

**REVEALING THE CHARACTERS' CONFLICTS THROUGH
THE SPEECH ACT THEORY AND THE THEORY OF CONFLICT IN
MEG CABOT'S "PRINCESS DIARIES: TAKE TWO"**

THESIS



Unit Perpustakaan
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Presented as one of the Requirements to Obtain the S-1 Degree at
The English Education Program of The Language and Arts Education Department,
of The Faculty of Teacher Training and Education,
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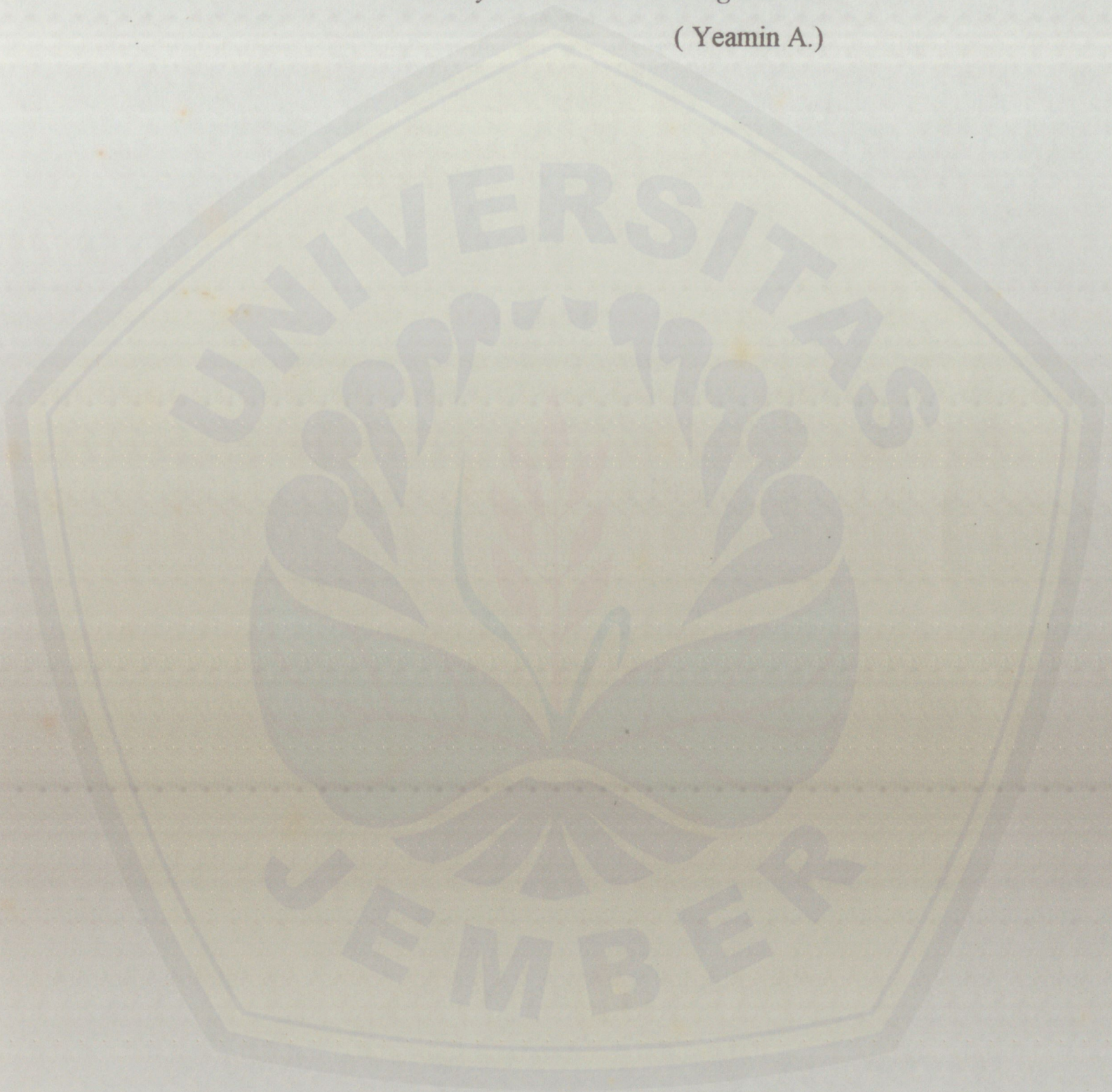
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**ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
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MOTTO

*Boundless deep, boundless sea...
Where you could see nothing but... Me.*
(Yeamin A.)



DEDICATION

Dedicated to:

My beloved parents, Drs. Rijono and Istrimah,
My sisters, brothers in law, and nieces.



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**Revealing The Characters' Conflicts Through The Speech Act Theory and
The Theory of Conflict in Meg Cabot's "Princess Diaries: Take Two"**

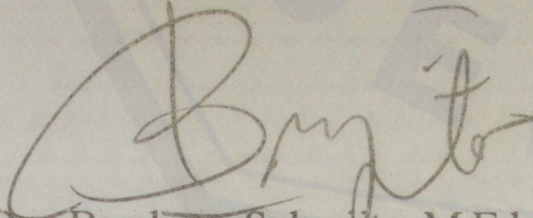
THESIS

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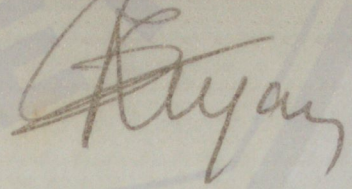
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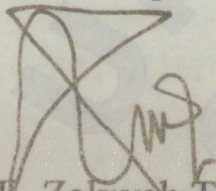
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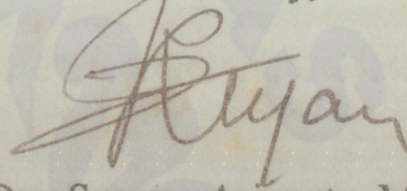
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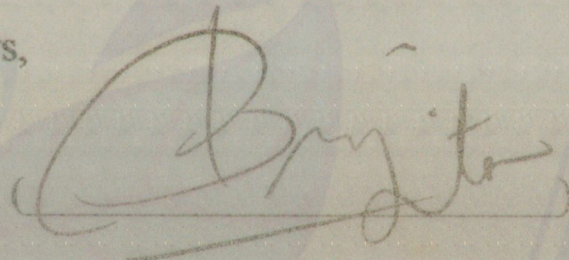
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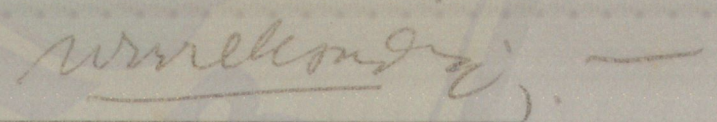
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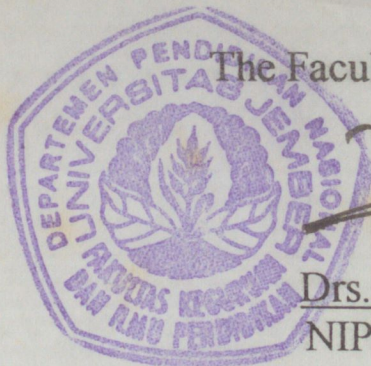


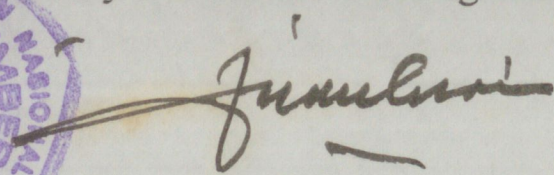
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Finally, I hope this thesis provides advantages to the readers. Any feedback that contributes to improve this thesis would be appreciated.

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The Writer

ABSTRACT

Tanti Meliana. 2005. Revealing The Characters' Conflicts Through The Speech Act Theory and The Theory of Conflict in Meg Cabot's "Princess Diaries: Take Two".

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Key Words: Character Conflicts, Speech Act.

This study was qualitative research on revealing the characters' conflicts through Speech Act Theory and the Theory of Conflict in Meg Cabot's "Princess Diaries: Take Two". This novel was chosen as the data resource because the novel represents the data in the form of utterances that relevant and needed in this research. The data were collected by document analysis. The total sample was 10 utterances. They were taken random sampling by lottery. The data were analyzed inductively based on the theory of Austin's Speech Act Theory and the Theory of Conflict to reveal the character's conflicts. The result of the data analysis indicated that among 14 utterances, Austin's Speech Act Theory could reveal some conflicts. Those are: 9 psychological conflicts (utterance number 2, 3, 4, 8, 9, 11, 12, 13, and 14), 3 physical conflicts (utterance number 5, 6, 7) and 2 social conflicts (utterance number 1, 10). In conclusion, the Speech Act Theory, the illocutionary act, and the Theory of Conflict can be used to reveal the conflicts, in this case the character's conflicts, to make light on the understanding of the literary works content especially novel. Then, this writing suggest that it is necessary for the English students to comprehend the Speech Act Theory and the Theory of Conflict deeply as the way to understand the content of novel.

