

## CHAPTER II

### LITERATURE REVIEW

This chapter presents the review of the related literature of the study, it contains some sub-chapter. They are pragmatic, the context in pragmatic, speech act, the type of speech act, the notion of a movie, and *Inside Out* movie.

#### **A. Pragmatics**

In doing communication, every speaker wants their message can be understood easily by the hearer and then get appropriate feedback. Sometimes, the speaker makes an act or a gesture to emphasize their message. When the message conveyed by the speaker is received by the hearer, the hearer has to understand the condition around the speaker to interpret the message that has been conveyed because an utterance will have a different meaning if it is said in a different condition. It can be said that the meaning of an utterance depends on the situation when the speaker says it, for example, the hearer hears an adult voice utter “a train is coming!” while the hearer was standing on a railroad track, the hearer quickly moves off the track to make the hearer safe. Now consider a different scenario, the hearer is on the train track again and a group of students comes up and laughing, says “a train is coming!” the hearer ignores it; the hearer will smile and remain where the hearer is. From those situations, the meaning of “a train is coming!” is quite different. The first means a warning. In otherwise, the second situation means joking. Accordingly, the condition of social context around the speaker must be noticed because of its influence against meaning (Kristin&Anne, 2010, p.339).

In linguistics, Pragmatic interprets the meaning based on the context around the sentence. It can be said that pragmatics is a study about the influence of context on an utterance or sentence. According to Denham & Lobeck (2009:340), the context shapes the meaning of an utterance. They state that the social context within which a sentence is uttered can affect its meaning. They also emphasize that two similar utterances will have a different meaning if they are uttered in a different social context like the condition which has been described in the previous paragraph. Moreover, Yule (1996:3) states that in interpreting the meaning of an utterance, the hearer should interpret the context around and how context influences the utterance. Yule confirms that the hearer must consider with who the hearer talks to, where, when, and how the circumstances around to interpret the meaning.

## **B. Context in Pragmatic**

Pragmatic is a study about the influence of context. Underlining this definition, it can be said that context is an important part of studying. pragmatic. According to indrawati (2009), context helps understand factors in producing, and interpreting speech oriented in users (p.9). Leech (1983) said that context should be considered to be any background knowledge assumed to be shared by speaker and listener and which contributes to the listener's interpretation of what the speaker means by a given utterance (p.13). Furthermore, like Fromkin, Rodman, and Hyams (2003) stated people still understand people, ..... discourse combines with the contextual knowledge to fill in what's missing and make the discourse cohere. ... contextual knowledge

is knowledge of who is speaking, who is listening, what objects are being discussed, and general facts about the world we live in, called situational context (p.212).

Remembering how the importance of context on pragmatic, Holmes (2008, p.9) has mentioned factors in any particular which relevant to the context, the following are:

1. The Participant: who is speaking? And who are they speaking to?
2. The Setting : where are they speaking?
3. The Topic : what is being talked about?
4. The Function : why are they speaking?

A study by Hymes (Yule and Brown, 1983, p.37) shows that context limiting the range of interpretation and supporting the interpretation. He also specifying the features of context, the following are :

1. Addressor and addressee – the capabilities of addressor in delivering the message can influence the understanding of addressee. On the other side, the understanding addressee depends on the addressee's capability in interpreting the message.
2. Topic – what is being talked about? The topic will limit interpreting a message.
3. Setting – the situated can be classified into time, place, gesture, physical relation, posture, gesture, and facial expression. They can be used to limit confinement in analyzing the message.

4. Channel – the media which are used in delivering a message as follows  
speech, writing, signing, smoke signals.
5. Message form – the form of communication such as chat, debate, sermon,  
fairy-tale, sonnet, love-letter. They will influence in conveying the  
message,
6. Key – the effect of the message which is delivered to other people.
7. Purpose – the aim of why the addresser does communication.

### **C. Speech Act**

Austin (Yule and Brown, 1983, p, 231) claims that speech acts is a sentence that can be used to report a state of affairs. Yule points out that speech acts is an action performed via utterance (1996, p.47). Therefore, it can be inferred that speech acts is an utterance that is their meaning refers to an act. Here, the speaker can act by saying something. The speaker does not need to do the action physically. A statement is sufficient to illustrate an act.

