CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher would like to elaborate theories related to the research being studied. The reviewed theories are about definitions of Pragmatics, Definition of context, and Definition of Speech Acts, Types of Representative and Previous Study.

A. Review of Related Theories

In this sub chapter, the researcher presents some related theories that will be used in analyzzing the data.

1. Pragmatics

Pragmatics is a rapidly field in contemporary linguistics. In recent years, it has not only become a centre of intense interest in linguistics and the philosophy of language, it has also attracted a considerable amount of attention from anthropologists, artificial intelligence workers, cognitive scientists, psychologists, and semioticians.(Huang, Y, 2007:1). In its most general sense, pragmatics studies the relation between linguistics expressions and their users.(Leech, G,1983:319) According to Yan (2007:2) 'Pragmatics is the systematic study of meaning by virtue of, or dependent on, the use of language. The central topics of inquiry of pragmatics include implicature, presupposition, speech acts, and deixis.

Yule (1983:26) explains that" Pragmatics is any analytic approach in linguistics which involves contextual considerations, necessarily

belongs to area of language study". Therefore Yule in Antonio, S. (1989:20) states that:

> "The area of pragmatics deals with speaker meaning and contextual meaning. Speaker meaning is concerned with the analysis of what people mean by their utterances rather than what the words and phrases in those utterances might mean in and of themselves".

Pragmatics also explore how listeners and readers can make inferences about what is said or written in order to arrive at an interpretation of the user's intended meaning. (Antonio Texas, S,1989:20). According to Yule, G,(2006:112) pragmatics is the study of 'invisible' meaning, or how we recognize what is mean even when it isn't actually said or written. In order for that to happen, speakers (or writers) must be able to depend on a lot of shared assumptions and expectations provides us with some insight into how more is always being communicated than is said.

2. Context

Studying pragmatics would not be completed without context. According to Huang.Y,(2007:13) :

> "Context is one of those notions which are used very widely in the linguistics literature, but to which it is difficult to give a precise definition. From a relatively theory-neutral point of view, however, context may in a broader sense be defined as referring to any relevant features of the dynamic setting or environment in which linguistic unit is systematically used.

According to Halliday as cited in Samawati, N (2012:13) states that context is events that are going on around when people speak and write. It entails situation within which the communicative interaction takes place.

Acording to Ariel (1990) as quoted in Huang. Y (2007:13) explains that context can be seen as composed of three different sources – a view known as the 'geographic' division of context. They are:

1. Physical context, which refers to the physical setting of the utterance. For example, the interpretation of "*He's* not the chief executive; *he is. He's* the managing director" depends on the knowledge computable from the physical context of the utterance, that is, the spatio-temporal location of the utterance.

2. Linguistics context, which refers to the surrounding utterances in the same discourse. What has been mentioned in the previous discourse, for instance, plays a crucial role in understanding the elliptical construction used by Marry.

   Example:

   John   : Who gave the waiter a large tip?

   Marry   : Helen.

3. General knowledge context, the information derivable from this type of context explains why (1.28a) is pragmatically well-formed but (1.28b) is pragmatically anomalous. This is because, given our real-

world knowledge, we know that whereas there is a Forbidden City in Beijing, there is no such a tourist attraction in Paris.

(1.28) a. I went to Beijing last month. The Forbidden City was magnificent.

b.? I went to Paris last month. The Forbidden City was magnificent.

Another classification distinguished context into:

1. Physical context, which is where the conversation takes place, what objects are presents and what action taking place.

2. Epistemic context, which is background knowledge shared by the speakers and hearers.

3. Linguistics context, which is the previous utterances to the utterance under consideration, and

4. Social context, which is the social relationship and setting of the speakers and hearers.

Context is a dynamic, not a statistic concept. It is to be understood as the continually changing surroundings, in the widest sense that enable the participant in the communication process to interact, and in which linguistics expressions of their interaction become intelligible.

3. Speech Act

In attempting to express themselves, people do not only produce utterances containing grammatical structures and words, they performs action via those utterances. If you work in situation were a boss has a great

power, then the boss's utterance of the expression " you're fired" is more than just a statement. The utterance last can be used to perform the act of ending your employment.(Yule, G ,1996:47). According to Yule, G (1996:47) "speech act is actions performed via utterances. Searle, Kiefer, and Bierwisch in Mursyid et.al (2004:331) further said that the theory of speech acts starts with the assumption that the minimal unit of human communication is not a sentence or other expression, but rather thatn performance of certain kinds of acts, such making statements, asking questions, giving orders, describing explaining, apologizing, thanking, congratulating, etc. Fromkin et al (3003:593) explains:

> Speech act is the action or intent that a speaker accomplish when using language in context, the meaning of which is inferred by hearers. (Example, there is a bear behind you) may be intended as a warning in certain context, or may in other context merely be statement of fact.