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I. INTRODUCTION

This research focuses on the application of *Speech Act Theory* and *the Theory of Conflict* which reveals the conflicts in Meg Cabot's "*Princes Diaries: Take Two*". This first chapter presents the background of the research, the problem of the research, the objective of the research, the operational definition of terms and the significance of the research.

1.1 Background of the Research

Language obviously has always been the most efficient way of effective communication. It is not just a mere way to communicate but we do express ourselves through language. There is no other way to express someone's love toward somebody than to utter those three words: 'I love you'. But the listener would be dumbfounded if the speaker say, "*Je vous aime*" when he can only understand English. So, it means that language is nothing but combination of different sounding either spoken or in written form.

In transferring the ideas or information, language should be clear enough to be understood easily. Communication between human beings, therefore, involves an active receptivity on the part of the hearer. The spoken or written word by itself is just a symbol, which should have a concept attached to it; first by the person who speaks or writes the word, and secondly by the person who hears or reads the words (Allan, 1998). It would be very hard to be able to communicate with each other if a common agreement between words does not follow and the context they are used in.

One of the forms of language is literary works, such as fiction, poetry, novel and drama (Wright in Koesnosubroto, 1988). In reading those literary works, the reader should know the elements of literary works itself such as setting, plot and conflict, theme and character so that the reader can understand and enjoy it well (Koesnosubroto, 1988:19). There are so many expressions of life in it like sadness, happiness, which is the effect from the interaction between each character that also known as conflict. So it can be said that conflict is the



reaction of the character; a person represented in a story, novel, play, etc; on what the other character behavior (Shaw, 1972:71,91). Between each character here means main or major character and minor character. The conflict could be happening too between the character against him/herself or even he/she with the forces of nature (Shaw, 1972:91).

As one of the elements in literary works, conflict plays important role because it makes the story more interesting. But, the readers must be aware of different expressions used in those literary works because they sometimes cannot be understood literally. Some of the issues may be discussed under the broad name of *Pragmatics*.

Pragmatics according to Cook (1989:10) is the study of the use of language in communication, which discusses the relationship between sentence and the contexts in a situation that they are used. This means that pragmatics is the study of language that explains the relationship between who speaks to whom in what situation. As a part of *Pragmatics*, *Speech Act Theory* becomes very helpful at this point because it reveals how a difference in use also entails a difference in meaning (Levinson, 1983:9). Austin distinguishes this difference into: *locutionary act*, *illocutionary act*, and *perlocutionary act*. More information about those three terms is given in chapter II. For example:

'Shoot her'.

(Austin (1962) in Coulthart, 1985:18)

From the example above the speaker performs the locutionary act of saying that is 'shoot her' to the hearer. One may say of this utterance that, in appropriate, it had the illocutionary force of, the speaker variously, ordering, urging, advising the hearer to shoot. The perlocutionary effect for the hearer, he might do the act to shoot or refuse to do the act of shooting.

With this type of analysis it will help to explore the operation of language not in abstract but in the real speech use situations. Besides that, it can be used to minimize the misinterpretation and misunderstanding that could happen between the speaker and the hearer. If the misinterpretation and misunderstanding happens, the purpose of communication will not be gained.

An example of misinterpretation and misunderstanding in using English in Indonesia can be found when the students of English as a Foreign Language (henceforth EFL) are asked to make a summary of a novel. In improving students' better understanding of literary works, the English teacher gives some English novels to the students. As a result, only a few students can make the summary that resembles with the content of the novel because most of the students cannot understand the novel well. It is caused by many factors, for instance, less in vocabulary and problem in grammar. However, the biggest problem for the students is they cannot understand the literal expression used by the character of a novel. They still find it difficulty and still make errors or false impression to the meaning of some expressions in the novel.

From all that is stated above, we see that we need good expressions, speeches or utterances that will help us discuss about the several acts; *locutionary act*, *illocutionary act*, and *perlocutionary act*. "*Princess Diaries: Take Two*" by Meg Cabot provides many different situations, which can easily link to the research topic. "*Princess Diaries: Take Two*" is interesting to read for any level of readers because the story is 'light', not complicated and interesting. Therefore, the writer would like to conduct a research on Meg Cabot's "*Princess Diaries: Take Two*" by using *Speech Act Theory* and *the Theory of Conflict* to reveal the character's conflicts.

1.2 Problem of the Research

The problem from this research based on the background above is: "*What kinds of characters conflict are there in Meg Cabot's Princess Diaries: Take Two?*"

1.3 Objective of the Research

The objective of the study is to know if there are kinds of conflict that can be revealed in Meg Cabot's "*Princess Diaries: Take Two*" by using *Speech Act Theory* and *The Theory of Conflict*.

1.4 Operational Definition of the Terms

The essential terms will be defined in order to avoid misunderstanding between the researcher and the reader. The terms need to be defined are:

- a. Revealing is to find the meaning (the real meaning) of utterances in "*Princess Diaries: Take Two*" by using *Speech Act Theory* through *the locutionary act*, *the illocutionary act*, and *the perlocutionary act*.
- b. *Speech Act Theory* is a theory used for analyzing the language resulting from the acts of speaking or writing when someone says or writes something to someone else at certain time in certain place. The *Speech Act Theory* that is used in this research is from Austin point of view, covers *the locutionary act*, *the illocutionary act*, and *the perlocutionary act*.
 1. The locutionary act is the act of saying something in the full sense of "say";
 2. The illocutionary act is the act performed in saying something, the act is identified by the explicit performatives;
 3. The perlocutionary act is the act performed --by or as a result of saying (Austin in Coulthart, 1985:18).
- c. Character is a person represented in a story, novel, play, etc (Shaw, 1972:71). According to Koesnosubroto (1988:67), there are two kinds of character, major or main character and minor character.
 1. Minor character is character of less important than those of the main.
 2. Major or main character is the most important character in a story.In this novel, there are 18 characters as the minor characters and the main character is Mia Thermopholis.
- d. Conflict is the opposition of persons or forces upon which the action depends in drama and fiction (Shaw, 1972:91). The types of conflict itself are:
 1. Psychological conflict; a struggle between desires within person
 2. Physical conflict, a struggle between man and the physical world
 3. Social conflict; a struggle between the characters against the society (Shaw, 1972:91-92).

The conflict in this novel is the result from each character action, in this research between the main character with the other character, such as Mia with her best friend, Lily, or the main character with her society and forces of nature.

- a. "*Princess Diaries: Take Two*" is one of the novels that was written by Meg Cabot. First published by Harper Collins Children's Book USA in year of 2000.

1.5 Significance of the Research

There are some advantages expected from this research which will be useful for the following people:

- a. For English students. Hopefully, they can understand the story and the conflicts produced that are expressed through the character's utterances in the novel.
- b. For other researchers. The result can be used as a reference for them to analyze different type of discourse using *Speech Act Theory* in different source. For example: analyzing jokes or advertisement by using *Speech Act Theory*.

II. RELATED LITERATURE REVIEW

This chapter presents the review of theories that are related to the topic of this research. It involves the basic theory of *Speech Act*, the characters from the literature's point of view, conflicts in general and from the literature's point of view, the types and the characteristics of conflict, about Meg Cabot and the synopsis of the novel.

2.1 The Basic Theory of *Speech Act*

In its current form, *Speech Act Theory* is associated with a series of lectures given at Harvard in 1955 by the Oxford philosopher of language J.L. Austin. Then, it was published in 1962 entitled *How to Do Things with Words*. At the issue, a debate over *Speech Act* was whether language is to be conceived as essentially a system of structures and meanings or set of acts and practice (Robinson, 1997). Austin claims that many utterances that people say are equivalent to action.

Making a normal utterance involves a hierarchy of acts. According to Austin, there are three types of acts; locutionary act, illocutionary act, and perlocutionary act (in Coulthart, 1985:18). It is important to built a successful communication. Communication is successful not when the hearer recognizes the linguistic meaning of the utterance, but when they infer the speaker's meaning from it.

