Comparison of Commissive Acts between University of Oxford's and Universitas Indonesia's Prospectuses

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Abstract

This study aimed to compare Oxford University (OU) as a native English speaker and Universitas Indonesia (UI) as a non-native English speaker in presenting commissive acts in their university prospectus to see their similarities and differences. This study used the descriptive qualitative method. The data were an English-written prospectus from OU, The World's Best University and UI, The Best Indonesian University in 2020, based on the 2020 World University Rankings by Times Higher Education (THE). Specifically, data were taken only from forty-nine courses in Undergraduate Programs from each prospectus. Data were analyzed using six types of commissive acts instruments according to Searle, (1976), namely Promise, Threaten, Guarantee, Refuse, Volunteer, and Offer supported with (IFIDs) and Felicity Conditions. Data were analyzed by identifying the types of commissive acts, classifying, comparing, interpreting, and concluding. This study found four similarities; both only presented three types of commissive acts such as Promise, Offer, and Guarantee. Both dominant presented the Guarantee type. Both tend to present commissive acts implicitly. For Promise and Guarantee, both do not present them explicitly. Three differences were; OU presented more commissive acts (312), while UI only (193). On the Promise type, OU tends

to address its readers using (you), while UI used (students). On the Offer type, OU only presented it explicitly (27) times, while UI did it explicitly (17) and implicitly (3) times. The results of this study are expected to provide additional information regarding the proper use of commissive acts to attract readers' interest.

1. INTRODUCTION

Language is a system that people can find in any country. People used it worldwide as a communication system to express meaning through speech or writing. Although in worldwide many languages are used, English is an essential language to learn because it functions as a unifying language that language users with different backgrounds can use. It is undeniable that most books in various fields such as education and technology use English writing. In the context of Indonesia, English is taught and studied as a foreign language. In education, the Government places English as a priority language to study at school above other foreign languages. As seen from the implementation of English subjects required at various education levels in Indonesia. Besides, in marketing, English can help increase the selling value of a product to increase socioeconomic success. As an example, a cheap local product can become expensive after being renamed English.

In order to communicate appropriately using English, one of the fields that someone should master is pragmatics. Yule (1996) wrote that pragmatics is the study of the speaker's meaning and then the listener's interpretation. How people understand pragmatics as knowledge in interpreting the meaning is the key to understanding speech and writing (Mu'man, 2020, p. 305). As a form of great attention to the importance of learning English as a communication skill, in 2013, the Indonesian government established a new curriculum called K-13, which emphasizes pragmatic competence as the primary target (Nugroho & Rekha, 2020, p. 5).

A speech act is a branch of pragmatics. Austin (1962), in his book *How to Do Things with Words*, wrote that a person is doing something when saying words. In language learning, speech acts show practical competencies that a learner masters. The diversity of speech acts students perform shows their language proficiency (Mukhroji et al., 2019, p. 56). Moreover, according to Austin, in Hutajulu & Herman (2019, p. 29), a speaker generally engages in three different actions when pronouncing a sentence. They are locutionary act, illocutionary act, and perlocutionary act. The locutionary act is the actual words uttered by the speaker. In contrast, the illocutionary act is the intention behind the words. While the perlocutionary act is the effect of illocution on the hearer. Illocutionary acts are the essential part of speech acts because they are the leading center of the communication element (Fitriani et al., 2020, p. 171). Searle (1976) classifies Illocutionary acts into five types: Representative (or Assertive), Directive, Commissives, Expressive, and Declarative. Commissive act is one type of illocutionary act that works for an offer or promise. This speech act binds the speaker to perform the future action.

Furthermore, in daily life, humans cannot be separated from the activity of giving and receiving information. Therefore, we often use various means of communication such as computers or the internet, email, mobile phones, television, radio, newspapers, magazines, online media, and advertisements to exchange information. Advertising is a means of communication between sellers and buyers, a tactic used by sellers to attract buyers (Afzaal, 2022, p. 1). The word advertising comes from the Latin word *advertere*, which means to turn the attention. In other words, advertising is any activity that aims to promote goods or services, ideas, or activities to readers.

Analyzing speech acts in advertising provides more insight into how speech acts are used in different cultures (Kfouri, 2020). According to Sukarini (2022, p. 714), speech acts are effectively applied in advertising because they are used to communicate messages to persuade the audience to take action on products, ideas, or even services offered by advertisers. Moreover, Saputri et al. (2021, p. 2) revealed that a good advertisement must use good and straightforward language that is easily understood by the audience as the advertisement's target.

