

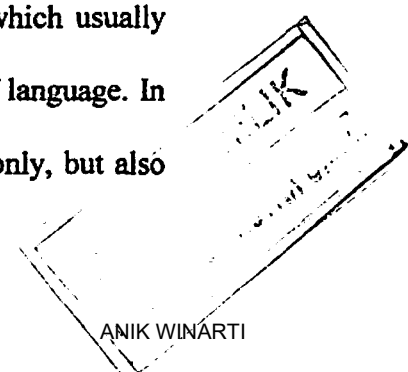
CHAPTER II

LITERATURE REVIEW

II.1. Discourse Analysis

The analysis of discourse is widely known as the analysis of language in use. Knowing a language means knowing how to produce and also how to use it. According to Worrall, discourse involves all form of communication: talk, conversation, and all kinds of action related to language use in daily life (Punch, 1998: 226). Three main things that become the basic characteristics of discourse are language use, cognition, and interaction in the socio cultural context (Dijk, 1991: 23). Thus, in discourse analysis we will not deal with the internal aspect of language, for example, how to produce a good grammar of English, but we concern with another things, those are, the way the language is used, what it is used for, and the social context in which it is used (Sapsord and Abbot in Punch, 1998: 226). Furthermore, discourse analysis is fundamentally concerned with the relationship between language and context of its use (McCarthy, 1991: 10). According to Dijk (1991: 3) discourse studies should deal both with text and talk, and with what is usually called the context, that is, the event that may systematically influence text or talk. Therefore, we can say that in short discourse studies are about text and talk in context.

Based on the above explanation, we know that discourse, which usually refers to a form of language use, should be applied in any forms of language. In this case, the term language use is not limited to spoken language only, but also



involves written (printed) language, communication, and interaction (Dijk, 1991: 2). McCarthy explains that the discourse analysts study language in use including all kinds of written text and spoken data from informal to formal forms of talks (1991: 5). He argues that in fact, we daily deal with both spoken interaction and many written (printed) words (1991: 12). Furthermore, according to Dijk (1991: 2), in discourse there is *a communication event*, that is, people use language in order to communicate their ideas, beliefs, or emotion. Therefore, it is impossible that people just use spoken interaction only to do such things.

If the grammarians analyze the internal aspect or a particular feature of language, a discourse analyst takes a different view. The discourse analyst is committed to an investigation of what the language is used for (Brown, 1983: 1). Unlike the grammarians' data that consist of a set of object called well-formed sentences, the discourse analysts' data is connected to behavior. Brown and Yule give an explanation

In discourse analysis, the analyst is investigating use of language in context by a speaker or a writer, and also they are more concerned with the relationship between the speaker and the utterance, on the particular occasion of use, rather than with the potential relationship of one sentence to another regardless of their use (1983: 27)

II.2. Speech Acts Theory

Each utterance actually serves a specific function and can be used to do things. Hurford and Heasley claim that the important part of the meaning of utterance is what the speakers do by uttering them (1983: 234). Furthermore, Labov (in Brown and Yule 1983: 226) assumes that the recognition of coherence

and incoherence text is not only based on the relationship between utterances, but also the action performed within those utterances. Based on the explanation above, it is clear that utterances can be used to perform action.

The study of how we do things with utterances is the study of speech acts. In other word, we can say that every time speakers make an utterance, they are attempting to perform speech acts. The theory of speech acts is originally developed by John L. Austin and John R. Searle. Its fundamental insight focuses on how meaning and action are related to language (Schiffirin, 1994: 49). Concerning with speech acts, Searle (1987: 16) says that speaking a language is performing speech acts, acts such as making statements, giving commands, asking questions, making promises and so on. He also explains that all linguistic communication involves linguistic acts and the production or issuance of a sentence taken under certain conditions is a speech act, and speech acts are the basic or minimal units of linguistic communication. In this case, the production or issuance of sentences or utterances by the speakers must have meaning and intentions, so that their interlocutors will understand it. Another thing that is important when we talk about speech acts is the context of the situation. McCarthy (1991: 10) considers that in order to get an informing speech acts, there should be contextual congruity both in terms of the surrounding text and of the key features of the situation. Thus, two aspects of the conditions underlying speech acts are context (what makes an utterance 'true' and appropriate) and text (how what is said conveys what is done) (Schiffirin, 1994: 51).