Crystal, D (1991:323) states that the term speech act, also, has, a more abstract sense than its name suggest; it is not in the fact an act of speaking', but the activity which the use of language performs or promotes in the listener (respectively, the Illocutionary force and the Perlocutionary effect of the language). Austin (1962) argue as cied in Adolphs,S (2008:25) that sentences could be described as 'true' or 'false' which he contrasted with other utterances the meaning of which could be described in terms of their intended function. Austin (1962) develops his theory of speech act as cited in Huang, Y (2007:95) explains that he made important observation. He observed that there are ordinary language declarative

sentences that resist a truth conditional analysis in similar fashion. The point of uttering such sentences is not just to say things, but also actively to do things. In other words, such utterances have both a descriptive an affective aspect. According Huang (2005:94) Aiustin called them performatives and he distinguished them for assertions, or statement making utterances, which he called constatives.

The initial distinction made by Austion between performatives and constatives was soon to be rejected by him in favour of a general theory of speech act. In fact, as pointed out by Levinson (1983) as cited in Huang (2007:100), there are two interval shift in Austin's arguments. First, there is a shift from the view that performative are special class of sentences/utterances with peculiar syntactic and semantic properties to the view that there is a general class of performative that encompasses both explicit and implicit performatives, the latter including many other types of sentences/utterances. The second shift is from the performative/ constative dichotomy to a general theory of speech act, of which the various performative and constatives are just special subcases.

The distinction between meaning that sentences have as a result of our knowing whether they are true or false and the meaning that utterances have a result of our understanding what they count as doing first described in *How to do things with words.* Austin drew attention to the 'performative' or action accomplishing use of certain language formulas. (Grundy, P, 2000:52). a good example is "Pass" as uttered by contestants

in the television general knowledge contest, *Mastermind.* We call this use explicitly performative because the action of forfeiting the right to supply an answer; it is not a statement (true or false) about the world.

Austin (1962) concluded that constatives re nothing but a special class of performatives, and that two way distinction between performatives, as action performers, and constative, as truth- bearers, can no longer be maintained. Consequently, Austin claimed that all utterances, in addition to meaning whatever they mean, perform specific act via the specific communicative force of an utterance. Furthermore, he introduced threefold distinction among the act on simultaneously performs when saying something (Huang, Y ,2007: 101-102). They are:

1. Locutionary act

   The production of a meaningful linguistic expression.

2. Illocutionary act

   The action intended to be performed by a speaker in uttering linguistic expression, by virtue of the conventional force associated with it, either explicitly or implicitly.

3. Perlocutionary act

   The bringing about of consequences or effect on the audience through the uttering of linguistic expression, such consequences or effect being special to the ciecumtances of the utterances.

Levinson as cited in Ningrum, K (2013:15) explains that in uttering something, one is also doing things, is to be clear, we must first clarify In

what ways in uttering a sentence one might be said to be performing actions. Austin isolated three basic senses in which in saying something one is doing something, and hence three kinds of act that are simultaneously performed: (1) illocutionary act is the utterance of a sentence with determinate sense and reference (2) illocutionary act is the making of the statement, offer, promise, etc. In uttering a sentence, by virtue of the conventional force associated with it or with its explicit performative paraphrase (3) perlocutionary act is the bringing about of effects on the audience by means of uttering the sentence, such effect being special to the circumstance of utterances.

According to Wahab (1990) as cited in Arief et.al (2004:331-332) added that according to the theory of speech acts, in uttering every sentence, at least the speaker does three kinds of actions, namely: (a) saying words, to do utterance action, (b) giving reference (hint) and create predication, to do propositional action or performing propositional acts, (c) asking request, command or agreement, to do the action but the respond is not always in utterance (performing illocutionary acts). So, theory of speech act aims to do justice to the fact that event thought words (phrases, sentences) encode information, people do more things with words that convey information, the often convey more than their words encode.

From many theories above, the researcher tries to conclude that (1) Locutionary is utterance that produce by the speaker itself (2) Illocutionary is intended meaning of the utterance by the speaker (performative) (3)

Perlocutionary is the effect of the action result from the illocution. Whenever we produce an utterance, we do three act above simultaneously at the same time.

