

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher theories to collect and analyze the data. The researcher divided this chapter into two parts. The first part is the review of underlying theory and the second is previous study.

#### **A. Pragmatics**

Pragmatics is a study convey about intending meaning from speaker or writer to listener or reader. It concerns with the hidden meaning of what the speaker says. Yule (1996:3) states, “Pragmatics is concerned with the study of meanings as communicated by a speaker (or writer) and interpreted by a listener (or reader)”. They must have insight to easy communication to reader or listener. According to Mey in Kusumawati (2014:5) “Pragmatics is a study about processing how we produce and understand language which uses of language in its produces not just end product”. Pragmatics happens in human life, it is understood by human naturally. There is more meaning in the utterances when speaker or writer expressing what they want to convey something. Trough pragmatics, we can understand the intended of message or meaning of the utterances.

The researcher concluded that pragmatics is the study of meaning of language in context. Deixis, politeness, and speech acts are learned in

pragmatics. The researcher focuses on directive speech acts investigating the request strategy in the utterances of a movie.

### **B. Context**

In a study about directive speech acts, especially in identifying request strategies found in particular conversation, it is important to know about context in which utterances occur. Cook in Idamaningati (2013:7) states that, context is the unity of discourse with considering the word at large, and it is influenced by the situation when we receive some messages, cultural and social relationship within the participant.

The existence of context can be different from one situation to another. Idamaningati (2013:7) asserts that context is dynamic, not statistic concept. It is to be understood in the widest sense, as the surrounding, enabling the participants in a conversation process to interact, and that makes the linguistics expression of their interaction. In addition, context makes us to attend to how senders' and receiver' needs, goals, and wants are personalized not just to the conventional meanings of prior text, but also particular socially ad culturally defined communicative situations.

### **C. Speech Acts**

Speech acts is an action such as "requesting" performed by a speaker either a direct speech act or indirect act. Speech acts convey the meaning of utterances produces by speaker. According to Yule (199:48), speech

acts are divided into three types, there are locutionary acts, illocutionary force, and perlocutionary effect.

The first is locutionary acts. Yule (1996:48) says that locutionary acts are utterances of a sentence for getting meaningful sense in language. Locutionary acts are utterances from speaker which have meaning. As the example, "Move your car", the locutionary act of this utterance is the speaker requests to the listener for closing the door or window.

The second is illocutionary force. Yule (1996:48) declares that illocutionary force is expressing in saying a sentence by speaker or writer with some purposes in communication. Illocutionary acts are utterances conveying what the speaker actually means. For example, "It is cold here" shows the illocutionary act of expressing request even it conveyed indirectly.

Yule (1996:53) classifies five types of general function of speech acts: declarations, representatives, expressives, directives, and commissives.

- 1) Declarations are kinds of speech acts that transform the world via the utterance. The function of utterances are marrying, declaring a war, and firing employment. For example: Referee says "You're out!"
- 2) Representatives are acts in which the utterances states what the speaker know to be case. The kind of representatives such as describing, claiming, hypothesing, insisting, and predicting. For example: "The earth is flat"

- 3) Commissive is an action in which the utterances have purposes for making the speaker to do in future acts. It means that commissives have actions such as promising, volunteering, offering, refusing, vowing, and threatening. For example: "I am going to get it right next time"
- 4) Directive is an action in which the utterances have purposes for making the hearer to commit something. The utterance contains commanding, suggesting, inviting, requesting, and forbidding. For example: "Could you lend me a pen, please?"
- 5) Expressives is an action in which the utterances state what the speaker feels. The types are apologizing, regretting, deploring, praising, and congratulating. For example: "I am really sorry"

Yule (1996:49) points out that perlocutionary effect is the way someone makes persuade someone to do something after hearing the partner saying something. The speaker can give effect or influence for their partner to do something after hearing what the speaker says something. For example "I am thirsty", the effect will be responded by the listener. The listener will take a drink or water for the speaker.

#### **D. Directive Speech Act**

Directive is a sentence shows that the speaker influences someone to do something such as requesting, ordering, advising, warning, urging, or voting. Yule (1996:53) argues that directive is a kind of speech acts that

the speaker uses to get someone else to commit something. Cutting in Kusumawati (2014:10) states that directive is the category of action in which the speaker says something containing such as promising, threatening, refusing, volunteering, vowing, and offering. Searle (1975) in Horns (2006:119) says that directives are asking, ordering, requesting, inviting, advising, and begging. For example the utterance of directive acts, “Don’t touch that.” It means of requesting. The speaker wants the hearer not touch something.

#### **E. Request**

Request is included into directive speech act since it signifies the speakers use to get someone else do what their wants. Trosborg (1994) in Xiao-le states “a request is an illocutionary act whereby a speaker (requester) conveys to a hearer (requestee) that he/she wants the requestee to perform an act, which is for benefit of the speaker. The hearer may feel that the request is an instruction on his/her freedom of action or even a power play. Blum-Kulka et al. (1989:11) says that as the requester, s/he may hesitate to make requests for fear of exposing a need or out of fear of possibly making the recipient lose face.

#### **F. Request Strategy**

According to Kulka (1989:11) requests are pre-event acts; they express speaker’s expectation of the hearer with regard to prospective

action, verbal or nonverbal. Besides that, Brown and Levinson (1978) also stated that requests are face threatening by definition: hearer can interpret request as intrusive impingements on freedom of action, or even as a show in the exercise of power; speakers may hesitate to make the request for fear of exposing a need or risking the hearer's loss of face (Blum-Kulka, et al, 1989, p. 11-12).

