**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

 In this chapter, we discuss some important ideas and theories to make more accurate and reliable the topic we are observing in the research. It includes definition of Speech Act (Representative/Assertive acts, Directive acts, Expressive acts, Declarative acts, and Commisive acts), and definition of Politeness. The descriptions are as follow*.*

1. **Speech Act**

 If we observe our surrounding society, we can find the complexity of people in communicating with other people. Absolutely, communication can’t be separated from language as a tool to make more effective communication. We use language in the daily activities for many purposes such as to communicate with other people, to make a joke, to tell others what we know, to express our feeling, to ask questions, to make request, to deliver protest, to make apologize, to make promise, to say thank, to say hello, to say goodbye, etc. Language seems has as many different functions as there are occasions for using language, but for all the apparent diversity the basic uses of language are rather limited. To make our communication more effectively, we have to perform particular of action in the form of utterances that are generally called Speech Act. The particular actions are such as follow stating, promising, warning, complaint, invitation, requesting, etc.

Alan (2000:331) state that

communication is not just a matter of expressing propositions because proposition cannot communicate at all, so to communicate we must express proposition with a particular illocutionary by performing particular kinds of action such as stating, promising, warning, and so on, which come to be called **speech act**.

 According to Fromkin and Rodman (1986) that study of how we do things with sentences is the study of speech act. We are acutely aware of the importance of the context of utterance. This is aimed to tell us when we ask question but it mean order, or when we say one thing special (with sarcastic intonation) it means the opposite.

Kreidler (2000:181) cited that

In every act we can distinguish three things, what is said, the utterance can be called the **locution**. What speaker intends to communicate to the addressee is the **illocution**. The message that the addressee gets, his interretation of what the speaker says, is the **perlocution**. If communication is successful, the illocution and perlocution are alike or nearly alike.

 Yule states that when people produce the utterance, they perform action through that utterance. Furthermore Muria (2000) states that speech act theory is usually performed within a situation that provides contextual elements that helps interpreting the speaker intonation. For instance, "it is really cold here" in room where there is opened window and the addressee is near the window. It means the utterance can be easily interpreting as request for the listener to close the window.

Austin (1962) first, gave expression to the idea that language can be used to perform actions through his distinction between constantive and performative utterances. Constantive utterances describe or reports events and states of affairs in the world, as such they can be said to be true or false. However, performative utterances do not describe anything at all. This utterance is not normally described as just saying something.

 Searle (1969) , Austin's student, stated that everything we say constitutes some sort of speech act. Furthermore, each type of speech act is governed by a set of felicity conditions which must be met if the speech act is to be valid. Searle expanded then concept that every speech act consist of three separate acts, 1) Locutionary act, 2) illocutionary act, and 3) perlocutionary act.

*Locutionary act* is the act of simply uttering a sentence from a language. It is a description of what the speaker says. The function of locutionary act is to transfer the meaning from speaker. For instance, if someone says "your room is dirty", the referring expression is "dirty", nothing else.

*Illocutionary act* is what the speaker intends to do by uttering a sentence. The function is to transfer this meaning from speaker to listener. Illocutionary act would include stating promising, threatening, predicting, ordering and requesting. For example, a teacher says "submit your homework!", the illocutionary act is one of ordering. Basically, illocutionary act is a linguistic act performed in uttering certain words in a given context.

*Perlocutionary act* is the effect on the hearer on the hearer of what the speaker says. Perlocutionary act would include such effects as persuading, embarrassing, intimidating, boring, irritating or inspiring the hearer. For instance, if the parents say to their son "just take a risk, what you give what you get", the illocutionary act is might be ordering, but perlocutionary act is inspiring.

It is also should be clear that speech acts and their component acts are extremely sensitive to the context of utterance in particular to the relationship between the speaker and the addressee.

1. **The category of Illocutionary Acts**

 After discussing above, there are several classifications of speech acts. They involve Locutionary act, Illocutionary act and Perlocutionary act. For the next, we will discuss the illocutionary acts with the classification as the main focus. The classifications are described as follows. Searle (1969:120-123) Categorize the most basic category of illocutionary act. It consists of five different types such as the following divisions: representative, directive, expressive, declarative, and commisive.

