

## CHAPTER II

### REVIEW RELATED TO LITERATURE

This chapter comprises with the theory related to the Theoretical Background of Pragmatics, Context, Speech Acts Theory, Direct and Indirect Speech Act, Directive Acts, and Novel.

#### A. The Theoretical Background of Pragmatics

Prior to walk further to the speech acts theory, it's necessary to know about what pragmatics is. Nowadays, pragmatics is not remarkable topic to be discussed or analysis. Pragmatics becomes very interesting topic in studying language since pragmatics deals not only in the term of meaning but also in the term of *context*.

Pragmatics is one of linguistics branches, which means that pragmatics study about language. If we study or practice about pragmatics, we will be familiar with the word "context," which have meaning *context of utterance*. Pragmatics is specifically about the functioning of language in context. Horn and ward (2006) state "pragmatics is the study of those context-dependent aspects of meaning which are systematically abstracted away from in the construction of content or logical form." Leech (1983:1) state that pragmatics is how language is applied in the communication. Stalnaker (in Horn and Ward, 2006) also shows his idea about pragmatics. He states "the study of linguistic acts and the context in which they are performed."

Sperber and Wilson (in Adornetti, 2012:160), assuming language centrality, define pragmatics in general terms as “the study of the use of language”, and more specifically as “the study of how contextual factors interact with linguistic meaning in the interpretation of utterances”.

In the real life communication, sometimes even though we know the meaning of what speaker uttering, but become useless if we don't know what actually the speaker want to tell. So that why, the studying about what speaker mean become important. Yule (1996:3) said that “pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader).” By that definition, it can be concluded that the focus of pragmatics is more to what the speaker mean or intend to convey or express to hearer than what those utterances literary mean.

Further, Yule (1996:3) classifies the meaning of pragmatics into four aspects which can see as follow:

*a. The study of speaker meaning*

It means that rather than focusing in what utterance literary means, the study of pragmatics is more focusing in the what the speaker really mean or try to convey to hearer by uttering that utterance.

*b. The study of contextual meaning*

The extra factors of communication such as how the speaker arranges the utterance intend to convey to who they are

talking to, when the conversation held and where it takes place, and what circumstance conversation happens, also included in pragmatics.

*c. The study of how more gets communicated than is said*

“This study explores how listener can make inferences about what is said in order to arrive at an interpretation of the speaker’s intended meaning.” In other hand it can be called as *invisible meaning*.

*d. The study of the expression of relative distance*

The aspect influence well done of the communication is “the *closeness*, whether it is physical, social, or conceptual.” The closeness between speaker and hearer will establish how much word necessity has to be said or unsaid.

Yule (1996:4) point out about the advantage of studying language via pragmatics, he said “the one can talk about people intend meanings, their assumptions, their purposes or goals, and the kinds of actions that they are performing when they speak.”

In his book “The Study of Language”, he asserts that pragmatics study about invisible meaning, context, deixis, inference, anaphora, presupposition, speech acts, politeness, and negative and positive face.

## **B. Context**

As explained above, when we study about pragmatics, we are going to be familiar with the word “context”. Interpreting an utterance is a matter

of putting together all the pieces to construct the meaning. The pieces can be purely linguistic, as well as any kind of individual background of knowledge of participant, memories, experiences, and so on. (Requejo, 2007:177).

Context can be said to cover all the information that the hearer utilizes when interpreting language expressions. For example, the hearer's knowledge and beliefs of what the communication partner knows helps in interpretation of his/her utterances.

In other hand, Brown and Yule (1963:60-61) state that context is stereotypical knowledge which has been building up from the time language acquired as an infant in the culture. That stereotypical knowledge is included speaker, listener, place, time, genre, topic, and co-text.

Yule (2006:114) classifies context into two categories which are linguistics context and physical context. Linguistic context is also called as co-text. The co-text of word is “*set of other words used in the same phrase or sentence.*” The other words which are surrounding have a strong effect in constructing the meaning of a word and what it's probably means. For example, we identified the word *interest* as homonym, a single form has more than one meaning. We may have different interpretation when that word just stands alone, but if we put it together with other words such as in the sentence ‘*the interest is increasing this month*’ by this linguistic context we will know what kind of *interest* is intended.