Speech acts cannot be regarded as true or false and it is performative in nature. Austin (Palmer, 1981: 161) claims that performatives are neither true nor false unlike what he called as 'constantives'. Constantives are statements; their function is to describe some event, process, and they have the property of being true or false (Lyons, 1977: 726). Austin gives an example "the king of France is bald". This utterance is not intended to record or give information about facts because it refers to something that does not exist, and it perhaps intended, solely or partly to evince emotion, to prescribe conduct, or to influence in special ways (Coulthard, 1985: 13). Performative utterances, on the contrary, have no truth-value; they are used to do something, rather than to say that something is or is not the case (Lyons, 1977: 726). Austin (Coulthard, 1985: 13) proposes three examples of utterances regarded as performatives:

- 'I name this ship the *Queen Elizabeth*'- as uttered when smashing the bottle against the stern.
- 'I do' (take this woman to be my lawful wedded wife) - as uttered in the course of marriage ceremony.
- 'I give and bequeath my watch to my brother'- as occurring in a will.

Austin explains that the utterance 'I name this ship *the Queen Elizabeth*' will be uttered to perform particular kind of act that is constitutes the formal act of naming the ship. The speaker is not describing nor stating what he is doing. Therefore, in performing performative acts, some conditions should be met, those are (Levinson, 1977: 229):

- A. (i) There must be a conventional procedure having a conventional effect.

- B. (ii) The circumstances and persons must be appropriate, as specified in the procedure.
- C. Often, (i) the persons must have the requisite thoughts, feelings and intentions, as specified in the procedure, and (ii) if consequent conduct is specified, then the relevant parties must do so.

When some of those conditions are not fulfilled, then the performative acts can go wrong or misfire.

Performatives require not only appropriate conditions, but also the appropriate pattern of language. The examples of performative utterances given by Austin show that the performative verb is in the simple present tense, each sentence has a first person subject 'I', and the adverb "hereby" may modify any of the verbs (Schiffrin, 1994: 50). It means that to distinguish the performative utterances from other kinds, one can note that only performative usage can co-occur with the adverb 'hereby'. Thus, the verb 'declare' in "I hereby declare you..." is performative verb and 'beat ' in "I hereby now beat ..." is not. We have seen that the three examples of performative utterances proposed by Austin, "I name...", "I do...", "I give..." show one characteristic that is performative utterances has the verb in the simple present active form with a first person singular subject "I". In general, the pattern of performative utterances can be formulated by 'I + Present Simple Active Verb' and it is called as explicit performative (Coulthard, 1985: 15). There is a problem related with this statement because in fact, there are some performative statements that do not have the form

'I + Present Simple Active Verb', called as implicit performative. Concerning with this matter, Austin gives a solution

Any utterance, which in fact performative should be reducible or expandable or analyzable into a form with a verb in the first person singular present indicative active. Thus 'out', is equivalent to 'I declare, pronounce or call you out', 'guilty' is equivalent to 'I find, pronounce, deem you to be guilty'. (Coulthard, 1985: 16)

In conclusion, any utterance, although it does not have 'I + Present Simple Active Verb' pattern, as long as it has performative sense it can be analyzed.

Austin explains that in saying an utterance, there are three acts that is performed by a speaker (Coulthard, 1985: 18), they are:

- Locutionary act : the act of saying something in the full sense of 'say'.

For example: the speaker's utterance of "close the door!" performs the imperative sentence.

- Illocutionary act : the act that is performed in saying something, the act identified by the explicit performance.

