

---

## ILLOCUTIONARY ACTS IN WEBTOON “THE MASKED FABLES SEASON 1”

Oleh

Devi Ayuningtyas<sup>1</sup>, Senowarsito<sup>2</sup>, Dias Andris Susanto<sup>3</sup>

<sup>1,2,3</sup>English Education, University PGRI Semarang, Indonesia

E-mail: <sup>1</sup>[devideviayuningtyas@gmail.com](mailto:devideviayuningtyas@gmail.com), <sup>2</sup>[senowarsito@upgris.ac.id](mailto:senowarsito@upgris.ac.id),

<sup>3</sup>[diasandris@upgris.ac.id](mailto:diasandris@upgris.ac.id)

---

### Article History:

Received: 26-01-2023

Revised: 18-01-2023

Accepted: 05-02-2023

### Keywords:

Speech Act,

Illocutionary Act,

Webtoon, The Masked

Fables

**Abstract:** *This research is aimed to find out the kinds of illocutionary acts, find out the most dominant illocutionary act, and find out the contribution of illocutionary act in Webtoon “The Masked Fables Season 1” to applied pragmatic in teaching English. The source of data to support all the analysis for this research was taken from the Webtoon entitled “The Masked Fables Season 1”. The method used in this research is descriptive qualitative research for analyzing data. To analyze the utterances the researcher used Searle’s theory. From the result, the researcher found four types of illocutionary act such as representative (483 utterances), directive (330 utterances), commissive (169 utterances) and expressive (37 utterances). The most dominant type used in The Masked Fables Season 1 is representative. This research can be used for students’ references for learning pragmatics, especially illocutionary acts. From this research, the students can find many types of illocutionary acts found in the Webtoon “The Masked Fables Season 1”. The scenario in this research can enrich students’ knowledge about illocutionary acts and it can increase students’ vocabulary and speaking skills.*

---

## PENDAHULUAN

Susanto D.A., et al (2016) language has an important role in our life because it makes people easier to communicate their ideas. Therefore research and language are inseparable from humans. Language is useful because it facilitates communication. Every language in the world is utilized as a means of communication. Language is used to communicate with others; it may also be used to exchange ideas and conduct debates. It is used to gather information and establish rapport with individuals. Language enables people to convey their emotions and also explain their surroundings. It is essential for the language that is used in communication, whether spoken or written, to be as plain as is humanly feasible. This allows the listener to comprehend what the speaker is saying easily. In addition to that, the audience will understand the message and comprehend its significance. The significance of the message is conveyed to the user by way of the context. The utterances that take place during the conversation or interaction between the speaker and the listener constitute the context.

Muna, N., & Susanto, D.A. (2022) stated that the use of English in Indonesia is not like other countries that use English as their second language. Indonesia is a country that has many tribes and languages. So, therefore, in Indonesia English has become a foreign language

---

after the main language (Indonesian), and the second language (regional language). This is what makes English quite difficult for students to learn. It can be help with pragmatics because when we learn pragmatics we also learn the context. The pragmatic illocutionary speech act shows up quite frequently in the process of communication. Speech acts are not only found in day-to-day basis communication but can also be found in novels, movies, commercials or advertisements, and even in comic books. Speech acts are utilized often throughout daily activities. According to Susanto D.A., et al (2021), a speech act is a speech delivered in the form of ideas that use language well and are easily understood by listeners or viewers in real or on social media. Not only in real life and social media but speech acts can also be found in movies, magazines, novels, and even comics. There are three types of speech acts. The first type is the locutionary act, illocutionary act, and perlocutionary act. Searle (1976:10) proposed five categories of illocutionary acts: representative, directive, commissive, expressive, and declarative.

