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RESEARCH PAPER

An Analysis of Isma Pasha's and Parvaiz Pasha's Character Speeches in "Home Fire" A Comparative Pragma Stylistic Study

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ABSTRACT

The current study aims to compare the language usage of Isma Pasha's and Parvaiz Pasha's characters from the novel "Home Fire" under the same tragic and harmful conditions. According to the background of study, language not only serves as a means of communication but also has the ability to change both the worlds of those who are addresser and those who are being addressed. The objective of this study was to find out impact of belief and thought on actions of individual's own-self as well as others. The current study has used qualitative descriptive research methodology in which the novel "Home Fire" of Kamila Shamsi is used as primary data source. The Speech Act Theory of Austin (1975) provides a theoretical foundation for the current research theoretical framework. The data was analyzed using illocutionary and perlocutionary speech act analysis to understand Isma and Parvaiz's dialogues and utterances. The discovery suggests that language use and utterances successfully define a literary or fictional character. Study recommends to stay away from extreme narrative of radical Islam through continuous dialogue between Muslim and western which open the way for diasporic community and the host society to reconciliation.

Introduction

Language is a means of communication that allows people to connect with one another and with other members of society while also exchanging ideas and thoughts. Life is useless without communication (Ananda et al., 2016) which refers to having an effect on someone. According to Rong (2019), Illocutionary acts are one of the most difficult and extensively researched aspects of speech act theory. Searle (1975) classified illocutionary activities into five categories: For starters, a declarative speech act has the power to alter the listener's world. Second, an assertive or representational speaking act includes a proclamation, assertion, description, critique, or other such statement. Third, an expressive speech act contains joy, likes and dislikes, wrath, and happiness. Commissive, or the fourth illocutionary act, is the activity in which the speaker uses a promise, prediction, threat, refusal, etc. to bind the listener to a future course of action. The Directive, also known as the fourth illocutionary act, is used to issue commands. The study of pragmatics examines how people understand and use speech acts in specific speech contexts (Hussain et al., 2020). However, because pragmatics is the study of intangible meaning, language users interact with each other in social contexts using language (Ginting, 2018), and society regulates how they utilize language and other communication tools (Yule, 1996).

One of pragmatics' most significant concepts is the concept of a speech act, according to which words aren't just meaningless carriers of information but rather prompt actions (Scarantino, 2017). Given that context is considered the cornerstone of pragmatics, the purpose of what is said may be discovered by examining behind the surface of dialogue using speech act theory (Matczak, 2019). This is so that you may investigate and notice the intended meanings or messages hidden behind the straightforward verbal claims, which is the core objective of language learning through pragmatics (Hanna & Richards, 2019). Austin put up the speech act hypothesis in 1962, and Searle refined it in 1975. Speech acts can be divided into three categories, according to Peccei (1999); illocutionary, locutionary and perlocutionary.

Theoretical Framework

A speech act is defined, "A speech act is an utterance that serves a function in communication" (Carla, 2021). Through speech act, people express their greeting, apologizing, requesting, complaining etc. according to their culture and norms. Speech acts are behaviors like "requesting," "commanding," "questioning," or "informing" that are referred to by this word. A speech act can be described as an activity carried out by a speaker in conjunction with an utterance. For instance, when you say, "I'll be there at six," you appear to be engaging in the speech act known as "promise" (Yule, 2020). Speech actions are crucial components in interpreting a speaker's statements. There are three categories of speech actions: perlocutionary, illocutionary, and locutionary acts. The idea of speech acts examines the entire process of effective communication rather than just one specific speaking act. Speech is described as the verbal exposition of ideas and thoughts in front of an audience (Humaniora, 2016).

Austin (1975) introduced the concept of speech acts, classifying the two fundamental speech acts as constitutive and performatives. Constitutive are used to make a statement that may be true or false, while performatives are used to carry out an action that may be felicitous or infelicitous. Austin went on to differentiate between perlocution (the manner in which the speech act is perceived), illocution (the speaker's or writer's intention) and locution (the words spoken or written). Archer, D. and Grundy (2011) explained these types of speech act through an example of sentence, "Would you close the door?" In this sentence, locution/intention shows that the door is open while illocution/meaning shows "close the door". The perlocution/effect on the hearer shows that it could be too noisy; therefore, door has to be closed. Searle´s Speech Act Theory (1969) also extended Austin's theory into nine conditions i.e., promising, propositional content, future, possible action, promise, content of promising, sincerity condition, essential condition, promise understanding and wrap-up condition.

