



Pragmatic Study: Types And Functions Of Speech Acts In Pooh's Dialogue In "Winnie The Pooh"

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ABSTRACT

Purpose of the study: The purpose of this study is to analyze the types of speech acts used by the character Pooh in the dialogue of the Winnie the Pooh story. This study aims to identify locution, illocution, and perlocution in Pooh's utterances and to understand the functions and effects of the communication produced.

Methodology: This study uses a qualitative method with a content analysis approach. Data in the form of Pooh character utterances in Winnie the Pooh were analyzed based on John Searle and J.L. Austin's speech act theory. Data collection techniques were carried out through documentation, with samples selected using purposive sampling. Data analysis refers to the Krippendorff content analysis method.

Main Findings: This study found that Pooh used 258 speech acts in 90 dialogues, consisting of locution, illocution, and perlocution. The most dominant illocutionary act was representative (49.6%), while perlocutionary acts were most often used to convince the listener (58.1%). Pooh used more direct speech acts (235 times) than indirect (23 times), indicating a tendency towards more explicit communication in interactions.

Novelty/Originality of this study: This study provides a new perspective in the analysis of speech acts in children's literature, especially Winnie the Pooh. This study reveals the communication patterns of Pooh characters that have not been widely studied, as well as their contribution to understanding language strategies in literary texts. These findings can enrich pragmatic studies and support children's literacy-based language learning.

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1. INTRODUCTION

Language is a fundamental aspect of human life that allows individuals to communicate, convey ideas, and build social interactions. As the main means of communication, language is not only used in everyday conversation, but is also present in various media, such as literary texts, films, and digital media [1]-[3]. In linguistic studies, especially in the field of pragmatics, communication is not only seen as the literal delivery of information, but also as an action or deed carried out through speech [4]-[6]. This is known as the concept of speech act, which was first introduced by John Langshaw Austin and then further developed by John Searle.

According to speech act theory, every utterance produced in a conversation not only has linguistic meaning (locution), but also contains a certain intention (illocution) and can cause certain effects or reactions in the listener (perlocution). This concept is the basis for understanding how language is used to achieve certain goals in communication [7]-[9]. In everyday life, speech acts often appear in various forms, both in oral and written communication [10]-[12]. One form of written communication that is interesting to study from the perspective of speech acts is dialogue in literary works, especially children's stories.

One of the literary works rich in verbal interaction is Winnie the Pooh, a collection of children's stories written by A. A. Milne and first published in 1926. Winnie the Pooh is not only known as an entertaining story, but also has educational value, both in terms of language and morals [13], [14]. The dialogues in this story show how the characters interact with each other, convey their intentions, and influence their interlocutors [15]-[17]. The main character in this story, Pooh, often uses various types of utterances that can be studied more deeply using speech act theory [18], [19]. In this context, this study aims to analyze the speech acts used by Pooh in his dialogues. The main focus of this study is to identify the types of speech acts that appear in Pooh's interactions with other characters, and to understand how these utterances function in the context of story communication. This analysis will use the framework of speech act theory which includes three main aspects, namely locution (the literal meaning of the utterance), illocution (the intention that the speaker wants to convey), and perlocution (the impact or effect caused on the listener) [20]-[22]. By understanding these aspects, this study is expected to provide deeper insight into how language is used in literary texts to build communication and convey certain messages to readers.

Furthermore, this study also aims to determine the composition of direct and indirect speech acts used by Pooh in his conversation. Direct speech acts occur when the grammatical structure of an utterance is in accordance with its communicative function, such as commands in the form of imperative sentences or questions in the form of interrogative sentences [23]-[25]. Conversely, indirect speech acts occur when an utterance has a form that is different from its communicative intent, such as questions that are actually used to give commands or suggestions. By analyzing this phenomenon, this study can reveal how communication strategies are used by characters in the story to achieve certain goals, including in terms of politeness and communication effectiveness.

Research on the analysis of speech acts in children's literature has been widely conducted. For example, research that analyzes speech acts in short stories "Si Malanca" creation Harris Effendi Tahar [26]. In addition, there is also research that examines illocutionary speech acts in films "Dua Garis Biru" creation Ginatri S. Noer [27]. However, specific research analyzing speech acts in the dialogue of Pooh's character in the story "Winnie the Pooh" is still rare. This research is important to fill this gap, so that it can provide a deeper understanding of the use of language and communication strategies in popular children's literature such as "Winnie the Pooh".

This study presents a novelty with a special focus on the analysis of speech acts in the dialogue of the Pooh character in the story "Winnie the Pooh", which until now has rarely been studied in depth. Unlike previous studies that more commonly analyze speech acts in short stories or films, this study explores in detail the types and functions of speech acts in popular children's literature that have unique characteristics and distinctive language [28]-[30]. The pragmatic approach used allows for a deeper understanding of how communication strategies and language use are reflected in the interactions of the Pooh characters, so that this study not only fills the gap in studies, but also makes an important contribution to the development of pragmatic studies in children's literature.