In theory of Blum-Kulka et al (1989, p.8) stated that request usually include reference to the requester, the recipient of request, and/ or the action to be performed. One way for the speaker to minimize the imposition is by employing indirect strategies rather than direct ones. The more direct a request is, the more transparent it is and the less of a burden the recipient bears in interpreting the request. A request may vary in strategy type and level of directness. The scale of directness can be characterized in the following strategies are:

### **1. Direct Strategy**

It is the act to be done is explicitly stated in the utterance and it is very clear to the hearer what the speaker wants the hearer to do.

#### **a. Mood Derivable**

Mood derivable is defined as the utterances in which the grammatical mood of the verb signals illocutionary force. Simply, mood derivable is the utterances use verb in imperative form, it starts with verb. Example: "Leave me alone." (Blum-Kulka, Vol. 5, No. 3, p.202)

**b. Explicit Performative**

Explicit performative is the utterances in which the illocutionary force is explicitly named. It can be stated as the utterances contain force and there is a subject before the verb. Example: “I am asking you not to park the car here” (Blum-Kulka, Vol. 5, No. 3, p.202)

**c. Hedged Performative**

This strategy defined as the utterances in which the naming of illocutionary force is modified by hedging expression. It can be said as the utterances contain force, there is modal verb and pattern “would like to” in the beginning of the sentence. For example: “I would like you to give your lecture a week earlier” (Blum-Kulka, Vol. 5, No. 3, p.202)

**d. Obligation Statement**

The utterances which state the obligation of the hearer to carry out the act is the point of obligation statement. It can be defined as the utterances contain pattern like “have to”, “should to”, and it signifies obligation. For example: “Madam, you will have to move your car” (Blum-Kulka, Vol. 5, No. 3, p.202)

**e. Want Statements**

Want statement defined as the utterances which state the speaker’s desire that the hearer carries out the act. There is relevant modal and pattern such as I want/wishing the utterance

and it contains speaker's intention. For example: "I really wish you'd stop bothering me" (Blum-Kulka, Vol. 5, No. 3, p.202)

## **2. Conventional indirect strategy**

Conventional indirect strategy has a procedure 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)

### **a. Suggestory Formulae**

Suggestory formulae is the utterances which contain a suggestion to do X. It is also stated like an offer. For example: "So, why don't you come and clear up the mess you made last night?" (Blum-Kulka, Vol. 5, No. 3, p.201)

### **b. Query Preparatory**

Query preparatory can be defined as utterances containing reference to preparatory conditions as conventionalized in any specific language. It can be said that there is certain modal in that show ability like "can/could", "would you mind" in the utterances. For example: "Could you clear up the kitchen, please?" (Blum-Kulka et al, 1989. P.18).

## **3. Non-Conventional indirect strategy (hints)**

Non-conventional indirect strategy is the request by either partial reference to object or element needed for the implementation of the

act or by reliance on contextual clues. (Blum-Kulka, Vol. 5, No. 3, p.201)

**a. Strong Hints**

Strong hints is the utterance contains partial reference to object or to elements 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**

Blum-Kulka et al (1989. P.18) point out that mild hints is the utterances that make no reference to the request proper but are interpretable as requests seen from its context.

Example: “I am a nun” used to response to the persistent boy (Blum-Kulka, Vol. 5, No. 3, p.202)

## **G. Previous Study**

Nuraini (2014) presented her study about the realization pattern of request used by the characters in *Twilight* movie. That study observed the variation of strategy applied by the characters based on the solidarity. She used movie transcript as the subject. The result of this study found the strategy used by the speakers were: mood derivable strategy occurred on 141 utterances (63%), obligation statement happened on 34 utterances (15%), query preparatory occurred on 19 utterances (8%), want statement

happened on 9 utterances (4%), suggestory formulae occurred on 8 utterances (4%), strong hints happened on 6 utterances (3%), mild hints occurred on 4 utterances (2%), hedged performative happened on 3 utterances (1%). Nuraini didn't find the explicit performative as the strategy used by the speakers in *Twilight* movie.

Janochova (2013) presented her study about indirect request in politeness strategy. This study observed some theoretical framework related to the indirect request in the politeness strategy in requestive act. The result of this study were: there was a few cases where the indirect requests are not polite are mentioned. These have not been discussed in the politeness theories in detail, and so will be touched upon only briefly to show that there also exist other reasons for using indirectness in requests.

Xiao-le (2011) presented his study about the effect of explicit and implicit instructions of the request strategies. The purpose of this study was to find out whether explicit and implicit instructions of request strategies will be effective in helping Chinese EFL learners gain pragmatics knowledge and achieve pragmatic appropriateness in on-line communication. The result of this research were: both groups demonstrated improvements in the WDCT after the intervention, but too different degree. The explicit group showed greater progress in the appropriate level of formality, directness, and politeness realized through the syntactic patterns, internal and external modifications, and sequence of request components.

Blum-Kulka (1987) presented her study about the differences between the directness scales of request related to the degree of politeness. This study observed the relation between directness scales in request with the degree of politeness. The subject of this study were the opinion conveyed by the native speaker in Hebrew and English. Blum-Kulka's study helped the researcher in analyzing the request strategy based on the directness scales. The result of this research were: in directness scale, mild hints strategy was the most indirect in request strategy while in the term of politeness scale, query preparatory was placing as the most polite way in request.

From the previous studies, the researcher found a point of view that request strategy became one of topic discussed by the researchers. Then, the researcher proposed that she needed to conduct the followed research to enrich the data in other object. In other hand, the researcher also convinced that the focus of this research was different from the previous ones in terms of object and culture was being studied.