Susanto D.A., et al (2021) revealed that in the digital era, there are so many platforms of social media such as Facebook, Instagram, Path, Twitter, Whatsapp, etc. They have several functions in our life. Nowadays, we can read comics on our phones. We can read it from Webtoon and one of the comics is webtoon titled *The Masked Fables Season 1* a comic by Ebae Kim, an author from South Korea. The comic tells the story of a girl with a mysterious disease who seeks a cure for her illness by venturing into another world with her best friend, Hadley, the lost spirit. They must solve a riddle to find the cure and also return to Hadley's body. According to Susanto D.A., et al (2019) discussed that being English teacher needs a high quality in English teaching and learning. In this 21<sup>st</sup> century teachers are supposed to do more productive in the classroom rather than giving lecturing in front of the students Susanto D.A., et al (2020) Anita, Y., & Susanto, D.A. (2013) states the successful or the unsuccessful teaching and learning process can be seen from the techniques that are used by the teachers by selecting the right techniques of teaching and learning process would run well, and it happens at any school. Hidayat, N., & Susanto, D.A. (2018) Teacher should focus in applying strategy, technique, or method in the teaching English, but not only that it also concerns about the materials. With Webtoon teachers can make a fun learning strategy to make students enjoy learning English.

The researcher chooses *The Masked Fables: Season 1* as the object of the study since there are many different kinds of speech acts found in the webtoon. So the researcher wants to find out the kinds of illocutionary acts, find out the most dominant illocutionary act and find out the contribution of illocutionary acts in Webtoon "The Masked Fables Season 1" to applied pragmatics in teaching English.

## LITERATURE REVIEW

### 1. Pragmatics

We use a variety of languages to communicate. One of them is pragmatics. Pragmatics is one of the linguistics branches and subfields of semiotics that studies the ways in which context contributes to meaning. According to Yule (1996:4), stated that "The advantage of studying language via pragmatics is that one can talk about people's intended meanings, their assumptions, their purposes or goals, and the kinds of actions (for example, request) that they are performing when they speak. The big disadvantage is that all these very human

concepts are extremely difficult to analyze in a consistent and objective way". From the definition above, we may conclude that pragmatics is a kind of language used to communicate and learn about the intended meanings of others.

## 2. Speech Act

As social beings, people need to communicate with one another. Communication is important in social life since it allows for interaction. When we interact, we must know what we are going to say so that others may understand us. Our act which is done by us when we are making utterances is called a speech act. According to Searle (1969:16) speaking a language is performing speech acts, acts such as making statements, giving commands, asking questions, making promises, and so on; and more abstractly, acts such as referring and predicating; and, secondly, that these acts are in general made possible by and are performed in accordance with certain rules for the use of linguistic elements. Yule (1996) differentiates speech acts into three types there are locutionary act, illocutionary act and perlocutionary act.

### a. Locutionary act

A locutionary act, sometimes called a locution or an utterance act is the act of creating a meaningful utterance or an action that is produced by creating the utterances of stating something and meaning that other people say.

### b. Illocutionary act

An act that is conducted through speech is known as an illocutionary act. In other words, an illocutionary act is when someone speaks something with the intention of achieving anything.

### c. Perlocutionary act

The perlocutionary act (or just simply the perlocution) is what the listeners do in response to the speaker's utterance. The purpose of a perlocutionary act is to change thoughts, feelings or actions.

For example:

- "It's cold here."
  - Locutionary act: The speaker feels cold in his place
  - Illocutionary act: The utterance has two possible meanings inside
    1. An indirect request for someone to close the window.
    2. An indirect refusal to close the window because someone feels hot.
  - Perlocutionary act: The hearer will close/ open the window.

## 3. Illocutionary Act

Susanto D.A., et al (2022) states when performing an illocutionary acts, the speaker should utter anything that has intended meaning for the listener in regards to the situation and condition. It can assist readers in gaining better comprehension of the speaker's statement in a certain context. The speaker makes statement to speech partner with the intention of getting the speech partner to do something. According to Searle (1969), illocutionary act is the performance of a particular language function. In this illocutionary act what the speaker says can be arranged completely based on the environment and the context, every sentences has different meaning depend on the context of situation. Searle (1969: 12-17), classifies illocutionary act into five types, namely representative, directive, commissive, expressive, and declarative speech act.