For the first time, J. L. Austin looked at language from a new angle and discovered that there are additional possibilities in language than true and false statements and truth conditions, such as inquiries, demands, and exclamations. In an effort to challenge the usual view of language, he researched language from an unconventional perspective. The speech act hypothesis owes a lot to Austin and Searle. "Speaking a language means executing speech acts," according to Searle (1969:16), "acts like making declarations, issuing instructions, asking questions, making promises, and so on." Speech acts are defined by George Yule (1996:46) as "Actions carried out through utterances." According to David Crystal (2003), the theory of speech acts examines how utterances affect the behavior of the speaker and the hearer in interpersonal communication. It is a communication action rather than a "act of speaking" in the traditional sense. A speaker engages in a variety of behaviors during communication, including commanding, asking, disputing, ridiculing, accusing, warning, advising, and praising.

Literature Review

In order to avoid repeat studies and to understand the position of this research, the researcher provides some prior studies in the field of speech act. Many researchers have looked into the field of speech act. Some of them are listed below:

According to Yule, "discourse" is commonly defined as "language beyond the sentence," and "discourse analysis" focuses on the study of language in texts and interactions (2020). Discourse analysis is the additional reading and analysis of texts done to understand what we read, how to tell well-constructed texts from those that are jumbled or incoherent, how to understand speakers who communicate more than they say, and how to participate effectively in that challenging activity known as conversation.

Siagian et al. (2018) claim that the study of speech actions is a subfield of linguistics that looks at how utterances are used to express activities. Speech act theory's main concerns are the performative character of language and how language utterances work and affect all forms of communication. Speech acts are actions that are communicated with the intention of being performed as a result of the speaker's words. Speech acts, as defined by Yule, who was quoted by Ratnasari & Edel in 2017, are used to explain activities including requests, directives, and updates. When someone talks, they usually have an objective and an inferred meaning that the listener must interpret.

Different literarily work has been done to analyze the elements of Speech Act Theory in past. Nagane, D. (2015) conducted his study on "Analysis of Assertive Speech Acts in Khushwant Singh's Train to Pakistan" Considering the theory of speech acts as well as the context in which they are used can shed light on the numerous characters, their behaviour, relationships, attitudes, intentions, and point of view. Understanding Train to Pakistan will be made easier by the concepts and theories of pragmatics in general and the theory of speech acts in particular. The utterances of the characters in the context, as well as the dimensions of illocutionary power and perlocutionary effect in the specific socio-cultural contexts, are used to prove the authenticity of the characters. The investigation of the context in which they occur can help to provide an accurate interpretation of the fictional discourse, as shown by the application of the theory of forceful speech actions to the chosen utterances.

Akram, M. et al., (2021) conducted their study on "Speech Act Analysis of Muhammad Hanif's Novel 'Red Birds" under the lens of Speech Act Theory in which they found that any literary work's language context may be sensed in the writing, albeit it may not always be relevant. The cultural setting, on the other hand, aids in comprehending context that isn't evident in the text. In order to determine the intended meaning of the speech, paralinguistic and extra-linguistic signals that are present in the connecting meaning to the context are employed. Modern novels have received less attention compared to literary works, short tales, and plays, which have all had strong pragmatic realism.

Salih, R. H. (2022) conducted the study on "A Discourse-Pragmatic Analysis of illocutionary Speech Acts in Dickens Hard Times". The focus of his study was on the speech act that performed by the major characters in the novel "Hard Times" by Charles Dickens. The primary theory used in his study was Austin's (1977) model of speech act. The methodologies used were used in his study are both qualitative and quantitative. These techniques were used to evaluate and characterize the main character's illocutionary activities in the novel. Representative, directive, expressive, commissive, and declarative are the five categories of illocutionary speech acts created by the major characters, according to the findings of this study. His study revealed that the main characters' objectives for employing speech acts vary depending on the sorts of speech acts they create throughout the novel.