Physical context refer to the material object surrounding the communication event and any other feature of the natural world that influence communication. Yule (2006:114) said that

“The relevant context is our mental representation of those aspects of what is physically out there that we use in arriving at an interpretation. Our understanding of much of what we read and hear is tied to this processing of aspects of the physical context, particularly the time and place, in which we encounter linguistic expressions.”

Hymes in Johnstone and Marcellino (2010:7) categorizes speaking context into:

- a) (S) Setting which including time and place.
- b) (P) Participant identity includes personal characteristics such as age and sex.
- c) (E) Ends including individual goals of the participant.
- d) (A) Acts including how acts are organized within speech event.
- e) (K) Key or tone and manner.
- f) (I) Instrumentalities or the linguistics code such as dialect, variety, and so on.
- g) (N) Norm or standard socio-cultural rules of interaction and interpretation.
- h) (G) Genre or type of event.

### **C. Speech Acts Theory**

Modern study of pragmatics begins with Austin’s statement in his book *How to Do Things with Word* that basically if someone saying

something, he/she is also doing something. Then, that statement is underlying of the beginning of speech act theory. Speech act theory influence the relationship between form and function because of this study focusing on what are people doing when they use language to communicate.

Yule (1996:47) believes that in order to expressing themselves, it is possible if people are not only produce utterance consisting of grammatical structure and words, but also doing some actions by using those utterances. Those actions are called speech act. In general, the definition of speech act is the action that shown up or performed via utterance, and generally when someone do speech act, they will put up some specific labels such as “apology, compliment, invitations, promise, or request.”

Yule (2006:118) defines that speech acts is an action performed by a speaker via utterance. Further, he said that “We have not yet considered the fact that we usually know how the speaker intends us to ‘take’ (or ‘interpret the function of’) what is said. In very general terms, we can usually recognize the type of ‘action’ performed by a speaker with the utterance.” We use the term speech act to describe actions such as ‘requesting’, ‘commanding’, ‘questioning’ or ‘informing’. For example when I utter “I will come to your house tomorrow,” in this case besides uttering something I’m also performing the speech acts of ‘promising’.

According to Austin (assigned by Mayer, 2009:50), when someone speaking (or writing for some specific purposes), that person perform some various “acts.” he distinct the act of saying something (locutionary), act of what someone does in saying something (illocutionary), and what someone does by saying it (perlocutionary). The more detailed explanation about those three acts will show in the following.

a. Locutionary acts

Locutionary act is the first and the basic act of utterance, which producing meaningful linguistic expression. Locutionary act is the act of saying something; producing a series of sounds, which mean something. This is the aspect of language, which has been traditional concern of linguistics. Locutionary act contains literal meaning, for example, “it’s so hot here” it mean that the meaning of that utterance is related to the temperature in that place.

b. Illocutionary acts

Speakers seldom speak and talk just for the purpose of making isolated individual utterances. On the contrary, they interact verbally with other speakers in *conversations* and perform their individual illocutionary acts with the collective intention of conducting joint *interventions* such as exchanging salutations, making a report, a consultation or a negotiation, or doing things by making common declarations. In conducting interventions,

protagonists in a conversation attempt all together to achieve *discursive goals*: they intend to describe how things are in the world (*descriptive goal*), to deliberate on their mutual future actions (*deliberative goal*), to transform the world by way of declaration (*declaratory goal*) or simply to express common attitudes (*expressive goal*).

c. Perlocutionary acts

When we're uttering something, that utterance may have effect on the hearer. The effect is not only in the form of utterance, but it can be in the form of action; whether positive or negative. That is considered as perlocutionary act. Yule (1996:49) explains that someone can't be only creating utterance without driving into some possible effects. Those effects can be intentionally or unintentionally created by the speaker.