This study has important implications in the field of pragmatics and children's literature, especially in understanding how speech acts play a role in building character and communication in popular literature [31], [32], [33]. By focusing on the dialogue of the character Pooh, this study provides new insights into the types and functions of speech acts used in the context of children's conversations, which have so far received little attention in speech act studies. The practical implication is that the results of the study can be a source of reference for educators, writers, and observers of children's literature in developing more contextual and interesting language learning materials [34], [35]. In addition, this study also opens up opportunities for the development of pragmatic studies that connect aspects of language with moral and social values in children's literature.

This study aims to analyze the speech acts used by the character Pooh in Winnie the Pooh by applying speech act theory [36]-[38]. Specifically, this study has several main objectives. First, to identify the types of speech acts used by Pooh in his dialogue. Second, to analyze the use of locution, illocution, and perlocution in each utterance uttered by Pooh. Third, to examine the effects of Pooh's speech acts on other characters in the story. Through this study, it is hoped that a deeper understanding can be obtained regarding the use of speech acts in literary texts, as well as to contribute to the study of pragmatics, especially in the application of speech act theory in literary discourse analysis [39], [40].

This research has several benefits, both theoretically and practically. Theoretically, this research is expected to enrich linguistic studies, especially in the analysis of speech acts in children's literature. Practically, the results of this study can be used as a reference for educators and language researchers in understanding how communication in children's stories can help language learning and teach social values to children. In addition, this study can also provide insight for children's story writers in composing more communicative and educational

dialogues. Thus, this study not only contributes to the development of linguistics, but also has relevance in the fields of education and children's literature.

2. RESEARCH METHOD

This study uses a qualitative research method with a content analysis approach. According to Creswell, qualitative research aims to explore and understand the meaning given by individuals or groups to a particular social phenomenon or problem [41], [42]. In this study, data in the form of utterances spoken by the character Pooh in Winnie the Pooh were analyzed based on the theory of speech acts developed by John Searle and J.L. Austin.

The population in this study is all utterances spoken by the character Pooh in the story of Winnie the Pooh by A.A. Milne. To determine the sample, this study used a purposive sampling technique, namely selecting parts of the dialogue that contain various types of speech acts according to the theory used [43], [44]. The main source in this study is the book Winnie the Pooh, Puffin Modern Classics edition published by Puffin Books in 2005. The selection of samples is based on the relevance of the utterances to the category of speech acts to be analyzed.

The data collection technique in this study uses the documentation method. This method was chosen because it is in accordance with the object of research in the form of written text in the book Winnie the Pooh by A.A. Milne. Documentation allows researchers to collect, identify, and analyze data without the need for direct interaction with the research subjects.

Data analysis in this study uses the content analysis method. According to Krippendorff, content analysis is an analysis technique used to make replicable and valid inferences from text to the context of its use. In this study, data was analyzed to identify and classify speech acts uttered by the Pooh character in Winnie the Pooh based on the speech act theory developed by John Searle and J.L. Austin [45], [46].

The data analysis process was carried out in several stages. First, the data that had been collected was categorized and arranged chronologically to ensure order in the analysis. Second, the researcher reread all the data in depth to understand the overall meaning of the utterances uttered by the Pooh character. Furthermore, the coding process was carried out, namely organizing data into categories or segments that were relevant to the research objectives. In this stage, each Pooh utterance was classified based on three aspects of speech acts, namely locution (literal meaning of the utterance), illocution (the intended meaning), and perlocution (the effect on the listener).

After the data is coded, the next stage is to build descriptions and analysis themes based on the patterns found in the data. Each category of speech acts is analyzed to see how Pooh's utterances are used in interactions with other characters and how they affect the context of the story. Finally, the interpretation stage is carried out to draw conclusions from the research findings. This interpretation is carried out by connecting the results of the analysis with the theory of speech acts and the context of communication in the Winnie the Pooh story. In an effort to ensure the validity of the data, this study applies a method of re-examining the data by re-reading and re-categorizing the utterances that have been coded [47], [48]. Thus, this study is expected to produce accurate and reliable findings in revealing the communication patterns contained in the Winnie the Pooh story.

3. RESULTS AND DISCUSSION

Below are the findings of speech act performed by Pooh in the dialogues when interacting with his friends.

Table 1. Locution, Illocution and Perlocution Performed by Pooh in the Dialogues of Winnie the Pooh in Chapter 1-10

No	Chapter	Austin's Three Dimension of Speech Act		
		Locution	Illocution	Perlocution
1	I - In Which We are Introduced to Winnie-the-Pooh and Some Bess, and the Stories Begin	32	32	32
2	II - In Which Pooh Goes Visiting and Gets Into a Tight Place	25	25	25
3	III - In Which Pooh and Piglet Go Hunting and Nearly Catch a Woozle	19	19	19
4	IV - In Which Eeyore Loses a Tail and Pooh Finds One	24	24	24
5	V - In Which Piglet Meets a Heffalump	23	23	23
6	VI - In Which Eeyore Has a Birthday and Gets Two Presents	44	44	44
7	VII - In Which Kanga and Baby Roo Come to the Forest, and Piglet Has a Bath	28	28	28
8	VIII - In Which Christopher Robin Leads an Expedition to the North Pole	43	43	43
9	IX - In Which Piglet Is Entirely Surrounded by Water	11	11	11

10	X - In Which Christopher Robin Gives Pooh a Party, and We Say Good-bye	9	9	9
Total			258	

The table above showed that when interacting with friends, Pooh expressed 258 utterances from 90 dialogues. The dialogues script is attached in appendix 1. The total of each act is same as others. Each act represents one locution, one illocution and one perlocution. Then, each chapter have different total of acts. Chapter VI has the highest frequency of Pooh's utterances, and chapter X has the lowest frequency of Pooh's utterances in the dialogues. Thus, the second findings are the types of illocutionary and perlocutionary acts performed by Pooh in interaction with his friends.