Speech Acts: A Contrastive Study of Speech Acts in Urdu and English was the subject of a study by Akram, M. (2008). He came to the conclusion that there are considerable differences between the speech actions in English and Urdu with relation to sex, level of formality, structure, frequency, etc. The study focuses on the speakers' utterances and intents (perlocutionary, locutionary and illocutionary aspects of Speech Acts). The study has collected and evaluated the statements of fifty interviewees.

Similarly, a study on "discourse-pragmatic analysis of illocutionary speech acts in Nadeem Aslam's Maps for the Lost Lovers" was undertaken by Sarwar, M. et al. in 2022. They used a qualitative research design for their investigation. Searles' Theory is the approach used to analyse the utterance criterion. According to the study, conversations display five different forms of illocutionary acts, including Declarative, Representative, Expressive, Directive, and Commissive. In order to acquire language organically, readers can increase their knowledge of speech acts, particularly illocutionary acts, by understanding what the speaker intends to say and the order in which their words are delivered.

The research "The Realization of Speech Act in the Little Women by Geronimo Stilton" was carried out by Rahmawati, T. (2017). The study's findings indicate that there are 84 instances of five different speech actions used by Geronimo Stilton's characters in Little Women. These include expressive, declarative, expressive, directive, and commissive.

Material and Methods

The qualitative descriptive research design was adopted in the current study. Since the conversation and other comments made by the characters in the novel served as the informational source for this study, the book was chosen as the data source. After the data from the book was gathered, a complete reading was done in order to analyze the information using Searle's taxonomy of speech act. The data analysis categorizes different characters in novels as being strong, submissive, leading, smart, or emotional. The researcher employed content analysis as a research design in this study. The forms of speech actions that the characters in Kamila Shamshi's novel "Home Fire" created have been examined by the researcher. In addition, the researcher looked at the many speech actions that Kamila Shamshi used in her book "Home Fire". Only the personalities of Isma Pasha and Parvaiz Pasha have been picked due to the criteria of the research. The methods used to collect the data and conduct an in-depth analysis of the text for the current study include underlining different speech acts, identifying utterances and the illocutionary speech acts that make up each one, noting the utterances, and describing the utterances according to whether they are declarative, directive, or commissive.

Searle (1969) classified five types of speech act;

i.   **Commissive:** "Utterances which commit the speaker to a future course of action, such as promising".

ii. **Directives:** "Utterances which attempt to get someone to do something such as ordering".

iii. **Declaration:** "Utterance which bring about an immediate change in a state of affairs, such as excommunicating".

iv. **Representative:** "Utterances which commit the speaker to the truth of a particular proposition, such as asserting".

v.   **Expressive:** "Utterance which express a particular psychological state, such as apologizing".

Results and Discussion

Illocutionary Elements in Text of *"Home Fire"*

Regarding illocutionary nature of text in *"Home Fire"*, dialogues of Isma Parsha and Parvaiz Pasha under Searle's taxonomy of speech act i.e. directive, commissive, representative, expressive and declarative are analyzed under the Speech Act theory of Austin (1975).

Isma Pasha's Dialogues

Directives

Dialogue 1

Isma said: *"Stay with me, until I fall asleep, Isma said, her hand reaching towards Aneeka, swerving to switch off the light".*

Analysis

The speaker is trying to communicate directive speech act by forcing the hearer to accept her direction to stay with her, so she is employing words that suit the world by utilizing instructions. This dialogue shows that Isma took up the responsibility of her siblings. In above textual lines Isma is directing to her younger sister Aneeka to stay with her until she falls asleep.

Dialogue 2

Isma said: *"no Quran, no family pictures, no books on her area of academic interest."*

In the above sentence of directive speech act,

Analysis

Shamsie uses the Pashas to demonstrate how observant Muslims are frequently singled out in Britain and made to feel foreign due to their religion. Isma takes care not to carry anything that would make her stand out when she flies to the United States. Isma is still questioned for two hours while wearing a headscarf, which causes her to miss her trip.