In other hand, related to the illocutionary acts, Searle (1979) in Mayer (2009:50) points out his idea about it, and classifies illocutionary acts into five types of acts as follow:

a. Assertive/representative

Utterances are binding the speakers into the fact verifiable as true or false. Assertive/representative will enable the speakers to express feelings, beliefs, assertions, illustrations and the like. Those utterances can be in the form of stating, suggesting,



boasting, complaining, and claiming. As we can see in this example *'I'm too old to vote'*

b. Directives

Utterances that are driven someone (hearers) to do something as the speakers want they do. This kind of illocutionary acts will let the speakers to impose some action on hearers. Those utterances can be in the form of ordering, commanding, requesting, advising, and recommending. For example *'Take out those stinking shoes, I hate them,'* that utterance is containing commanding, the speaker commands to hearer to bring the shoes out of the room.

c. Commissives

Utterances are committing one to doing something. Those utterances are functioning to declare promising, vowing, and offering. By the definition, these are speech acts where by the speaker taken on or refuse some responsibility on the speakers. The use of performatives verbs makes such speech acts more explicit. In this case of promise, the choice of verb "promise" makes the statement a stronger commitment.

d. Declaratives

Declaratives are speech acts that "change the words" as the result of performing this utterance. That utterance brings about a change in the state of affairs. Those utterances can be in the form

of dismissing, christening, naming, appointing, excommunicating, and sentencing. For example '*I sentence you to ten years in jail*'

e. Expressives

This kind of speech acts is the most among important speech acts. This kind of utterance shows or expresses the speakers' attitudes to some specific event. The psychological states of the speakers or hearers are included in this utterance. Those utterances can be in the form of thanking, congratulating, pardoning, blaming, praising, complimenting, and condoling. For example '*Woah, you are looking so handsome in black shirt.*'

#### **D. Direct and Indirect Speech Acts**

In English, sentence is distinguished into three types based on its structural forms. They are declarative, interrogative, and imperative. While, based on its general communicative functions, sentence is distinguished into statement, question, command/request. Yule (:54-55) state that

“Whenever there is direct relationship between a structure and a function, we have direct speech acts. Whenever there is an indirect relationship between a structure and a function, we have indirect speech acts.”

Direct speech act is formed when declarative sentence is functioning for informing or stating, interrogative sentence for questioning or requesting, and imperative sentence for commanding, inviting, and so on. For example, *Yuli is sick.* (Declarative as

statement), *Who are they?* (Interrogative as question), *Go back to your room!* (Imperative as command)

In contrary, indirect speech acts is formed when declarative sentence is not functioning for informing or stating, interrogative sentence not for questioning. We can make the same basic function with the different structures. Take a look in these two sentences ‘*do you have to stand in front of the TV?*’ and ‘*you are standing in front of the TV*’, as we can see that those two sentences have the different structure yet their function is the same. Both of those two sentences are functioning as a request.

#### **E. Directive Acts**

Utterances that are driven someone (hearers) to do something as the speakers want they do is called directive acts. Searle in Mayer (2009:50) states “directives speech act is utterance intended someone to do something.” This kind of illocutionary acts will let the speakers to impose some action on hearers. They express speaker’s wish that hearer do the act A. A directive speech act occurs when the speaker expects the listener to do something as a response. For example, the speaker utters “Leave!” to the hearer, by uttering that word the speaker wish that the hearer to stay away from him/her.

In definition above, it can be seen that the most prominent context in directive speech act is about the hearer, and the relationship between speaker and hearer. Relationship between speaker and hearer can be an

indicator that makes speaker use different way to ask hearer do something for them. For example, the speaker may ask a question, make a request, or issue an invitation.

In addition, Searle (1979) said “directive list word to world direction of fit desire or want” and he classifies the directive act into:

a. Commanding /Ordering

Commanding/ordering is an act where the speaker uses exert authority over the hearer to do something as the speaker want they do. Typical commands are performed with imperative sentences, with the intention to make the hearer do something with some force, and result in the imposition of certain obligations on the hearer. Nevertheless, command/order that binds the hearer is not necessarily accompanied by imperative sentences or by any intention of making the hearer do something. This kind directive act commonly begins with ‘*base verb*’ such as ‘*get out of here.*’ in direct act. It ends with period or exclamation mark. However, when the speaker wants to utter the strong command to the hearer, the word ‘*must*’ is obviously used by the speaker in the declarative sentence such as ‘*you must do that.*’ However, commanding /ordering act also can be in the form of future tense such as “You will meet my brother tomorrow” which means also applies declarative sentence as in when the speaker is uttering strong commanding/ordering act.

