

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the theories which are related to the problems which have been decided by the researcher. They are review of theories that related to the topic of the study include pragmatics, speech acts, directives acts, feminism and review of previous study.

A. Pragmatics

Communication becomes an inseparable activity in life. Someone wants their communication to work perfectly and achieve goals. A two-way conversation that is expected with these words, the speaker can convey a message or sentence. The speaker also wants the message he conveys can be understood by the listener. This is what we learn in pragmatics. Pragmatics is a branch of linguistics. This becomes a learning that focuses on the meaning that occurs in communication. To get to know pragmatics further, Yule (1996) stated that pragmatic has four areas of concerned:

1. Pragmatics is the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). This approach is analyzes what people mean through what they say which can be through words or phrases.
2. Pragmatics is the study of contextual meaning. It analyzes the context into which the speaker speaks and how that context affects what they said. Then, it is necessary to consider how the speaker says something in accordance with what the situation is being spoken to.
3. Pragmatics is the study of how more gets communicated than is said. It is necessary to explore how listeners can grasp the conclusions they hear from the speaker in order to arrive at an interpretation of the speaker's intended meaning.
4. Pragmatics is the study of the expression of relative distance. This perspective then raises the question of what determines

the choice between what to said and do not. On the assumption of how close or distant the listener is, speaker determined how much needs to be said.

According to Paltridge (2006), pragmatics is that the study of meaning in reference to the context during which an individual is speaking or writing. They assume that when people communicate each other. They shared understanding of how they should collaborate in their communication. So, pragmatics is the branch of linguistics that concerned on how a person interprets speech with the meaning inferred by the listener or the speaker's ability to properly interpret their message.

B. Speech acts

The philosophy of Searle (1969) as a speech act theory developer, he briefly describes the reason for concentrating on learning speech acts is that all linguistic communication involves linguistic acts. Therefore, speaking a language is doing speech acts. Actions such as making statements, giving orders and so on are generally carried out according to the existing rules on the use of linguistic elements. According to Yule (1996) speech acts is an actions performed via utterances. A speech has a purpose and to achieve a goal in speech, the speaker must understand what is being said so that the listener can easily accept the speech. Speech act theory explains the use of language between speakers and listeners with the aim of being able to influence the listener to do.

According, Austin in (Mey, 2009) defined that speech acts have three differences, such as:

1. Locutionary act: linguistic expressions that are produced by showing their meaning.
2. Illocutionary act: the action intended to be performed by a speaker in pronouncing a linguistic expression, in an explicit or implicit way with the conventional style associated with the expression used.

3. Perlocutionary act: effects on utterances and linguistic expressions that affect for interlocutor

C. Classification of speech acts

Based on explanation from Yule (1996), speech acts are separated into five types such as:

1. Representatives (or assertives) are those kinds of speech acts that state what the speaker believes to be the case or not. As the example, the earth is flat, that is the statement of fact, conclusion, or assertions to show representing the world that they believes it is.
2. Directives are those kinds of speech acts that speakers use to get someone else to do something. They express what the speaker acts such as command, orders, request and etc.
3. Commissives are those kinds of speech acts that speakers use to commit themselves to some future action.
4. Expressives are those kinds of speech acts that state what the speaker feels. As the example "I'm really sorry!" It is about what the speaker feels as they experience. They express what the speaker acts such as promises, threats, refusals and etc.
5. Declarations are those kinds of speech acts change the world via their utterance. As the example, priest: i now pronounce you husband and wife. The speaker show specific context to perform declaration.

Based on explanation from Searle (1969), speech acts are separated into five types such as:

Assertive the point or purpose of the members of the assertive class is to commit the speaker (in varying degrees) to something's being the case, to the truth of the expressed proposition. Representatives (or assertive) are those sorts of discourse acts that commit the speaker to the truth of the communicated recommendation and in this way carry a truth-value (Searle, 1969). They express the speaker's conviction. Paradigmatic

cases incorporate declaring, claiming, concluding, detailing, and expressing. In performing this sort of discourse act, the speaker speaks to the world as he or she accepts it is, in this way making the words fit the world of conviction.

Directives is the part of the illocutionary point of these consists in the fact that they are attempts (of varying degrees, and hence, more precisely, they are determinates of the determinable which includes attempting) by the speaker to get the hearer to do something (Searle, 1969). Directives are those sorts of discourse acts that represent attempts by the speaker to urge the recipient to do something. They express the speaker's want/ wish for the recipient to do something. Paradigmatic cases incorporate exhortation, commands, orders, questions, and demands. In employing an order, the speaker serious to evoke a few future course of activity on the portion of the recipient, in this way making the world coordinate the words by means of the addressee.

Commissives then are those illocutionary acts whose point is to commit the speaker (again in varying degrees) to some future course of action (Searle, 1969). Commissives are those sorts of discourse acts that commit the speaker to a few future course of activity. They express the speaker's deliberate to do something. Paradigmatic cases incorporate offers, vows, guarantees, refusals, and dangers. Within the case of a commissive, the world is adjusted to the words through the speaker him or herself.