1. Locutionary Acts

According to Austin as cited in Fauzi,M.S. (2012: 24) " locutionary acts is roughly the same as the certain sentence/utterance with understanding and specific reference, which again is roughly the same as "meaning" traditional. Crystal, D (1991:323) states that Locutionary is defined with reference to the intentions of speakers ehile speaking. While Yule, G (1996: 48) explains that locutionary acts which is the basic utterance, or producing a meaning linguistic expressions. The function of locutionary act is to transfer the meaning from speaker. For example, if someone says "your home is clean", the referring expression is "clean", nothing else.

A locutionary act is the basic act of speaking, which itself consists of three related subacts. They are (a) **a phonic** act of producing an utterance –inscription, (b) **a phatic** act of composing a particular linguistics expression in a particular language, and (c) **a rhetic** act of contextualizing the utterance –inscription. Austin and Lyons as cited in Huang (2007:102). In other words, the first of these subacts is concerned with the physical act of making a certain sequence of vocal sounds (in the case of spoken language) or a set of written symbols (in the case of written language). The second refers to the act of

constructing a well-formed string of sounds/symbols, be it a word, phrase or sentence in a particular language. The third subacts is responsible for tasks such as assigning reference, resolving deixis, and disambiguating the utterance-inscription lexically and/or grammaticality. The three subacts correspond broadly to the three distinct levels and modes of explanation in linguistic theory, namely, phonetics/phonology, morphology/syntax, and semantics/pragmatics.

2. Illocutionary Acts

According to Yule (1996:48) "illocutionary acts is performed via the communicative force of an utterance. Rankema (1993) as cited in Yuwatik (2013:19) states illocutionary acts is the act, which is committed by producing an utterance. Huang (2007: 102) says that illocutionary act refers to the type of function the speaker intends to fulfil, or the type of action the speaker intends to accomplish in the course of producing an utterance. It is an act defined within a system of social conventions. In short, it is an act accomplished in speaking. Examples of illocutionary acts include accusing, apologizing, blaming, congratulating, giving permission, joking, nagging, naming, promising, ordering, refusing, swearing, and thanking. For example, a teacher says "Do your assignment!", the illocutionary act is one of ordering. Basically, illocutionary is linguistic act performed in uttering certain words in a given context.

Cruse, D. A (2000: 332) explains that illocutionary acts are act which are internal to the lucotionary acts, in the sense that if the contextual conditions are appropriate (see bellow), once the locutionary act has been performed, so has the illocutionary act. Take the act of promising. If someone says to another *I promise to buy you a ring* they have, by simply saying these words, performed the act of promising.

3. **Perlocutionary Acts**

Huang (2007:103) explains that perlocutionary act concerns the effect of utterance may have on the addressee. Put slightly more technically, a perlocution is the act by which the illocution produces a certain effect in or exerts a certain influence on the addressee. Still another way to put it is that a perlocutionary act represents a consequence or by-product of speaking, whether intentional or not. It is therefore an act performed by speaking. Samawati (2012: 17) perlocutionary act would include such effects as persuading, embarrassing, intimidating, borring, irritating or inspiring the hearer. For the example, if the parents say to their son " just take a risk, what you give what you get", the illocutionary act is ordering, but the perlocutionary act is inspiring.

After knowing about several classifications of speech acts. They are locutionary act, illocutionary act, and perlocutionary act. For the next discussion, we will discuss about illocutionnary acts with the classification as the main focus. The classifications are described as follows:

Searle (1979) as cited in Huang (2007:106) states that specch acts are divided into five types that further explained bellow:

1. Representative or assertive, the constaives in the original Austinian performative/constative dichotomy)

   Representatives are those kinds of speech act that commit the speaker to the truth of the expressed proposition, and thus carry a truth value. They express the speaker belief. Paradigmatic cases include informing, asserting, claiming, assuring, arguing, complaining, concluding, describing, and predicting. In performing this type of speech act, the speaker represents the world as he or she believes it is, thus making the words fit the world or belief. For example: the soldiers are struggling on through the snow.

2. Directives

   Directives are those kinds of speech act that represents attempts by the speaker to get the addressee to do something. They express the speaker's desire for the addressee to do something. Paradigmatic cases include advice, commands, orders, questions, and request. In using the directive, the speakers intend to elicit some some future course of action on the part of the addressee, thus making in the world match the words via the addressee. Example: (a) Turn the TV down (include command) . (b) Could you please get that lid off for me? (include ordering).