Moreover, Astriningsih et al. (2020, p. 54) reported that the Ministry of Education and Culture in 2016 mandates teaching materials about short functional texts that students can find in everyday life, and one of them is advertising. One of the advertising media in education is the prospectus. A *prospectus* is a document containing university programs and activities to inform prospective students about the university's entry requirements and available programs. On account of this, the prospectus is the university's primary communication medium to a broad audience. It is mainly found online and written in English in this digital era. Bano & Shakir (2015, p. 133) reported that the Globalization of higher education had been highly organized due to increasing geographic mobility and universal infiltration of English as the language of marketing and education.

Studies related to this research topic have been done previously. Such as studies on commissive acts by Firdaus et al. (2020), who identified and described the commissive acts found in the inaugural speeches by the Indonesian president Joko Widodo. Mulatsih et al. (2021) examined politeness in commissive speech acts contained in the film's conversation. Nabila et al. (2020) discussed the comparison of commissive speech acts in the speeches of the American presidential candidates, Trump and Warren. Also, studies in the advertising field, such as Kfouri (2020), studied linguistic and cross-cultural speech acts in beer advertisements in Lebanese Arabic, French, and English. Afzaal (2022) analyzed the use of speech acts in Pakistani advertisements. Sukarini (2022) identified speech acts in public service advertisements about the social issues on the environment. In the field of the prospectus, researchers such as Xie & Teo (2020) compared the text About Us on 160 prospectuses from the top and second-level universities in China and America. Tian (2020) investigated how universities in China construct values about themselves in university history texts contained in About Us in the prospectus. Oke & Olajimbiti (2021) explored the marketization of higher education institutions by investigating the pragmatic features of promotion and discourse strategies in postgraduate school prospectus in Nigeria.

Based on the description above, it was found that a study on the comparison of commissive acts on university prospectus presented by native English speakers and non-native English speakers has not been carried out further in previous studies. Concerning this

phenomenon, this study tries to fill the gap by comparing the commissive acts presented in the English-written prospectus from Oxford University (OU) as a native English speaker and Universitas Indonesia (UI) as a non-native English speaker, which is divided into four research questions as follows:

1. How are commissive acts presented in the prospectus of the University of Oxford?
2. How are commissive acts presented in the prospectus of Universitas Indonesia?
3. What are the similarities between the University of Oxford and Universitas Indonesia in presenting commissive acts in the prospectus?
4. What are the differences between the University of Oxford and Universitas Indonesia in presenting commissive acts in the prospectus?

2. LITERATURE REVIEW

2.1 Commissive Acts

In the field of advertising, promises and offers are often found. One type of illocutionary act that allows the speaker to act for future actions such as promises is a commissive act. Yuliarti et al. (2021, p. 507) wrote that a commissive act is about producing utterances to express future actions. It is used based on the speaker's purpose to the speech partner (Perdana et al., 2021, p. 567). The purpose of the commissive is to oblige and force the speaker to do something (Vlasenko & Naumov, 2022, p. 16). The speaker of a commissive tries to change the world in some way; the commissive reflects a world-to-word congruence. Searle in Virdis (2021, p. 23), defines commissive as illocutionary acts whose point is to commit the speaker to some future course of action.

Additionally, Searle added that the fit direction is world-to-word and the sincerity condition is intention. Another, the propositional content is always where the speaker takes some future action. A commissive predicate can be used to commit oneself (or refuse to commit oneself) to some future action. Hence, the sentence's subject is most likely to be *I* or *we*. The content of the commissive has something to do with the future and the possible action of the speaker. The modal *will* or (to be) *going to* (in certain rules, contexts, and situations) signifies a promise which is considered commissive. Searle (1976) categorized six sub-types of Commissive Acts: Promise, Threaten, Guarantee, Refuse, Volunteer, and Offer.

2.2 Illocutionary Force Indicating Devices (IFIDs)

In identifying a particular type of illocution in speech, a tool is needed to help us ascertain it. This tool is known as Illocutionary Force Indicating Devices (IFIDs). Searle in Rustam & Bacha (2021, p. 306) wrote that IFIDs is used to identify illocutionary forces associated with illocutionary acts. It could be realized in various ways, such as Word order, Stress, Intonation Contour, Punctuation, The Mood of the Verb, and Performative Verb.