#### 4. Webtoon

In Wikipedia, webtoon are a type of digital comic that originated in South Korea usually meant to be read on computers and smartphones (2022). Webtoon is a web-based application used for online comic publishing originating from South Korea. Teenagers and adults can read webtoon comics. There are many genres in webtoons, like drama, comedy, romance, action, history, fantasy, and thriller. Many people liked webtoon because the comics are up to date. The comics are also continuously published on every date determined by the author. Readers can also interact in the comments section on each episode in the webtoon. Comics on webtoon can be changed in language according to the available language. Readers can participate in translating their favorite comics. Webtoon has a feature that other comics don't have. The feature is that the author can add back sound to each episode in the published comics.

#### METHODOLOGY

The researcher would describe the illocutionary acts used in The Masked Fables Season 1. The researcher would use Searle's theory from his journal A Classification of Illocutionary Act in this research. This research will use descriptive qualitative. According to Creswell (2014), qualitative method rely on text and image data, have unique steps in data analysis, and draw on diverse design. Writing a methods section for a proposal for qualitative research partly requires educating readers as to the intent of qualitative research, mentioning specific designs, carefully reflecting on the role the researcher plays for recording data, analyzing the information through multiple steps of analysis, and mentioning approaches for documenting the accuracy-or validity-of the data collected.

##### a. Data Collection Method

To analyze the illocutionary act in webtoon. The following actions were taken by the researcher to collect the data for this research:

- The researcher download the webtoon from Playstore
- The researcher open the webtoon and searched for "The Masked Fables" comic
- The researcher starts to collect the data by screenshotting the dialogues by characters in the webtoon

##### b. Data Analysis Method

We can see that according to Miles, Huberman, & Saldana (2013:08) there are 3 steps to analyze in qualitative data such as data condensation, data display and conclusion drawing/verification. From the theory, the researcher choose to use this steps:

##### - Data Condensation

Data Condensation is a part of analysis. In this part, the researcher identifies the data that using illocutionary act in "The Masked Fables Season 1". Then, the researcher starts to categorise the data according to the type of illocutionary act. After the researcher categorises the data, the researcher justifies the dominant type of illocutionary act that use in "The Masked Fables Season 1" based on the data that has already been analyzed.

##### - Data Display

The next thing to do is display the data. After analyzing illocutionary acts, categorizing illocutionary acts and justifying the dominant types of illocutionary act the researcher used a table to present the data. The researcher presented the table based on the categories such

as the illocutionary act, the type of illocutionary act and the meaning of illocutionary act.

- Drawing and Verifying Conclusion

The last step of analyzing the data is drawing conclusion and verifying the conclusion based on the data that has been analysed before.

## FINDINGS AND DISCUSSION

Based on the research, the data were categorized based on Searle's theory. In this research, the researcher found four kinds of illocutionary acts from all characters in the Webtoon "The Masked Fables Season 1". There are representatives, directives, commissives, and expressives. There is no declarative illocutionary act found in this webtoon. The result of the data finding can be found in the table.

No.	Illocutionary Acts	Frequency	Percentage
1.	Representative	483	47.4%
2.	Directive	330	32.4%
3.	Commissive	169	16.6%
4.	Expressive	37	3.6%
5.	Declarative	0	0%
Total		1.019	100%

From the table above, we can see that the highest type of illocutionary act in the Webtoon "The Masked Fables Season 1" is representative with the highest frequency of 483 utterances and represents 47.4% percentage. The second highest data is directive with 330 utterances and represents 32.4% percentage. The third type of illocutionary act that is often mentioned in "The Masked Fables Season 1" is commissive with 169 utterances and represents 16.6% percentage. The fourth type is expressive illocutionary act with 37 utterances and represents 3.6% percentage.

The analysis result of the meaning of the illocutionary act in the Webtoon "The Masked Fables Season 1" as follow:

- Representative

1. Informing

- Dialogue

Snow White: "Ari, what are you planning to do with all this?"

