# CHAPTER II

# REVIEW OF RELATED LITERATURE

In this chapter, the researcher needs theories to be used in collecting and analyzing the data. The researcher divided this chapter into two main parts, they are review of related theory and previous study.

## A. Review of Related Theory

In this sub-chapter, the researcher presents some related theories that are used in analyzing the data.

### 1. Pragmatics

Pragmatics one of a study in linguistics which deals with understanding context. According to Griffith (2006:1) Pragmatics is concerned with the use of these tools (*the "toolkit" for meaning*) in meaningful communication. Furthermore, Griffith (2006:1) also stated that pragmatics is about the interaction of semantic knowledge with our knowledge of the world, taking into account contexts of use. While Yule (1996:4) stated that Pragmatics is the study of the relationships between linguistic forms and the users of those forms. Pragmatics allows humans involves into the analysis of meaning. From the description, pragmatics in simply way is the study of the speakers mean.

Pragmatics as Yule (2006) said, covers four areas in its study, first is speaker meaning, the second is contextual meaning, next is how more gets communicated than is said, the last is the expression of relative distance.

In pragmatics, we deals with how to understand what the speaker's mean in what he/she speaks and/or writes, moreover not said and/or written clearly. So, what is need to be understand is what speakers meaning by their utterance not the meaning from a word or phrases. The utterances "I am busy" is for the example. From semantics point of view, that utterance is simply define as the speaker has many activities in his/her time which doesn't allow to have another activity. In the other hand, pragmatics defines that utterance in some possible meanings. For instance if that utterance expressed by an unemployment, the possible interpretation of the utterance "I am busy" is the speaker looks for a job. The speaker actually needs a job, by unstated the desire in its utterance. Then, the function of that utterance is to ask the hearer about a job vacancy.

In real communication, the speaker and the interlocutor builds a certain agreement in constructing the meaning between each other. So, the speaker conveys both what is said and what is implied, while the listener try to explore the speaker's intention in order to reach speaker's intent meaning. Thus happens as the existence of context and situation where language used.

Pragmatics allows to understand the meaning based on situation and background knowledge. Therefore, meaning does not only depend on the structural of utterance since the influence of context in the way an utterance convey meaning.

## 2. Context

Studying pragmatics really needs what is called by context. Context and Pragmatics are two influentially interrelated concepts, which context is required to

realize language use in pragmatic perspective. Context enables interlocutors to interact in accordance to socio-cultural background. In addition, context helps understand factors in producing, and interpreting utterance.

According to Cruse (2006:35) context is an essential factor in the interpretation of utterances and expressions. Then, Cruse (2006:35) also stated that the most important aspects of context are: (1) preceding and following utterances and/or expressions ('co-text'), (2) the immediate physical situation, (3) the wider situation, including social and power relations, and (4) knowledge presumed shared between speaker and hearer. From Cruse classification, Context in simply can divided into:

- Linguistic context, which is preceding and following utterance under consideration.

- Physical context, which is where utterance uttered, and what object and action is exist.

- Social context, which is social and power relationship, and setting of speakers and hearers.

- Epistemic context, which is knowledge shared between speaker and hearer.

Sociolinguist Dell Hymes developed the SPEAKING model to promote the analysis of discourse as a series of speech events and speech acts within a cultural context. It uses the first letters of SPEAKING term. The categorization are so productive and useful in analyzing many different kinds of discourse.

❖ Setting and Scene

Setting refers to the time and place of a speech act and, in general, to the physical circumstances. Scene is the "psychological setting" or "cultural definition" of a scene, including characteristics such as range of formality, seriousness, etc.

❖ Participants

Participants includes speaker and audience. Linguists makes distinctions within these categories; for example, the audience can be distinguished as addressee and other hearers

❖ Ends

Ends means purposes, goals, and outcomes.

❖ Act Sequence

Act sequence defined as form and order of the event..

❖ Key

Key is described as cues that establish the "tone, manner, or spirit" of the speech act.

❖ Instrumentalities

Instrumentalities here means the forms and styles of speech. For example, people might speak in a casual register with many dialect features or might use a more formal register and careful grammatical "standard" forms in a formal situation.