The Performative Verb is the most apparent tool found in IFIDs. It explicitly mentions the speaker's illocutionary act in a speech. Speakers usually do not always display their speech acts explicitly but implicitly. Austin (1962) mentioned that to be performative, an utterance does not need to contain an explicit performative. Furthermore, according to Yule (1996, p. 51) performative verbs could be found in the present tense with an indirect

object in the second person singular *you*. Similarly, Hurford et al. (2007, p. 266) wrote that although most performative utterances are found in the present tense, which contains a performative verb and has a subject in the form of first-person singular *I*, there are exceptions to this pattern. For example, *You are hereby forbidden to leave this room.* This performative utterance has a second-person subject. Therefore, the *Hereby Test* is the most reliable test to determine whether an utterance is performative. The sentence is performative if the resulting utterance does not look odd.

Hereby Test:
I (hereby) *Vp* you (that) *U*
Vp stands for Performative Verb
U stands for utterance

2.3 Felicity Conditions

According to Searle (1969), a felicity condition is a set of rules responsible for producing an illocutionary force from the speech spoken by the speaker. In speech act theory, the felicity conditions must be met for a speech act to be realized satisfactorily (Raheem & Nehal, 2021, p. 106). Searle sets four rules about the more detailed felicity conditions for each illocution (Salama, 2021, p. 90). These rules mostly concern the speaker or listener's psychological state and beliefs. The four rules are described as follows: first, *Preparatory Condition*; in this condition, a speaker must have certain beliefs about his actions and conditions to perform a felicitous illocutionary act. In addition, the speaker is also required to have power over his interlocutor. Second *the Sincerity Condition*; for this condition, the speaker must have a certain psychological attitude about the propositional content of what he is uttering to create the felicitous act. For example, when a person makes a statement about promising something to the interlocutor, he must intend to keep that promise. Third, *Propositional Content* is stated by the speaker or listener, describing the illocutionary force that determines the acceptable condition regarding proportional content. Fourth is, *Essential Condition*; this condition is closely related to the speaker's intention to make the other person take action intended by the speaker. Further, speech acts are felicitous or infelicitous rather than true or false (Anam et al., 2022, p. 272).

3. RESEARCH METHODS

This study used a qualitative descriptive method to compare how the University of Oxford (OU) and Universitas Indonesia (UI) present the commissive acts in their prospectus. The research data were taken from an English-written prospectus from OU entitled University of Oxford Undergraduate Prospectus 2020 and UI prospectus entitled Universitas Indonesia International prospectus 2017. Both prospectuses were used for the 2019/2020 academic year. Specifically, this study focused only on the Undergraduate Program section, which consists of the forty-nine courses contained in each prospectus. For OU, the data were studied starting from the Archeology and Anthropology to the Theology and Religion course, which does not include the Student's Opinion section. For UI, it started from the Computer Science to the International Relations course. The research data were analyzed using six types of Commissive Acts instruments according to Searle (1976), namely Promise, Threaten, Guarantee, Refuse, Volunteer, and Offer, supported with Illocutionary

Force Indicating Devices (IFIDs) and Felicity Conditions. The data analysis steps were identifying the type of commissive acts, classifying, comparing, interpreting, and drawing a conclusion. Then, this study used investigator triangulation from experts in the field of pragmatics to validate the study results.

4. FINDINGS

There were four objectives in this study, namely: 1. To explain the ways the University of Oxford presents commissive acts in the prospectus, 2. To explain the ways Universitas Indonesia presents commissive acts in the prospectus, 3. To explain the similarities between the University of Oxford and Universitas Indonesia in presenting commissive acts in the prospectus, and 4. To explain the differences between the University of Oxford and Universitas Indonesia in presenting commissive acts in the prospectus.

4.1 Commissive Acts Presented by the University of Oxford

From the data analysis, it was found that there were 312 commissive acts presented. Of the six types of commissive acts that exist, only three types were presented, namely Promises (38) were implicitly presented in their entirety, Offers (27) were explicitly presented in their entirety, and Guarantees (247) were implicitly presented in their entirety. While the other three types, Threaten, Refuse, and Volunteer, were not presented. Data analysis results can be seen in the following table:

Table: 1 Commissive Acts Presented by the University of Oxford (OU)

Types of Commissive Acts	Freq	Types of Performative Utterance	Freq
Promise	38	Implicit	38
Threaten	0	-	0
Guarantee	247	Implicit	247
Refuse	0	-	0
Volunteer	0	-	0
Offer	27	Explicit	27
Total Commissive Acts	312	-	-
Total Explicit	-	-	27
Total Implicit	-	-	285

Based on the table above, the three types of commissive acts presented will be explained as follows:

4.1.1 Promise Presented by the University of Oxford

A promise is a statement that tells someone that the speaker will do or not do something in the future. It is an intention that benefits the reader. By promising, the speaker is obligated to take this action later. For example, as shown below:

> *We will begin by teaching you careful definitions so that you can construct theorems and proofs.*

In this sentence, Oxford University (OU), as a speaker, communicates its future aspirations to its prospectus readers by ensuring that if they later become students of Mathematics courses, they will be taught thoughtful terminologies to construct theorems and proofs. It is done to encourage students to be able to ask questions and find their solutions using mathematics. Furthermore, the attentive teaching of meanings given will benefit the student in this course in using mathematics to explain phenomena that occur in the real world.