Table 2. Types of Illocutionary Act Performed by Pooh in the Dialogues of Winnie the Pooh in Chapter 1-10

No	Type of Illocution	Frequency	Percentage (%)
1	Representatives	128	49.6124
2	Directives	67	25.96899
3	Expressives	56	21.79543
4	Commissives	7	2.71318
5	Declarations	0	0
Total		258	100%

The table above showed that in interaction, Pooh performs most number of representatives which stands on the highest frequency, 49.61%. This is caused the dominance in the dialogues is Pooh always states to his friends which the force is asserting, guessing, assuming, supposing, etc. Meanwhile, declarations do not have frequency at all. It is caused in interaction Pooh does not make declaration to many people. There was a declaring action but it was not, it was a promising action that declares to a person. Furthermore, Pooh is not character who has power to declare something.

Table 3. Types of Perlocutionary Act Performed by Pooh in the Dialogues of Winnie the Pooh in Chapter 1-10

No	Perlocutions	Frequency	Percentage (%)
1	To convince the hearer	150	58.13953
2	To surprise the hearer	21	8.13953
3	To bore the hearer	2	0.77519
4	To annoy the hearer	7	2.71318
5	To intimidate the hearer	3	1.16279
6	To please the hearer	24	9.30233
7	To cause the hearer	51	19.76744
8	To insult the hearer	0	0
Total		258	100%

The table above showed that there is one type of perlocutionary acts that the most performs. It is to convince the hearer, 58.1%. It is because in the dialogues, Pooh always asserts his thoughts to his friends. He has a lot to state about to his friends in order to convince them. It is natural in interaction which someone always states to another person to convince or persuade to others the things.

In other words, to bore the hearer is the perlocution with the lowest percentage because Pooh does not do this to really make bored his friends. It is only to make his friends to give attention to Pooh's action. Meanwhile, the perlocutionary act unperformed by Pooh is to insult the hearer. It happens because Pooh in the story has kind attitudes who cause his friends love him. Pooh cannot make an insulting acts to his friends. The detail analysis of types of illocutionary and perlocutionary acts can be seen in appendix 2.

Then the third finding is direct and indirect speech acts performed by Pooh in interactions.

Table 4. Direct and Indirect Speech Acts performed by Pooh in the Dialogues of Winnie the Pooh short stories in Chapter 1-10

No	Chapter	Speech Act Types	
		Direct Speech Act	Indirect Speech Act
1	I	26	6
2	II	21	4
3	III	16	3
4	IV	22	2
5	V	23	0
6	VI	41	3

7	VII	28	0
8	VIII	41	2
9	IX	8	3
10	X	9	0
Total		235	23

The table above showed frequency of direct and indirect speech acts in each chapters. The detail of direct and indirect speech acts can be seen in appendix 2. It showed that indirect speech acts are fewer than direct speech act in frequency. Here, it shows that Pooh always expresses direct speech acts in interaction with his friends.

3.1 Locutionary, Illocutionary, and Perlocutionary Acts Performed by Pooh in Interactions

A locutionary act is the act of saying something. It involves an utterance that follows lexical and grammatical rules, making it logical and systematic. For example:

Pooh: Hallo, Rabbit. Isn't that you?

Rabbit: No.

(CH 2/4)

Pooh's utterance above is a locutionary act as it consists of a greeting and a question. The utterance is grammatically structured with a subject, predicate, and object.

An illocutionary act refers to the intention behind an utterance. It conveys a specific function or purpose. For example:

Robin: Did I miss?

Pooh: You didn't exactly miss, but you missed the balloon.

(CH 1/32)

Pooh's response above is an illocutionary act classified as a representative speech act. By saying this, Pooh asserts that Robin did not completely miss but failed to hit the balloon.

A perlocutionary act is an utterance that aims to have an effect on the hearer, such as eliciting a response or action. For example:

Pooh: Eeyore, I, Winnie the Pooh, will find your tail for you.

Eeyore: Thank you, Pooh. You're a real friend. Not like some.

(CH 4/9)

Pooh's statement performs a perlocutionary act that results in Eeyore expressing gratitude. Pooh's assurance makes Eeyore feel comforted, leading him to respond with "Thank you."

3.2 Types of Illocutionary Acts Performed by Pooh When Interacting

Illocutionary acts are speech acts in which a speaker performs an action by saying something, rather than simply conveying information. These acts include representatives, directives, expressives, commissives, and declarations. In Pooh's interactions, four types of illocutionary acts were found.