Commissive

Dialogue 3

Isma Said: *"let the state question [their] loyalties,"*

Analysis

In the above line of commissive speak act, here, the speaker is deliver commissive part of his commitment to convey ideas to the hearer in the future. Aneeka rejects Isma's explanation that the police would have learned about Parvaiz anyway and those they cannot afford to do so, and she is extremely saddened. She then turns down the opportunity to speak with Isma, demonstrating how even the finest of motives may be interpreted as treachery and how such actions can sever a family.

Dialogue 4

Isma Said: *"We want to be like them, we want to be better than them. We want to be the only people in the world who are allowed to be better than them."*

Analysis

In the above dialogue of commissive speak act, Isma tries to show her commitment Isma of his love and respect for his father, claiming that dads serve as sons' "guides towards manhood." Due to this, she tries to show him that he can be his own person and walk out of his father's shadow instead—a move that eventually leads to his own failure.

Representatives

Dialogue 5

Isma Said: *"I meant; it must be difficult to be Muslim in the world these days. I'd find it more difficult to not be Muslim. She said".*

Analysis

In this instance, the speaker is attempting to do a model speech act by making a statement to herself about how difficult it is for her to exist in this society as a Muslim. In the present world, it is not easy to be representative of Muslim community. Muslims cannot survive in the western world. Non-Muslims do not permit them to perform their rituals. They are not allowed to wear their religious dress.

Dialogue 6

Isma said: *"rhetorically being made un-British….."*

Analysis

Isma laments her loss of self-representation in the lines above of the representational speech act, which she blames on the fact that she and Eamonn never had a true connection. Isma recalled stopping her lesson on control orders and their effect on civil liberties to remind out that people's rights have long been violated in Britain and that control orders frequently target persons based on their religion or ancestry.

Dialogue 7

People: *"Where is your father? Are the rumors about him true?"*

Analysis

In this representative speech act of stating something about father of Isma's children. People often ask them about their father, because the society where we live, there is a bonding or some type of connections among people, and it is true that we cannot survive without social bindings and representation of a community.

Dialogue 8

Isma said: "*a man 'from a Muslim background,' which is what they always said about him, as though Muslim-ness was something he had boldly stridden away from."*

Analysis

In the above representative speech act, Isma think after reading an article that describes Karamat as person who can pretend his identity as British rather than Muslim to get benefits. The Lones, on the other hand, represent the other end of the spectrum, especially Eamonn and Karamat. Despite having Pakistani ancestry, Karamat disavows his religion and his Muslim identity in order to fit in with the majority of British people, showing that he too believes it is impossible to be both British and Muslim.

Dialogue 9

Isma said: *"It's all going to get worse. He has to prove he's one of them, not one of us, doesn't he? As if he hasn't already".*

Analysis

In the above representative speech act, Shamsie narrates that rather than merely making assumptions and generalisations about Isma as either being too conservative or too immodest about their sexuality, others should take into account the intricacy and subtleties of people's unique experiences like Isma in order to understand them.

Expressive

Dialogue 10

Isma: "Four of my children are already well settled in life……"

Analysis

The speaker is revealing what is in his feelings about her children and is trying to express that they are well settled in life, so this is an example of an expressive speech act. Isma negated her own personality just as a mother for the wellbeing of her twin siblings. Isma tried herself to manage all the matters and gradually turned towards a responsible and dignified character of the novel. As the researcher has discussed earlier in last paragraph that Isma has took all the responsibilities and life without father is not easy.

Dialogue 11

Isma Said: *"Can I ask you something?" he said, the turban. Is that a style thing or a Muslim thing?"*

Analysis

In this expressive speech act, the speaker expresses that life of a Muslim.is under great challenges in the western world. The speaker expresses that she has to face difficulty to introduce herself as Muslim because the family members of a jihadist person had to suffer more as compared to a non-jihadist person in western world.