Ari: "**Uh... Give it to Brin**"

- Explanation

The kind of illocutionary act from the bolded utterance in the dialogue above is informing. Because the hearer wants to answer the speaker. It is used by Ari to inform Snow White that she wants to give the book that she found to Brin.

2. Asserting

- Dialogue

Snow White: "You are now formally invited to tonight's coronation's eve banquet."

Brin: "What?! **But the invitation lists have been finalized!**"

- Explanation

The kind of illocutionary act from the bolded utterance in the dialogue above is Asserting. Because the speaker stated that the invitation list has been finalized. It is

used by Brin to assert to Snow White that the invitation is already fixed, so she can't invite someone to the banquet.

### 3. Believing

#### - Dialogue

Brin: "But the invitation lists have been finalized!"

Miriam: **"I'm sure we can accommodate."**

#### - Explanation

The kind of illocutionary act from the bolded utterance in the dialogue above is Believing. Because it is used by Miriam to express her believe that they can accommodate Ari to join the banquet.

#### • Directive

### 4. Asking

#### - Dialogue

Ari: "Could we ask one more favor on top of that?"

Snow white : "A favor?"

Ari: **"After all this ruckus dies down, could you help us solve a riddle?"**

#### - Explanation

The kind of illocutionary act from the bolded utterance in the dialogue above is asking. It is used by Ari to ask Snow White to help her solve the riddle.

### 5. Commanding

#### - Dialogue

Hadley: **"Read the riddle again until you can remember it by heart!"**

Ari: "Wuegh... fine!"

#### - Explanation

The kind of illocutionary act from the bolded utterance in the dialogue above is commanding. It is used by Hadley to command Ari to read the riddle again.

### 6. Advising

#### - Dialogue

Ari: "Well there's only one way to find out!"

Hadley: "Ari wait!!"

Hadley: **"Look, I know you're excited to see Snow White, and figure out what this "Lover" business is, but you shouldn't just rush into things!"**

#### - Explanation

The kind of illocutionary act from the bolded utterance in the dialogue above is advising. It is used by Hadley to give Ari advice to not rush into things.

#### • Expressive

### 7. Welcoming

#### - Utterance

Servant: **"We humbly welcome you this evening to partake in the pre-coronation banquet celebration. Introducing... her royal highness! The Queen!"**

#### - Explanation

The kind of illocutionary act from the utterance above is welcoming. It is used by the servant to welcome the guests in the pre-coronation eve banquet.

8. Amazed

- Dialogue

Ari: **"Wow, everything here is so fancy!"**

Brin: "Excuse me!!!"

- Explanation

The kind of illocutionary act from the bolded utterance in the dialogue above is amazed. It is used by Ari to express her feelings of how amazed she is with the place because it looks fancy.

9. Shocked

- Dialogue

Hadley: **"Why didn't the fang's magic work?!"**

Ari: "I don't know but with the front entrance and the passage way guarded, it looks like we're stuck here for a bit."

- Explanation

The kind of illocutionary act from the bolded utterance in the dialogue above is shocked. It is used by Hadley because he is shocked after knowing that the fang's magic didn't work.

• Commissive

10. Vowing

- Dialogue

Ari: "What's she doing out here?"

Hadley & Ari: "Huh?!"

Ari: **"Weird, I swear I thought I saw them come this way!"**

- Explanation

The kind of illocutionary act from the bolded utterance in the dialogue above is vowing. It is used by Ari to vow that she saw the guards and Snow White coming that way.

11. Planning

- Dialogue

Brin: **"I will have the proof of her crimes, and you will have access to her most private quarters."**

Ari: "Hmm... I dunno, still seems preeetty sketchy."

- Explanation

The kind of illocutionary act from the bolded utterance in the dialogue above is planning. It is used by Brin to make a plan for their mission.

12. Convincing

- Utterance

Brin: "Your highness... You were showing kindness by offering her an apple it wouldn't be right to blame Miriam's death on your generosity."

- Explanation

The kind of illocutionary act from the utterance above is convincing. It is used by Brin to convince Snow White that its is not her fault.

