



Articles

Communication Strategies of Warning in Novel *Jane Eyre* by Charlotte Bronte

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A B S T R A C T

Jane Eyre's novel was published in 1847 written by (Charlotte, 1883), in the early years of the Victorian period. This research sample is all of the communication strategies of warning that find in the novel Jane Eyre. It can be informed of dialogue between characters or inform of phrases and words related to politeness and communication strategies (Brown & Levinson, 1987). The results show that each character of Jane Eyre can be different from one to another in delivering a warning statement. They tend to give greetings before warning their addressee to respect the addressee, give information or advice toward the addressee, or impose the addressee with a threatening word. Based on basis finding data from 65 forms of speech acts of warning, it is concluded that Brown and Levinson's communication strategies exist in the way of characters' communication in warning their hearer. The strategies are classified into four strategies; bald on the record appear 8 times or 12,3%, positive politeness appears 32 times or 46,2%, negative politeness appears 18 times or 28,6%, and off the record appear 7 times 10,7%. Positive politeness strategy is the most frequent strategy used by characters with the elaboration of several sub-strategies. The sub-strategy most often used is to give reason 7 times or 10.7%.

I. INTRODUCTION

Jane Eyre was published in 1847 written by (Charlotte, 1883), in the early years of the Victorian period. The novel revolutionized prose fiction by focusing on its protagonist's moral and spiritual development through an intimate first-person narrative, where a psychological intensity colors actions and events. It contains social criticism and approaches class, sexuality, religion, and feminism (Teachmen, 2001). *Jane Eyre* is widely considered as a classic work. It gave new truthfulness to the Victorian novel with its realistic portrayal of a woman's inner life, noting her struggles with her natural desires and social condition (Reid, 2020). As one of classic literature, this novel reflects the agitation for women's rights for women. It showed how communication strategies in warning used by society at that period.

Hence this study highlights the analysis of warning communication strategies pragmatically. It deals with speech acts and politeness, principles as basic. The warning is one of the exercitives representing the exercising of a right, power of influence such as warn and advice (Austin, 1962). Meanwhile (Searle, 1980) labels warning as one of the directive speech acts in which the speaker tries to make the hearer do something with such words as ask, warn challenge, advice, suggestions, etc.

In having communication, people also need some strategy. According to (Brown & Levinson, 1987) there are some strategies in making the communication. They are (1) Bald on record, the speaker utters directly addressed to the others as means of expressing speaker needs, (2) Positive politeness, the strategy that function to keep positive face, (3) Negative politeness, the strategy that function to keep negative face, (4) Off record,

the speaker uttered are not directly addressed to the other or ambiguously.

There are two kinds of face, a self-image that every member wants to claim for himself state by (Brown & Levinson, 1987): (1) Negative face: the basic claim territories, personal preserve, rights to non-distraction i.e. to freedom of action, and freedom from imposition. (2) Positive face: the consistent positive self-image or 'personality' (crucially including the desire that this self-image be appreciated and approved of) claimed by interactants.

Brown and Levinson also divided positive and negative politeness into Some sub-strategies. Positive politeness consists of 15 sub-strategies they are (1) notice, (2) exaggerate, (3) intensify interest to H, (4) use in group identity marker, (5) seek agreement, (6) avoid disagreement, (7) presuppose, (8) joke, (9) assert of presupposing S's knowledge of and concern for H's want, (10) offer promise, (11) be optimistic, (12) include both Speaker and Heare in the activity, (13) ask for a reason, (14) assume or assert reciprocity, (15) give to H (good, sympathy, understanding, cooperation). Negative politeness consists of 10 sub-strategies they are: (1) be conventionally indirect, (2) question hedge, (3) be optimistic, (4) minimize the imposition R, (5) give deference, (6) apologize, (7) impersonal S and H, (8) state the FTA as a general rule, (9) nominalize, (10) go on record as incurring debt or as not indebting H.

The study of politeness phenomena can provide insight into widely differing issues; the focus of interest correspondingly differs widely. They include analyses of the sequential development of politeness in natural interaction, the study of cross-cultural pragmatics and misunderstanding, the ethnography of speaking of face and politeness in different cultures and contexts (Brown, 2015).