Representatives are those kinds of speech acts that state what the speaker believes to be the case or not. ere the speaker states something that the speaker believes to be true. These types of illocutionary act are found in Pooh's utterances when interacting as the first highest frequently occurring type which is up to 49.6%. The examples of representative performed by Pooh when interacting are as follows:

Robin: Wouldn't they notice you underneath the balloon?

Pooh: They might or they might not. You never can tell with bees. I shall try to look like a small black cloud. That will deceive them.

Robin: Then you had better have the blue balloon.

(CH 1/7)

What Pooh says in the dialogue above is categorized as a statement. As in Fraser (1983), in representatives, speaker expresses the belief that the propositional content is true and indicates the belief is worth consideration. Here, Pooh states his belief about worth consideration might or might not, which in his opinion of supposing. In other words, this shows us that Pooh is kind of character who likes to give an opinion. Because his curiosity for something, Pooh always tries to find the solution and supposes what he should do then. His character is matched with children who always want to know everything in their activities. Furthermore, the example above

clearly shows what Pooh believes to be the case. Here, he states his belief about the fact that someone never can tell with bees, because its language is not understood by Pooh and Robin. Another example for representatives can be seen in the following:

Rabbit: Hallo, are you stuck?

Pooh: N-no. Just resting and thinking and humming to myself.

Rabbit: Here, give us a paw.

(CH 2/17)

That dialogue shows that Pooh disclaims to Rabbit's question that he is not stuck. It can be concluded that Pooh does not admit it because it will make him ashamed. It is like children's attitude when doing mistakes then they make reason to protect them from adult's anger. In Searle's theory, the utterances are categorized as representatives. Based on Fraser (1983), the utterance "N-no. Just resting and thinking and humming to myself." represents "disclaim" as representative force which indicates the belief is no longer held by the speaker. The following is one more examples of representatives which is performed by Pooh when interacting:

Piglet: Tracks. Paw-marks. Oh, Pooh! Do you think it's a--a--a Woozle?

Pooh: It may be. Sometimes it is, and sometimes it isn't. You never can tell with paw-marks.

(CH 3/6)

Here, Pooh states his belief about something, in this case, about tracks. Pooh asserts to Piglet that his opinion about the track is maybe right and maybe wrong. Pooh supposes it can be known if they follow them. And by saying "You never can tell with paw-marks" remind to previous chapter that the fact is you cannot know the answer if you do not look for it. From Pooh's utterances above, they show that becoming a kind person and saying in nice attitude are good. They make relationship closer. There is hadits:

خيرُ الناسِ أحسنُهُمُ خُلُقًا

That is narrated by Imam Tabrani. It explains that the most person is who has good attitude. In speaking, person who is using good utterances to others, respecting elder person and loving younger will be loved by other people.

Directives are those kinds of speech acts that speakers use to get someone else to do something. 2 These classifications are acts which can be used to perform a command, request, suggestion, and so on. When we use this, we can make someone to do something by our utterances. Pooh, as main character in the story, who interacts with his friends, speaks different directive forces. This is because everyone exactly need someone to help when getting problems. We can find this type as the second highest frequency performed by Pooh when interacting, which is up to 25.9%. The examples are as follows:

Owl: Hallo, Pooh. How's things?

Pooh: Terrible and sad. Because Eeyore, who is a friend of mine, has lost his tail. And he's moping about it. So could you very kindly tell me how to find it for him?

Owl: Well, the customary procedure in such cases is as follows.

(CH 4/11)

In the example above, Pooh requests to Owl to tell a way to find Eeyore's tail. Here, he makes Owl to do what Pooh wants. By his utterances, he managed to make Owl to do something. Thus, this utterance is categorized into directives. According to Fraser (1983), in directives the hearer carries out the action which is indicating that the hearer do so in virtue of speaker's desire. Requesting is one of this part.

In other words, this utterance shows that a friendship is important. To make the relation is not broken; the hearer does what the speaker wants. It is to make they does not make mistakes which make their relation gone. As social community, it is common for human to request or need a help. In Islam, requesting a help is called Istianah. There is two conditions in requesting a help in Islam. The first, people requested a help must have capability to fulfill. The second, people requested a help must be face to face. We also need to consider the conditions.

We can also see another example of directives as follows:

Pooh: Christopher Robin, you must shoot the balloon with your gun. Have you got your gun?

Robin: Of course I have. But if I do that, I will spoil the balloon.

(CH 1/30)

In the dialogue above, Pooh commands Robin to shoot the balloon with his gun. Pooh wants Robin to shoot the balloon in order to Pooh can get down from the sky. The respond from Robin is he will, but he is afraid if he does that it will spoil the balloon and make Pooh falls down and hurts him.

When the speakers say something about what they feel like “Nice!”, “Well done!”, “I’m sorry” or “It’s amazing” they actually performing expressive speech acts. According to Yule (1996), they may express pleasure, pain, likes, dislikes, joy or sorrow. In Pooh’s utterances when interacting, there are 21.7% utterances which are recognized as expressives. It is no wonder because everyone have feelings to share. And in interaction between two or more people which are common to make an expressive action, verbal or non-verbal. The following are the examples of Pooh’s utterances recognized as expressives:

Pooh: And how are you?