Dialogue 12

Isma said: *"The role and influence that women have in decision making processes within the family tend to be more complicated and variable, and therefore harder to observe than that of men".*

Analysis

In the above lines, Isma uses expressive speech act in which she expresses her views bout family complications for mother when father is not available for the whole family. Mother has to play her role in critical decision making for care of her family.

Dialogue 13

Isma said: *"In 2011, the death of Osama Bin Laden, the villainous mastermind of 9/11, had the potential to create a sea change in the public image of Muslims."*

Analysis

In the sentences above, Isma use expressive speech in an effort to convey that the widespread anti-Islam sentiment in society is a result of the awful 9/11 attack, which Usama Bin Laden has been blamed for by western media.

Dialogue 14

Isma said: *"the woman whose thumbprints were on her underwear, not allowing even a shade of sarcasm to enter her voice".*

Analysis

In the above lines in expressive speech act, Isma thanks when the first officer enters and verifies that Isma's student visa was in fact authorized by the United States, she is eventually let go.

Declarations

Dialogue 15

Investigator: *"This isn't yours,"* she said

Isma: *"I used to work at a dry-cleaning shop. The woman who brought this in said she didn't want it when we couldn't get rid of the stain." She pointed to the grease mark on the pocket".*

Analysis

In this dialogue, the speaker is trying to declare the possessiveness of Isma's dress particularly her Cot for which Isma is being questioned, which is not the responsibility of the investigating officer. It was happened with Isma at the airport as she is on her way to Massachusetts to continue her sociology studies and earn a Ph.D. Instead, Isma is being questioned senselessly because she is Muslim and is associated with the so-called wave of terrorism that is implied throughout the novel. Isma is responding to the officer's inquiry as to why, when, and how she acquired this cot in order to protect herself from concerns about security. This fits the definition of assertive, and responding is the classic situation.

Dialogue 16

Investigator: *"And how did that happen?"*

Isma: *"My siblings and I were orphaned just after I finished uni. They were twelve years old—twins. I took the first job I could find. Now they've grown up; I can go back to my life".*

Analysis

The dialogue's context is as previously stated, and as the questioning goes on, the investigator asks how she will be able to continue her education once more. In response, she says that after her mother's passing and all the hardships she has experienced, she wants to continue an academic career because her siblings are still young enough to be able to care for themselves, and in this dialogue, she is expressing the idea.

Dialogue 17

Isma said: *"You see, I know Parvaiz Pasha was trying to get to the British Consulate in Istanbul not for some act of terrorism, but because he wanted a new passport that would allow him to return home".*

Analysis

Isma declares the real position of Parvaiz Pasha the very beautiful lines regarding his jihadi activities which were considered as terrorist activities. According to her declaration, Parvaiz was not a terrorist, neither he wanted to do any act of terrorism as the time of his death there was a desire and hope in his heart of getting his home back, meeting his family. That's the way western world behaved toward Muslim and the Muslim world.

Dialogue 18

Isma said: *"It is thus clear that Muslim were allowed to fight only in self-defense, to preserve their national existence, and they were forbidden to be aggressive".*

Analysis

In the above lines, Isma declares that Islam has allowed Muslims to react only in their self-defense while aggressive moves are not permitted, but due to Islamophobia, Muslim are unable even to defend them in order to avoid being considered as terrorist in western countries.

Dialogue 19

Second Officer: *"Do you consider yourself British?"*

Analysis

In the above dialogue, second officer asked Isma to declare his citizenship identity in England either she considers herself as British national or not. Isma declares herself to be British. The questioning lasts for about two hours. Isma answers the questions obediently since she and her sister Aneeka had already prepared this scenario.

Dialogue 20

Isma said: *"without adjectives such as 'ungrateful' and 'selfish' slicing through the feeling of loss."*

Analysis

In the above declaration of speech act, Isma is content to be living her normal life of reading, walking, and writing in a studio apartment in Boston for the next 10 weeks. One morning she sees a parachutist coming down from the sky via her skylight. She opens Skype out of habit to see whether Aneeka is online before heading to her favorite café to start working. She discovers her brother Parvaiz online instead. Since he departed in December, she hasn't seen him online, so she is astonished. He doesn't call, and Isma wonders whether he's attempting to get in touch with her. She finds it difficult to think about him.