b. Prohibiting

Prohibiting is an act where the speaker forbids the hearer to do something as the speaker doesn't want they do. Prohibiting is also called negative command. It means that the utterance contains prohibition to not do something. This kind directive act is commonly use the word '*don't*' before base '*verb or be*', for example, '*don't eat.*' or '*don't be lazy.*'. It also can begin with word '*no*' before '*verb-ing*' such as *no smoking*. However, when the speaker wants to utter the strong prohibition to the hearer, the word '*must not*' is obviously used by the speaker in the declarative sentence such as '*you must not do that.*' However, in some cases, prohibiting act applies declarative sentence in constructing an utterance such as in "*Nobody deplanes until I get there*" or when the speaker expressing the strong prohibiting such as in example above.

c. Requesting

Requesting is the act where the speaker expresses the desire for something over the hearer, or to demand the hearer to do something in polite way. Commonly, request is in the form of interrogative sentence using auxiliary verbs '*could or would*' such as in the sentence '*could you pass the salt?*'. We also can put the

word ‘please’ for the strong request. For example, *could you pass the salt, please?* However, in some case, requesting occurs in the form of declarative sentence such as in “*If you could join me in the kitchen a moment*”

d. Asking

Asking is an act where the speaker inquires the hearer about something in order to get an answer or action as a response from the hearer. Asking may look similar with request and has the same purpose which to inquire someone to do something. However, what make those two are different is in the term of politeness. Asking has less politeness than request. For example, *I need your help* and *could you help me?* Those two sentences practically have the same meaning, but when we look closely the first sentence is lack of politeness than second sentence. In addition, in order to get the information from the hearer, asking is often in the form of interrogative.

e. Recommending

Recommending is an act where the speaker puts forward (someone or something) with approval as being suitable for a particular purpose or role to the hearer. This kind of act can be indicated by the use of “I think, how/what about”. We also can indicate this kind of directive act by the use of auxiliary verb such as ‘should,

ought to, have to, did better' as in *that person is nice you should be friend with him*. We also can use the word '*recommend*' as in *Kuta beach is very wonderful place, I recommend you to go there*.

f. Entreating

Entreating is an act where the speaker makes earnest or anxiously request or petition for something or to do something from the hearer. We can indicate this kind of directive act by the use verb such as '*beg, implore, entreat, pray, conjure*'. For example, *I beg you not to leave me*. However, there are some cases that the utterance of entreating act is not use those words as in "*no....please*".

g. Inviting

Inviting is an act where the speaker request for the presence or participation of the hearer in kindly, courteous, or in complimentary way. This is kind of directive act that requires the hearer presence to attending some event. We can indicate this kind of directive act by some characteristics, by the use of 'I would like, Let us, Shall we, we would be pleased if, and other'. For example, *I would like to see you in my birthday party next week, Do you want eating out with me?* and *Shall we dance?*

h. Permitting

Permitting is an act where the speaker gives his/her authorization or consent to the hearer to do something. This kind of directive

illocutionary act allows the hearer to do something. We can use verb such as '*let, allow, permit, license*'. For example, *I let you to leave this room and my father said he allowed me to take this cat home*. We also can use the word 'yes or you can' such as *yeah, of course, an honor, you can do it and other*. However, in some cases, permitting also could be in the form of interrogative sentence such as "*what is that?*" Or "*Why did you even ask?*"

i. Challenging

Challenging is an act where the speaker summon the hearer to enter competition, fight, etc, or to provoke the hearer to do something (especially when the speaker knows that may the hearer unwillingly to do those acts). This is kind of directive act that challenge the hearer to do something. We can indicate it by the use of verb '*dare, strive against, defy, challenge*', for example, *do you dare to defeat him? And I know you are too afraid to strive against him*.

## F. Novel

In modern era, most of people are familiar with novel. As we all know that the readers of novel are not just a little, especially if it is best seller novel.

"A novel (from the Italian novella, Spanish novela, French nouvelle for "new", "news", or "short story of something new") today is a long narrative in literary prose. Novel is the further development of romance. A novel is defined as a fictitious prose narrative of considerable length and complexity,



portraying characters and usually presenting a sequential organization of action and scenes.”

(Quoted from <http://en.wikipedia.org/wiki/Novel>).

Sumardjo and Saini (1986:29-30) says that “novel is a story with the prose form in long shape, this long shape means the story including the complex plot, many characters and various settings.” In other hand, Purba (2010:62) states that novel is also interpreted as a fictitious prose narrative with a certain length that portrays the characters, movement and real-life scenes that representative in a groove or a somewhat chaotic situation or tangled.