Several studies on speech act and politeness principles in different aspects and objects are (Licea-Haquet et al., 2019 and proposes that this allows an efficient (good-enough; Simon & Dejica-Cartis, 2015; Syafitri, 2019; Tsoumou, 2020; Ali et al., 2017; Kwan & Dunworth, 2016; John et al., 2019; Blitvich & Sifianou, 2019; Ferenčik, 2017; Caballero et al., 2018) research on im/politeness has primarily focused on the role of linguistic strategies

while neglecting the contributions of prosody and acoustic cues for communicating politeness. Here, we analyzed a large set of recordings \u2014 verbal requests spoken in a direct manner (Lend me a nickel. Meanwhile, the speech act of warning has been researched by (Al-Khafaji, 2017), who researches the Speech Act of Warning in Imam Hussain's Speech. The results showed that Imam Hussain rarely uses explicit warn, but warn in better conveyed by using implicit forms.

The current research focuses on how speech act and communication strategy are used in daily communication, social media, and political values. None of these studies focuses on language from the Victorian period. Meanwhile, this research object of study is language from the Victorian period as classic literature Jane Eyre has many communication strategies of warning between characters. Hopefully, by doing this research, the writer can contribute to the pragmatic study of communication strategies understanding, especially in classic literature's perspective language use. This novel also reflects society and culture at that time.

II. METHOD

This research uses a qualitative method. The writer compares and analyses the database on the theory used. This research sample is all of the speech act and communication strategies of warning in the novel Jane Eyre. The data can be informed of dialogue between characters or inform of phrases and words. The data were collected from Jane Eyre novel by reading the novel and finding the warning speech act.

After collecting the data, the data were sorted based on the forms. Then select the relevant data with the form of the speech act of warning and the strategy used in communication. The final step was analyzing and interpreting the data based on the theory.

III. RESULT

Based on data collected, the writer finds that every character has a different way of delivering warning statements to their hearer. These differences are influenced by social factors such as topic, participants, where, and when this statement happens.

3.1 Form of Speech Act of Warning Used by Characters of *Jane Eyre*

The form of warning used by the characters of *Jane Eyre* is different from one to another. In deliver a warning statement, Jane Eyre's characters give address, use threat and wise words to her or his addressee. It can be seen from the following data (Charlotte, 1983):

- (1) 'I had better not stay long, sir; it must be near eleven o'clock. *Oh! Are you aware, Mr Rochester, that a stranger has arrived here since you left this morning?*' JE: 232
- (2) 'All's right!- all's right!' he cried. 'it's mere rehearsal of "Much Ado about Nothing" *Ladies keep off, or I shall wax dangerous.*' JE: 236

In data (1) the writer analyzes the speaker's use word 'Mr Rochester' in address her addressee to showing her respect toward the addressee. The speaker warns the hearer from the sentence '*are you aware, Mr Rochester, that a stranger has arrived here since you left this morning?*'. This dialog happens in Mr Rochester's office between Jane and Mr Rochester. There is a distant relationship between Jane and Mr Rochester because Jane is Mr Rochester's daughter's teacher. From sentence (2) '*ladies keep off, or I shall wax dangerous*', the writer analyses that the speaker uses the word '*Ladies*' to address his hearer to show his admire and soften her warning to the women. The participants are Mr Rochester and his guest. Mr Rochester tries to warn his guest to stop practicing drama because he feels uncomfortable with this situation.

In delivering warning statement, the speaker also gives information to his or her addressee. It can be seen in the following data:

- (3) '.... St. John look quiet, Jane; but he hides a fever in his vitals. *You would think him gentle, yet in some things he is inexorable as death; and the worst of it is, my conscience will hardly permit me to dissuade him from his severe decision: certainly....*' JE: 383
- (4) '... Do you believe him? Have you accepted him? ... I could never have thought it. *He is a proud man; all the Rochesters were proud; and his father at least, liked money. He, too, has always been called careful.* He means to

marry you?' JE: 293

In dialogue (3) the writer sees that the speaker (Diana Rivers) try to inform the personality of her brother, ST John River, by saying '*you would think him gentle, yet in some things he is inexorable as death*' to the hearer (Jane Eyre) this conversation happens in Ferndean Manor, River's House. Diana warns Jane that her brother not as good as Jane imagine because there is a close relationship between them. Diana does not want Jane to misunderstand her brother's behavior. In phrase (4) the writer assumes that the speaker tries to inform Mr. Rochester's personality by saying '*he is a proud man; all the Rochester were proud*'. The participants are Mrs. Fairfax and Jane. Mrs. Fairfax tries to make Jane aware that all of Mr. Rochester's family are materialistic. Both of them have a close relationship. Mrs. Fairfax does not want Jane to make a wrong decision in her life to show her love. This dialog happens in Jane's room in Thornfield house.

