CHAPTER II

REVIEW OF RELATED LITERATURE

A. Pragmatics

Pragmatics is a branch of linguistics that concerned with determining the importance of interpretation of the hearer to the speaker's utterances as a successful communication. Actually, people speak one another, not only just speaking but also delivering a hidden message. It is important to know the intended meaning of the hidden message. If not, we can get a successful communication. Yule (1996:3) defined pragmatics as the study of meaning as communicated by a speaker (or writer) and interpreted by the listener (or reader). It concerned on the the interpretation of what people means when they are saying something based on its context.

According Mey (2001:6), "Pragmatics as the study of the way humans use their language in communication, bases itself on a study of those premises and determines how they affect, and effectualize human language use." Those cannot give the same impact from one situation to another. The similar meaning, Verschueren (1999:1) in Alan & Jaszczolt (2012:502) defined pragmatics as the study of linguistic phenomena from the point of view of their usage properties and processes.

From those definitions above the researcher concluded pragmatics as a

study of language which focused on its usage and interpretation among the users and all of components related to them. Presuppositions, deixis, implicature, and speech acts are some components which learned in pragmatics. Here, the researcher take directive speech acts in particular requestive acts as the focus of this research.

B. Context

Context has a main role in interpreting the speaker or writer intention of his message. Yule (2006:40) says "Context is a psychological construct, a subset of the hearer's assumptions about the world." Halliday (1991) in Celce-Murcia & Olshtain (2000:11) described "Context as the events that are going on around when people speak (and write). Context entails the situation within which the communicative interaction takes place." It means, any situation where the speaker or writer doing the interaction to point out its meaning as the highlights.

Some linguists have their own characteristics of understanding context. Duranti & goodwin (1992) in Celce-Murcia & Olshtain (2000:12) proposed four types of context; setting (physical and interactional), behavioral environment (non-verbal and kinetic), language (co-text and reflective use of language), and extra situational (social, political, cultural, and the like).

Hymes (1972) in Farah (1998: 126) offers S.P.E.A.K.I.N.G grid to comprehend the context of speech, they are:

(S) Setting including the place where the activities are happened and when did the whole scene is taken; (P) participant identity including personal characteristics of the participants such as gender, social status, and relationship between them; (E) ends including the purpose of the event itself as well as the individual goals of the participants; (A) act, sequence including how speech acts are organized within a speech event and what topics are addressed; (K) key or the tone and manner in which something is said or written; (I) instrumentalities or the linguistic code i.e. language, dialect, variety and channel i.e. speech or writing; (N) norm or the standard socio-cultural rules of interaction and interpretation; and (G) genre or type of event such as lecture, poem, letter.

Those characterization gives different interpretation one to another but they are connected by each other. The listener must interpret which kinds of context are suitable to the speaker intended meaning.

C. Speech Acts

Speech acts is a condition when the speaker utters something, it also represents an action. It means when people speak, not only just doing an act of speaking or producing sounds but it widely more than what it looks like. Yule (1996:47) defined speech acts as actions performed via utterances. He divided these acts into three performative form: locutionary act, illocutionary act, and perlocutionary act.

First, *locutionary acts*. Yule (1996:48) says that locutionary acts as the basic act of utterances by creating meaningful utterances. During this process, the communication is successful if the speaker is able produce well-form utterances.

Secondly, *illocutionary acts*. Yule (1996:48) says illocutionary acts are action in which the speaker produces some utterances for some communicative purposes. The speaker may intend utters to make a statement, give a command, offering something, give some information and etc.

Third, *perlocutionary acts*. Yule (1996:48-49) says perlocutionary acts is done when the speaker intend gives an effect to the listener. The speaker's utterances can influence the listener to doing something consciously or not.

Based on its general function, Yule (1996:53-54) classified speech acts as follows:

1. Declarations

    Declarations are kind of speech acts that represent the world change by using some utterances. This kind of speech act is situational. It will give any sense if it used by the right man in the right place. For example: a priest says, "Now, I pronounce you husband and wife" to a married couple.