Eeyore: Not very how. I don’t seem to have felt at all how for a long time.

Pooh: Dear, dear. I’m sorry about that. Let’s have a look at you.

(CH 4/2)

In Searle (1979), expressives express psychological states specified in the sincerity condition about a state of affairs specified in the propositional content. The expressive verbs are thanked, congratulate, apologize, condole, deplore or welcome. In the dialogue above, Pooh expresses apology to Eeyore. It is happened when Pooh greets Eeyore, then Eeyore responds with sad statement. So Pooh expresses his sympathy to Eeyore by saying apology “Dear, dear. I’m sorry about that.” The utterances show that keeping relation with friend is important. People need each other to live. As kind character, it is reasonable for Pooh for having a kind attitude to his friends then entertaining them. Another example of expressives performed by Pooh when interacting can be seen as follows:

Owl: I’m just saying “A Happy Birthday”.

Pooh: It’s a nice long one.

(CH 6/37)

In the dialogue, Pooh expresses a compliment to Owl. He pleases Owl for his utterance. It also represent likes feeling. As a good friend, Pooh please Owl by saying a compliment. It is nice, Pooh said. Because he admits, he cannot make it long sentence as Owl says.

Commissives are those kind of speech acts that can be used to commit what we have planned to do in future time. Yule (1996) proposes some kinds of expressions of commissives like promises, threats, refusal and pledges. The commissives found in the story have frequency 2.7% performed by Pooh when interacting. The dialogues of commissives performed by Pooh are as follows:

Pooh: Eeyore. I, Winnie-the-Pooh, will find your tail for you.

Eeyore: Thank you, Pooh. You’re a real friend. Not like Some.

(CH 4/9)

The example above is commissive act found in the speech acts performed by Pooh when interacting. What he says in the dialogue above consists of a statement about future action. It is what he states to do in the future time that in this case is promising to find Eeyore’s tail. In the example above, the word which represents a future action or promise is “will”. In saying that utterance, Pooh promises to Eeyore that he really will find Eeyore’s tail, and stick it back. So Eeyore will not be sad anymore. Then, another example of commissives is as follows:

Piglet: Well, good night, Pooh.

Pooh: And we meet at six o’clock to-morrow morning by the Pine Trees, and see how many Heffalumps we’ve got in our trap. Six o’clock, Piglet. And have you got any string?

Piglet: No. Why do you want string?

(CH 5/18)

The example above is another commissive act performed by Pooh when interacting. What Pooh says in the dialogue above consists of a statement about future action. It is what he states to do in the future time that is about planning. In the example above, although there is not word “will” which indicates a future action or promise, the word “tomorrow morning” can also be treated as an indication of a future action because it indicates time of future. “We meet at six o’clock tomorrow morning” means the same as “We will meet at six o’clock tomorrow morning”. This is because “tomorrow” represents a time of future. Because of “tomorrow”, it is categorized as commissives. Pooh’s utterances above represent a promise to another human. In Oxford dictionary, promise is

statement telling somebody that you will definitely do or not do something. About this, Allah decreed in Al-Isra: 34 as follows:

وَأَوْفُوا بِالْعَهْدِ إِنَّ الْعَهْدَ كَانَ مَسْئُولًا

“...and fulfill the promise; surely (every) promise shall be questioned about.”

People who do their promise will get people' trusting. If people do not do their promise, he will not be trusted by others. So it is important for people to keep the promise and do it.

Declarations are those acts which when it is said, something will change. Yule (1996) states that declarations are kinds of speech act that changes the world via words. Here, by the utterances the speakers produce, they immediately change the world. This type usually occurs in case like baptismal, marriage or court. People who can do this acts are people who have special position by which they can change the world via their utterances. In this story, Pooh does not have a special status to change the world. And in the story, Pooh does not perform declaration acts.

3.3. Types of Perlocutionary Act Performed by Pooh when Interacting

To convince is making somebody or yourself to believe that something is true. It also can be defined as persuading somebody to do something. To convince the hearer means to make the hearer feel sure about what we say. Austin (1962) states that convincing the hearer is a condition when the speaker tries to make the hearer believe that what he says is the case and then, the hearer feel sure about that through what the speaker says. This type of perlocution is up to 58.1% in Pooh's utterances when interacting. It is not wondered that statements said by the speakers are to influence the hearer, so the statement must convince the hearer in order to the interaction between people does not unsuccessful. The examples of this type of perlocution found in Pooh's utterances when interacting are as follows:

Pooh: It's a Useful Pot. Here it is. And it's got "A Very Happy Birthday with love from Pooh" written on it. That's what all that writing is. And It's for putting things in. There!
Eeyore: Why! I believe my Balloon will just go into that pot!

(CH 6/41)

In the example above, we can see how Pooh tries to convince Eeyore that it is really a useful pot as what he stated. It is presented to Eeyore for his birthday from Pooh. It is special gift that Pooh prepared before, just for Eeyore's birthday. By adding words "A Very Happy Birthday with love from Pooh" on it, Pooh asserts that it really is a best gift for Eeyore. Thus, Eeyore does not immediately says thanks to Pooh, and suppose his balloon can be put into that pot. In other words, the utterances convinced in this dialogue only convince the hearer, not persuade. The effect does not become the speaker wants because there is not an action in the result. It does not persuade the hearer to do something but to convince. The following is also an example of perlocution to convince the hearer:

Pooh: Oh, no, Eeyore. Balloons are much too big to go into Pots. What you do with a balloon is, you hold the balloon.
Eeyore: Not mine. Look, Piglet!