Moreover, Austin (in Coulthart, 1985:18) explains in detail about the three types of acts. The first type is a *locutionary act*. A *locutionary act* is the act of saying something in the full sense of "say". It is also known as the utterance "itself", it means that the utterance is artificially divorced from their social content. In other words, a *locutionary act* is the basic literal meaning of an utterance conveyed by the particular words and structure contains.

The second type of *Speech Act* is an *illocutionary act*. It is the real action, which is performed by the utterance, like *betting*, *welcoming* and *warning*. Austin (1962, in Coulthart, 1985:18) said that an *illocutionary act* is an act that is

performed by saying something. It means that the utterance, which is produced by the speaker, may constitute an act instead of just conveying information to a hearer. In *an illocutionary act* there is a force that makes the speaker do the action based on the utterance that he has said. The force is called as *an illocutionary force*. Austin (1962, in Levinson, 2000:237) said:

The illocutionary act concerns with what is directly achieved by the conventional force associated with the issuance of certain kind of utterance in accord with a conventional procedure, and it is consequently determined (in principal at least).

Here, the speaker is not only telling something or transferring information but also performing an act through words. To get this function, it needs some conditions that are called as *felicity conditions*. Those are:

1. There must exist an accepted conventional procedure, having a certain conventional effect, that procedure to include the utterance of certain words by certain persons in certain circumstances.
2. The particular persons and circumstances in a given case must be appropriate for the invocation of the particular procedure invoked.
3. The procedure must be executed by all participants both correctly
4. and completely. (Austin (1962) in Coulthart, 1985:14)

The first condition explains that the right procedure must be used for the right act. For instance in christening babies. According to Austin (1962 in Coulthart, 1985:14), the procedure for christening babies was only used on that occasion; it cannot be used on others like naming ship, naming house, or naming a dog. It is necessary to perform the success act. For this condition, Austin gives another example. In England, a man cannot divorce his wife only by saying 'I divorce you' three times. However, in other countries, especially in Moslem countries or a country that has Moslem culture, the action can be performed (Austin in Levinson, 2000:230). It shows that a right place is needed to perform an action. Therefore, it can be concluded that to build a successful act the right procedure and the right place are needed.

On the second condition Austin talks about the person. According to Austin (1962 in Coulthart, 1985:14), the words must be uttered by the appropriate

person. For example, the words 'I divorce you' would be more appropriate if a husband says it to his wife, not to other women.

The two conditions above must be done correctly and completely. Those are the essence from the third and the fourth condition. Moreover, Austin gives an example. In a marital ceremony, the groom and the bride must answer with 'yes' or 'no' after they have heard the sentence "do you take this woman/man...". Nevertheless, with that answer, 'yes' or 'no', it does not mean that the ceremony is over. It is over when both the groom and the bride place the ring on their finger (Austin (1962) in Coulthart, 1985:14).

An example from this act can be described as follows:

"I sentence you death".

(Austin (1962) in Cook, 1985:35)

According to Austin, that utterance is uttered:

1. By someone with the necessary authority (judge) on the right place (court);
2. Directly or orally;
3. To the accused of particular crime;
4. In a country in which there is a death penalty.

The felicity conditions are needed for performing such kind of action. If *the felicity condition* is not fulfilled, there will be a doubt that arises. Such as, it cannot be "*justice*" if the utterance above is uttered by someone who is not a judge, in a court, to the right person at the right time.

The last type is a *perlocutionary act*. A *perlocutionary act* is an act that results from the utterance, which is said by the speaker to the hearer. Austin (in Johnson, 2003:3) said that a *perlocutionary act* is what we get or achieve by saying something, such as *convincing, persuading, deterring* and even *say, surprising or misleading*. Austin (1962, in Coulthart, 1985:19) defines that this act does not have certain linguistically convention as the illocutionary act does.

The example from the acts above can be described as follows:

"The ladder is unstable".

(Austin in Cook:1985)

Locutionary, the sentence above conveys information about a ladder that is unstable. Then, if the owner of the ladder to a ladder-repair person says it it might show that the speaker wants the ladder-repair person to repair it. This action is called as illocutionary act. Perlocutionary act would be that the ladder-repairer repairs the unstable ladder.

Based from the explanations above it can be summed up that there are three types in *Speech Act* in uttering an utterance, that is *a locutionary act*, *an illocutionary act* and *a perlocutionary act*. *Locutionary act* and *perlocutionary act* are the easiest to identify rather than *illocutionary act*. In *illocutionary act*, we need to fulfill some conditions, *felicity conditions*, to perform it. While in *perlocutionary act*, it cannot be performed if the hearer does not understand *the locutionary act* and *the illocutionary act*. Those kinds of acts are really needed to make a successful communication.

2.2 Character in Literary Works

The word "character" has several meanings, but the most common of which is the aggregate of traits and features that form the nature of some person or animal (Shaw, 1972:70). Moreover, Shaw added that character also refers to moral qualities and ethical standards and principle.

In literature, character is an imagined person who inhabits a story (Kennedy, 1993:47). Abrams (1981:20) defines character as a literary genre. It can be concluded that character is the person in a story who expresses through utterance and what they do in it.

On the basis of importance, there are two types of character, main or major character and minor character (Koesnosubroto, 1988:67). Main or major character is the most important character in a story. Basically, a story is about this character, but he/she cannot stand on his/her own. He needs other characters to make the story itself more convincing and lifelike. While minor character is character of less important than those the main character. This character has position in the story to support the main character.

2.3 Conflict in General

Conflict almost frequently happens to human beings, especially in determining an important choice or a course of action. Conflict is rivalry between incompatible urges or wishes (Harriman, 1963:97). Furthermore, Edward says when two or more motive-goal states are aroused at the same time and they are incompatible, the result is a kind of frustration called as conflict (1972:341). This situation may cause people to be doubtful or confused when making a decision. A person who is in conflict whether against other or his surrounding or himself may be in rivalry. Hilgard (1953:499-500) supports this statement. According to him, that situation is frustrating, because smooth-running activity towards the goal tends to be disrupted by the necessity for choice. For example: a man facing problem in his office. He feels uncomfortable with the situation there especially with his partner. On the contrary, this job earns him high salary, which is enough to support his family. This situation can arise a conflict in his life. He should continue on his job, which earns him high salary, but he will feel the uncomfortable situation in the office, or quit his job and find another job with less salary but will make him happy.

The above definition and explanation show a clear understanding of the word conflict in general as a situation in which two or more incompatible motive conditions are operating at the same time. Conflict may arise from the tendency to make more than one response in a situation. From this simple explanation, we can infer that the basic element of conflict is the existence of two opposite forces that needs a solution at once.

2.4 Conflict in Literature

There are several fundamental elements of literature, which are used to analyze or to examine a story. Those are character, setting, plot, theme and point of view (Koesnosubroto, 1988). Conflict can be found in plot, in part of point of attack. Here, the character is in conflict with his/herself, others, nature's force or social forces. This research focuses on all elements that create conflict for the character in Meg Cabot's *"Princess Diaries: Take Two"*.

All stories involve some kind of conflict. According to Shaw (1972:91), conflict is the opposition of person or forces upon which the action depends in drama and fiction. It is the struggle that grows out of the interplay of opposing forces (ideals, will, interest) in plot. Moreover, Kenney informs that the beginning of the middle part of a story is conflict (1966:17).

Conflict is a form of interaction in which people (individually or in groups) perceive themselves as being involved in a struggle over resources or social values (Kenney, 1966:212). Their actions are influenced by the situation surrounding them. It is a reflection from their disagreement with the custom, people, and situation that sometimes leads them to be better or worse.

It can be summed up; the conflict in a work of literature is a character's struggle against environment, other character, or his own mind. Each character has his own idea, desire or interest. He will be in conflict with other persons, environment or his own mind if there are forces opposing his wishes to attain his goal.