Ilić & Radulović (2015, p. 32) wrote that, the modal verb *will* is used to express the future in the form of an implicit commitment to do or not do something. This sentence used the future tense, marked by the modal verb *will*, which indicates that this benefit will be obtained in the future by the prospectus readers who will become OU students later. In addition, Loko in Firdaus et al. (2020, p. 83), wrote that commissive speech acts can be predicted using the modal verb *will*.

The performative verb of this sentence is a Promise that is implicitly presented. To verify, it can be tested using the *Hereby Test* as follows:

> I hereby promise you that *we will begin by teaching you careful definitions so that you can construct theorems and proofs.*

The word *I* here represents the OU as a speaker, and the word *you* here represents the readers of the OU prospectus. The result of using the *Hereby Test* shows that this sentence makes sense, so it can be concluded that the performative verb of this sentence is a Promise. In addition, this sentence fulfilled all the rules that make it felicitous. For *Preparatory Condition*, the speaker and the circumstances in this speech act are suitable because the conditions for the speaker of this sentence are met, namely, OU as the speaker is authorized to make promises to potential readers. For *Sincerity Condition*, OU as the speaker in this sentence, truly intends to promise to its prospectus readers. The *Propositional Content* of this sentence is fulfilled because the context and situation in this sentence match, and readers of the OU prospectus understand that the promise made by this University is not for acting. For *Essential Condition*, this sentence is intended as a promise from the OU to readers of its prospectus. By writing this sentence, OU, as the speaker, is tied to fulfilling that promise. Therefore, this sentence is classified as a type of Promise.

Lastly, Henry and Roseberry in Hong & Ahmad (2014, p. 136), reported that when the modal verbs *can* and *will* are used with personal pronouns *you*, they serve as persuasive tools. In a similar vein, Hui and Zhu in Bano & Shakir (2015, p. 135), noted that in the prospectus, the word *we* is often used by universities as the main element to present a program or service. While the word *you* indicate an individual address for the potential candidate for demonstrating integrity with readers that universities use to maintain personal relationships with prospective students. Also, the words *we* and *you* made the language sound warm and friendly to make advertisements more attractive.

4.1.2 Guarantee Presented by the University of Oxford

A Guarantee is when the speaker promises to do something or to ensure that something will happen or agrees to be legally responsible for something or to do something. The force of guarantee is that the speaker emphasizes the constative quality of something. An affirmation level is a tool that can be used to distinguish a guarantee from a promise. Usually, a guarantee is firmer than a mere promise. Under guarantee, the speaker convinces the reader of something. For example, as shown below:

> *The facilities available at Oxford are among the best in the country, notably the Radcliffe Science Library (RSL), which holds a geography collection of over 28,000 volumes on its open shelves, with many more held in closed stack storage.*

In this sentence, the University of Oxford (OU), as a speaker, assures readers of its prospectus about its academic strength, especially in terms of facilities in the form of the benefits that will be obtained if the reader becomes a student in the Geography course. OU guarantees that as students in this course, they will have the opportunity to experience Oxford's excellent facilities. The facilities available at Oxford are among the best in the country. Namely, the Radcliffe Science Library (RSL) houses a geography collection of more than 28,000 volumes on its open shelves, with many more stored in closed stack storage.

The performative verb of this sentence is a Guarantee that is implicitly presented. To verify, it can be tested using the *Hereby Test* as follows:

> I hereby guarantee you that *the facilities available at Oxford are among the best in the country, notably the Radcliffe Science Library (RSL), which holds a geography collection of over 28,000 volumes on its open shelves, with many more held in closed stack storage.*

The result of using the *Hereby Test* shows that this sentence makes sense, so it can be concluded that the performative verb of this sentence is a Guarantee. In addition, this sentence fulfilled all the rules that make it felicitous. Therefore, this sentence is classified as a type of Guarantee. Other, Foster in Macarthur et al. (2019, p. 247), identified five areas influencing prospective students' choice: curriculum factors, school reputation, personal contacts, location, and facilities.