❖ Norms

Norms can be defined as social rules governing the event and the participants' actions and reaction.

❖ Genre

In the simple way, genre defined as the kind of speech act or event. For example the kind of story.

## 3. Speech Acts

Speech act is a study of how to do things with an utterance. A speech act is an utterance that serves a function in communication. Speech act includes real-life interactions and requires not only knowledge of the language but also appropriate use of the language within a given circumstance. Studying speech act plays a huge role in developing people's ability in using language. People will understand the purpose of an utterance in speech act, so people is able to distinguish the meaning and the communicative function of an utterance even though the situation and context are different.

According to Austin in Meyer (2009:50) that Austin divides speech act into three categories; locutionary acts, illocutionary acts, and perlocutionary acts. Austin proposed the speech act hierarchy in which the illocutionary act is the act to which performative verb refers. Locutionary act is the act of saying something; the utterance itself. Illocutionary act is the act performed in communicating verbal expression. Perlocutionary act is the act carried out from illocutionary or locutionary act; the act intended as the result of committing an illocutionary act.

Searle in Meyer (2009:50) categorizes five illocutionary/perlocutionary points; Assertives/Representatives, Directives, Commissives, Declarations, and Expressives. Here are the descriptions of each point:

a) Assertives/Representatives express the speakers belief in the expressed proposition. The example is the expression of disagreement, agreement, concluding, etc., like in utterance *I state that it is raining*.

b) Directives is an act directing the hearer to do something. Including in this type are commanding, requesting, recommending, suggesting, etc., like in utterance *I order you to leave*.

c) Commissives is indicating speaker's commitment to some future action. Including in this type are promising, warning, offering, threatening, etc., like in utterance *I promise to you the money*.

d) Expressives is act expressing physiological states/attitudes. Including in this type, expression of apologizing, forgiving, condoling, etc., like in utterance *I apologize for stepping on your room*.

e) Declaratives is an act whose effect is immediate changes. It brings about the hearers between the proportional content and reality. Including in this type is naming, announcing, pronouncing, claiming, etc., like in utterance *I appoint you as a chairman*.

## 4. Request Strategy

Request is one type of speech act which favor to be discussed along with it worthiness in part of people communication. Linguists have stated a request is a set of expression which is intended to make the interlocutor do what the speaker's desire. Requests are made in an attempt to cause an event or change one (Blum-Kulka: 1989). Requests are always pre-event acts, it means request done before a certain act is happened.

Brown and Levinson (1978) has stated that request are face threatening. Here, interpretation of a request as intrusive impingements on freedom of action, or even, as 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).

Request in speech acts, can be classified into three types; request, command, suggestion. According to Searle (1969), the different of them can be seen as follows;

**Table 2.1 Classification of Request by Searle (1969)**

| *Types* | **Request** | **Command** | **Suggestion** |
|---|---|---|---|
| *Proportional Content* | Future act A of H | Future act A of H | Future act A of H |
| *Preparatory* | 1. H is able to do A. S believes H is able to do A.<br>2. It is not obvious to both S and H that H will do A in the normal course of events of his own accord. | 1. S must be in position of authority over H (S > H).<br>2. H is able to do A. S believes H is able to do A.<br>3. It is not obvious to both S and H that H will do A in the normal course of events of his own accord. | 1. H has some reason to believe A will benefit H.<br>2. It is not obvious to both S and H that H will do A in the normal course of events. |
| *Sincerety* | S wants H to do A | S wants H to do A | S believes A will benefit H |
| *Essential* | Counts as an attempt to get H to do A. | Counts as an attempt to get H to do A *in virtue of the authority of S over H.* | Counts as undertaking to the effect that A is in H's best interest. |

Many request realization include reference to the requestor (I), the recipient of the request addressed, and the action to be performed. The way in expressing a certain request may be varied. Different requesters may use different way in expressing a request. A similar way can be emphasized through modifying the role of the speaker or the hearer. Thus way in emphasizing the dimension of request is called as request perspective (Blum-Kulka, 1989:13).