2.5 The Types and the Characteristics of Conflict

Based on the explanation above, there are three types of conflict. Those are physical conflict, psychological conflict and social conflict (Shaw, 1972:91). The characteristic from each type can be identified from their meaning. In other words, from the meaning we can find the characteristic itself.

a. *Physical Conflict*

This type of conflict is a struggle between man and the physical world. It represents a struggle of man against forces of nature (Shaw, 1972:91). These forces may be social or historical concepts, stereotypes, value or ideologies. They may be forces of nature, or they may be forces that transcend human existence. For example, Jack London's short story called "To Built a Fire". It is about a man who must prevent himself from freezing to death when he falls into some cold water while hiking in Yukon in winter. The physical conflict shows when the character in the short story fights with the nature, cold water, to save himself from the death.

b. Psychological Conflict

The character is in conflict with something within him/herself that he/she may or may not be fully aware of. In other words, psychological conflict is a struggle between desires within a person (Shaw, 1972:91). He is struggling against himself, his conscience, his guilt, or simply trying to decide what he is going to do. For example: The male protagonist was a victim of abuse. At four, the boy was charged with the responsibility of getting out of the house and calling the police. At six, he could not get out—could not find the key to the deadbolt lock, and his mother died. He carries that guilt as an adult. He did not commit the abuse, but he failed in his responsibility to save his mother. His father was imprisoned, and the boy was put into foster care. Twenty homes in twelve years. He learned not to need anyone and not to depend on anyone. He became self-sufficient, self-contained. He became isolated and distant. That is the root source of his psychological conflict

c. Social Conflict

It is a struggle between man and man (Shaw, 1972:91). The characters in the story are in conflict with other. Sometimes the root of the conflict is simple and obvious, but often in many stories the conflict is more complex, and comes out of differences between two or more character's experiences, perceptions, personal and social background, dreams, ambition or frustration. For example: two candidates of presidential election competing for the leader of state or two men trying to win the love of a girl.

Conflict can influence human life. Someone who undergoes conflict in his life will consider and think of what he will do. Before doing something, he thinks whether his action will have a good effect or not.

In this research, the purpose of doing the analysis is to reveal the characters' conflicts through *Speech Act Theory* and *the Theory of Conflict*. So, those conflicts above are needed in this research to know what type of conflict has happened to the characters in Meg Cabot's "*Princess Diaries: Take Two*".

2.5 General Opinion about Meg Cabot

The information about Meg Cabot is taken from her site, www.megcabot.com. Meggin Patricia Cabot was born in Bloomington, Indiana on February 1st. Her childhood was spent in pursuit of air conditioning which was little there at the time in Southern Indiana. A primary source proved to be the Monroe County Public Library, where Meggin whiled away many hours, reading the complete works of Jane Austen, Judy Blume and Barbara Cartland. Armed with a fine arts degree from Indiana University, Meggin moved to New York City, intent upon pursuing a career in freelance illustration. Illustrating, however, soon got in the way of Meggin's true love, writing, so she abandoned it and got a job as the assistant manager of an undergraduate dormitory at New York University, writing on the weekends.

The first of her many historical romance novels written under the name of Patricia Cabot, *Where Roses Grow Wild*, was published in 1998, followed shortly its sequel, *Portrait of my Heart. An Improper Proposal, A Little Scandal, Lady of Skye, Educating Caroline, Kiss the Bride* and a novella included the anthology *A Season in the Highlands* are another novel from her. Meggin has also published two adult contemporary romances; *The Boy Next Door* and *She All the Way*, both under the name Meggin Cabot.

Cabot's *The Princess Diaries* was published at the first time on October 2000. This novel offers the diary entries of Mia Thermopolis, who discovers at 14 years old that she is actually the princess of a small European country. This adds significantly to her extant concerns about crushes, friendship, algebra and her algebra teacher, who has the audacity to romance with her mother. After writing and publishing her first book of *Princess Diaries*, she continues to write its successors, *The Princess Diaries: Take Two* (published on 2001), *The Princess Diaries: Third Time Lucky* (published on 2002), *The Princess Diaries: Mia Goes Fourth* (published on 2003). Now, she is still working on writing *The Princess Diaries: Give Me Five* and preparing the story for *The Princess Diaries: Six Appeal*.

The ideas on creating The Princess Diaries novels come from all over. Meg said that she really did not know where the ideas come from. It just “pop” into her head, she added. Cabot writes her book in a conspiratorial, first person style that resonates with her readers. She has obviously kept a grip on the vernacular and the key issues of adolescence. However, what makes her books so irresistible is the mixing of the story itself, how she presents the story. Until now, she has already written 28 books under the name Patricia Cabot, Meg Cabot and Jenny Carroll.

2.6 The Characters and The Synopsis of the Novel

There are 21 characters in Cabot's *Princess Diaries: Take Two*, 1 as the main character and the rest are the minor characters. Those are as follows:

The main character: Mia Thermopolis

The minor characters:

1. Mom (Mia's mother)
2. Mr. Renaldo (Mia's father)
3. Mr. Gianini (Mia's step father and Mia's Algebra teacher)
4. Grandmere (Mia's grandmother)
5. Lily Moscovitz (Mia's best friend)
6. Lars (Mia's bodyguard)
7. Mamaw and Papaw (Mia's grandparents)
8. Hank (Mia's cousin)
9. Michael Moscovitz (Lily's brother)
10. Kenny (Mia's friend, partner in Biology class)
11. Boris Pelkowski (Mia's friend)
12. Shameeka (Mia's friend)
13. Tina Hakim Baba (Mia's friend)
14. Ling Su (Mia's friend)
15. Beverly Bellerieve
16. Vigo (Royal Protocol)
17. Mr. And Mrs. Moscovitz (Lily and Michael's parents)

18. Mr. Gupta (Principal of Albert Einstein High School)
19. Miss Molina (teacher at Albert Einstein High School)
20. Mrs. Hill (teacher at Albert Einstein High School)
21. Mr. Taylor (Shameeka's father)

Mia Thermopolis is 14 years old girl. She is a freshman at Albert Einstein High School. She is just a New York City girl living with her artist mother, Helen Thermopolis. Her father is Arthur Chirstoff Philippe Gerard Grimaldi Renaldo who is known as Prince of Genovia, a small kingdom in Europe. As a princess of Genovia, Princess Amelia Mignonette Grimaldi Thermopolis Renaldo or known as Mia Thermopolis, spends her time doing one of three things. There are preparing for her nerve-wracking entrée into Genovia society under the slave-driving but elegant Grandmere, slogging through congestion unique to Manhattan in December, and avoiding further smooches from her hopeless boyfriend, Kenny, also her partner on biology class.

Unexpected news from her mother and intriguing, exasperating letters from her secret admirer are the points of this novel. The conflict begins when her mother is about to have a new baby with her Algebra teacher, Mr. Gianini. Moreover, unfortunately, she said about it in an interview with Beverly Bellerieve in her TV show TWENTY FOUR/SEVEN. That makes everyone shocked, especially her father. Beside that thing, she also faces problem with her friends, Lily Moscovitz, Shameka, Tina, Hakim Baba and Principal Gupta because of the thing that she has said in that interview.

The conflicts are described here. At first, she is just a girl, common girl like her friends. She is grown up as kind, friendly girl although lived with her mom, as a single parent, in a small home called as loft in Manhattan, America. Then, she found the reality that she is a princess of a small kingdom in Europe; Genovia. Her mother had fallen in love with Genovia's prince when they were students, they lived together without a commitment; married and had a baby, who is Mia. After that, the prince went home to this country Genovia, left Mia and her mother.

As a teenager, 14 years old girl, a freshman at Albert Einstein School and also a princess, Mia has problems too like other girls in general. She does not like herself just because she is the tallest girl at her school. She feels unconfident with her condition besides the classic problem, which was love. Mia falls in love at the first sight with Michael, her best friend's brother. She was afraid and too shy to show her feelings to him. Meanwhile, she had a secret admirer, later known as her partner in biology class; Kenny, until she realized it when she got present and romantic poems from him. When her mom was pregnant with her algebra teacher, Mr. Gianini, Mia felt surprised and confused at first but then she could accept the situation and she turned to support her mom in everything, including the ways to prepare the wedding ceremony although it had already been prepared by her Grandmere.

III. RESEARCH METHODS

This chapter presents the description of research methodology employed in this study. They are research design, data resource, type of data, data collection method and data analysis method, which will be presented in detail.

3.1 Research Design

The research design was qualitative research. This means that the research focused on understanding and meaning through narrative description and observation rather than through number (McMillan, 1992:9). This research was chosen to reveal the characters' conflicts in Meg Cabot's "*Princess Diaries: Take Two*" using *Speech Act Theory* and *the Theory of Conflict*.

The data was taken with the following procedures:

1. Reading the novel.
2. Finding the research problem and the research objective.
3. Reading the references and browsing through Internet to find some references related to the topic, such as Austin's Speech Act Theory and the Theory of Conflict in literary work.
4. Collecting the data in Cabot's: *Princess Diaries: Take Two* dealing with the Theory of Speech Act in form of utterances.
5. Analyzing the data based on the Speech Act theory, followed by identifying the conflict based on the Theory of Conflict.
6. Discussing the result of the analysis.
7. Drawing conclusion from the discussion.