(CH 6/42)

The example above is a statement that is asserted because of Eeyore's response. This utterance shows that Pooh convinces to Eeyore that Eeyore cannot put the balloon into the pot. It is caused the balloon is too big. Pooh adds "What you do with a balloon is, you hold the balloon." to convince more from previous statement. In other words, Pooh's utterances have been convinced Eeyore from the previous one. Then, what Eeyore says is not him but Piglet's. It is proved by Eeyore saying "Not mine." b. To surprise the hearer To Surprise is making someone to feel mild astonishment or shock, to happen unexpectedly so that somebody is slightly shocked. It usually comes with feeling status. The frequency of this act is 8.1% performed by Pooh when interacting with his friend. The example of perlocution to surprise the hearer is as follows:

Robin: Oh, Pooh! Where are you?
Pooh: Here I am. Robin: Pooh!

(CH 9/1)

The example above shows that Pooh asserts to Robin that he is there. The effect is Robin says "Pooh!" in gladness. By saying that, Pooh surprised Robin. Because this dialogue is happened when flooding is happened in the forest. Robin feels afraid for Pooh because Pooh's house is in subordinated. In other words, the dialogue shows

that a friendship relation makes someone having empathy feeling to each other well. Because Pooh is Robin's beloved friend, Robin is very afraid of him then ask Owl's helping to check and to find Pooh. The following is another example of perlocution to surprise the hearer:

Robin: That makes it smaller still. Oh, Pooh Bear, what shall we do?
Pooh: We might go in your umbrella. Robin: ?

(CH 9/9)

The dialogue above is the example of perlocution to surprise the hearer. Pooh asserts to Robin that they can use Robin's umbrella. By saying that, Pooh surprise Robin about what Pooh means. Thus in this utterance, the surprise is not a shock but an astonishment. Robin feels wonder for Pooh says about. The utterance does not make Robin shocked, so he responds by "wondering" feeling to Pooh.

To bore is making somebody feel tired and uninterested, especially by talking too much. To bore can be happened to weary by dullness, tedious repetition, unwelcome attentions, etc. There are two perlocutionary acts to bore the hearer performed by Pooh when interacting which has frequency 0.7%. The examples of perlocution to bore the hearer are as follows:

Pooh: Not, not like a small black cloud in a blue sky?
Robin: Not very much.

(CH 1/9)

The example above shows that Pooh bores to Robin. Pooh asks to Robin repeatedly what he looks like from under the tree. And it makes a tedious repetition for Robin, then he says "Not very much". The following is another example of perlocution to bore the hearer:

Pooh: But isn't that Rabbit's voice?
Rabbit: I don't think so. It isn't meant to be.
Pooh: Oh!

(CH 2/5)

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Rabbit: I don't think so. It isn't meant to be.
Pooh: Oh!

(CH 2/5)

The example above is also happened because of tedious repetition of Pooh's question to voice. Voice here is Rabbit. Pooh asks to Rabbit repeatedly until Rabbit feels uninterested with it. In other words, bored feeling is also can happen in every interaction. The mood influences the interacting process, so the situation influences the communication process. d. To annoy the hearer To annoy is making somebody slightly angry: causing trouble to somebody. It is to disturb or irritate especially by repeated acts annoyed the neighbors with their loud arguments. The frequency of this act performed by Pooh in Winnie-the-Pooh is 2.7%. The examples of perlocution to annoy the hearer are as follows:

Pooh: What I said was, Is anybody at home?
Voice: No! You needn't shout so loud. I heard you quite well the first time.

(CH 2/2)

The example above shows that by saying the utterances, Pooh annoyed to Voice. It is weird that Pooh already asked in times but there was no response. So in loudly, Pooh says an annoying noise which causes the Voice gets irritated. The following is another example of perlocution to annoy the hearer:

Owl: What I said was "First Issue a Reward". Pooh: You're doing it again.

Owl: A Reward (very loudly). We write a notice to say that we will give a large something to anybody who finds Eeyore's tail.

(CH 4/18)

The example above is perlocution to annoy the hearer. Pooh irritates to Owl that he makes a sneeze noise constantly, and it makes Owl annoyed. By this utterance, Owl responds by saying "A Reward" in very loudly noise. Then he asserts his statement to Pooh to convince that he is not making a sneeze noise to Pooh.

To please is causing to feel happy and satisfied, or in pleasing oneself, it takes only one's own wishes into consideration in deciding how to act or proceed. Sometimes "please" is used in polite requests or questions. The frequency of this act performed by Pooh is 9.3%. The examples of perlocution to please the hearer are as follows:

Pooh: Eeyore. I, Winnie-the-Pooh, will find your tail for you.

Eeyore: Thank you, Pooh. You're a real friend. Not like Some.