Expressive is the illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content (Searle, 1969). Expressive are those sorts of discourse acts that express a mental demeanor or state of the speaker such as delight, distress, and likes/dislikes. Paradigmatic cases incorporate apologizing, faulting, congratulating, praising, and expressing gratitude toward. There's no heading of fit for this sort of discourse act.

Declarations or declarative is the defining characteristic of this class that the successful performance of one of its members brings about

the correspondence between the propositional content Declarations (or declaratives) are those sorts of discourse acts that impact prompt changes in a few current states of issues (Searle, 1969). Since they tend to depend on expand additional phonetic teach for their fruitful execution, they may be called institutionalized performatives. In performing this sort of speech act, the speaker brings approximately changes within the world, such as they affect a correspondence between the propositional content and the world. Paradigmatic cases include (officially) opening a bridge, declaring war, excommunicating, firing from employment, and nominating a candidate. As to the direction of fit, it is both words-to-world and world-to-words.

D. Directives acts

Directive acts has a role as an expression of the speaker's wishes. The essence of these speech acts consists of the fact that they attempt to express the message by the speaker to get the listener to do something. The statement from Austin that it may be a very simple "effort" such as when i invited you to do it or suggested you do it, or it might be a very strong effort like when i insisted you do it. Verbs that indicate the types of this type of speech act are ask, command, command, ask, beg, beg, pray, beg, as well as invite, permit, and exhort. Direct speech tends to serve the purpose of influencing the listener to achieve that goal. Then, back again with the statement that the listener is not necessarily influenced by the speaker's speech acts. The same as based on Yule's statement (1996), directives are those kinds of speech acts that speakers use to get someone else to do something. As the example, they can be positive or negative:

- a. Gimme a cup of tea. Make it less sugar.
- b. Could you lend me a pencil, please?
- c. Don't touch that.

E. AUTHORITY RELATIONSHIP

1. Frozen style

The use of this language style is usually used in expressions at very important or symbolic sacred moments such as "Your Majesty.", "Your Majesty the king.", and "My Lord." It is commonly used also in situations such as formal events or official ceremonies defined as the most formal style of language. The oratorical style is used in public speaking in front of a large audience; words are carefully planned in advance, intonation is somewhat exaggerated, and many rhetorical devices are in keeping with Joos (1979). Sentences in the oratorical style need to be used with care also complicated. Performances that are in accordance with the oratorical or frozen language style are usually attended by high-ranking people, important figures and the bourgeoisie who pay their respects in frozen or oratorical style to the listeners and speakers.

2. Formal style or deliberative style

The formal style tends to be closely related to one-way communication used in formal, serious or important situations. Formal language style is often used in formal speeches, sermons, in classrooms, and other formal situations. This style of language is intended to speak to an audience that usually allows for an effective two-way exchange because the audience is too large. There are three characteristics in formal language style, namely using standard forms and sentence structures that show a lack of familiarity with the speaker and listener. Then in a formal style it is related to intonation and is designed to provide information that is entered into the text in complex sentences. Another characteristic is that the speaker calls the stranger along with their position such as "How are you, Mr. Thomas, nice to meet you." This use of language usually follows a commonly accepted format, such as May I, Might I, or Can I and the Mr. or Sir when addressing someone or calls someone with the last name. Joos (1979) stated that formal style is generally used in a formal situation, where there is the least amount of shared background knowledge and where communication is one way with little or no feedback from the audiences.

3. Consultative Style

Consultative language style is common between doctors and patients, as well as teachers and students. The characteristic of consultative language style is in the sentence structure which has a subject and predicate in each utterance, then consultative language style requires feedback from listeners. The listener usually responds to the speaker with simple signals, “Uh”, “I understand”, “OK”, “Mr. Simpson, I think that's great.” Based on Joos (1979) theory in a consultative style the pronunciation must be explicit and can also be used in formal and semi-formal situations.

4. Casual Style

Casual language style is usually used in casual situations such as with close relatives, family, and colleagues in a social environment. Casual style tends to be used in informal situations with a vocabulary full of dialects. The characteristic of this language is that the sentence structure is less organized but the meaning is conveyed. An example of a casual style is "What's up, mate?" "All sets." "It's a wrap." They are not used in formal situations or conversing with strangers.

5. Intimate Style

This intimate style of language is almost the same as casual style, used in non-formal situations. It can also be defined by the use of incomplete language, unclear articulation, and short words. This style is characterized by what Joos (1979) calls “extraction”. Intonation plays a more important role in intimate language style than grammar because of the use of personal vocabulary that is fixed between listener and speaker. It signifies intimacy like other names or affectionate nicknames such as “dear”, “darling”, and even “honey” or “hon”. Then Joos (1979) stated that the intimate style is a style that is characterized by the absence of social barriers at all.