3.2 Data Resource

The data resource was the novel written by Meggin Patricia Cabot or known as Meg Cabot. "*Princess Diaries: Take Two*" consists of 213 pages, published for the first time in the year 2000 by Harper Collins Children's Book, USA, a division of Harper Collins Publisher. Then, it is reprinted in 2001 by

Macmillan Children's book, a division of MacMillan Publishers Limited, 20 New Wharf Road, London NI 9RR.

This novel is written in 'diary' model, which is different from the traditional novel; narrative form. "*Princess Diaries: Take Two*" was chosen as the data source because the novel presents the data in form of utterances or dialogues that relevant and needed in this research.

3.3 Type of Data

The subject of this research was utterances in the novel "*Princess Diaries: Take Two*" by Meg Cabot. Dey (1998:10) claims that the data that deals with the meanings belong to qualitative data. Based upon the idea above, the type of data in this research were qualitative data in the form of utterances or dialogues which were written by Mia in her diary based on her memory and they were not in form of direct conversation, taken from Meg Cabot's "*Princess Diaries: Take Two*".

3.4 Data Collection Method

The data collection method of this research was document analysis. It was taken from Meg Cabot's "*Princess Diaries: Take Two*". Based on the preliminary study, it was found that there are 144 data, which are in form of utterances of 213 pages, which were consistent with Austin's theory of Speech Act. In line with the purpose of this research, all the data of the novel were not taken in this research. This research merely took some data to make it representative. According to Arikunto (1998:107), if there is more than 100 data it should be taken between 10% - 15% or 20% - 25% as the sample.

In this research, the sample was taken 10% from all the total number of data. Therefore, there were 14 utterances as the samples. Then, those samples were taken by random sampling by lottery because this technique provides an assumption that every utterance has the same chance to be chosen (Hadi, 1997:228).

3.5 Data Analysis Method

The collected data in this research were analyzed inductively based on the theory of Speech Act by Austin (Austin in Coulthart, 1985:18). After the researcher did the analysis from the data, then the conflict can be identified. This type of analysis was used because the data in this research may then be categorized or analyzed or written up descriptively (Seliger and Shohamy, 1989:29).

The process of analyzing the data is described as follows:

1. Describing the locutionary act, illocutionary act and perlocutionary act.
2. Identifying the conflicts.

The following example is the way to analyze the data:

While I was watching this, Lily came over with my new homework assignments, and she started watching with me, and she totally missed the deep philosophical importance of the episode. All she said was, **“Boy, does that royal chick need an eyebrow waxing.”** I was appalled. (page 46)

Because of the fever, Mia cannot go to school. That is why her best friend, Lily Moscovitz, came and told Mia about the new homework assignment. While Lily came, Mia was watching *Baywatch*; the popular TV serial about lifeguard life in America. The episode of *Baywatch* at that time was about Mitch, the main character, who met a girl in a boat race competition then finally they fell in love with each other. Somehow, the girl becomes Mitch's opponent girl friend and they were engaged. The story became interesting because actually the girl is a princess from a small European country and she has already been betrothed with a prince since birth.

For Mia, the story is the best episode that she had seen because it had a relation with her own life; she is a princess too in Genovia. That is the reason why she has deep feeling with this episode. When Lily came and saw the episode, she said, **“Boy, does that royal chick need an eyebrow waxing.”** Lily's comment actually was just a statement that actually does not need to be answered (locutionary act). Actually, Lily made a comment to the girl's performance that

became Mitch's fiancé in *Baywatch* episode. When she saw the episode, Lily thought that the royal girl needed to wax her eyebrow (Illocutionary act). Mia does not agree and she felt annoyed with Lily's statement (perlocutionary act).

It seemed there was misunderstanding and it has made a conflict between Mia and Lily. Here, Lily talked and gave comment to the girl performance in *Baywatch* episode (illocutionary act) and in the other hand, Mia talked about the story and its relation with her own life. According to Mia after she heard Lily's statement, Lily completely missed the philosophical aspect of the episode. In other words, Mia disliked Lily's statement. Mia thought that something like that will be happening to her has just been shown in that episode, perhaps her father has arranged a marriage for her with some prince whom she has never met before. It is pretty related to Mia's life. Then, Lily said that Mia was reading too much teen romances of her friend, Tina Hakim Baba.

Lily and Mia are from different class of society. Lily is an ordinary girl and Mia is a princess. When Lily threw the comment about the *Baywatch* episode, Mia was taken away by the fact that Lily completely missed the philosophical aspect of the episode. Lily never expected an answer for her comment but the fact is that Mia felt so annoyed and they started to argue about their opinion. They have different opinion and Mia felt disturbed and it created a conflict on her mind; a psychological conflict.

IV. THE RESULT OF DATA ANALYSIS

There were 144 utterances taken from Cabot's *Princess Diaries: Take Two* concerning with Austin's Theory of Speech Act. They were taken from parts of the book to make them representative by employing Random Sampling by Lottery method.

Referring to the statement above, this study took 10% of the total population of 144 utterances. This chapter, discuss the analysis of the data through Speech Act Theory and The Theory of Conflict and the summary of the analysis by referring back to the review of related literature in chapter II.

4.1 Data Analysis

Data 1

I elbowed Lars and whispered, "Have you got any cash? I'm a little low at the moment." Lars nodded and reached for his wallet. That's when Kenny, who noticed this, went, "Oh, no, Mia. Your pancakes are on me". (page 209)

The utterance above shows the conversation between Mia, Lars, and Kenny. After watching a movie, *Rock Horror*, at Village Cinema they went to Round the Clock, a café in Manhattan, to have breakfast. They have chosen this café because the foods there are very cheap; pancakes cost only 2 dollars in Manhattan! After having breakfast, Mia realized that she did not have money at all. Actually, she never had a purse to keep money in, so how was she going to bring money? Then, she elbowed Lars and whispered, "Have you got any cash? I'm a little low at the moment."

The sentence "I'm a little low at the moment" shows information that Mia cannot pay the bill because she did not have money. (locutionary act). Then, she asked Lars, her bodyguard, to lend her some money to pay the bill (illocutionary act). When Lars heard what she has said, he understood that actually Mia wants to borrow money from him. It is shown by his act that he nodded and reached for his wallet (perlocutionary act).

From the analysis above, the locutionary act shows information about Mia's condition, that she did not bring money so she cannot pay the bill. While, the perlocutionary act shows the effect from Lars while Mia asked some money from him. Nevertheless, before Lars gave the money, Kenny noticed it and said that he was going to pay her bill. She tried to refuse Kenny's offer but he still insist to pay the bills. Here, the conflict can be found in the part of illocutionary act. As a feminist girl, Mia never let boys pay for her. However, because of the condition, that she did not bring money at all then she broke her own rule. For Mia, borrowing some money from Lars much better than accept Kenny's offer to pay the bill.

The contradiction between Mia's principal, as a feminist girl, her position as a princess, and the situation in the café made her break her own rule. The contradiction is called as social conflict.

Data 2

"Mother," he said. "I want you to open this door." Still no response. "Mother," my father said. "You are being ridiculous. I want you to open the door this instant. If you don't, I shall fetch the housekeeper and have her open it for me. Are you trying to force me to resort to this? Is that it?" (page 196)

At Mia's mom and Mr. Gianini wedding party, Grandmere locked herself in her room. She felt ashamed with the guests because the groom and the bride had neglected to show up in the party. Then, Mia and her father came to talk to her.

The utterance shows an expression from Mia's father to Grandmere to open the door (locutionary act). However, it is an order from Mia's father to Grandmere to open the door (illocutionary act). As a result, Grandmere came out finally from her room (perlocution act).

From the illocutionary act the conflict can be identified. At first, Mia's father tried to persuade and talk with his mother but there was no response and answer from her. Therefore, because he was impatient with the situation and worried about Grandmere's condition then he ordered her to open the door.

Finally, Grandmere came out. It is not just because of the order from her son but Grandmere thought as a royal family it is not good to leave the guests at the party alone because it will give negative, bad image for the royal family itself.

The utterance came out because there is psychological conflict on Mia's father. Actually, he is worried about her mother condition. Grandmere did not give any response every time he talked to her. Beside of that he felt guilty too because he helped the groom and the bride to run out from the party so that his mother could get ashamed and be angry.

Data 3

"Hello, Mia," Lilly's father called from behind his magazine. "How are you doing?"

"Um," I said, nervously. "Fine."

"And how is your mother?" Lilly's mother asked.

"She's fine," I said.

"Is she still seeing your Algebra teacher in a social capacity?"

"Um, yes Dr. Moscovitz," I said. More than you know.

"And are you still amenable to the relationship?" Lilly's father wanted to know.