### **D. The Type of Speech Act**

In performing speech act, there is three related act which is suggested by Yule (1996). They are *locutionaryact*, *Illocutionary act*, and *perlocutionary act*.

1. LocutionaryAct – the basic act of utterance which happens when someone producing a meaningful linguistic expression with particular sense and reference.

2. Illocutionary Act – the act which is delivered through utterances that are made for a communicative purpose. Sometimes, it can be a statement, an offer, or an explanation. Moreover, Hord and Ward (2009) explain the *illocutionary act* as an act performed by making the utterances (p.54). Yule (1996) has classified this act into five types. The following are :

a. Expressive

This act represents an inner state of what the speaker feels or expresses the psychological condition of the speaker like pleasure, pain, sorrow, happiness, joy. It can apologize, commiserate, congratulate, pardon, and thank

b. Representative

An utterance representing an act that describes what the speaker believes. This act is a statement of the speaker about the state of the world. it can be fact, assertion, conclusion, and description.

c. Directive

Someone uses this act to get someone else to do something or direct toward some goal. It can be a form of commands, orders, requests, suggestions.

d. Declaration

Those are kinds of speech acts using utterance to change the world.

Someone uses this act to change the condition or the status of someone else.

e. Commisive

The speaker uses this act to commit some future action with someone else. The commissive act creates an obligation in the speaker.

This act can be in the form of promise, threats, refusal, or pledge.

3. *Perlocutionary Act* – according to Austin (1962), Perlocutionary act is the achieving of certain effect by saying something (p.126). Perlocutionary act is defined as a consequent of an act. Indeed according to Yule (1996), *perlocutionary act* is the assumption that the hearer will recognize the effect the speaker intended (p. 49).

### **E. *Inside Out* Movie**

*Inside Out* movie is 3D computer-animated comedy movie produced by Pixar Animation Studios and released by Walt Disney Studios. This story was adapted from Pete Docter's story. He writes a story about the personality change of her daughter as she grew older. After the premiering, this movie becomes the seventh-highest-grossing movie of 2015 and gets several awards such as *BAFTA Award*, *Golden Globe Award*, *Critics' Choice Award*, *Annie Award*, *Satellite Award*, and *Academy Award for Best Animated Feature*.

This movie represents what happens in our minds, describes how emotion can be felt and how memory can be stored. However This movie has a psychology genre with many psychological terms, this movie can be understood easily and enjoyable. Therefore, people are interested in this movie. The following are reviews from various sources:

*“A wonderful intelligent movie which tries to show in the best way possible, how the brain works in a very creative, fun, funny, and also emotional way. Loved every bit of it. Also very educative to a parent trying to help understand how a teenager thinks n how to handle one”*  
(Don Mike, 2020)

*“It’s a great Pixar film deals with issues like mental health which are not usually touched upon in animated movies... it is kid-friendly so don't go by the reviews that say its not. Its message is that its ok to be sad about changes that happen...it’s a good watch for all ages and highly recommended”* (Avani Shetty,2020)

*“When I watch this movie, I don’t just enjoy the movie and the interesting storyline but also learn how the importance of children to manage emotion. .... The children who often train their emotions, they will face various situations easily. .... They can create good and comfortable emotion for their self”* (Adiesty on mommiesdaily, 2015)



**Picture 2.1. Inside Out Poster**

*Inside Out* movie is the story of Riley Andersen and her five basic emotions. Riley is an 11-year-old-girl growing up in Minnesota and her life is good. She has loving parents, great friends, and incredible hockey teammates. Unfortunately, one day she should move to San Francisco because of her father's new job. In her head, Riley has five personified emotions playing an important role in Riley's emotions and personality. They are Joy, Fear, Disgust, Anger, and Sadness. They have a control panel in Riley's head, they manage what Riley thinks, feels, does, and also Riley's memories. The memories got by Riley will be stored in the form of a color-coded ball; each color represents the emotion of the experience. Blue is sadness, red is anger, green is disgust, purple is fear, and yellow is happiness. Joy and friends use Riley's eyes as a window to look at the world.

Riley also has a set of Core Memories which are represented by islands, like Hockey Island and Family Island. Beneath the island is the dark and treacherous Memory dump, where memories go to fade away forever. Just beyond Riley's Personality Island is Long-Term Memory, row towering row of memory orb.