For example: the teacher says "open your book to page 20" performs the illocutionary act of commanding.

- Perlocutionary act : the act that is performed by or as a result of saying.

For example: the possible effect performs by the teacher's utterance, "open your book to page 20", is hearer will opens the book to page 20.

For the locutionary and illocutionary act, Austin suggests that performing a locutionary act is also performing an illocutionary act in which the interpretation of locutionary act is concerned with meaning and illocutionary act with force

(Coulthard, 1985: 16). Thus, locutionary act involves the uttering of a sentence with a particular sense and particular referents for the terms it contains (Schiffirin, 1994: 53-54). Illocutionary act is basically an utterance with the convention and communicative force achieved in saying something (Schiffirin, 1994: 50-51). Searle (1987: 23) gives some examples of English verbs that can be used to perform illocutionary acts: "state", "describe", "assert", "warn", "remark", "command", "order", "request", "criticize", "tell", "censure", "approve", "welcome", "promise", "object", "demand", "argue". The last act, perlocutionary act is the actual effect achieved by saying something (Schiffirin, 1994: 51).

According to Searle there are just five basic kinds of action that one can perform in saying an utterance that usually called taxonomies of acts (Dijk, 1991: 43):

1. **Representatives.**

A representative is an utterance that describes some state of affairs by asserting, concluding, claiming, predicting, advising, etc.

For example: "the sun rises in the east".

2. **Directives.**

A directive is an utterance used to get the hearer to do something, acts like ordering, commanding, begging, and requesting.

For example: "open, the window, please!"

3. **Commissives.**

Commissives are utterances that commit the hearer to do something, and include acts like promising, vowing, and pledging alliances.

For example: "I promise to be there at 10 o'clock"

4. Expressives

Expressives include acts used to express the psychological state of the hearer, such as, apologizing, congratulating, and condoling.

For example: "I'm very sorry to hear that"

5. Declarations

A declaration is an utterance that effects a change in some; often institutionalized, state of affairs (paradigm examples are excommunicating, declaring war, christening, and firing from employment).

For example: "You're fired!"

In order to perform speech acts, certain felicity conditions must be fulfilled, those are (Serale, 1987: 57-61):

1. Preparatory Condition.

- Request, it is a condition the hearer is able to do the action. The speaker believes that the hearer can perform the action.
- Assert, it is a condition that the speaker has evidence (reason, etc.) for the truth of what he or she says, and it is not obvious that the hearer knows (does not need to be reminded of, etc) what he or she says.
- Promise, it is a condition the hearer would like the action done and the speaker knows this.
- Order, it is a condition that the speaker should be in a position of authority over the hearer.

- **Advise, it is a condition the speaker has some reason to believe that the action will benefit the hearer. It is not obvious to both speaker and hearer that hearer will do the action in the normal course of events.**
- **Warn, it is a condition the hearer has the reason to believe that what he or she says will occur and is not in hearer's interest. It is not obvious to both speaker and hearer that what he or she says will occur.**

2. Sincerity condition.

- **Request, it is a condition the speaker wants the hearer to do the action.**
- **Assert, it is a condition the speaker believes of what he or she says.**
- **Promise, it is a condition that the speaker intends to act.**
- **Order, it is a condition that the speaker wants the ordered act done.**
- **Advise, it is a condition the speaker believes that what he or she says will benefit the hearer.**
- **Warn, it is a condition the speaker believes that what he or she says is not in the hearer's best interest.**

3. Essential condition.

- **Request, counts as an attempt to get the hearer to do the action.**
- **Assert, counts an undertaking to the effect that what the speaker says represents an actual state of affair.**
- **Promise, the speaker intends that the utterance of promise will place him under an obligation to do the action.**
- **Order, counts as an attempt to get the hearer to do the action in virtue of the authority of speaker over the hearer.**

- Advise, counts as an undertaking to the effect that the action is in the hearer's best interest.
- Warn, counts as an undertaking to the effect that what the speaker says is not in the hearer's best interest.