"Um," I said. "Yes Dr. Moscovitz." (page 75)

Mia met Mr. and Mrs. Moscovitz at their home. They talked a bit about Mr. Gianini and her mom's condition (locutionary act). Mr. and Mrs. Moscovitz actually knew about the relation between her mom and Mr. Gianini, Mia's Algebra teacher and they tried to find more information about them (illocutionary act). So, when they asked her about their relation, Mia felt nervous (perlocutionary act).

The analysis above shows that actually, Mr. and Mrs. Moscovitz still did not know that Mr. Gianini and Mia's mom are going to have a baby. The fact is that Mia's mom was having Mr. Gianini's baby. That became the reason that Mia had lied to The Moscovitz about her mom and Mr. Gianini's relationship, that they are going to marry, and The Moscovitz believed her.

Mia had her opinion that it would not be appropriate to mention the whole thing about how her mom having Mr. Gianini's baby. It would be a hard pressure for her if she had told it to anyone, including to The Moscovitz. The Moscovitz's question made her bit confused. She wanted to tell them about Mr. Gianini and

her mom relation, but Mia decided not to tell it because she tried avoiding 'comments' from them. The question causes a conflict situation for Mia; psychological conflict for her. She wanted to answer the question honestly, but on the other hand, she did not want to be involved in a problem. Then, she decided not to tell it, better for them to know it by themselves from other people, not from her.

Data 4

"Grandmere, you have to do something," I wailed. **"I don't know if I'm going to be able to show my face at school tomorrow."**

"Tourism has been down in Genovia," Grandmere reminded me, "ever since we banned cruise ship from docking in the bay. But who needs day-trippers? With their sticky-film cameras and their awful Bermuda shorts. If that woman had only shown a few shots of the casinos. And the beaches! Why, we have only naturally white sand along the Riviera, are you aware of that, Amelia? Monaco has to important sand." (page 111 – 112)

At the interview with Beverly Bellerieve in *Twenty Four/Seven* program, Mia talked 'too much' about her life, her school and told them about the wedding; her mother's pregnancy and wedding. Then she said that she could not go to school tomorrow (locutionary act). Mia was so confused because she knew she did something stupid that brought problems for herself, her family, her friends, her teachers and her school too (illocutionary act). She realized it and felt so sad for what she had done (perlocutionary act).

From the explanation in illocutionary act, it shows a conflict that Mia did not want to go to school and meet her friends, the teachers at the school because she made problem for them. Shameeka phoned and told her that her father was so angry because he got the impression from the interview that Albert Einstein High School is filled with sex addicts and alcoholics. That is why, Shameeka's father going to send her to another school. Then, she phoned Grandmere to ask for her opinion. However, unfortunately Grandmere did not hear her and was busy with her own business, about Tourism in Genovia. She felt that Grandmere rejected her because suddenly she hung up the phone. She talked with Mr. Gianini, to get the information to find another school. Mia decided to move and study to another

school. When her mother heard the plan, she did not agree. Not everything that Mia said in TV program was that bad, she added.

It is clear that Mia was in a conflict; psychological conflict. She felt so guilty with her comments in TV show and has involved some of her friends and teachers in trouble. She was so afraid and sad that she was not brave enough to go to school again to meet her friends and the teacher. Grandmere could not give her opinion because she was too busy with Genovian Tourism. She tried to run away from this problem by planning to move to another school and fortunately, her mother could prevent it.

Data 5

“Well,” Principal Gupta said. “I am aware of that---.”

“Also, after my review sessions, I have princess lessons with my grandmother, so that when I go to Genovia in December for my introduction to the people I will one day rule. **I do not make a complete idiot of myself, like I did last night.**” (page 122)

At the interview with Beverly Bellerieve, Mia told her that she was not popular at her school. Then she made comment about herself, express her as ‘an idiot’ person (locutionary act). She was still sad and angry with herself, with the interview too, because of her the teachers and her friends got problem (illocutionary act). Mrs. Gupta did not agree with her. She tried so hard to convince her that it was not true at all (perlocutionary act).

For principal Gupta, when she heard about that statement, she thought Mia was not happy to study at Albert Einstein. It disturbed her, then, she called Mia to talk and to clarify the situation. Mia came and said to Mrs. Gupta that she promised to herself not to say anything that would make her bashful again, Still, Mia thought all the people at the school knew her because the title princess in her name.

Here, Mrs. Gupta and Mia, argued with their own opinion. Mia with her own opinion that she thought she did something stupid and everyone knows her because she is a princess. While Mrs. Gupta said no and gave suggestion to her to erase the bad ‘thought’ about herself by joining some extracurricular activities.

That was a bad idea, said Mia. She did not have much time to do the extra activities because the princess lesson made her busy. Mrs. Gupta did not have anything else to say then somehow she said that it would not happen if Mia had not close down her relation with her best friend, Lily. Again, Mia denied it.

There is a contradiction between Mrs. Gupta and Mia. Both tried to defend their own opinion. From the utterances, the situation, and the contradiction about the ideas and opinion among them, it indicates there was conflict between them, which is called as physical conflict.

Data 6

“Come on, Al,” she said, giving Boris a rap on the head. **“Let’s blow this juke joint.”**

Only of course Boris didn’t understand. “What is a juke joint?” he asked. “And why are we blowing it?” (page 209)

Uncomfortable situation had happened at the Round the Clock café. Kenny sat beside Mia with his arm went around on her shoulders and Michael watched it. Then not knowing whether Kenney’s arm was around Mia’s shoulder or not, Michael stood and pay the bill. Everyone looked at him and tried to know what was going on. He did not answer Lily’s question when she asked the reason why he left so soon. Mia did the same thing; she stood up and asked Lars to call the car. Knowing that Mia wanted to go home, Kenny asked her whether he could go out with her again. However, before that, he gave comment on Michael and when she heard that, Lily asked Boris to go with her to another place (locutionary act). She became angry (illocutionary act). Boris, Lily’s boyfriend, became dumfounded, he did not realize the situation because he was busy with his food (perlocutionary act).

Lily tried to defend her brother from Kenny’s comment and besides to help Mia, also from Kenny. She had shown it implicitly through words and explicitly through her behavior. The conflict had been there, around Mia and her friends when they were in café. It was all because of Kenny’s behavior and comments, especially to Mia and Michael that made Lily felt disturbed. Physical

conflict turned up resembling with Lily's comment because she tried to overcome the forces from Kenny.

Data 7

As she hugged me, Mamaw went, "Why, you aren't anything but skin bones, are you?" Yes, thank you, Mamaw. It is true, I am mammarily challenged. (page 135)

Helen's family, Mia's grandparents and cousin, came to attend the wedding. Mia met them at her home after she came from her lesson, princess lesson. Then, Mia took them to the hotel that she had booked before by her dad. It would be better for them to stay at the hotel rather than at the loft, that was what she thought. Before they left, at the lobby of the SoHo Grand Hotel, Mamaw, Mia's grandmother, surprised her by grabbing and giving her a hug of goodbye. She was not expecting it because Mia never felt 'the hug' before from Grandmere. As Mamaw hugged Mia, she said, **"Why, you aren't anything but skin bones, are you?"**

That utterance shows Mamaw's expression after she met Mia (locutionary act). However, actually Mamaw told her that she is very skinny (illocutionary act). Mia was mammarily challenged with Mamaw's comment (perlocutionary act).

Although Mamaw's comments made her sad but she realized that Mamaw was true. There is a conflict that appears because of this utterance. The comment from Mamaw about her physical performance creates a physical conflict. It made her convinced about herself that she is not attractive girl like her friends. Before she heard the comment from Mamaw, according to the reality of herself that she is the tallest girl in her school, that condition made her not comfortable.

Data 8

Lily's voice; "And that's going to be your first act when you become the ruler of Genovia?"

I went, sleepily. "Yeah, I think so. Maybe we could just turn the whole castle into an animal shelter, you know? And like all the strays in Europe can come live there. Even those cats in Rome."

"Do you think your grandmere is going to like that? I mean, having all those stray cats around the castle?"

I went, "**She'll be dead, so who cares?**" (page 156)

After studying, Mia hit Channel 67 and found Lily's show called *Lily Tells It Like It Is*. The show is about pyjama party that Mia did with her girl friends; include Lily at Lily's house. They did many things like dropping the eggplant out of the window and talking about French kiss. After everyone had fallen asleep, Mia and Lily had stayed awake and they chatted. The worse thing is that Lily had been filming all the conversations and now it was in TV.