3. Commissives

   Commissives are those kinds of speech act that commit the speaker to some future course of action. They express the speaker intention to do something. Paradigmatic cases include offers, pledges, promises, refusals, and threats. In the case of a commissive, the world is adapted to the words via the speaker him or herself. Example: I'll be back in five minutes. (include promises)

4. Expressives

   Expressives are those kinds of speech act that express a psychological attitude or state in the speaker such as a joy, sorrow, likes/dislikes. Paradigmatic cases include apologizing, blaming, congratulating, praising, and thanking. There is no direction of fit for this type of speech act. Example: I'm so happy (include likes)

5. Declarations

   Declarations or declaratives are those kinds of speech act that effect immediate changes in some current state of affairs. Because they tend to rely elaborate extralinguistic institutions for their successful performance, they may be called institutionalized performatives. In performing this type of speech act, the speakers bring about changes in the world; that is, he or she affects a correspondence between the propositional content and the world. Paradigmatic cases include bidding in the bridge, declaring war, excommunicating, firing from employment, and nominating a

candidate. As to the direction of it, it is both words-to-world and world-to-words.

Table of illocutional point, direction of fit and psychological state:

Illocutionary point	Direction of fit	Expressed psychological state
Representative	Words-to-world	Belief (speaker)
Directive	World-to-words	Desire (addressee)
Commissive	World-to-words	Intention (speaker)
Expressive	None	Variable (speaker)
Declarations	Both	None (speaker)

Yule (1996:53) explains that one general system lists five types of general function performed by speech act:

a. Declarations are those kinds of speech act that change the world via utterance. In using a declaration, the speaker changes the world via words.

b. Representatives are those kinds of speech acts that state what the speaker believes to be the case or not. In using a representative, the speaker makes the words fit the world belief.

c. Expressives are those kinds of speech acts that state what the speaker feels. In using an expressive the speaker makes words fit the world of feeling

d. Directives are those kinds of speech acts that speakers use to get someone else to do something. In using a directive, the speaker attempts to make the world fit the words via hearer.

e. Commissives are those kinds of speech acts that speakers use to commit themselves to some future action. In using a commissive, the speaker undertakes to make the world fit the words via the speaker.

4. Representative Acts

According to Yule, G (1996:53) Representatives are those kinds of speech acts that state what the speaker believes to be the case or not. In using a representative, the speaker makes the words fit the world belief. Besides that, Searle (1979) as cited in Huang (2007:106) stated that Representatives are those kinds of speech act that commit the speaker to the truth of the expressed proposition, and thus carry a truth value. They express the speaker belief. Paradigmatic cases include informing, asserting, claiming, assuring, arguing, complaining, concluding, describing, and predicting. In performing this type of speech act, the speaker represents the world as he or she believes it is, thus making the words fit the world or belief. For example: the soldiers are struggling on through the snow. The types of representative acts can be characterized as follows:

a. Informing

Informing is the type of act that assert to a hearer with the additionalpreparatory condition that the hearer does not already know what he is being informed of. Here, the speaker is only giving information and the hearer does not already know what the speaker is being informed. (Smith.P, 1991: 91).

Example: *she is married woman.*

b. Asserting

Asserting is the type of act of speaker informing hearer of P with the precondition that speaker knows that P is true and the effect that hearer knows that P is true. The body of the speech act is the mutual belief that hearer and speaker both know that speaker wants hearer to know that P. Here, the speakers try to show their idea based on believes. It is almost same with claiming. The different is not expecting opposition and (presumably) has evidence to back up the utterance that uttered by the speaker. (Smith.P, 1991:80).

Example:

Dastan: *I didn't kill my Father.*

Tamina: I believe you.

c. Claiming

Claiming is the type of acts to say something is true when some people may say it is not true. Claim may be treated in

Claim may be treated in exactly the same way as assert, however there are significant differences between them that need to be explored. Claim puts forward some view, like assert, but it is a more forceful act because the speaker in making a claim is expecting opposition and (presumably) has evidence to back up the claim.(Smith.P, 1991: 87).

Example: *I say this because I want to cause other people to think that it is right*.

d. **Assuring**

Assuring is the type of acts that asserting with the perlocutionary intention ofconvincing the hearer of the truth of the propositional content in the world of the utterance. assure is also concerned with the removal of "worry" from the mind of the hearer. Assuring is specifically concerned with people (as contrasted with confirm, where one canconfirm reports etc.), additionally assure means assuring someone of the truth or accuracy of something. (Smith.P, 1991: 88).