4.1.3 The Offer Presented by the University of Oxford

An offer is when the speaker is willing to give, make something available for sale or use, or provide access to something for the reader. It is a promise that depends on the reader's acceptance, and one's offer becomes binding only if it is accepted, made, and has not been withdrawn. The example is as follows:

> *The English side of the course offers you a choice of options covering a comprehensive span of literature written in the English language from its origins in Anglo-Saxon through to works produced in English-speaking countries across the world in the present day.*

In this sentence, the University of Oxford (OU), as a speaker, offers readers of its prospectus a choice of English language options from the English and Modern Languages course covering a comprehensive range of literature from Anglo-Saxon origins written in English to works written in English produced in English-speaking countries around the world today. For this offer, prospectus readers are free to accept or not the offer. The word *options* in this sentence indicated an Offer.

The performative verb of this sentence is an Offer that is explicitly presented. Indicated by the word *offers* in the sentence. In addition, this sentence fulfilled all the rules that make it felicitous. Therefore, this sentence is classified as a type of Offer. Moreover, Oke & Olajimbiti (2021, p. 8) revealed that in the discourse of higher education, offers are presented in various forms and layers to attract, persuade, and convince buyers of a good product, namely what the institution wants to offer prospective students. In this case, the institution is seen as the seller of the program and the students as the buyer.

4.2 Commissive Acts Presented by Universitas Indonesia

From the results of the analysis, it was found that 193 commissive acts were presented. Again, from the existing six types of commissive acts, only three types were presented, namely promises (28), which were implicitly presented in their entirety, offers (20) were presented with two types of performative utterance, namely (17) explicitly and (3) implicitly, and guarantees (145) were implicitly presented in their entirety. Meanwhile, the other three types, Threaten, Refuse, and Volunteer, were also not presented in the Universitas Indonesia (UI) prospectus. Data analysis results can be seen in the following table:

Table: 2 Commissive Acts Presented by Universitas Indonesia (UI)

Types of Commissive Acts	Freq	Types of Performative Utterance	Freq
Promise	28	Implicit	28
Threaten	0	-	0
Guarantee	145	Implicit	145
Refuse	0	-	0
Volunteer	0	-	0
Offer	20	Explicit Implicit	17
		-	3
Total Commissive Acts	193	-	-
Total Explicit	-	-	17
Total Implicit	-	-	176

Based on the table above, the three types of commissive acts presented will be explained as follows:

4.2.1 Promise Presented by Universitas Indonesia

An example of a Promise act presented is as follows:
Students who complete all courses and requirements will graduate as Bachelor of Art (BA) in Psychology from the University of Queensland and Sarjana Psikologi (S.Psi) from Universitas Indonesia.

In this sentence, Universitas Indonesia (UI), as a speaker, communicates his future aspirations to the readers of his prospectus by ensuring that as a student of the Psychology (International Class) study program who has completed all the courses and demands, they will undoubtedly be awarded two degrees at once, namely Bachelor of Art (BA) in Psychology from the University of Queensland and Sarjana Psikologi (S.Psi) from Universitas Indonesia (UI). The two degrees given to students in this Psychology (International Class) course will certainly benefit their future.

This sentence used the future tense, marked by the use of the modal auxiliary *will*, which indicates that this benefit will be obtained in the future by the prospectus readers who will become UI students later. Simon & Dejica-Cartis (2015, p. 237) wrote that a strong promise is expressed with the help of modal auxiliary *will*.

The performative verb of this sentence is a Promise that is implicitly presented. To verify, it can be tested using the *Hereby Test* as follows:

I hereby promise you that *students who complete all courses and requirements will graduate as Bachelor of Art (BA) in Psychology from the University of Queensland and Sarjana Psikologi (S.Psi) from Universitas Indonesia.*

The result of using the *Hereby Test* shows that this sentence makes sense, so it can be concluded that the performative verb of this sentence is a Promise. In addition, this sentence fulfilled all the rules that make it felicitous. By writing this sentence, UI, as a speaker, is obliged to fulfill that promise. Therefore, this sentence is classified as a type of Promise.

4.2.2 Guarantee Presented by Universitas Indonesia

An example of a Guarantee act presented is as follows:

The department ensures that the graduates of this program continue to be at the leading position of communication field, possessing professional ethics, both in academic role or in industrial world.

In this sentence, Universitas Indonesia (UI), as a speaker, assures readers of its prospectus about its academic strength in the benefits that will be obtained if studying in the Communication Studies (International Class) program. UI guarantees that graduates in this study program will not only continue to be at the forefront in the field of communication but also have professional ethics in the academic and industrial world. The word *ensures* in this sentence indicated a Guarantee.