II. 3. Language Used on Chatting

In *Yahoo! Messenger* as well as in other kinds of chat services, English is the language most widely used by the chatters. However, it is not an obligation to use English all the way. There are many topics and channels that also use other languages. The chatters are free to choose certain topics or channels that suitable with their own language. For example, the chatters from Indonesia can join on a channel in which there Indonesian chatters only, thus they can apply their own language. Sometimes, chatters join on a channel with the language convention that strange to them, for example, Indonesian chatters whom joining the Pakistan channel. In this case, mostly the chatters use English as a medium of instruction. There is no fixed rule about the language being used; all depend on the agreement among the chatters.

When chatters made a conversation in the Internet, they are free to use different style of communication and also self-representation. Most of the chatters use informal way of conversation. However, actually they can decide whether they want to talk in formal or informal way, again it depends on the agreement between the chatters and their interlocutor. As stated above that chatters are also free to create their self-representation or pick up their *nicknames*. A person's

nickname is very important for the chatters' identity and for the first impression in front of other participants because it can show the chatters' character and attitude (Sopyan, 2003: 19-20). Therefore, we should be able to choose the 'right' nickname because usually chatters are willing to talk to the participants that are using 'good' *nickname* rather than those who use the bad one. We will find many kinds of *nicknames* when we chat: from the complicated to simple one. Especially in *Yahoo! Messenger*, the participants' *Yahoo! ID* will be used as their *nickname*. Thus, *nickname* has two functions both as the key to enter on *Yahoo! Messenger*, and as the chatters' *nickname* when they are chatting.

One important thing in using Internet as a communication media is speed. We should be able to make an utterance and type it fast. Typing words, however, take longer time rather than saying it. Therefore, the chatters use some expressive characters or *emoticon* that stand for emotional icon and acronyms. *Emoticons* are used to show chatters' emotions and expressions, while acronyms are used as an alternative way to make a short utterance (Sopyan, 2003: 60-61). Some examples of these *emoticons* and acronyms can be seen below (Sopyan, 2003: 125-140):

EMOTICON	ACRONYMS
: -) Happy	B4: Before
: -(Sad	BBFN: Bye Bye for Now
: -() Shouting	LOL: Laughing Out Loud
: - * Kiss	DYK: Do You Know
: ' -(Crying	U2: You too
: -p Sticking Tongue Out	ASL: Age, Sex, Location

: -o Yawning	THX: Thanks
; -) Blinking	CU: See You
I - (Sleepy	JK: Just Kidding
<: -< Angry	W8: Wait
% - (Confused	4U: For You

Table 2.1. The Examples of *Emoticons* and Acronyms

All of the *emoticons* and acronyms above are also used to stimulate a face-to-face spoken dialogue or conversation. Especially in *Yahoo! Messenger*, the emoticons are more interactive and more colorful. Even, they can move, as if they are alive. For the detail, see Appendix, *The Emoticons in Yahoo! Messenger*.

Considering the table above, we can see that in chatting the participants use different style of language. Different from face to face conversation, chatters practically using every way that possible to keep up with the conversation. Appreciation is displayed through acronyms, expressive intonation, and *emoticons*. "B4", "U2", "CU", "W8", and "4U" are the examples of the utterances in which the chatters replace words with numbers or letters that have the same pronunciation. "ASL", "LOL", "DYK", or "BBFN" are the examples of abbreviations used as an alternative way to get a short utterance. While *emoticons* which show the chatters' emotion and expression are used to strengthen the presence of the participants.

