other words language is used to give orders, make requests, warn or advise, or to do something that goes beyond the literal meaning of what we say. This notion gives rise to the speech acts of the illocutionary act which refers to the speaker's intention in uttering words. Important in speech act theory is the concept of felicity conditions. The felicity conditions of an utterance are constitutive rules. That is, they are not just something that can be 'right' (or wrong) or 'misused', but rather something that shapes and defines the action itself. That is, they are rules that must be followed for the utterance to function. This notion is supported by the theory of Searle (1969:33) which states that there are two constitutive rules in speech acts, namely regulative rules and constitutive rules, and also supported by the argument of Thomas (in Paltridge, 2012: 42) who states that rules consist of five fundamentals, such as the rules are 'all or nothing', also mean 'yes/no' in their application, then the rules are exclusive and arbitrary, and the Rules aim to define a speech act whereas principles describe what people do.

In this research, the researchers apply a qualitative method with descriptive analysis to find out the constitutive rules of speech act in the short story *Abe the Service Dog* by T. Albert. According to Sugiono (2010:9) qualitative research is research where the researcher is the key, data collection techniques are combined, and data analysis is inductive. As for library research, it is a situation where researchers obtain data and information about the object of their research through scientific papers (Semi, 2021: 10). Therefore, in this case the data is collected in the form of words and visuals and presented descriptively.

The theory base on Searle (1969:33) in his book entitled *Speech Acts* regarding constitutive rules. He said there are two constitutive rules of speech act, which are regulative rules and constitutive rules. The regulative rules is regulate antecedently or independently existing forms of behaviour and the constitutive rules do not merely regulate, it create or define new forms of behaviour.

The discussion above leads the author to discuss the research a short story *Abe the Service Dog* by T. Albert, because this short story contains constitutive rules of speech acts that can be studied using pragmatics study. This story tells about Abe was a real service dog who dedicated his life assisting BJ, a good family friend. Service Dogs are smart, well trained, well behaved, dedicated, and committed to ensuring their master is safe. They are sometimes the eyes of their master, a companion and aid to the mentally challenged, and an early warning system for those with seizures and other intermittent disorders. The discussion about the meaning of constitutive rules and find constitutive rules in a short story *Abe the Service Dog* by T. Albert.

Results

In this section, the researcher presents the results and discussion of the research. The data of this research are the constitutive rules of speech acts contained in the short story entitled *Abe the Service Dog* by T. Albert. There are eight constitutive rules.

a. Regulative Rules

The regulative rules is regulate antecedently or independently existing forms of behaviour. The data below is data that researchers have collected about regulative rules.

Datum 1

Here is the context of situation telling the reader how as service dogs, they will be sent to school and undergo studying and training.

"When I got a little older, I was sent away to school." (p.3)

This context shows the regulative rule because of behaviour every service dog must be sent to school for studying and training. After his owner told him that he would be a service dog for a person who could not see, then when he grew up he would be sent to school. Not only that, in the story Abe also told about his siblings who they are also chosen as a service dog.

"My sister was sent to another school to learn how to help people with Autism. To be their friend and help them get around." (p.4)

"One of my other brothers was sent to a special school so he could learn how to warn people that they were going to get sick before they did." (p.5)

"My other brothers and sisters became good friends with people in good families. Not every dog can become a Service Dog." (p.6)

Knowing his siblings were also chosen as service dogs and had to go to school for studying and training, this becomes a regulative rule.

Datum 2

Here is the context of situation telling the reader how shows what Abe learned during his time at school.

"I had to learn to stop and look before crossing the street. And learn what a red, yellow, and green directional light meant and what I should do." (p.8)

"I was taught how to guide a person to go left, right, to step up and down, to stop, to move forward a little, to back up, and much more." (p.9)

"I had to learn where I was and how to get back, even in strange areas." (p.10)

"I had to learn how to behave in a restaurant and never, ever, beg for food. That was hard." (p.11)

"I had to learn that I could be a plain old playful dog as long as my halter was off. But once it was on... I was working. I became the eyes of my master and their safety and how they got around was up to me." (p.12)

This context shows a regulative rule because of the behaviour in the school that is intended for studying and training, which in the data shows that Abe learns many things in school to learn the things needed as a service dog.

Datum 3

Here is the context of situation telling the reader when Abe meets his master whom he will serve after graduating from school.

"After a long time in school, I graduated and my trainer introduced me to BJ. The person who would become my master." (p.13)

"We trained together for several weeks and became very good friends." (p.14)

This context shows a regulative rule because of the behaviour after graduating from school a service dog must be training with the person who become his master. Not only that, other data also shows how Abe serve his master.

"I took care of BJ. I knew when she didn't feel right and could tell if she was happy or unhappy, sad, grumpy, or whatever. I would always try to make things better for her." (p.17)

This context shows a regulative rule because tell of behaviour a service dog who serve serve his master.

b. Constitutive Rules

The constitutive rules do not merely regulate, it create or define new forms of behaviour. The data below is data that researchers have collected about regulative rules. The data below is data that researchers have collected about constitutive rules.

Datum 1

"BJ took care of me. She knew when I did not feel right and could tell if I were happy or unhappy, sad, grumpy, or whatever. She would always try to make things better for me." (p.18)

This context shows a constitutive rules due to the behaviour of Abe taking good care of his master, BJ and forms a new behaviour towards BJ to Abe to keep her service dog, Abe healthy and always in a good mood.

Datum 2

"I will meet him tomorrow and help him understand his new master..." (p.20)

This context shows a constitutive rules due to when Abe could not help his master anymore and he starts to form a new behaviour towards Abe to new service dog to help the new service dog to understand his new master.

CONCLUSION

The results show there two constitutive rules of speech act, which are regulative rules and constitutive rules in short story Abe the Service Dog by T. Albert. There are three situation in regulative rules such as how a service dog sent to school and undergo studying and training, how shows what Abe learned during his time at school, and when Abe meets his master whom he will serve after graduating from school. Then, the two situation in constitutive rules such as due to the behaviour of Abe taking good care of his master, BJ and forms a new behaviour towards BJ to Abe to keep her service dog, Abe and due to when Abe could not help his master anymore and he starts to form a new behaviour towards Abe to new service dog to helped the new service dog to

understand his new master. With this research, the researcher expected that it can be to be useful for the development of pragmatics study in discourse analysis.

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