The illocutionary act in Webtoon "The Masked Fables Season 1" can contribute to applying pragmatics in teaching English. When teaching English, we must provide learning that allows students to understand the context. By learning pragmatics, students will know how to understand the context being discussed. The teacher should choose the teaching

strategy and learning strategy to help students achieve their target in learning objective and have fun. Also, the learning method will help students to receive the material easily. Susanto, D.A., & Widyaningsih, R. (2012) conclude that learning English, like learning language in general, involves the mastery of four language skills; listening, speaking, reading and writing. When creating or selecting teaching strategies and learning activities in language diverse classroom, teacher should consider four language domains Echevarria, Vogt & Short (2004)

1. Reading: Students are able to comprehend written or printed material/ information, such as letters, figures and sign.
2. Writing: Students are able to communicate information in written or printed words.
3. Listening: Students are able to actively comprehend oral language from a variety of speaker.
4. Speaking: Students are able to say word, talk, express ideas, converse in a variety of settings.

The benefit that can be gained from using Webtoon to applied pragmatics in teaching English is to give alternative teaching pragmatics, especially speech acts and so that the students can comprehend their speaking skills. Using Webtoon as the object of learning English can be a fun learning strategy because Webtoon has animations that can help students increase their interest and help them to understand the contextual content of the stories. They also can get to know the meaning so that they can gain more speaking skills.

## CONCLUSION

After analyzing the data, the types of illocutionary act that the researcher found in this research are representative (483 data), directive (330 data), commissive (169 data), and expressive (37 data). The result shows that the most dominant types of illocutionary act in this research is representative with 483 utterances and it represents 47.4% with several classes of sentence such as informing, asserting, stating fact, stating opinion, believing, reporting, announcing, insisting, denying, agreeing, reminding, assuming and disbelieve. Also The Illocutionary Act in the Webtoon "The Masked Fables Season 1" can contribute to applying pragmatics in teaching English. Students can learn pragmatics from speech acts, so this research can be used to give a factual sources and example of analyzing speech act especially illocutionary act. While learning process, the teacher can prepare "The Masked Fables Season 1" as the pragmatics learning.

## REFERENCES

- [1] Amalia, V., Ambarini, R., & Susanto, D. A. (2021, March). An analysis of idiomatic expression in arabian nights by andrew lang. In PROCEEDING OF ENGLISH TEACHING, LITERATURE AND LINGUISTICS (ETERNAL) CONFERENCE (Vol. 1, No. 1, pp. 544-553)
- [2] Hartono, W. I. W., Susanto, D. A., & Hawa, F. (2022). Analysis of representative illocutionary acts in documentary movie on the minimalists: less is now. *JOEL: Journal of Educational and Language Research*, 2(4), 575-588.
- [3] Wikipedia contributors. (2022, July 5). Webtoon. In Wikipedia, The Free Encyclopedia. Retrieved 15:47, July 24, 2022, from