In order to stimulate face-to-face conversation, there is also an innovative set of linguistic devices to create voices, gestures, and tone. Voices, gestures, and

tone are created through the creative use of capitalization, spelling, and punctuation. Capital letters and punctuation usually used to stimulate shouting or heightened emotion, for example, the utterance "STOP BUZZING DUDE!!!!" means that the speaker is angry and shouting to her or his interlocutor. Phonetic spelling is used as indication that the participants talk in informal way, thus use colloquial style of language. The example of these utterances are: want to => wanna, got to => gotta, going to=> gonna.

The conversation in chatting is very unique. Not only it has some characteristics of face-to-face conversation, but also it can be included as written conversation. Therefore, this kind of conversation can be categorized as between face-to-face and written communication (Herring, 2001). Some unique features that exist in chatting are (Kortti, 1999):

- Lack of punctuation.
- Paralinguistic markers (emoticons, action utterances).
- New participants introduced by server messages.
- Explicit addressing and observer selection.
- Multiple overlap common and accepted.

In its relation with speech acts, we can see that all of those non-verbal signs, especially the acronyms can be categorized as performative utterances performed by the chatters. It is different from another kinds of conversations in which the chatters are not only use usual sentence, but they are also use the acronyms in expressing performative utterances contains speech acts. The example of this is the acronym ASL that stands for Age, Sex, and Location. In

uttering this acronym, actually the chatters are making a request to his or her interlocutor. In order to make clear that the acronym can be categorized as performative, we should change this acronym into an explicit performative by adding the I + present simple active verb. Thus, we can change this acronym into for example, “I ask you to tell me your age, sex, and location”. Now, we have the formula of performative utterance “I ask...”. Now, it is clear that there is an action namely a request implied in this acronym. Based on the context, below are some examples of performative utterances in the form of acronyms (Sopyan, 2003:163-172):

1. Request:
 - W8 = wait
 - W8AM = wait a minute
 - IJWTK= I just want to know
 - ASL (P)= age, sex, location, and picture
2. Assertion:
 - YATB= you're the best
4. Promise:
 - BRB= be right back
 - BBS= be back soon
 - BRH= be right here
5. Order:
 - DWIMC= do what I mean correctly
 - DND= do not disturb
6. Advice:
 - TMA= take my advice

Mostly, the conversations in the Internet usually use colloquial style of language. The chatters mostly mark their presence by an informal greeting, then following by an informal dialogue or conversation. In this case, convincing and believing their interlocutors become the most important thing to keep the conversation move on. Thus, 'seeing is believing' is not an effective idiom for the chatters. They prefer to hold the assumption 'typing is convincing and reading is believing' as their orientation when they are chatting in the Internet, especially on *Yahoo! Messenger* (Sopyan, 2003: 68).

II. 4. Internet

Internet (International Network) is a worldwide network of computer networks. It is an interconnection of large and small networks around the globe (Oetomo, 2002: 52). Today, Internet has become one of the most popular media. Much of the success of the Internet has been due to the fact that it provides up-to-date information for the users. However, there are other services, such as Electronic communication or e-commerce, business-to-business and personal communications that become part of Internet's superiority.

The Internet began in 1960s as a computer network for the United States military. In the late of 1960s the United States formed the Advanced Research Project Agency (ARPA) Within the Department of Defense (DOD). Then, a network called ARPANET was established, linking four nodes: University of California at Los Angeles, SRI (in Stanford), University of California at Santa Barbara, and University of Utah. At 1973, development began on the protocol

later to be called TCP/IP (Transmission Control Protocol/ Internet Protocol). This new protocol was to allow diverse computer network to interconnect and communicate each other without any limitation of space and distance. Until recently the Internet was primarily used for research, educational, and private usage (Oetomo, 2002: 53-54).

Internet can be accessed by anyone. There are some providers that serve the way to this access. Some terms of “provider” can be explained as follow (Oetomo, 2002: 59):

- INP (Internet Network Provider) is a company that supplies Internet connectivity to the global network.
- ISP (Internet Service Provider) is a company that supplies Internet connectivity to home and business customers.
- ICP (Internet Content Provider) is a company that supplies Internet services, for example, e-mail, Web Hosting, and access to make e-business sites.