In the CCSARP (Blum-Kulka et al., 1989a:278), a request strategy is defined as "the obligatory choice of the level of directness by which the request is realized. The directness is meant the degree to which the speaker's illocutionary intent is apparent from the locution. The categorization of request considers to Theory of Bulm-Kulka (1989), is divided into two major strategies, direct and indirect. Direct strategy consist of five types, mood derivable, explicit performative, hedged performative, obligation statement, and want statement. Indirect strategy is categorized into two parts, conventionally and non-conventionally, where the conventionally indirect strategy has two types; they are suggestory formulae and query formulae, while non-conventionally indirect strategy possess strong hint and mild hint.

Here are the description of each types above;

a. Direct strategies

Direct strategy is the clearest strategy in using request. The speakers clearly state what their desire or want in their utterance, so it is very clear for the listener to do what speaker's intent.

1. Mood Derivable

It is the grammatical mood of the verb in the utterance marks its illocutionary force as request (Blum-Kulka et al, p.18). Here, mood derivable uses verb in imperative form, usually starts with verb.

Example: *Clean that mess.*

2. Explicit Performative

It is the illocutionary force of the utterance is explicitly named by the speakers (Blum-Kulka et al, p.18). It can be stated as the utterances contain force, marks by subject in the beginning of the utterance.

Example: *I'm asking you to clean the mess.*

3. Hedged Performative

It is utterance embedding the naming of the illocutionary force (Blum-Kulka et al, p.18). It can be stated as the utterances contain force, marks by modal verb or pattern "would like to".

Example: *I would like to ask you to clean the mess.*

4. Obligation Statement

Here, obligation statement is utterances which state the obligation of the hearer to carry out the act (Blum-Kulka et al, p.18). It can be defined that the utterances contain pattern like, "have to, should," and shows obligation.

Example: *You has to clean the mess.*

5. Want Statements

It is the utterances which state the speaker's desire that the hearer carries out in the act (Blum-Kulka et al, p.18). It marks by pattern "I want, I wish" in the utterance which contain speaker's intention.

Example: *I really wish you clean the mess.*

b. Indirect Strategy

The indirect strategy classifies into two, conventionally indirect strategy and non-conventionally indirect strategy.

1. Conventionally indirect is the act to be done is already stated in the utterance, although it is not directly requested to the hearer. It's usually formed in the question.

    a) Suggestory Formulae

    The utterance in suggestory formulae contains a suggestion to do X (Blum-Kulka et al, p.18). It likes an offer to the hearer.

    Example: *How about cooking?*

    b) Query Formulae

    The utterance in query formulae contains reference to preparatory conditions as conventionalized in any specific language (Blum-Kulka et al, p.18). Usually, this strategy marks by "modal" that show ability.

    Example: *Would you mind moving your car, please?*

2. Non-conventionally is the act to be done by the hearer that is unstated in the utterance given, so the hearer needs to infer the intended request.

    a) Strong Hint

Strong hint is the utterances containing partial reference to object or element needed for the implementation of the act (directly pragmatically implying the act) (Blum-Kulka et al, p.18).

Example: *Son, you've left your lamp on.* (This example refers to the lamp which is still on, and the hints that the listener should turn off the lamp).

b) Mild Hint

Mild hint is the utterances that make no reference to the request proper but are the interpretable as requests by context (Blum-Kulka et al, p.18).

Example: *Why do I keep sneezing?* (This doesn't have any reference to a messy room or others, so the meaning may could not be interpret by the listener).

## 5. DCT

DCT or Discourse Completion Test has been extensively used in studies of Pragmatics knowledge. DCT becomes popular since it's used by Blum-Kulka (1982) for the sake of investigating speech acts. According to Zuskin (1993) in Parvaresh, and Tavakoli (2009) DCT is a data gathering device specifically designed in order to elicit responses to problematic, contextually specifics prompts.

Parvaresh, and Tavakoli (2009) has been classified DCT into six types. There are; WDCT (Written Discourse Completion Test), MDCT (Multiple-choice Discourse Completion Test), ODCT (Oral Discourse Completion Test), DRPT

(Discourse Role-Play Task), DSAT (Discourse Self-Assessment Test), RPSA (Role-Play Self-Assessment).