2. Representatives

    Representatives are kind of speech acts that express what speaker

believes as the case. The speaker must make his words fit the world. For example: "it's a warm sunny day."

3. Expressives

    Expressives are kind of speech acts that state what the speaker feels. It represent the speaker's expression of feelings such as; like, dislike, pain, joy, pleasure, sorrow and etc. for example: "Congratulation!"

4. Directives

    Directives are kind of speech acts that the speaker intends someone else to do something. By using imperatives, the speaker urge to makes things happen as he wishes. For example: "Gimme a cup of coffee!"

5. Commissives

    Commissives are kind of speech acts that the speakers use to commit themselves to some future action. They are promises, threats, refusals, and pledges. For example: "I'll be back."

D. Indirect speech Act

Indirect speech act is one of illocutionary acts that have an indirect relationship between the structure and its function (Yule, 1996:55). For example, when a speaker is looking at the window then suddenly says "it's cold outside", it doesn't means that he is just giving an opinion about the

weather, but he wants the listener to do something with the window. From that utterance, it can be seen that the structure is in declaratives in which it is commonly has a function as giving opinion or information. In this case, the speaker intended meaning through the context is the speaker wants the listener to close the window. It can be said that whenever the speaker says something indicate that it has another function on its structure is describe as indirect speech acts.

E. Directive Speech Act

Directive is one of illocutionary acts. Mey (1993:120) states that "directives contain an effort on the part of the speakers to get the hearer to do something, to direct him or her towards some goal". The same definition comes from Yule (1996:54) that "directives are those kinds of speech acts that speakers use to get someone else to do something." There is also a clear direction in the technical sense of this term, from 'world to world' where the world is adapted to the uttered words. By using imperatives, the speaker tends to make things happen accordance with his wishes. Searle (1979:14) assumes some acts included into directives are ask, order, command, request, beg, plead, pray, entreat, invite, permit and advise.

F. Request

Request is one of directive speech acts which give the hearer a choice to

agree or refuse the speaker's desire to do an act. Brown and Levinson (1978) in Blum-Kulka (1989:201) state that by making a request, the speaker impinges on the hearer's claim to freedom of action and freedom from imposition. The same definition, Leech (2014:135) says "a request is normally considered a speech event that gives the hearer a choice as to whether to perform the desired act or not." Another linguist's opinion, Tracy et al. (1984) in Leech (2014:135) say that someone making a request, "while seeking compliance, recognizes the hearer's right not to comply," whereas someone giving an order does not recognize such a right. In the other hand, request as a softening pattern of a command. When a speaker doing a request, she/he might give a right for the hearer to doing the action or refuse it.

G. Request Strategy

1. Direct strategy

The name of the requesting act is clearly stated by the speaker, it syntactically used imperative form or other verbal means. (Blum-Kulka, Vol. 5, No. 3, p.201) Request strategies that included into direct strategies are:

a. Mood Derivable

Mood derivable is an utterance that place grammatical mood of verb in the beginning and it has illocutionary force as request. In the other words, mood derivable used the utterances in imperatives form that

started with verb. Example: "Clean up this mess, please!" (Blum-Kulka, Vol. 5, No. 3, p.202)

b. Explicit Performative

Explicit performative is utterances which state the illocutionary force explicitly by the speaker. This strategy placed the performative verb after subject. Example: "I am asking you to be quite!" (Blum-Kulka, Vol. 5, No. 3, p.202)

c. Hedged Performative

Hedged performative is utterances in which naming of the illocutionary force is modified by hedging expressions. This strategy is used to softening the force from the speaker to the addressee. Conventionally, it used "I would like" before stating the illocutionary act. Example: "I would like you to bring this box." (Blum-Kulka, Vol. 5, No. 3, p.202)

d. Obligation Statement

Obligation Statement is utterances which state the obligation of the hearer to carry out the act. The term of this strategy is using obligation words like 'should' and 'have/has to'. Example: "You should pick him up." (Blum-Kulka, Vol. 5, No. 3, p.202)

e. Want Statement

Want statement is utterances which state the speaker's intention,

desire/feeling that urge the addressee to do something. The words that connected with this kind of stategy are 'want' and 'wish'. Example: "I really wish you'd stop bothering me!" (Blum-Kulka, Vol. 5, No. 3, p.202)