Parvaiz Pasha's Dialogues

Directives

Dialogue 1

Parvaiz said: *"but the dead made their own demands."*

Analysis

The speaker is using language that fits the world by claiming that his deceased father has made his own demands in an effort to coerce the hearer to accept the truth of what he is saying.

Commissive

Dialogue 2

Parvaiz said: "I want to feel my father's pain."

Analysis

Here, the speaker Parvaiz presenting his commitment to convey ideas to the hearer in the future that he want to feel his father's pain who is detained. It shows the intention of Parvaiz Pasha to symbolize his father's terrorist activities and want to sacrifice like him for the sake of jihad.

Representatives

Dialogue 3

Parvaiz said: '.....it is tolerably clear to me.

Analysis

In this example, the speaker Parvaiz Pasha is trying to boost the representative speech act of stating something to himself.

Expressive

Dialogue 4

Scotsman said: *"The Scotsman leant forward, touched Parvaiz's Knees sympathetically. It is all right while you're here doing this work."*

Analysis

The speaker is revealing what is in his feelings about Parvaiz Pasha and is trying to express that he is on right way, so this is an example of an expressive speech act. The above idea represent that Parvaiz is so certain about his Jihadist activities that thinks that Allah has sent him for his own work and people who are on the way towards Allah's work are hot harmed by anything of the people related to them. When Parvaiz is hurt in the verses above, he says, "You are not hurt; you are fine since you are doing Allah's task and cannot be hurt by anything."

Dialogue 5

Parvaiz said: *"with pride, not shame."*

Analysis

Parvaiz says the aforementioned powerful remark, and then Farooq tells him that they may fly to a place where Parvaiz can live like a prince and talk about Adil. Farooq claims to have recently returned from Syria and claims that the media has been fabricating information about the country. He displays to him photographs of the wonderful life in Syria. When Parvaiz inquires as to whether the images are genuine, Farooq reveals to him that he is featured in a handful of them.

Declarations

Dialogue 6

Parvaiz Pasha said: "I never knew my father,' he had replied weakly"

Analysis

The speaker is attempting to reveal something about his father in this dialogue that he is unaware of. By saying this, the speaker was unhappy because it is not a pleasure for anyone to declare unawareness about his/her father. This is the lesson taught by his mother Isma. Even there were whispers in the neighbor-hood about Adil Pasha, the father of Parvaiz, even in the school once, a group of boys gathered around Parvaiz to ask whether the rumors about his father are true or not.

Dialogue 7

Parvaiz said: *"No, I just. I can't stay here. I can't do it. They've taken my passport so I have to but I can't. I thought if I learned the rules... but I can't. I can't. I just want to come home."*

Analysis

According to the aforementioned proclamation speech legislation, Parvaiz Pasha's passport was seized by the authorities and was halted because of claims that he had sympathies with ISIS. Although Isma and Aneeka feel betrayed by the actions Parvaiz takes in the months that follow, it is he who initially thinks that his sisters have betrayed him: one leaving for America and displacing them, and the other who doesn't care enough to try and save that home and who subtly suggests that she will eventually distance herself from him. Therefore, the rift between the family is truly caused by this apparent betrayal.

Dialogue 8

Parvaiz said: *"I am you, for the first time."*

In the above declaration speech act, Parvaiz declares that he is like his father Adil Pasha who is detained in jail. Parvaiz weeps as well, helpless. In addition to giving him an ice cream stick, Farooq offers him a hot water bottle for his back. He inquires as to whether Parvaiz is aware of the abuse that detainees like his father suffered, but Parvaiz shakes his head and stands up to leave while remaining unsteady. His texts Aneeka while riding the bus home and invite her to visit. He then recalls that he had glanced at the picture of his father before the suffering got intolerable.

Dialogue 9

Turkish Police Said: "The Turkish Government confirmed this morning that man killed in a drive by shooting outside the British consulate in Istanbul yesterday was Wembley born Parvaiz Pasha, the latest name in the string of Muslim from British who have Joined ISIS".