The other form used by Jane Eyre's characters in warning his or her hearer is by imposing the addressee. It can be seen from the following data:

- (5) 'If anyone asks me how I liked you, and how you treated me, *I will say the very thought of you makes me sick, and that you treated me with miserable cruelty.*' JE: 68
- (6) 'I will tell anybody who asks me questions this exact tale. *People think you good woman, but you are bad, hard-hearted. You are deceitful!*' JE: 69

From data (5) and (6) in warning the addressee, the speaker tends to use threatening words to impose the addressee by saying '*I will say the very thought of you make me sick and that you treated me with miserable cruelty*' and '*People think you good woman, but you are bad, hard-hearted. You are deceitful*'. The speaker provides no effort to minimize the threat to the addressee's face by explicitly telling the addressee's bad characters. The participants are Jane and her aunt Mrs. Reed. Here the writer sees that between the speaker and the addressee, there is a distant relationship. Jane warns her aunt to make Mrs. Reed worry and follow what Jane wants.

Here speech act of warning employed by the

character depend on their social status, relationship, and situation between speaker and hearer. Jane Eyre's characters may give greeting before warning their addressee to respect the addressee, give information or advice toward the addressee, or impose the addressee with threaten word.

3.2 Communication Strategy Used by Characters of *Jane Eyre*

In deliver warning statement the speaker should think about communication strategy that they will be use. Communication strategy consist of on record and off record strategy (Brown & Levinson, 1987).

3.2.1 Bald On Record Strategy

From the data the writer find using of speech acts of warning that conveyed without redressive action or bald on record strategy. The speaker directly warns her or his hearer as mean of expressing of speaker needs. It can be seen in the following data:

(7) *'Helen Burns, if you don't go and put your drawer in order, and fold up your work this minute, I'll tell Miss Scatcherd to come and look at it!'* JE: 91

In data (7) the speaker directly warn the addressee by mention name of addressee 'Helen Burns', beside that the speaker warn the addressee in front of addressee's friends. It means the speaker tend to threat's addressee's face. The participants are monitor girl and Helen Burns. There is distance relationship between them. It happens in dormitory of Lowood Institutions

Table 1: Bald on Record Strategies Used by Characters of *Jane Eyre*

Type of Strategies	Frequency	% Frequency
Bald on Record	8 times	12,3 %

From table 1 it can be seen from 65 data that writer found and analyzed, bald on record strategies appears eight times and show 12,3% used by the characters of *Jane Eyre*. This strategy mostly applied between superior status to the inferior, such as teachers to students or landlords to housemaids.

3.2.2 Positive Politeness Strategy

Positive politeness strategy consist of 15 sub strategies (Brown & Levinson, 1987). In this research the writer found there are some sub

strategies that is used by characters of *Jane Eyre*. The sub strategies are (1) notice, (2) use in group identity marker, (3) seek agreement, (4) avoid disagreement, (5) include both speaker and hearer in activity, (6) offer promise, and (7) give reason.

Notice

In deliver warning statement some speakers give notice of aspects of addressee condition such as his interest, wants, needs, etc. The strategies deliver by using direct and indirect speech act. It can be seen in the following data:

(8) *'But you comprehend me?' he said. 'It is a village school; your scholars will be only poor girls – cottagers – children at the best, farmers' daughters. Knitting, sewing, reading, writing, ciphering, will be all you will have to teach. What will be all you will have to teach. What will you do with your accomplishments? What with the largest portion of your mind – sentiments – tastes?'* JE: 381

From dialogue (8) the writer find that the speaker indirectly warn the hearer by saying *it is a village school; your scholar will be only poor girls-cottagers- children at the best, farmer's daughters*. The speaker tries to make the addressee consider that her job will not as good as she imagines. The speaker gives description of addressee's job to soften FTA's and to show her respect to the addressee. This situation happens in Ferndean Manor between Mr John River and Jane Eyre.

Use in Group Identity Marker

The use of group identity marker can be find in many ways; speaker can implicitly claim the common ground with addressee that is carried by definition of group. The strategies are delivered by using direct speech act.

(9) *'Ah! Sir, she sees you!' exclaimed Grace: 'you'd better not stay.'*

'Only a few moments, Grace: you must allow me a few moments''

'Take care then sir! – for God's sake, take care!' JE: 321

Data (9) the speaker (Grace) warn the addressee (Mr. Rochester) directly by saying *'you'd better not stay'* and *'take care then sir- for God's sake,*

take care'. Grace use word "*for God's sake*" to emphasize that Mr. Rochester will get into serious problem if he not allows her warning. This dialog happens in Grace Room. 'Ah! Sir, she sees you!' exclaimed Grace: 'you'd better not stay. 'Only a few moments, Grace: you must allow me a few moments'

Seek Agreement

Another way in deliver warning statement the speaker try to seek ways in which it is possible to addressee agree with speaker. The speaker use direct and indirect sentence in communicate.