Example: *All is well. Don't worry. I know you can do it.*

e. **Arguing**

Arguing is the type of acts that argue as differing from assure only in that the speaker gives supporting evidence for P. (Smith.P, 1991: 90). Here, the speakers try to show what in their mind, showing disagree in word, and give reason for again

something. In addition the speakers give reason in their utterance to persuade.

Example: *I can do this job, because I have skill more.*

f. **Complaining**

Complaining is the type of act that expresses or reflects the suffering and heartache about a state. Here, the speaker expresses dissatisfaction or to indicate that you have an illness. Complain usually tells us you are not happy.

Example: *I'm very tired now because of you.*

g. **Concluding**

Concluding is the type of act that states an opinion to decide something after a period of thought or research. In concluding usually there are previous utterances.

Example:

Tamina : You don't understand what's at stake! This is the matter for the gods, not nam!

Dastan: *Your gods, not mine.*

h. **Describing**

Describing is the type of act that state a statement that tells you how something or someone looks, sound, etc: wods that describe something or someone. Describing is drawing something. It can be situation, someone, weather, and etc.

Example: *it was a warm sunny day.*

i. Predicting

Predicting is the type of act to say that something will or might happen in the future. Here, the speaker will say what will happen in the future whether about weather, event, situation, and etc.

Example: *I think tomorrow will become spectacular day.*

B. Previous Study

Previous study is the result of research from the researcher before. Some research related to illocutionary acts have been conducted by some researcher of the study:

Yuwartik (2013) in her study entitled "An Analysis of Speech acts in Dialogues of the Novel "*The Black Cat"* by John Milne" presented her study about the types of illocutionary act are found in dialogues of "The Black Cat" Novel and the impact of perlocutionary act in the dialog ues of " The Black Cat" Novel. Here the researcher used library study based on its purpose. The data collecting method is documentation. In this study, theory that used by the researcher is Searle's theory to analyze the illocutionary act and perlocutionary act. The findings here showed that the dialogue between the characters in "The Black Cat" contains the illocutionary act and perlocutionary act. The findings are illocutionary act: (1)Assertive act includes express informing, stating, claiming, reporting, and suggesting (2) Directive act includes requesting, comanding, refusing, ordering, and warning. (3) Commisive act includes promising and

offering, (4) Expressive act includes praising, welcoming, thanking, refusing, apologizing, and blamming. (5) Declarative act includes declaring. The dominant is in assertive and commisive act. Yuwartik's study helped the researcher to get more understanding about illocutionary especially representative acts.

Samawati (2012), in her research entitled "An Analysis on Illocutionary Acts in Film " Alice and Wonderland". The researcher analyzed about kind of illocutionary act found in film "Alice and Wonderland" and observed the politeness maxims in film "Alice and Wonderland". In this study, theory that used by the researcher is Searle's theory to analyze the illocutionary act and Leech's theory to analyze politeness maxims. In her research, the researcher used descriptive qualitative based on its purpose. The data collecting method use documentation. The research findings showed that the conversation between the characters in 'Alice in Wonderland contains the illocutionary acts and observe the politeness maxims. (1) The first result contains the types of illocutionary acts; assertive act that enable the speakers to express feeling, beliefs, and the like, directive act is speech act that commit the speaker to compose some action of hearer, commissive act, expressive act, and declarative act. (2) The second result contains politeness principle that is divided into some maxims, they are: Tact Maxim, Generosity Maxim, Modesty Maxim, Agreement Maxim, and the last Approbation maxim. Samawatis's study helped the researcher to get more understanding about the way in analyzing each type of illocutionary acts especially representative acts.

Nuraini (2014), in her entitled "The Realization of Request in Conversational Fragments in Movie Entitled Twilight". This research intends to analyze about the request strategy employed by the speakers in conversational fragments and the frequency of each type of request strategy employed by speakers in conversational fragments in Twilight movie. Here, the researcher used quantitative survey research method based on its purpose. The data is in the form of Dialogue. The research finding found 63% include mood derivable, 15% for obligation statement, 8% for query preparatory, 4% for want statement, 4% for suggestory formulae, 3% for strong hint, 2% for mild hint, 1 % for hedged performative, and 0% for explicit performative.

In this research, the researcher used different method, and what is being analyzed. In previous study, the researcher tends to use library research and qualitative research method. Besides, this research used descriptive quantitative as research method. The writer used descriptive with quantitative approach since the purpose in this research was to verify the certain theory. This study used descriptive because the researcher describe trend about syntactic structure in the analysis types of representative act. Here, the researcher used fantasy film but in different title. Then, the researcher stay on Nuraini's reasearch that is find out the frequency of each type of representative act employed by the speakers in the conversational fragment .