The performative verb of this sentence is a Guarantee that is implicitly presented. To verify, it can be tested using the *Hereby Test* as follows:

I hereby guarantee you that *the department ensures that the graduates of this program continue to be at the leading position of communication field, possessing professional ethics, both in academic role or in industrial world.*

The result of using the *Hereby Test* shows that this sentence makes sense, so it can be concluded that the performative verb of this sentence is a Guarantee. In addition, this sentence fulfilled all the rules that make it felicitous. Therefore, this sentence is classified as a type of Guarantee.

4.2.3 The Offer Presented by Universitas Indonesia

An example of an Offer act that is explicitly presented is as follows:

The study program offers a number of specializations as follows: Public Accounting, Management Accounting, Internal Auditing, Financial Accounting, Tax Management, Accounting Information System, Public Sector Accounting, Islamic Accounting.

In this sentence, Universitas Indonesia (UI), as a speaker, offers readers of its prospectus about several specializations in the Accounting study program that can be selected for prospectus readers. These interests include; Public Accounting, Management Accounting, Internal Auditing, Financial Accounting, Tax Management, Accounting Information System, Public Sector Accounting, and Islamic Accounting. This offer gives the reader the freedom to decide whether to choose the several specializations offered by this university or not.

The performative verb of this sentence is an Offer that is explicitly presented. Indicated by the word *offers* in the sentence. In addition, this sentence fulfilled all the rules that make it felicitous. Therefore, this sentence is classified as a type of Offer.

An example of an Offer act that is implicitly presented is as follows:

There are seven concentrations that students can choose from, namely, Industrial Economics, Regional Development Economics, Human Resources and Labor Economics, Monetary Economics, Public Economics, Natural Resources and Environmental Economics and International Economics.

In this sentence, Universitas Indonesia (UI), a speaker, offers readers its prospectus about seven concentrations that can be chosen in the Economics study program. The majors are Industrial Economics, Regional Development Economics, Human Resources and Labor Economics, Monetary Economics, Public Economics, Natural Resources and Environmental Economics and International Economics. For this offer, prospectus readers are free to accept or not the offer.

As reported by Simon & Dejica-Cartis (2015, p. 237) that a definite offer is expressed using an auxiliary modal *can* to demonstrate the ability to satisfy a need by providing particular details about the advertised product or service, or issue, which makes it easier for the reader to check. Besides, the word *choose* in this sentence indicated an Offer.

The performative verb of this sentence is an Offer that is implicitly presented. To verify, it can be tested using the *Hereby Test* as follows:

I hereby offer you that *there are seven concentrations that students can choose from, namely, Industrial Economics, Regional Development Economics, Human Resources and Labor Economics, Monetary Economics, Public Economics, Natural Resources and Environmental Economics and International Economics.*

The result of using the *Hereby Test* shows that this sentence makes sense, so it can be concluded that the performative verb of this sentence is an Offer. In addition, this sentence fulfilled all the rules that make it felicitous. Therefore, this sentence is classified as a type of Offer.

4.3 The Similarities between the Prospectus of the University of Oxford dan Universitas Indonesia in Presenting Commissive Acts

From the results of the analysis described above, several similarities can be seen. First, the University of Oxford (OU) and Universitas Indonesia (UI) only presented three commissive acts in their prospectus, namely Promise, Offer, and Guarantee, while the other three types, namely Threaten, Refuse, and Volunteer, were not presented. Second, of the three commissive acts presented, Promise, Offer, and Guarantee, OU and UI were equally high in Guarantee, followed by Promise in second place, and Offer in the lowest order. Third, the most dominant performative utterance type presented in the two prospectuses was the implicit type, OU, as much as (285) times, while the explicit type was only (27) times. UI was (176) times, while the explicit type was only (17) times. Fourth, of the three types of commissive acts presented in the two prospectuses, Promise, Offer, and Guarantee, only the types of Promise and Guarantee the performative utterance types were not explicitly presented.

4.4 The Differences between the Prospectus of the University of Oxford dan Universitas Indonesia in Presenting Commissive Acts

The analysis results found three differences in how the University of Oxford (OU) and Universitas Indonesia (UI) presented commissive acts in their prospectus. First, from the total commissive acts presented, it can be seen that OU presented more with the number of presentations (312), compared to UI, which only amounted to (193). Second, in terms of Promise, it can be seen that OU tends to use a second-person, using *you*, to address the reader of its prospectus. While, UI used a third-person, using *students*. Third, on the Offer type, OU only presented one type of performative utterance, namely the explicit type, (27) times. While, UI presented both performative types: the explicit (17) times and the implicit (3) times.

