CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of the theories used to analyze the data. The researcher divides into two parts. They are review of related literature and previous study.

A. Review of Related Theories

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

1. Definition of Pragmatics

Pragmatics is the study of how language is used and of the effect of context on language. Pragmatics is concerned on the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). It has, consequently, more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves. *Pragmatics is the study of speaker meaning.* This type of study necessarily involves the interpretation of what people mean in particular context and how the context influences what is said, it requires a consideration of how speakers organize what they want to say in accordance with who they are talking to, where, when, and under what circumstances. *Pragmatics is the study of contextual meaning.* Pragmatics is the study of the relationship between linguistics forms of the users of the

forms. In this three-part distinction, only pragmatics allows humans into the analysis. The advantages of studying language via pragmatics is that one can talk about people intended meanings, their assumptions, their purposes or goals, and the kind of actions (for example, request) that they are performing when they speak. Thus, pragmatics is appealing. It is about how people make sense of each other linguistically, but it can be a frustrating area of study because it requires us to make sense of people, and what they have in mind (Yule, 1996: 3-4).

On the other hand, defining pragmatics as quoted in Wulandari at (Crystal, 1987: 62-5), as she says that pragmatics studies the factors that govern our choice of language in social interaction and the effect of our choices on others. Pragmatic factors always affect our selection of sounds, grammatical constructions, and vocabularies in producing the meaning we intend to communicate. Hence, pragmatics relates to the study of meaning of words used by people in concrete social situations, that is, with words in context. According to Levinson (1983: 11), he states that the notion of encoding implies that pragmatics is concerned with certain aspect of meaning. One kind of definition that would make this central might run as follow: pragmatics is the study of all those aspects of meaning not captured in a semantic theory.

The goal of acts is something that the speaker wants to achieve. The components of this make the foregounded history of acts because all acts have a goal. In this case, the form of acts that are various can be used to state intent or a variety of meaning can be expressed with acts.

2. Context on Pragmatics

According to Chojimah (2015: 5), context is indeed a determinant factor contributing to the utterance interpretation. Context is background knowledge to be shared by speaker and hearer and contributes what speaker means. The context itself then influences to illocutionary function.

The role of pragmatics is to understand how context affects the meaning of certain utterances. Our argument in this section shows that formal pragmatics can't provide a complete account of the context that is relevant to the meanings of utterances – in effect pragmatics can not do what it sets out to do. We start by looking at examples of indexicality and illocutionary force, and argue that there are utterances whose meaning is affected by their physical, non-social context. This presents a challenge to pragmatics that is only partially dealt with by looking at propositions as informational distinctions (Collier and Kaminski 2005: 5).

On the other side, Levinson (1983: 276-277) states that in the context change theory of speech acts, one candidate for such a pragmatic theory of speech acts is a view that treats speech acts as operations (in the set-theoretic sense) on context, i.e. as function from context into context. A context must be understood here to be a set of propositions, describing the beliefs, knowledge, commitments and so on of the participants in a discourse. The basic instruction is very simple. When a sentence is utterance more has taken place than merely the expression of its meaning in addition, the set of background assumptions has been altered. The contribution that an

utterance makes to this change in the context is its speech act force or potential.

According to Panenova and Hana (2011: 1), pragmatics is the study of how language is used and of the effect of context on language. Several types of context are:

a) Phsycal Context

It is the object surrounding the communication, place and time of the communication, what is going on around.

b) Linguistic Context

This relates to what has been said before in the conversation.

c) Social Context

It is about the social relationship of the people involved in communication.

d) Epistemic Context

This is about what is known by both speaker and hearer.

The context that is relevant to an utterance, it is necessary to identify it. The failure to identify the relevant context will lead to significant facts not being taken into account or, less dramatically; time being wasted upon insignificant facts. The question of what is the relevant context for a particular utterance and, therefore, which elements of its context pragmatics should take into account in working out the meaning of that utterance has to face. However, the answer to this question can not be found in the

formalism since all that the formalism can, at best, do to take the propositions that have been provided and used to work out the meaning. The input into the formalism lies outside its scope. Instead, as could be seen in the discussion of the context of beliefs, the decision relies upon a practical understanding of the situation as well as upon our broader metaphysical commitments (Collier and Kaminski, 2005).

3. Speech Act on Pragmatics

Speech act is the most interesting thing in studying of pragmatics. According to Yule (1996:47), speech act is an action performed via utterances. The ustterances then are generally called speech acts and, in English, are commonly given more specific labels, such as apology, complaint, compliment, invitation, promise, or request.

Speech act theory proceeded from the philosopher's opinion believing that a sentence is meaningfulness unless its truthfulness and falsity can be tested. Sentences having such property are declarative ones or constatives whose function is to describe state of affairs (Chojimah, 2015: 31).

a. Classification of Speech Act:

1) Locutionary Act

According to Huang (2007: 102), locutionary act is the production of a meaningful linguistic expression. Locutionary act is called by the act of saying something. While based on Cumming as quoted in Austin, a locutionary act is roughly equivalent to uttering a

certain sentence with a certain sense and reference, which again is roughly equivalent to meaning in the traditional sense.

This utterance is one of the examples of locutionary act because it just produces a sentence, if an addresser says that he has to be careful. In other occasion, if an addresser says it in the room, it would be merely information. Therefore, this utterance is classified into locutionary act because the context is not clear (Wardani, 2011).