(CH 4/9)

The example above shows that Pooh promises to Eeyore that he will find Eeyore's tail, and it causes Eeyore feels happy. By saying this, Pooh pleases to Eeyore. To please Eeyore, Pooh makes a promise to Eeyore in order to Eeyore does not feel sad again. It is done to show that Pooh is Eeyore's friend who cares to others. The following is another example of perlocution to please the hearer:

Owl: I'm just saying "A Happy Birthday" (carelessly).

Pooh: It's a nice long one.

Owl: Well, actually, of course, I'm saying "A Very Happy Birthday with love from Pooh". Naturally it takes a good deal of pencil to say a long thing like that.

(CH 6/37)

The example above show Pooh is impressed for Owl's words "A Happy Birthday", so He pleases to Owl by saying "It's a nice long one". By saying that, Pooh shows his gladness for having friends like Owl. And the effect is Owl feel happy for Pooh's impression to him. Making someone becomes happy is recommended in Islam. Even who makes happy to another person, he will get merits. Islam teaches human to do goodness and makes benefit to others. Allah decreed in Al-Maidah: 2 as follows:

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ ۗ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ

"... And help one another in goodness and piety, and do not help one another in sin and aggression; and be careful of (your duty to) Allah; surely Allah is severe in requiting (evil)."

From Pooh's utterances, Pooh gives a help to Eeyore and he pleases Owl by saying a compliment. They are action that is mentioned in Al-Quran. Allah have ordered to his servants, human, to help another human because he cannot live without another help.

To cause the hearer means that what the speaker says causes some effect to the hearer. It can be good or bad things. This act also can cause the hearer to do something. Then, the frequency of this act found by the researcher is 19.7%. It is the second highest most performs after to convince the hearer. The examples of perlocution to cause the hearer are as follows:

Pooh: I wish you would bring it out here, and walk up and down with it, and look up at me every now and then, and say "Tut-tut, it looks like rain". I think, if you did that, it would help the deception which we are practising on these bees.

Robin: (Laughing) Silly old Bear!

(CH 1/17)

The example above shows perlocution to cause the hearer. By saying "I think, if you did that, it would help the deception..." Pooh causes Robin to be laughed. It is so funny for Robin how Pooh tries to make him following Pooh's desire to get honey, and so happy because he has best friend like Pooh then saying "Silly old Bear!"

The following is another example of perlocution to cause the hearer:

Robin: I'm afraid no meals. Because of getting thin quicker. But we will read to you.

Pooh: Then would you read a Sustaining Book, such as would help and comfort a Wedged Bear in Great Tightness?

(CH 2/25)

The example above shows that Pooh causes Robin to read for Pooh the sort of book at the North end of Pooh, outside of the hole. Meanwhile, Rabbit hung his washing on Pooh's legs on the South end because Pooh was stuck.

To intimidate the hearer means frightening or overawing someone, especially in order to make them do what one wants. The frequency of this act performed by Pooh is 1.1%. The examples of perlocution to intimidate the hearer are as follows:

Robin: Hush! We're just coming to a Dangerous Place.

Pooh: Hush! Piglet: Hush!

(CH 8/28)

The example above shows the perlocution to intimidate the hearer by expression "Hush!". By saying this, Pooh intimidates Piglet that they are in dangerous place, so do not be noisy. Robin alarms to Pooh, then Pooh alarms to Piglet. Pooh wants Piglet to alarm other friends behind to be cautious, because it is dangerous. The following is another example of perlocution to intimidate the hearer:

Robin: Did I miss?

Pooh: You didn't exactly miss, but you missed the balloon.

Robin: I'm so sorry.

(CH 1/32)

The example above shows perlocution to intimidate the hearer. By saying this utterance, Pooh intimidates Robin. Meanwhile, it is not to make Robin to do something but to make Robin admit to Pooh by expressing apology.

3.4 Direct and Indirect Speech Acts Performed by Pooh when Interacting

Whenever there is a direct relationship between a structure and a function, we have a direct speech act. When declarative is used to make a statement, it is a direct speech act. If basic function of utterance is a command/request or in imperative structure it represents a direct speech act. For example:

Pooh: Is anybody at home?

Voice: ... (a scuffling noise, and then silence)

(CH 2/1)

Whenever there is an indirect relationship between a structure and a function, we have an indirect speech act. When a declarative is used to make a request/command, it is an indirect speech act. If utterance is in interrogative structure and not being used only as a question, hence it is an indirect speech act.

One of the most common types of indirect speech act in English has the form of an interrogative, but is not typically used to ask a question (we don't expect only an answer, we expect action). Indeed, there is typical pattern in English whereby asking a question about the hearer's assumed ability ('Can you?', 'Could you?') or future likelihood with regard to do something ('Will you?', 'Would you?') normally counts as a request to actually do that something. For example:

Pooh: Well, could you very kindly tell me where Rabbit is?

Rabbit: He has gone to see his friend Pooh Bear, who is a great friend of his.

(CH 2/7)

Indirect speech act is always represented as a politeness. We can say it as qaulan layyinan, an atturance that is uttered by soft and gentle. It is based on Al-Qur'an Thaha: 44 as follows:

فَقُولَا لَهُ قَوْلًا لَّيِّنًا لَعَلَّهُ يَتَذَكَّرُ أَوْ يَخْشَى

"Then speak to him a gentle word haply he may mind or fear."