Mia told her what she would do when she were in Genovia. The most things that she want to do is start a place for stray and abandoned animals, like cat and dog because she really love animals especially cat, she had Fat Louise, her favorite cat. When Lily gave a question to her about Grandmere and what she would do with the animals, Mia just stated her opinion about her Grandmere by saying, "**She'll be dead, so who cares?**" The utterance itself called as locutionary act. Nevertheless, the fact is Mia was so angry with her Grandmere for what she did with the animals (illocutionary act). Grandmere also had a dog but she is not close with it and sometimes treats the dog badly by saying bad words to it. That made Mia very upset. When Lily heard the comment, she did not care about it and continue to ask Mia with some questions about her plans in Genovia (perlocutionary act).

However, what she said about her Grandmere is not meant like that. It is just an expression from her, for what Grandmere did to the animals. She thought Grandmere would not like her plan for with the animals and argues with her about the plan. Nevertheless, Mia still was with her plans because she had power to do that, as the princess in Genovia.

After watching the program Mia felt afraid with what she had said and then called Lily to clarify it. After hearing the clarification from Lily, Mia felt she did not do anything, nothing wrong with her comments. She thought that she was a whacko who has a thing for cats. Something that happened with Mia is called as psychological conflict. There is 'a contradiction' or 'a battle' inside her mind,

between what she wants and the rule from her Grandmere. At first, she felt guilty but at next she felt okay with her comments. She decided not to think about it and convinced herself that everything is fine.

Data 9

“Oh, she was always like that,” Mamaw was saying. **“Stubborn as a mule.”**

I was sure they were talking about me. I threw down my book bag and went. “I am not!” (page 166)

After coming from school, Mia came back to her house, the loft, for her princess lesson. When she walked in, there was Mamaw sitting and said “Oh, she was always like that”. **“Stubborn as a mule”**, she added (locutionary act). The fact is that they were talking about Mia’s mother, about her marriage and behavior (illocutionary act). However, Mia was sure that her grandmothers were talking about her (perlocutionary act).

Mamaw was not surprised at all about Mia mother’s marriage, whatever she is going to do because she did the same thing before with Mia’s father. At that time, when Helen had relationship with Mia’s father and had been pregnant, she did not tell her mother that the baby’s father was a prince.

Before she came to the loft, Mia already had problem at school. Lily, her best friend and Hank, her cousin, have disappeared again from school. She thought about it so much because Lily already had boy friend, Boris. If something happened to Hank, then it would be another huge shock for her because she promised to Mamaw to take care of him. However, when she heard her Mamaw said those words, she became sad, bit angry, and denied it. The situation had made Mia bit depressed and caused psychological conflict in her mind. She thought if her life continues along this roller-coaster course and lots of problem, she may have to seek professional counseling.

Data 10

Vigo looked at my grandmother. “What is this Halloween?” he asked. Then I remembered they don’t go if for Halloween much in Genovia. **“A Pagan holiday,” Grandmere replied, with a shudder. “Children dress up in costumes and demand candy from strangers. Horrible American tradition.”**

"It's in less than a week," I pointed out. Grandmere raised her drawn-on eyebrows. "And so?"

"Well, that's so...you know. Soon. People---like me---might have another plans already." (page 98)

Grandmere had planned the marriage on this Saturday. Unfortunately, the wedding day is on the same day with Halloween, American tradition and culture, and Shameeka's Halloween party, where Mia is also invited. Mia tried to inform about the situation to Grandmere. However, Grandmere just perceive the information by saying **"A Pagan holiday,"** Grandmere replied, with a shudder. **"Children dress up in costumes and demand candy from strangers. Horrible American tradition."** The utterance that said by Grandmere is called as locutionary act. The fact is Grandmere did not take it as a problem. According to her Halloween is very weird; *"Horrible American tradition"*, she said (illocution act). Therefore, she warned Grandmere that the people might be already having another plan and that they may not come to the wedding (perlocution act).

The problem about Halloween day brought a conflict. Genovian people never knew and celebrated the Halloween but American people do. Halloween is the American culture and it is a must for them to celebrate it. The difference in culture between the countries might cause the social conflict. Mia was born in America and felt like an American, she thought of celebrating it. In the opposite, Grandmere thought the Halloween is horrible American tradition.

Data 11

"You are way too glam for Halloween," Lilly declared. Glam? Well, glam was better than stupid, I guess. But why couldn't Michael have said so? (page 204)

For celebrating Halloween day, Mia and her friends dressed up with Halloween costumes. Mia dressed up like Glinda the Good Witch. The reaction from Lily when she saw Mia's costumes, she said that Mia too glam with her costume (locutinary act). Actually, what Lily tried to say is Mia looked attractive and beautiful with her dress (illocutionary act). However, Mia felt confused with the comment (perlocutinary act).

The fact is Mia did not know the meaning of “glam” word from Lily’s utterance. She thought the meaning of it almost the same with the word stupid, just better from it bit. In other words, Mia thought Lily teased her performance. She felt ashamed because Michael, Lily’s brother whom she loves, was there too but she surprised that he did not give any comment to her. Usually, if Mia did something that inappropriate, Michael always gave comment; critics or suggestions to her.

The comment on Mia’s performance built a conflict between Mia and Lily as the speaker. The word “glam” here refers to glamorous but Mia did not understand it. Lily’s statement creates a big question inside her mind, is it a tease or praise for her. The fact is felt annoyed and felt unconfident with the comment; moreover, it is said in front of Michael. Psychological conflict in Mia is revealed here.

Data 12

“Oh, Mia,” she said when she saw me. “Was it horrible? I’m sorry, I’m such a bad mother”. (page 136)

After came from hotel, Mia found her mom was alone. She was glad that Mr. Gianini was not around. Then, when saw Mia came, her mom called her and suddenly told her how bad she is as a mother (locutionary act). Mia’s mom felt so sad because when her parents came to visit her from Indiana, she sent them to a hotel (illocutionary act). Mia knew that her mom was not herself; her mom was having a hormonal imbalance because of her pregnancy then she tried to convince her that she was not that bad (perlocutionary act).

Knowing that her grandparents and cousin from her mother side came, Mia felt surprised. Then, she called his dad and informed the situation at the loft. Mia’s dad understood then asked Mia to go to a hotel near the SoHo Grand with her grandparents and cousin because he had booked the hotel for them yet. At first, Mia’s mom felt so happy that her parents would go out from the loft but then she realized she did something bad. After she saw Mia came from the hotel, her mom said to her that she was really sad and guilty with her decision

Mia's mom feeling, sad and feeling guilty came out because she sent her parents to a hotel. Actually, Mia's mom did not tell her parents about her plan to marry with Mr. Gianini, even with her pregnancy. The situation was difficult for her. In one side, she wanted her parents to stay at the loft and in the other side; she could not do that because she did not inform her plan to marry and her pregnancy. Moreover, she knew that they came from Indiana visiting her, far from Manhattan, and she should keep them stay at the loft.

The battle inside Mia's mom feeling create a conflict; psychological conflict. She felt happy with her decision to send her parents to a hotel at first but then she felt guilty and sad. That is why she called herself as a bad mother to express her emotion.

Data 13

But when I told my dream to Lily, she held out her hand and said, **"Come with me Hank, I'll help you to achieve your dream."**

Hank put his hand down. "And do you know what?" (page 178)

Mia's grandparents came with her cousin, Hank. He came from a small place from Indiana and he does not know about fashion at all, it is shown by his performance. One day, he wanted to go to Mia's school and Mia took him to Albert Einstein High School with her. Hank met Mia's friends and when he talked with Lily, Mia's best friend, he said to her about his dream, his ambition and he wanted to change his performance.

Lily realized there is something inside Hank, and then she answered Hank's statement by saying that she will help him to achieve his dream (locutionary act). Illocutionary act, Lily utterance indicates a promise to Hank to help him to reach his dream. Hank felt happy after he heard that (perlocutionary act).

The offer from Lily that she would help Hank made him believe that he could reach his dream. His Mamaw and Papaw told him that his dream just a pipe dream for a young boy likes him. They told him to give it up and it would not happen. However, when he met Lily and told her about his dream he felt happy. She promised to him that she would help him.

From the first feeling, down and unconfident, Lily's utterance made Hank felt happy and convinced him that he could reach his dream, the unconfident feeling has gone. Finally, he has chance to prove his dream to Mamaw, Papaw and other families. The changes of the feelings and situation influence Hank psychological condition and create a conflict. The conflict itself knows as psychological conflict.