2) Illocutionary Act

Huang (2007: 102) says that illocutionary act is the action intended to be performed by a speaker in uttering a linguistic expression, by virtue of the convensational force associates with it, either explicitly or implicitly.

(a) Classification Of Illocutionary Act

According to Yule (1996: 47-48) (One general classification system lists five types of general function performed by illocutionary acts: declaratives, representatives, expressive, directives, and commissives.

a)   Declaratives

These kinds of speech acts changes the world via utterance. In using declaratives, the speaker changes the world via words.

b)   Representatives

These kinds of speech acts state what the speaker believes to be the case or not; statements of fact, assertion, conclusion and descriptions. In using representatives speaker makes word fit the world (of belief).

c)   Expressive

Those kinds of speech acts state what the speaker feels. They express psychological states and can be statements of pleasure, pain, likes, dislikes, joy, or sorrow. In using an expressive, the speaker makes word fit the world (of feeling).

d)   Directives

These kinds of speech acts refer to that speakers use to get someone else to do something. They express what the speaker wants. They are commands, orders, requests, and suggestions. In using directive, the speaker attempts to make the world fit the words (via the hearer).

e)   Commissives

These kinds of speech act are that speakers use to commit themselves to some future actions. They express what the speaker intends. They are promises, threats, and refusals. In using commisive, the speaker undertakes to make the world fit the words (via the speaker).

3) Perlocutionary Act

Yule (1996:48) quotes, "this is the third dimension, perlocutionary act". Depending on the circumstances, you will utter on the assumption that the hearer will recognize the effect you intended, for example, to account for a wonderful smell, or to get the hearer to drink some coffee.

In Indonesia, speech act is also called *tindak tutur*. Actually in everyday life we also perform speech acts. We are saying something to do something. Locutionary act, illocutionary act and perlocutionary act are the branches of speech acts. As we know that locutionary act is the act of saying something that just produces a sentence. Illocutionary act is an act of performing the action. Then, perlocutianary act is an act of giving effect to addressees or hearers.

4) Expressive Act

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. The paradigms of expressive verbs are thanking, congratulating, apologizing and welcoming. Notice that in expressive there is no direction of fit. In performing an expressive, the speaker is neither trying to get the world to match the words nor the words to match the world, rather the truth of the expressed proposition is presupposed (Searle, 1976: 12).

According to Yule (1963:53), the expressive speech act is the type of speech act that states something that is perceived by the speakers. Speech acts that can reflect the claims psychological and can be a statement of like and dislike. Expressive speech act may be caused by something that is done by the listener, but everything concerning the experience of speakers. There are many types of expressive acts:

a. Expressive Act for Thank

Expression of thank is always used in daily activities. Thanking is classified as an expressive of illocutionary acts that can be defined as an expression of gratitude of the speaker to the addressee. For Example: *'Thank you so much', 'Thanks son'.*

b. Expressive Act for Apologize

Expression of apologize is an expression of regret. They use apologizing to express their feels. Sometimes they have a fault with their speaking, attitude, or their face expression. So, they have to say forgive for someone to get the apologizing. For example, *"I'm so sorry", "Sorry for my mistake", "forgive me".*

c. Expressive Act for Congratulation

Expression of congratulating expresses the feeling of pleasure. When someone got a good news or they are to be success, we say "congratulation" to give happy expression for someone. For

example, *"congratulation for your new job", "happy birthday", "congratulation for your success".*

d. Expressive Act for Welcome

Expression of welcome is to express the feeling of glad or friendly to people or someone whose their arrival with indicated of like with their feels. Welcome usually used in the place to receive the visitors like in the restaurant, bank, and hotels. Sometimes the people use word "welcome" with their friendly face and with smile. For example, *"welcome to my office"," welcome to my birthday".*

e. Expressive Act for Like

Expression of like is a word which is used for expressing their feeling amazed for something or someone. They use like in order to someone knows their feelings. The word of like is usually used in the certain moment and used based on the context of the speaker. For example, *"I like that clothes", " I love you", "This is so amazing".*

f. Expressive Act for Dislike

The definition of dislike is an expression of their feeling that they do not like. The expression can be expressed to something or someone. They usually express it by intonation of speaker, expression of face, and it can be expression of the sentence or can

be expressed with the attitude, that are based on the context for example, *" I dislike with this snack", " I don't like this flower".*

B. Previous Study

The previous studies related to expressive act have been conducted by some researchers of the study:

Nikmah (2015) with the title "An Analysis on Representative Acts in Film "Harry Potter and the Philoshoper's Stone" by J.K. Rowling. She used quantitative approach. The population was representative acts contained in the conversational fragment occurred in the movie script, and the total of population was 424 utterances. The sample was about 72 utterances. The research instrument was the documentation namely movie transcript of the Harry Potter and the Phillosopher's Stone which contained conversational fragments that including the representative inside.

The other previous studies was from Rahmawati (2015) with the tittle "Expressive Acts Used by the Main Characters in the Movie "The Chronicles of Narnia: The Voyage of the Dawn Treader" by C.S. Lewis. She used qualitative approach; the data collection used was the documentation of that movie. The technique of data verification she has accurately recorded the phenomena under scrutiny: prolonged engagement, triangulation, peer debriefing, and discussion with expert.