6. Mulan (2020) movie

The film produced by Walt Disney in 2020, as a new version of the 1998 film Mulan. Niki Caro as director packs the American fantasy action drama genre film well. Different from the old version which emphasizes more songs and animated characters version, in the latest version it becomes more real with lots of action scenes, thicker Chinese culture, and changes in several supporting roles to sharpen the fight scenes. Of course, the new version has innovations that make films more interesting.

During the Chinese imperial era, Hua Mulan was the eldest daughter of the Hua family. She is an active, brave and adventurous girl. One day she causes chaos when demonstrating her abilities as a future wife led by a matchmaker. She accidentally destroyed the teapot because a spider scared her little sister. As a result, it became a family disgrace because Hua Mulan did not exercise her abilities as a woman.

On the Silk Road the Rouran army tried to take control of the empire's territory by attacking the territory. Then the royal officers were ordered to announce that each family was expected to send one son for war training. Hua Zhou was forced to come forward to receive a letter of assignment from the empire because he had no sons. Seeing her father who fell because his leg was injured, Mulan couldn't bear it. In the morning when everyone was still asleep, Mulan came out of the house carrying a sword, horse and other combat equipment belonging to Mulan's father. Mulan arrives at the training ground. When asked, she answered her name was Hua Jun. In between military training, Mulan escapes to fight with Honghui, her partner, and accidentally releases her inner chi. She was almost got caught. Several times Mulan wanted to reveal her identity but several times Commander Tung also gave advice to Mulan, refused to be honest.

The day of war has finally come. The imperial troops came towards the Silk Road. The Rourans army received arrows from the imperial army. Seeing Rourans separated from the squad, Mulan chased after him alone. She came to the slope of a hill. Mulan meets a witch. Mulan took off her male mask when her chest was hit like an arrow. Mulan untangle her hair, returns to the battle to help her friend. Just as Rourans was about to aim the fireball at the imperial army, Mulan hid behind a mountain. She was trying to outwit Rourans. Finally the Rourans army aimed the fireball towards the mountain. The fireball hit the snow-covered mountain. The war ended with the Rourans army depleted in an avalanche.

Commander Tung is disappointed that Mulan betrayed him. The imperial troops knew that Mulan was a woman. Mulan gets the consequence of expulsion from army training and brings disgrace to her family. Mulan meets a witch on the mountain. They argue, the witch invites Mulan to join her but Mulan refuses. The magician informed that the Rourans were after the emperor. Mulan immediately went to Commander Tung to convey his intention to protect the emperor. At first they hesitated, but then Commander Tung put his faith in Mulan. The trained troops headed for the empire's territory, it turned out that the emperor was kidnapped. Then with the direction of the wizard, took Mulan to the place where the emperor was hidden. Rourans is angry that the witch is in cahoots with Mulan. Rourans plans to kill Mulan but is protected by a witch. Mulan fights Rourans until he dies at Mulan's hands. Mulan manages to save the emperor and gets an invitation to become the imperial guard. Mulan refuses it instead she wants her family's good name back because she has lied and disappointed her family. Mulan returns to the village and then the imperial officers come to give Mulan the gift of the sword she lost while fighting the Rourans.

7. Previous study

There are several previous studies that focus on directive, and speech style, as researched by Althaf (2018) with the title *Analysis of Moana's Directive Action in Clements Moana Film*. This study discusses speech acts, especially directive acts. This research uses qualitative descriptive because the data is obtained from documents such as dialogues from films. This research also focuses on specific phenomena without any changes to the document. The result of this research is that there are 200 utterances containing directive acts. the percentage of each element shows that commanding acts appear as much as 49.5%, requesting acts appear as much as 14.5%, prohibiting acts appear as much as 14.5%, inviting acts appear as much as 11%. Then, the last two types of directive acts appear advising 8% and suggesting as much as 6.5%. It was found that the directive speech act of commanding is the most dominant speech act appearing in the movie *Moana*, because the speech act of commanding is the type of speech act that is used the most by the characters in the movie *Moana* compared to other types of directive speech acts

The second was researched by Alicia, Fakhri, Novitri (2019) with the title *An Analysis of Language Style In "To All the Boys I've Loved Before" Movie*. The source of data was taken from the script from movie. The study aims to analyze the type of language style that used and dominant from the movie. The result shows that there are thirty (30) data from the conversation in the movie to perform the language styles. The collected data can be concluded that the type of style occurs dominantly in the movie is intimate style. The thirty cases comprise of intimate (eleven cases), consultative (nine cases), casual (seven cases), formal (three cases) and frozen (none) style. This means that intimate style is prominently proved to be used in communication within family relation and close friends.

The last is research by Damanhuri, Hamdany (2017) under titled Speech Style Used in the Workplace in 500 Days of Summer Movie. The study describe the types of social context that influence speech style that used by some character in the workplace in 500 days of summer movie. Descriptive qualitative method used to analyze the data. Speech style is the forms of the language which the speaker uses and it depends on the degree of formality. The writer identified this style into five styles. Those are frozen, formal, consultative, casual and intimate style. Moreover, the used of speech style also is influenced by several factors that can make people change his or her speech style, such as the setting, the participant, the topic and the purpose of the conversation.