(10) '*It is my opinion, the fiddler David must have been an insipid sort of a fellow; I like Black Bothwell better: to my mind a man is nothing without a spice of the devil in him; and history may say what it will of James Hepburn, but I have a notion he was just the sort of wild, fierce, bandit her whom I could have consented to gift with my hand.*' JE: 208

In example (10) the speaker state "*it is my opinion*" to seek agreement to the addressee. The speaker uses indirect sentence in warn her addressee by saying '*to my mind a man is nothing without a spice of the devil in him*' this speaker delivers this statement in order give her opinion and to make the addressee aware not all man in this house are good. This dialog happens in Thornfield house between Mary and her friend.

Avoid Disagreement

In communicate people tend to avoid disagreement toward their hearer. It also happens in give warning; the speaker prefers to avoid disagreement from his or her addressee. It can be seen in the following data:

(11) 'Well, *tonight I excuse you; but understand that so long as my visitors stay, I expect you to appear in the drawing room every evening; it is my wish; don't neglect it.* Now go and send Sophie for Adele. Good night, my...' JE: 210

From dialogue (11) from the statement '*tonight I excuse you*' but understand that so long my visitor stay, I expect you to appear in the drawing room every evening; it is my wish don't neglect it' the speaker use word '*but..*' to avoid disagreement from the hearer. The speaker (Mr Rochester) agree

if the addressee (Jane) leave drawing room tonight, but not for tomorrow night. This dialog happened in Mr Rochester's house in drawing room.

Include Both Speaker and Hearer In Activity

In some situation people will be include them and speaker into the activity. The speaker uses direct and indirect sentence in deliver warn.

(12) 'I am sure she is something not right!' they cried, one and all. '*She told us such things! She knows all about us!*' and they sank breathless into the various seats the gentlemen hastened to bring them. JE: 222

In dialogue (12) from Miss Ingram's statement '*she told us such things! she knows all about us!*'. The writer sees the speaker use word '*us*' not only to warn her addressee but also the speaker self. The speaker considers that she also in bad position. This conversation happens in Thornfield house between Miss Ingram and her friend.

Offer Promise

In order to redress the potential threat of some FTA's speaker may choose to stress his cooperation with hearer in another way offers and promise are the natural outcome of choosing this strategy.

(13) 'Speak! But if you look up and smile with that countenance, *I shall swear concession before I know to what, and that will make a fool of me.*' JE: 290

In sentence (13) the speaker offer promise toward the addressee by use word '*I shall swear concession before I know to what, and that will make a fool of me*'. The speaker uses indirect sentence to soften this warning statement. The participants are Mr Rochester and Jane that happen in Mr Rochester's office.

Give Reason

The speaker will give reason in warning his or her hearer in order to make the hearer cooperate with them. The speaker uses direct sentence in deliver warning.

(14) 'Oh, no, child! It is not likely; and now it is time you to come in; *you'll catch the fever if you stop out when the dew is falling.*' JE: 111

From data (14) the speaker directly warn the addressees and give reason why the addressees should follow speaker warning. Miss Temple and her students, Jane and Helen. Miss temple asks them to go to bed if they do not want get sick by saying 'you'll catch the fever if you stop out when the dew is falling'. This dialog happen in dormitory of Lowood Institutions.

Table 2: Positive Politeness Strategies Used by Characters of Jane Eyre

Type of Strategies	Frequency	% Frequency
Positive Politeness	32 times	46, 2%
Substrategies of Positive Politeness		
Notice	3 times	4,6 %
Use in group identity marker	6 times	9,2 %
Seek agreement	6 times	9,2 %
Avoid disagreement	5 times	7,6 %
Include both speaker and hearer in activity	2 times	3,1 %
Offer promise	3 times	4,6 %
Give reason	7 times	10,7 %

Table 2 above shows the positive politeness strategy used 32 times or 42% of the 65 data collected, this strategy is most frequent strategy used by characters with the elaboration of several sub strategies. The sub strategy most often used is give reason 7 times or 10.7%. This strategy

3.2.3 Negative Politeness

Negative politeness strategy is the strategy that function to keep negative face or his want to have his freedom of action unhindered and his attention unimpeded. Here the writer finds some sub strategies that used by characters of *Jane Eyre*. They are: conventionally indirect, question hedge, and be pessimistic.