According to Aufa (2013:115) in developing DCT, a researcher should consider five aspects in order to make a good DCT, they are exemplar generation, situation likelihood investigation, metapragmatic assessment, situational pilot test, and test development stages.

Based on theory, the writer considers some variables in order to develop a DCT in order to find related request which is discussed in this study. The variables to be considered are Power status, Solidarity, Formality, and Types of thing requested.

Power status shows the degree of control between the speaker (S) and the hearer (H). Power status can be two types, high (S > H) and low (S = H). Solidarity is characteristic of relation between two people which determines the positive rights. Solidarity concerns social distance between two people in terms of how much experience they share. It has two types; low (S ≠ H) and high (S = H). Formality of spoken language takes on different levels depending on the social situation and the relationships between those involved. It can be formal (F+) and informal (F-). While Types of thing requested can be something serious (such as money) or trivial (like pen, eraser).

## 6. Thai Culture in Requesting

Thai culture is different from English culture. Thai culture is hugely influenced by the national religion of Buddha.

One of the most important rules in Thai culture related to conduct a request is smile. Thailand is known as the land of smiles. Thai people do not necessarily smile about something like western people. Thai people smile for a variety of other reasons too. To say hello or thank you, to make a request, to apologize, to smooth over bad feelings or to show embarrassment.

The second is avoiding to point the feet at anyone or anything. Especially in requesting, Thai people avoid to use their feet in order to fulfill or even make a request. This is quite hard for most westerners to follow, since in some circumstances seem to use feet quite a lot e.g. closing or opening doors. This is because, as Buddhists, Thai people believe the lower part of the body is unclean while the top part is sacred.

The third is showing expectation/anticipation or politeness. As Chakorn (2006) found from the research that Thai people tend to include more explanations to strengthen their requests. Thai people also use more expressions of gratitude and/or appreciation in their main requests. (Chakorn, 2006) Perhaps these features can be viewed as Thai-style request strategies. The overall investigation represents the diversity in culture and language use which distinguishes the request (especially in writing) of Thai people from that of native English speakers. The differences can lead to possible risks of misunderstanding for both parties. Native English request may be viewed as "too brief, too direct or straightforward" if they include no post-request especially the expression of gratitude. The Thai request may be seen as "too polite or too redundant" if they include extensive post-requests.

**B. Previous Study**

Yulianto (2013) presented his study focuses on analyzing the type of request strategy found in the Twilight movie using the theory of request by Anna Trosborg. In his study, Yulianto aimed at describing the type and the intention of request strategy found in Twilight movie. Yulianto applies descriptive qualitative method in his research. In the study, he collected the data from a novel by Stephenie Meyer entitled "Twilight". In collecting data, he uses docummentation method.

While Sulistyowati (2013), in her research aims to describe the types of request strategies and to clarify the pragmalinguistics forms of request strategies used in Crash Movie. In her research, she tend to use descriptive qualitative approach. The researcher uses Crash Movie as the data source, and the conversation in Crash Movie as data. Sulistyowati employs documentation as the method of collecting data with the techniques, while the researcher of this reasearch uses DCT as method of collecting data. In analyzing the data, Sulistyowati describes the type of request strategy and pragmalinguistics form of request in Crash Movie by Trosborg (1995) theory.

In other research, Irawati (2009) find out the types of sentence used in request strategies which are found in the novel The Glass House. In her research, she also explains the types of request strategy are used in that novel. In the study, she uses a descriptive qualitative approach in performing the research. While in collecting the data the researcher takes the novel entitled The Glass House by Lynn Bushell as source.

Nuraini (2014) presented her study about the realization of request used among actress in the movie entitled Twilight. That study observed the distribution of request variation by using movie as the subject. Nuraini used the movie entitled Twilight in her subject of study, while the researcher of this study used Thai students of English Department at IAIN Tulungagung as the subject in collecting relevant data related to request act in accomplishing this study. Nuraini's study helped a lot the researcher of this study to get more understanding about request strategy.

Nuraini's study, inspires the researcher to do the relevant thesis in part of Pragmatics, especially in request act. While Nuraini used movie in her study, the researcher tend to discover the different form of request strategy used by Thai students of English Department at IAIN Tulungagung.