Internet becomes very popular in our society because people can get many advantages from it. People use the Internet for many purposes, for example, to get complete, up-to-date and quick information. Internet can be used also as a means of communication among people in all over the world, for example, by using e-mail, *Instant Messenger (IM)*, or *Internet Relay Chat (IRC)*. Many games facilities are served in the Internet. Also, online banking or business-to-business gives a great influence to the economy and business. Furthermore, through the

Internet, educational facilities are easily accessed, for example, e-book, e-dictionary, journals, databases, etc.

Although there are lots of advantages from the Internet, some possible negative effects may occur. Incorrect information can easily make its way onto the network and influence the users, thus the users may use and learn wrong facts about anything. Internet is also a source of many controversial materials, for example, sites depicting pornography. Furthermore, there is a possibility that people will be more likely to establish communication with other people through the Internet, thus their chances of interacting with people is augmented. People will spend much of their time in front of their computer, and they will spend less time interacting with one and other.

Apart from that controversial issue, we can deny the fact that the Internet has become one of the important parts in our life. We need and use this tool everyday. Even sometimes there is group of people that have been addicted to use the Internet. Therefore, in using the Internet as a communication media, we should take a wise step and use it in a proper manner. Thus, we will get many useful we will get many useful things from it without affected by its negative influences.

II. 5. Instant Messenger (IM)

Instant Messenger is one of communication channel in the Internet. It has become one of the most popular means of communicating which is not limited to users connected to a specific computer system or network. *Instant Messenger* allows for the sending of messages from one to one and allows the user to quickly

exchange messages with their *online friends*. Although *Instant Messenger* can function as an E-mail, that is the users can send an instant messages for another users to read later, but basically they are different. Unlike E-mail, in *Instant Messenger* there is also a chat program in which an instant message is delivered immediately from sender to recipient and the recipients are able to give feedback directly.

Instant Messenger is a type of communication services that enables one to create a private *chat room* with another individual (Sopyan, 2003: 14). It is as simple as chat with the form like E-mail because they consist of text that we can type back and forth. People usually tend to make a similarity between *Instant Messenger* and another chat program, that is, *Internet Relay Chat* (IRC). Actually, biggest differences between IM and IRC application is that IRC is a public chat in which groups of people who may not know each other talk in a chat room about certain theme or topic, on the other hand, *Instant Messenger* is known as a private chat in which two or more people who probably know each other talk in their own chat room (Sopyan, 2003: 13). Further more, in IRC all the users on channel normally see everything other user talk, it typically handles two or more people involved in one or many discussion.

There are a variety of Instant Messenger services out there. Some of the more popular ones are (Sopyan, 2003: 13):

1. *AOL Instant Messenger*.
2. *MSN Messenger*.
3. *ICQ (pronounced I Seek You)*.

4. *Yahoo! Messenger.*

Basically, all of those IM services are the same. They are different in providing the features in which one client may have better features than the others. Particularly, compared with another IM services, *Yahoo! Messenger* is the most popular and widely used by the chatters because it has more complete and interactive features including many kinds of colorful *emoticons*. Furthermore, not only one-on-one conversation, nowadays the users of *Yahoo! Messengers* are able to invite two or more participants to talk in their own private room.

II. 6. **Yahoo! Messenger**

Yahoo! Messenger is one of the most popular *Instant Messenger* services that allow the users to send instant messages (Pardosi, 2001: 231). It has basic chat (typing and voice) and file transferring. By using *Yahoo! Messenger* to chat you do not have to wait hours or days for an answer. Messages you send usually arrive instantly to your online friends. We can use *Yahoo! Messenger* to see when friends are online and chat back and forth with them, like having a real conversation.

To start with *Yahoo! Messenger* there should be a *Yahoo! Messenger's*



icon on the desktop or taskbar. Double click the icon to start *Yahoo! Messenger* if it is not already started.