Conventionally Indirect

The speaker deliver warn with conventionally indirect way in order to make warning more soften. The speaker use indirect way in deliver this strategy.

(15) 'One instant, Jane. *Give one glance to my horrible life when you are gone. All happiness will be torn away with you. What then is left?*' JE: 343

From data above the speaker indirectly warns her addressee by saying '*give one glance to my horrible life when you are gone. All happiness will be torn away with you. What then is left?*'. It show that the speaker does not impose the addressee in deliver warning but impose himself. This situation happen in Thornfield house between Mr Rochester and Jane.

Hedge

The speaker use hedge form to express his or her command and suggestion. It can be seen from the following data:

(16) 'Let her come to me,' I entreated: '*she will, perhaps, trouble you, sir: there is plenty of room on this side.*' JE: 295

From dialogue '*she will, perhaps, trouble you sir*' data (16) the writer sees that the speaker use hedge '*perhaps*' in order to softening her warning statement. The speaker use this hedge because between addressee and speaker have different status. The speaker is Grace Pool, servant of Mr Rochester (the addressee). This dialog happen in one of room of Thornfield house.

Be Pessimistic

This strategy give warn to addressee negative face by explicitly expressing doubt that the condition for the appropriateness of speaker's speech act obtain. It can be seen from the following data:

(17) 'No; I know I should think well of myself; but that is not enough; *if others don't love me, I would rather die than live- I cannot bear to be solitary and hated...*' JE: 101

Data (17) shows that the speaker pessimistic in faces her live by saying '*if others don't love me, I would rather die than live- I cannot beat to solitary and hated*'. The participants are Jane and Helen in Lowood Institution. Jane tell all of her problems because there is close relationship between Jane and Helen. By tell her problems Jane want Helen aware that she can do anything dangerous for herself.

In table 3 it can be seen that the negative politeness strategy is quite often used, namely 18 times or 27.6%. This communication strategy used to soften the warning statements between the addressee and

hearer. The sub strategy most often used is be pessimistic 8 times or 12.7%.

Table 3: Negative Politeness Strategies Used by Characters of Jane Eyre

Type of Strategies	Frequency	% Frequency
Negative Politeness	18 times	27,6 %
Substrategies of Negative Politeness		
Conventionally indirect	4 times	6,1 %
Question, Hedge	6 times	9,2 %
Be pessimistic	8 times	12,3 %

3.2.4 Off Record

Off record strategy deliver by the speaker indirectly or ambiguously toward the addressee. In many cases the speaker gives the addressee some comments and invites the addressee to search for interpretation what the speaker really want. The speaker uses indirect sentence in deliver this strategy.

(18) ‘She took her hand from my arm, and gazed at me as if she really did not know whether I were child or fiend. I was now in for it ‘*My uncle Reed is in heaven, and can see all you do and think; and so can papa and mamma; they know how you shut me up all day long, and how you wish me dad.*’ Mrs Reed soon rallied her spirits: she shook me most soundly, she boxed both my ears, and then left me without a word.’ JE: 60

From phrase above (18) the speaker indirectly warn her addressee by saying ‘*my uncle Reed is in heaven and can see all you do and think; and so can papa and mamma; they know how you shut me up all day long and how you wish me dad.*’. Although it is indirectly sentence but the speaker still impose the addressee by her statement. The participants are Jane Eyre and Mrs Reed. Jane warn her aunt, Mrs Reed, by telling what her husband will feel if he still life.

From all datas abpve, it found that in delivering speech act of warning characters of *Jane Eyre* tend to give threat and wise words, and information phrases. They also intend to use direct way, avoid their status, and also impose their addressee based on the situation. Beside that Communication Strategies used in this novel, can bee seen on chart below:

Table 4: Off Record Strategies Used by Characters of Jane Eyre

Type of Strategies	Frequency	% Frequency
Off Record	7 times	10,7 %

Table 4 showed off record strategies appear seven times or 10,7% of 65 data. Off record strategy allows hearers to interpret the speaker by themselves are not directly addressed to them.

IV. CONCLUSION

This present study focus on language used in Victorian period in term of communication strategy in giving warning used by characters of Charlotte Bronte’s novel.

In order to respect the hearer before warning the character like to give information or advice toward hearer, or impose the hearer with threaten word. In term of communication strategies, the writer found 65 data which are classified into four strategies they are bald on record, positive politeness, negative politeness, and off record.

Furthermore, study about communication strategies not only limited to politeness strategies and politeness factors in this novel. This strategy could be research in many languages, cultures, and situations. Finally, the writer hopes this study will give contribution for the following writer who interesting in communication strategies especially in English classic literature.

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