5. DISCUSSION

Based on the results of the study described previously, it can be concluded that some similarities are as follows. First, both universities presented only three types of commissive acts out of the six types of commissive acts in their prospectuses, namely Promise, Offer, and Guarantee, while the other three types, such as Threaten, Refuse, and Volunteer, were not presented. It is in line with the purpose of the prospectus as an advertising medium for a university. Bano & Shakir (2015, p. 133) stated that apart from informing the university's functioning, the prospectus also aims to widen the margins of higher education and encourage students to enter. Like consumers, in the prospectus, readers are treated as customers and continue to persuade them and their parents to pursue an extraordinary career through what the world's universities have to offer.For this reason, to achieve this goal, the three types of commissive acts, such as Promise, Offer, and Guarantee, are more appropriate to use than Threaten, Refuse, and Volunteer, which is assumed not to support the prospectus in achieving its goals. Another reason why only three types of commissive acts are presented is as Strizhkova et al. (2018, p. 11) wrote that the primary purpose of advertising discourse is

to influence consumers so that the advertisers only use certain types of speech acts through which they can realize the dominant idea.

Second, of the three commissive acts presented, Promise, Offer, and Guarantee, these two universities were equally dominant in presenting Guarantee, followed by Promise in second place and Offer with the least amount. It can be concluded that in advertising, although the real intention is to offer products to consumers, the dominant presentation of the Guarantee seems to have more influence on the decisions that consumers will make than the Offer itself. Sentences containing Guarantees had stronger potential to increase consumer trust in the products offered. With a high level of trust in the quality of a product that the seller had guaranteed, consumers are ultimately easier to finally agree with the offer given so that the goal ad is achieved.

Third, the type of performative utterance presented most dominantly by these two universities was the implicit type. Thomas (2013, p. 48) stated that the use of explicit performative is often avoided because this form in many circumstances seems to imply unequal power relations and as if the speaker has a particular set of rights over the interlocutor. Often the speaker will try to use the implicit performative first and move to the explicit performative if the first method does not work. As explained by Pirogova in Strizhkova et al. (2018, p. 13), that information is coded through language features in advertising and is more often displayed implicitly. Implicit information gives the audience a high approximate value for an object and is perceived without criticism and hesitation, unlike ready-made information. The implicit utterance is slightly controlled by awareness and is used by advertisers for manipulation. The effectiveness of implicit information depends on the audience's difficult extraction and interpretation mechanism.

Fourth, from the three types of commissive acts presented, only in Promise and Guarantee types these two universities do not present them explicitly. As revealed by Miller in Dewi (2019, pp. 105-106), explicit language, known as high-controlling language, tends to stimulate a high level of resistance to persuasion. The language is so directive that it clarifies the advertiser's intent and can threaten autonomy. On the other hand, implicit language can produce a low level of resistance so that it can increase persuasiveness. Also, Miller mentioned that the authors use implicit strategies to disguise their persuasive intentions by using less powerful or low-control language. In other words, the author uses this strategy to encourage readers to make their own interpretations using language that promotes freedom of choice (pp.115-116).

Next, there were some differences between the two universities in presenting commissive acts in their prospectus. The first difference was that OU presented more commissive acts than UI. It can be interpreted that as a university with the best image in the world with many excellent supporting facilities, it is reasonable that OU is more confident in being able to fulfill its commitment to do something beneficial in the future for its readers. Therefore, OU is freer to present more commissive acts such as promises, guarantees, and offers in its prospectus. Moreover, according to Firdaus et al. (2020), speakers use commissive acts in large numbers to maintain the audience's trust.

The second difference was seen in the Promise type, where OU tends to use the second-person, using *you* to address its readers. While, UI used the third-person, using *students*. According to Fairclough in Arshad & Shakir (2014, p. 25), the pronoun *you* is

commonly used in the university prospectus to express personal solidarity between the target reader and the university. Similarly, Bano & Shakir (2015, p. 134) reported that using personal pronouns in marketing language has become commonplace. The university's use of pronouns is intended to produce hospitality and friendliness in the prospectus to attract students to register. Again, Cui & Zhao (2014, pp. 25-26) reveal the same thing that the use of second-person references is a common practice in advertising discourse. They added that the statistics based on the corpus show a trend toward using second-person pronouns in English texts. It is because readers feel engaged when addressed directly by the author. It deepens the audience's impression and makes them remember the message better.