- <https://en.wikipedia.org/w./index.php?title=Webtoon&oldid=1096550072>
- [4] Supri, I. Z. (2022). Ekspresive illocutionary acts in eye candy comic. *Central Asia and The Caucasus*, 23(1), 845-852. <https://doi.org/10.37178/ca-c.23.1.078>.
- [5] Anita, Y., & Susanto, D. A. (2017). The teaching analysis of reading comprehension: a case of the eight grade students of smp pgri 01 semarang. *ETERNAL (English Teaching Journal)*, 4(1). <https://doi.org/10.26877/eternal.v4i1.1942>
- [6] Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches* (Singapore (Ed.); 4th ed., Vol. 59). Sage Publication.
- [7] Echevarria, J., Vogt, M. & Short, D. (2004). Making content comprehensible for english learners: the siop model.
- [8] Susanto, D. A., & Widyaningsih, R. (2012). Grammatical errors in writing a final paper written by the eighth semester students of english department of state institute of islamic studies walisongo semarang. *ETERNAL (English Teaching Journal)*, 3(2).
- [9] Fasold, R. (2006). An introduction to language and linguistics. In Cambridge University Press.
- [10] Hidayati, N. I., Suwarti, T. S., & Susanto, D. A. (2021, March). Analysis of acronym and abbreviation in daily post of instagram. In *PROCEEDING OF ENGLISH TEACHING, LITERATURE AND LINGUISTICS (ETERNAL) CONFERENCE* (Vol. 1, No. 1, pp. 284-300).
- [11] Pangesti, S.D.B., & Setyaji, A. (2021). An analysis of types of illocutionary act as found on sandiaga uno interview at "why prabowo? sandiaga talks to rappler". (Vol. 1, No. 1, pp. 1–14).
- [12] Maria, Y. W., Nur, H., & Dias, A. S. (2018). A qualitative study of efl english teacher's perceptions towards teaching vocabulary using word games for junior high schools on semarang central java: to use or to reject? *287(Icesre 2018)*, 170–175. <https://doi.org/10.2991/icesre-18.2019.36>
- [13] Yule, G. (1996). *Pragmatics* (p. 138). OUP Oxford.
- [14] Searle, J. R. (1969). *Speech acts: an essay in the philosophy of language*. Cambridge University Press.
- [15] Muna, N., & Susanto, D. A. (2022, March). An analysis of stressing words “a day with a stranger” in fathia izzati video. In *PROCEEDING OF ENGLISH TEACHING, LITERATURE AND LINGUISTICS (ETERNAL) CONFERENCE* (Vol. 2, No. 1, pp. 331-339)
- [16] Muliawati, N. W. P., Sedeng, I.N., & Puspani, I.A.M. (2020). The expressive illocutionary acts found in webtoon true beauty and their translation into indonesian. *RETORIKA: Jurnal Ilmu Bahasa*, 6(2), 148–155. <https://doi.org/10.22225/jr.6.2.1802.148-155>.
- [17] Arvianti, G. F. (2016). Tindak ilokusi ekspresif dalam komik big bad wolf: the baddest day dan terjemahannya. *12(2)*, 98–106. <https://doi.org/http://dx.doi.org/10.31002/transformatika.v12i1.203>.
- [18] Maesaroh, W. R. A., Affini, L. N., & Susanto, D. A. (2021, March). Illocutionary acts analysis in president joko widodo's speech dealing with covid-19. In *PROCEEDING OF ENGLISH TEACHING, LITERATURE AND LINGUISTICS (ETERNAL) CONFERENCE* (Vol. 1, No. 1, pp. 27-34).
- [19] Searle, J. R. (1976). A classification of illocutionary acts. *Language in Society*, 5(1), 1–23. <https://doi.org/10.1017/S0047404500006837>
- [20] Putri, C. F. H., & Hendar, H. (2020). Illocutionary act in to all the boys always and forever movie by michael fimognari: pragmatics study. 13537–13546.

---

<https://doi.org/https://doi.org/10.33258/birci.v5i2.5210>.

- [21] Sibuea, S. S. (2021). The analysis of illocutionary acts in comic "the adventures of tintin volume 8". *Jurnal Ilmu Budaya*, 18(1), 43–51. <https://doi.org/https://doi.org/10.31849/jib.v18i1.7848>.
- [22] Yulianti, D., & Amri, M. (2017). Tindak tutur ilokusi ekspresif dalam webtoon eggnooid season 1. 1–13.
- [23] Susanto, D. A., Miyono, N., & Affini, L. N. (2020). STEM in english language teaching at high schools in central java indonesia: Opportunities and challenges. *Journal of Physics: Conference Series*, 1464(1). <https://doi.org/10.1088/1742-6596/1464/1/012009>
- [24] Susanto, D. A., Mujiyanto, J., Bharati, D. A. L., & Sutopo, D. (2019). The use and functions of english discourse markers (edms) in efl students writing at university in indonesia. *343(Icas)*, 67–70. <https://doi.org/10.2991/icas-19.2019.14>