2. Conventional Strategy

Conventional strategy have some procedures that realize the act by reference to contextual preconditions necessary for its performance, as conventionalized in a given language. (Blum-Kulka, Vol. 5, No. 3, p.201) Request strategies that included into conventional strategies are:

a. Suggestory Formulae

Suggestory formula is utterances which contain a speaker's suggestion for the addressee to do something. It can be applied in any kind of structures which has suggestion as the intention. Example: "How about joining a summer camp?" (Blum-Kulka, Vol. 5, No. 3, p.202)

b. Query Preparatory

This strategy defined as utterances containing reference to preparatory conditions (e.g. ability, willingness) as conventionalized in any specific language. This term use interrogatives which state modal verb like 'can/could' or 'will/would' at the beginning of utterances. Example: "would you mind moving your car?" (Blum-Kulka, Vol. 5, No. 3, p.202)

3. Non-Conventional Strategy

Non-Conventional Strategy is an open-ended group of indirect strategies (hints) that realize the request by either partial reference to object or element needed for the implementation of the act, or by reliance on contextual clues). Strategies included into non-conventional strategies are:

a. Strong hints

Strong hints is utterances containing partial reference to object or element needed for the implementation of the act (directly pragmatically implying the act). Example: "You've left the kitchen in a right mess" (Blum-Kulka, Vol. 5, No. 3, p.202)

b. Mild hints

Mild hints is utterances that make no reference to the request proper (or any of its elements) but are interpretable through the context as requests (indirectly pragmatically implying the act). Example: "you have parked your car in a wrong place." (Blum-Kulka, Vol. 5, No. 3, p.202)

H. Previous Study

Rifa'i (2015) presented his study about request used by the characters in Divergent movie subtitles. That study observed any request act in conversation employed by the characters in Divergent movie. He used movie subtitles as the subject. The results of this study found the strategy used by

the speakers were: mood derivable appeared on 166 utterances (71.86%), explicit performative   appeared on 1 utterance (0.44%), hedged performative appeared on 3 utterances (1.30%), obligation statement 17 utterances (7.35%), want statement 7 utterances (3.03%), suggestory formulae appeared on 19 utterances (8,23%), query preparatory appeared on 4 utterances (1.73%), strong hints appeared on 5 utterances (2.17%), and mild hints appeared on 9 utterances (3.28%).

Jalilifar (2009) presented his study about request strategies used by Iranian learners of English as a Foreign Language and Australian native speakers of English. This study proposed to uncover the relationship between students' level of language proficiency and complexity of request strategies and find the possible difference in the type and frequency of the request strategies made by Iranian EFL students and native speakers of English based on social constraints of power and distance. The result of this study indicated that with increasing proficiency level, learners use of direct requestingmainly Imperative- decreases and at the same time conventionally and non-conventionally indirect types of requesting increase, while the lower level learners use direct requests and the high and mid groups use conventional indirectness.

Macaulay (1998) presented her study about differences between male and female speakers employing indirect request of information. This study examines differences between male and female interviewers employ indirect request in topical and political interviews on radio and television. The result

of this study were female interviewers employ more polite indirect requests for information than do the two male interviewers examined, but they also employ more provocative forms.

Blum-Kulka (1987) presented her study about differences between indirectness and politeness in performing requestive act. Her study examined the native speakers' perspective indirectness and politeness while performing request involving Israelis as native speakers of Hebrew in American's University or Americans participating in a summer program at the Hebrew University as native English speakers. She perceived that both notions are different from each other. In politeness scale, the most polite strategies were conventional indirect requests. On the other hand, the most indirect were hints used for requests (contain coerciveness). So, the perception of the most indirect request strategies was the most polite are not relevant.

From the previous study above, the researcher found some theory about request strategies that are beneficial and relevant to conduct her study. In this research, the subject is the utterances produced by the characters performing request strategies in Cinderella (2015) movie. Thus, the focus of this study was different from the previous studies in the terms of the object and culture underlying the data was being studied.