In order to send an instant message, we should have *Yahoo! ID* and password. In this case, we can only send an instant message to someone who has a *Yahoo! ID* and is using a version of *Yahoo! Messenger*. A list of our co-workers,

friends, family, and associates who also use *Yahoo! Messenger* is called a *Friend List* (Brown, 2000):

When someone first sends us an instant message, the message will appear on our screen. To respon to that person, we should type our message and press the *Send* Button. If we do not wish to respon, just click the *Close* button. Or, we can click the *Ignore User* button if we do not want to receive anymore-instant message from that person. Once we have ignored someone, they will not be able to send us anymore-instant message until we remove them from our *Ignore List*.

When we are online, we will notice a ☺ next to their names. Our friends appear online when:

- They are connected to the Internet.
- Their *Yahoo! Messenger* software is running.
- They logged in as the *Yahoo! ID* or profile name in our *Friend List*.

Our status informs our friends whether we are available or busy. We can change it by clicking on *Status* at the bottom of the Messenger window (Brown, 2000).

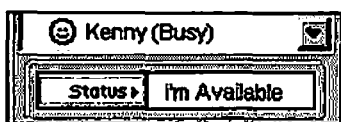


Figure 2.1. The Participants' Status in *Yahoo! Messenger*

- ☺ The familiar yellow smiley face icon means that our friend is online and ready to chat.
- ☹ The yellow face with the red circle in front of it means that the person is online but has changed their status to busy, and may not be available to chat.

- ☹ The yellow face with the clock in front of it means that the friend is idle, or in the other words, is still online but has not used the computer in a while.
- ☹ The gray face means that our friend is offline.

One of the most interesting things in *Yahoo! Messenger* is that during chat session, we can send various kinds of colorful *emoticons* to express our feelings. For the detail, see Appendix, The examples of emoticons in *Yahoo! Messenger*.

Yahoo! Messenger always allows users to join in private or public conversations. *Yahoo! Messenger* also allows users to archive, print, and save messages, so that they may have the records of their instant message communications. We should be aware that even if we choose not to save our messages, our interlocutors might choose to do so. We also should remember to log out at the end of chat (Brown, 2000)

II.7. Related Studies

The first study that quite helpful for this study is a thesis by *Syaifudin Zuhri* (1999), the student of the Indonesian Department Airlangga University, who has "*Percakapan Tulis Berbahasa Indonesia Dalam Internet Relay Chat di STIKOM Surabaya*". By the assumption that written dialogue as a social interaction has a pragmatic phenomenon, he tried to make a description about the aspects of pragmatic that exist in the dialogue of *Internet Relay Chat*. The data are taken from the chatters in STIKOM Surabaya and it is limited to the chatters that use certain channels, such as, *Alamak_Chat*, *Pancreas*, *DAL-Net*, and *Java_IRC*.

One of the aspects in pragmatic that become his concern is speech act performed by the chatters. The result of his study shows that not all of speech acts are found in the dialogue of IRC spoken by the chatters in STIKOM Surabaya. The locutionary and illocutionary acts exist, while the perlocutionary act does not exist in their dialogue. The chatters failed in performing perlocutionary act because there is no follow-up from the chatters' interlocutors as the actual effect achieved by saying something.

The second study is a thesis by *Olivia Fransisca*, the student of the English Department Airlangga University in 2001, which entitled "*A Study Of Neo-Word Formation and Symbols in Chatting in The Internet*". In this case, the purpose of her research is to find out what new English words and sign language that occur in chatting and how do these new words and sign language are formed. The data are taken from one mIRC room, namely London channel room for the period of April 15th, 2001 until May 15th, 2001. She concludes that there are three word-formation processes, those are Clipping, Alphabetism and Pronunciation. There are also some sign language or symbols to express the chatters' emotion, for example: -), : -(, and : -0.

CHAPTER III PRESENTATION AND ANALYSIS