Another, the difference in the choice of addressing words found in the prospectus of the two universities was caused by the difference in politeness principles between the two cultures. In Western culture, in this case, OU, the use of *you* is intended to create a sense of familiarity and to appear not to limit a relationship. But not so with Eastern culture, which in this case is UI, where address someone with *you* is considered impolite. As quoted by Slabu et al. (2014, p. 1347), Western culture generally conceptualizes self as being within a person, while Eastern culture is embedded in interpersonal relationships. Along with, Heine et al. in Slabu et al. (2014, p. 1351), revealed that Easterners have a chronic tendency to see themselves from the perspective of others. Next, as stated by Basra & Thoyyibah (2017, p. 73), culture plays a role in the different styles of language used by someone in producing an utterance.

The third difference was seen in the Offer type. OU only presented explicit performative utterance types. While, UI presented all performative types, explicit and implicit. As written by Thomas (2013, p. 48) that speakers use performative forms explicitly when in doubt that the interlocutor understands the meaning of his utterance or not. Speakers use this form in an attempt to convince the interlocutor. As well, Miller in Dewi (2019, p. 106), stated that explicit messages are prone to rejection but are easier to understand and can sometimes produce positive emotional reactions from readers. Meanwhile, the implicit one can reduce the level of rejection but is more ambiguous, making it more difficult to understand the meaning to be conveyed.

For that purpose, to avoid misunderstanding, the offer should be expressed explicitly so that the reader well understands the purpose of the offer to avoid erroneous interpretations that cause the advertiser's intentions not to be achieved. It is in line with Kharazyan & Tatsioka (2019) that advertising uses several strategies to persuade the audience to take action. Further, the differences may also be influenced by the cultural differences between the two universities. Western culture is more likely to express intentions to the point. On the contrary, Eastern culture is accustomed to small talk or long-winded. Also, Slabu et al. (2014, p. 1350) reported that Western culture tends to put pressure on showing positive emotions and achieving happiness to avoid being seen as a failure. Meanwhile, Eastern culture is more likely to encourage a balance between positive and negative emotions.

In the end, the results of this study confirmed how cultural differences affect the language style used by the speaker. Hence, to achieve communication goals as intended to use English appropriately, it is appropriate for English learners, especially Indonesian learners as non-native English speaker, to also learn the values believed by Western culture

in this case, English as the native English speaker. Besides, knowledge of the proper use of commissive acts can be beneficial to assist speakers in achieving the goals they want to achieve in communicating. Moreover, the results of this study are expected to add insight for advertisers so that they can avoid conflicts of existing cultural values to help increase sales in the global community.

Finally, this finding confirmed the findings of Bano & Shakir (2015) that the notion of the classical view that advertising is not suitable to be applied to the world of education is incorrect because universities are now also advertising their offerings to attract audiences both through print and electronic media. More recently, Oke & Olajimbiti (2021) also found that academics are already oriented towards promotion, no longer merely providing information.

6. CONCLUSION

This study concluded that commissive acts were also used in advertising media, such as the written prospectus. This study found four similarities: first, from the six types of commissive acts, both the University of Oxford (OU) and Universitas Indonesia (UI) only presented three types in their prospectus, namely Promise, Offer, and Guarantee. While the other three types, such as Threaten, Refuse, and Volunteer, were not presented. Second, both universities were more dominant in presenting the Guarantee type. Third, from the existing performative utterance types, these two prospectuses tend to present it implicitly rather than explicitly. Fourth, of the three types of commissive acts presented, only in the Promise and Guarantee types, both universities do not present them explicitly. Finally, three differences were also found: first, the study's results found that OU presented more commissive acts than UI, which was (312), while UI only presented (193). Second, in the Promise type, OU tends to address its readers using second-person (*you*), while UI tends to used third-person (*students)*. Third, in the Offer type, OU only presented the explicit performative utterance type (27) times, while UI presented all performative types, the explicit (17) times and the implicit (3) times.

The results of this study are expected to provide additional information for non-native English speaker learners in general and students of the advertising study program especially. Also, those who work in advertising related to the proper use of commissive acts to attract readers' interest. Since this study only focuses on the Commissive Acts. Therefore, it is recommended for future researchers interested in the same area to expand research using other types of speech acts based on Searle's theory, such as Assertive, Directive, Expressive, and Declarative in university prospectus with different cultures. It is intended to broaden the view of the diversity of speech acts used in various cultures. More, the next researcher can examine speech acts in the spoken form, such as those found in the digital prospectus.

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