Data 14

Principal Gupta smiled at me in this very brittle way. "Don't worry Mia," she said. "**Mrs. Hill has been taken care of.**" Taken care of! What does that mean? I am almost afraid to find out. (page 123)

The result of the interview with Beverly Ballerieve has brought bad image to Albert Einstein High School. That is why, Principal Gupta took reaction based on Mia's comment and told it to Mia that Mrs. Hill has been taken care of (locutionary act). Here, Principal Gupta tried to say that Mrs. Hill has been moved and she would not teach at G and T class (illocutionary act). Mia felt surprised and afraid after heard that statement (perlocutionary act).

Mia realized that she said something bad that made her friends, school, teachers, and mother are involved in big trouble. In this case, for Mrs. Hill, Mia really afraid and tried to convince Principal Gupta that Mrs. Hill always in the teacher lounge during the Gifted and Talented class. However, it was useless because Principal Gupta said that Mrs. Hill has been taken care of. Now, Mia felt guilty for what she said in the interview. She realized that she should not say something bad about Mrs. Hill just because she did not like the class. The reaction that Principal Gupta has taken to Mrs. Hill create a psychological conflict in Mia because she did something, lied about Mrs. Hill because she did not like the class. Mia thought that her comment would not give trouble for Mrs. Hill.

4.2 Discussion

Based on the data analysis, it was found that among the total samples, 14 utterances in this research revealed the conflict by using Austin's *Speech Act*

Theory and The Theory of Conflict. The conflicts were found after all the data were analyzed by using *The Speech Act Theory* in the part of *Illocutionary Act*. Illocutionary act is intended action by the speaker or the real meaning from the utterance itself. Here, the illocutionary act revealed and point out the conflicts in the data. The most conflict that revealed was Psychological conflict. Among the 14 samples, 9 samples indicated psychological conflict. It can be seen at the utterance number 2, 3, 4, 8, 9, 11, 12, 13, and 14. Further explanations are as follows:

- a. Data 2. Here, Speech Act Theory had revealed psychological conflict on Mia's dad. The situation in Mia's mom wedding party with Mr. Gianini and Mia and her father found that Grandmere was locked in her room. She was so sad because the groom and the bride did not show up, they were gone and the person who had helped them to run away was Mia's dad and he felt so guilty to Grandmere with what he did but still, he cannot tell Grandmere because he had promised to Mr. Gianini and Mia's mom.
- b. Data 3. The conversation with The Moscovitz' made Mia confused and should lie to them about her mother condition. She did that because she did not want to be involved in a problem and avoiding comments from them.
- c. Data 4. The accident in the interview with Beverly Bellerieve in Twenty Four/Seven TV program made Mia sad. She blamed herself because she talked too much about her school and her mother's pregnancy and wedding party. He was so afraid then and she was not brave enough to go to school.
- d. Data 8. After watching Lily's TV program, Lily Tells It Like It Is, Mia felt afraid with she had said and then called Lily to clarify it. The fact is she did not mean like that. That was an expression because she knew that Grandmere would not like her plan to the animals.
- e. Data 9. There was misunderstood among Mia, Grandmere and Mamaw. Mia thought that Mamaw and Grandmere were talking about her but the

fact is they talked about Mia's mother. Because Mia did not know the topic of Grandmere and Mamaw conversation before, she reacted too much and it caused conflict for her.

- f. Data 11. Lily actually wanted to say that Mia was glamorous with her costumes by saying the words "glam". However, Mia did not understand the meaning of the word glam and she became confused, whether it was a praise or tease for her.
- g. Data 12. Mia's mom felt so guilty for what she did to her parents, by sending them to hotel. Her parents came from Indiana to see her but she sent Mamaw and Papaw and also Hank to a hotel because she did not tell them about her plan to marry with Mr. Gianini and about her pregnancy too.
- h. Data 13. The changes of feeling, unconfident turned into confident feeling, made Hank involved in conflict. At first, Mamaw and Papaw did not believe him about his dream. They said it just a pipe dream for a young boy and Hank could not reach it. Finally, Hank could make his dream come true with the help from Lily.
- i. Data 14. The conflict happened because Mia said something not true about Mrs. Hill. At first, she did not realize it would create problem to Mr. Hill. However, after she heard that principal Gupta said that Mrs. Hill has been taken care of she became afraid and guilty for what she did to Mrs. Hill.

2 samples, data number 1 and 10, had shown the social conflict in Mia.

From the result of the analysis by using Speech Act Theory, it was found that the causes from the conflicts were:

- a. Data 1. The contradiction in Mia's principal as a feminist girl, as a princess and the situation in café creates a social conflict. Although she did not want boys pay for her but because she did not bring money, she should accept it.
- b. Data 10. The problem of culture between Genovia and America about Halloween day brought conflict between Mia and Grandmere. Grandmere

said that Halloween is horrible American tradition and still insist to celebrate the wedding party in that day. While Mia tried to warn Grandmere that maybe people would not come to the party because of the Halloween day.

The sample of data number 5, 6 and 7 are the example from physical conflict.

- a. Data 5. Here, Mia had been involved in conflict with Mrs. Gupta. The cause was result of the interview with Beverly Bellerieve. Mia said that she was not popular at her school and for Mrs. Gupta it was an indication for her that Mia was not happy studying at the school. Then, she had tried to convince Mia that everything that she had said was not true but Mia did not feel like that.
- b. Meanwhile, data number 6 is the physical conflict for Lily. It had happened when Lily tried to defend her brother from Kenney. Lily did not like Kenny's comment then she asked Boris, her boy friend, to go out; avoiding Kenny.
- c. Data number 7 indicates physical conflict in Mia. It happened because the comment from Mamaw to Mia's performance made Mia sure that she is not attractive like other girls in her school, the same with what she thought before.

From the data analysis above, everything showed how Austin's theory of *Speech Act*, in this case in part of *Illocutionary Act* and *the Theory of Conflict* has tried to reveal characters' conflicts in Meg Cabot's "*Princess Diaries: Take Two*". All the analysis above using *the Illocutionary Act* to reveal the characters' conflicts. Finally, concerning with those statement above, it can be noted that Austin's *Speech Act* theory can be used to reveal the conflicts in literary works, in this case novel, and it is helpful to understand the content easier.

V. CONCLUSION AND SUGGESTION

This final chapter highlights the conclusion drawn from the result of the analysis and suggestion proposed to the English teacher and the other researcher.

5.1 Conclusion

Based on the result of the analysis in chapter IV, it is found that Austin's theory of Speech Act could reveal 9 utterances to find the main character's conflict, Mia Thermopolis's conflict. In detail, the result is as follow:

1. Data number 1 and 10, revealed the social conflict.
The social conflict had happened because there was distinction in Mia about principal and culture.
2. Data number 2, 3, 4, 8, 9, 11, 12, 13, and 14 revealed the psychological conflict. Most of them are Mia's psychological conflicts but in data number 2, Speech Act Theory had revealed the psychological conflict in Mia's dad. While in data number 12 revealed the psychological conflict in Mia's mom and data number 13 revealed conflict in Hank.
3. Utterance number 5, 6, and 7 revealed the physical conflict. Utterance number 5 showed how Speech Act Theory had revealed the conflict in Mia and Lilly, in utterance number 6.
4. Austin's Speech Act Theory, in the parts of *locutionary act*, *illocutionary act*, and *perlocutionary act*, can be used as a way to reveal the conflict to comprehend the content of literary works; novel, in an easier way.



5.2 Suggestion

Based on the result of this research, some suggestion are given to the followings:

- a. The English teacher. The teacher needs to apply Austin's theory of Speech Act in the teaching learning process.
- b. The other researchers. It is important for other researchers to conduct further research on similar topic with different focus using different research design. For example analyzing jokes or advertisement with Speech Act theory by using descriptive quantitative design.

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RESEARCH MATRIX

Title	Problem	Variables	Indicators	Data Resources	Research Method
Revealing The Characters' Conflicts through Speech Act Theory and The Theory of Conflict in Meg Cabot's "Princess Diaries: Take Two".	What kinds of characters conflict are there in Meg Cabot's "Princess Diaries: Take Two".	1. Austin's Speech Act Theory 2. Theory of Conflicts	a. Locutionary Act. b. Illocutionary Act. c. Perlocutionary Act. a. Psychological Conflict. b. Physical Conflict. c. Social Conflict.	Novel by Meg Cabot, "Princess Diaries: Take Two". Reprinted by MacMillan Children's Book, year 2001.	1. Research Design: Qualitative Research. 2. Type of Data: Utterances. 3. Data Collection Method: a. Document Analysis. b. Random Sampling by Lottery. 4. Data Analysis: Inductive analysis based on Austin's Speech Act Theory.