The verse above explains that a politeness can make the listener does feel intimidated or frightened. By a politeness, people can communicate well and keep a relationship closer. So in Islam, a rude utterances is as possible be avoided. Based on the findings, Winnie the Pooh may apply into some aspects, such as social aspects. Social aspects are important to an individual's growth. They make us adept at dealing with life's challenges, however big or small. These skills are needed to interact adaptively in our cultural environment.

Winnie the Pooh contains humorous stories about a character that is recognized by students in form of Disney productions or merchandise. Although these stories appear to be silly on the surface, the story has a deeper meaning, which allows students to experience values like empathy, respect and problem-solving skills. Pooh bear as the main inspiration frequently empathizes with his friends and solves problems in clever and sometimes silly ways in these short stories. Winnie the Pooh does not only engage students in problem-solving but also exposes them to real-life problems such as weather hazards and bee attacks. By digging deep into the enchanted world of "The Hundred Acre Woods," students will experience other cultures and time periods that are different from their own, which they are seldom able to do otherwise. Students are able to experience people, places, and circumstances that they may not be able to experience in real life.

This allows children to develop a sense of empathy for other people and understand their own lives in more meaningful ways. Maxine Greene in Khosa explains that children need literature to internalize knowledge about situations, for instance, how we treat others and how we feel when others treat us. A situation in a story becomes a part of the child's social imagination as she or he think of the character and its choices. Children begin to think about character's situations as real-life situations and empathize with the characters.¹² Winnie the Pooh short stories reflect good understanding of the way children think and play. Young children are gently guided into a rich world of child-sized experiences, observing cause and effect and non-magical solutions to problems which are play versions of situations they will encounter in real life.

In line with previous research conducted by Arshanti [49], This study also analyzes speech acts using Austin and Searle's theory, which includes locution, illocution, and perlocution. Both studies focus on the use of speech acts in children's story media, where the previous study analyzed the film Toy Story 1, while the current study examines the dialogue in Winnie the Pooh. In addition, other similarities lie in the identification of types of illocution, such as representative, directive, expressive, commissive, and declarative, which are found in both studies. However, there are differences in the results obtained. The previous study found that expressive illocution is the most dominant type with a percentage of 27.7%, while in the current study, representative illocution is more dominant with a percentage of 49.6%.

This difference is likely due to differences in the characteristics of the media analyzed, where the film Toy Story 1 displays more emotional expressions of characters, while the dialogue in Winnie the Pooh contains more statements or information conveyed between characters [50], [51]. Thus, the current study provides novelty by showing that in children's literature texts, especially Winnie the Pooh, the main character more often uses representative speech acts to express beliefs, assume something, or provide information to the interlocutor. This finding enriches the study of pragmatics, especially in the analysis of speech acts in children's literature discourse, and provides a new perspective in understanding how characters in stories use language to build communication and convey moral messages to readers.

The implications of this study indicate that the analysis of speech acts in the Winnie the Pooh story can provide deeper insight into how characters in children's literature use language to communicate and convey moral messages. The results of this study can be applied in the field of education, especially in teaching children's language and literature, by utilizing stories as teaching materials that help students understand the use of language in the context of everyday communication. In addition, this study can also be a reference for children's story writers in composing more communicative and educational dialogues [52]-[54]. However, this study has several limitations, including only focusing on the character Pooh and not analyzing the interactions of other characters in the story who may have different speech act patterns. In addition, this study uses a qualitative approach that is descriptive in nature so that it does not measure the direct impact of the use of speech acts on reader understanding. Therefore, further research can be done by analyzing more characters and using a quantitative approach to obtain more comprehensive results [55], [56].

4. CONCLUSION

Based on the findings and discussion of the study, it can be concluded that the utterances made by the character Pooh in the short story Winnie the Pooh include 258 utterances from 90 dialogues consisting of locutionary, illocutionary, and perlocutionary acts. The illocutionary acts found consist of four main types, namely representative (128 times), directive (67 times), expressive (56 times), and commissive (7 times). Meanwhile, perlocutionary acts show various effects on the listener, such as convincing (150 times), surprising (21 times), boring (2 times), disturbing (7 times), intimidating (3 times), pleasing (24 times), and causing certain actions (51 times). Pooh uses more direct speech acts (235 times) than indirect speech acts (23 times), which shows a tendency for more explicit language in conversation. For further research, this study can be expanded by exploring more

deeply the pragmatic aspects of conversation, including analysis of language context and implicature in communication. In addition, this study is also expected to be a reference for language teaching, where teachers can utilize the Winnie the Pooh story or similar books, such as Finding Winnie The True Story of the World's Most Famous Bear by Lindsay Mattick, as teaching materials to improve students' understanding of speech acts in communication. A more creative approach to literacy-based language teaching is also expected to make learning more enjoyable and effective for students. As a recommendation for further research, this study can be expanded by exploring more deeply the pragmatic aspects of conversation, including analysis of language context and implicature in communication.

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