Analysis

In this statement, the speaker (a representative of the Turkish Police) breaks the bad news about Parvaiz Pasha, who, like his father, was shot to death by security personnel, but whose story is now framed in the context of jihadist rivalry. However, the reality was quite different; Parvaiz was killed as a result of Karamat Lone's animosity towards jihadis and the jihadist movement, which is actually what happens to a jihadi in this day and age.

Table 1
Results

Types of Speech Act	Isma Pasha	Parvaiz Pasha	Frequency	Percentage
Directives	6	4	10	5.95%
Commissive	10	7	17	10.12%
Representatives	18	11	29	17.26%
Expressive	30	13	43	25.60%
Declarations	42	27	69	41.07%
Total	106	62	168	100.00

In accordance with Speech Act theory of Austin (1975) and taxonomy of Searl (1975) under directives, commissive, representatives, expressive, and declarations, which is counted as 168 dialogues of the illocutionary speech acts in the selected novel, the data presented in table 1 demonstrate that 168 expressive speech acts are obtained that convey illocutionary elements in the text of "Home Fire." These elements are disclosed by the main characters of Isma Pasha and Parva

Kamila Shamsi, the writer of *"Home Fire"*, wants the reader (s) to experience and live the boredom and monotony of such a mechanistic society, a world in which individuals, especially children, who are meant to be the wellspring of imagination and fantasy, are treated like soulless objects, and therefore, inclined to vent their inner turmoil. Furthermore, it is a society in which everyone is treated as a machine. As a result, these expressive behaviors help to create an orderly environment in the narrative. It is necessary for a good reader of the novel that he/she must understand utterances, meaning and purpose of discussion among character of novel. The reader can't understand the story that is present in the novel without understanding the utterances and meaning. The readers analyzed the utterances found in novel *"Home Fire"* and explained illocutionary act as "it is when the speaker wants in the rime when the speaker is saying, it is an act of doing something such as asserting, promising or requesting. To get the clear idea about illocutionary act the speaker and the listener must have idea about the reason of conversation. The researchers conclude their research by finding direct and indirect act used by the main character.

Conclusion

The usage of speech acts in the novel is thematically relevant, in that they contribute to the plot's development. Throughout the novel, 168 speech acts are utilized, and they are distributed as 69 speech acts are declaration, accounting for 41.07% of the total, followed by Expressive acts, accounting for 43 (25.60%), and 29 Representative, accounting for 17.26%. The other speech acts are commissive, which utilized by 17 and with 10.12% of accounting, and directive are utilized by 10 and 5.95% of accounting, both of which are rarely utilized.

Furthermore, the researcher maintains the view that the author employs speech acts on purpose to have a well-planned impression on the reader(s) and leave minimal space for ambiguity. The largest ratio of speech acts in Hard Times plays a significant role in vividly expressing the aesthetic and artistic consequences of reinforcement and attenuation of the novel's current emotional content. The low ratio of directing acts demonstrates the low degree of subjectivity, which corresponds to the fundamental concept that individuals in the Victorian age were like machines devoid of sentiments and values. Dickens uses representational acts to allow the reader to think critically about the characters' thoughts, attitudes, and behaviors in connection to their thematic roles, stylizing fictional language as an effective and powerful tactical method.

Recommendations

In the light of findings, the author of this study recommends that;

1. The findings of this study explain how Shamsie offers her readers alternative narrative of Islamic world. Therefore, this study recommends that majority of Muslims should follow the enlightened part of Islam based on mutual harmony, respect and peace for humanity.

2. Findings show that the author of the selected novel encourages readers to follow real teaching of Islam not the extremism as spread so-called Muslim extreme leaders.

3. Findings recommend that in order to demolish negative stereotypical images of Muslims in the west, radicalization of Islam must be discouraged. As each protagonist (Isma Pasha and Pervaiz Pasha) of the selected novel constructs diverse identities.

4. Islamophobia of the westerns must be highlighted as author of the selected novel explains multiple affiliations of her protagonists to criticize Muslims on Islamophobic point of view.

5. Finally study recommends to stay away from extreme narrative of Islam through continuous dialogue between Muslim and western which open the way for diasporic community and the host society to reconciliation.

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