1. ***Representatives act*** is a kind of illocutionary act that carries the values `true or false'. This kind of illocutionary act represent a subjective state of mind, the speaker who asserts a proposition as true does so in force of his or her belief. The belief may have different degrees of force: it makes a different whether I postulate something or merely hypothesize. However, the point of speech act remains the same. The examples of assertive acts are: stating, suggesting, complaining, claiming, informing, and the like.
2. ***Directive act*** is one of speech act that embody speaker to the hearer to do something, to direct him or her towards some goal (of the speaker's mostly)-the illocutionary point is the extreme end of this utterance, classical imperative. Here are the example of directive acts: ordering, requesting, commanding, begging, advising, asking and the like.
3. Another type is ***Expressive act****,* as the name says this speech act expresses an inner state of the speaker. The expression is essentially subjective tells us nothing about the world. For example, when we say `I am sorry' when stepping on a person's toe, it does not change anything here, done is done. Both stepper and stepped will have to live with the change that a stepped on toe represents. Because of its subjective character, expressive speech act is also subject to limitations and changes according to different conceptualization of social guilt behavior. There are several examples of expressive acts: welcoming, refusing, thanking, apologizing, congratulating, praising and the like.
4. This is one of general category of Austin's on ***Declarative acts*.** In Searle's word declaration bring about some alternation in the status or condition of the object or objects solely by virtue of the fact that the declaration has been successfully performed'. In other word, declarative is kind of illocutionary act which effect immediate changes in the institutional state of affairs and which tend to rely on elaborate extra-linguistic institution. This kind of illocution brings about a change in the world by uttering an illocutionary act. Generally, the speaker must hold some position in an extra linguistic institution in order the speech act can be effective. Here are the examples of declarative acts: resign, dismiss, declare, name, open, consecrate.
5. The last type is ***Commisive act*** which is operated by means of creating an obligation. This obligation is created in the speaker, not in the hearer, as in the case of the directive. We can compare between a request and a promise, the focus of the obligation created is different, the promise creates an obligation in the promising while the request does so in the require. This kind of illocutionary act commits the speaker to some future course of action. Point of this is the speaker himself intends to do something. There are some examples of commisive acts: promising, offering, undertaking, contracting and the like.

Leech (1983) classifies the illocutionary act based on the relation of illocution function with social aim by maintaining the polite and decorous behavior into four categories of illocutionary act:

1. **Competitive**

 The purpose of illocution competitive is competed with social purposes, i.e. *commanding, requesting, claiming, cadging, and advising*, etc. Competitive function has purpose to reducing competition between addressee’s purpose and what the politeness claimed. Example:

**Bella** : May l look it?

**Edward** : Like I said.

 The addressee asks the addresser to look at the microscope. So, May I? that conversation includes in making request.

1. **Convivial**

 The purpose of illocution convivial is parallel with social purpose, i.e. *offering, inviting, addressing, thanking, congratulating, promising, apologizing, greeting, forgiving, praising*. Convivial function has purpose to find out affable.

Example:

**Rene** : I'll figure it out. You gotta be able to reach me and Phil on the road-I love saying that - on the road.

**Bella** : Very romantic.

 The utterance very romantic is belong to convivial function. The addresser tries to praising the addressee that Rene and Phil idea are great.

1. **Collaborative**

 The purpose of illocution is paying no regard to social purpose, i.e. stating, reporting, announcing, teaching, and advising. Collaborative functions actually not relevant to the politeness and almost speech including to this category.

Example:

**Charlie** : I'll be late for dinner. I'm heading down to Mason County.

A security guard at the Grisham Mill got killed by some kind of animal.

**Bella** : An animal?

 The addressee tries to affirming the addresser that he will be late for the dinner because a security guard at Grisham Mill got killed by some kind of animal. The utterance I'll be late for dinner. I'm heading down to Mason County. A security guard at the Grisham Mill got killed by some kind of animal... including to collaborative because the addressee just want to affirming the addresser.

1. **Conflictive**

 The purpose of illocution conflictive is conflicts with social pur pose, i.e. menacing, alleging, cursing, angering. It means that conflictive as an opposite of politeness. Actually conflictive make someone angry. Example:

**Rosalie** : Yes, let's keep pretending this isn't dangerous for all of us.

**Bella** : I would never, ever tell anyone.

 The addressee utterance Yes, let's keep pretending this isn't dangerous for all of us means that she actually angry with the addresser. So, it is including to conflictive functions. The analysis of this thesis emphasizes to find out politeness which is presented by tact maxim viewed from illocution functions. So, I just find out competitive and convivial functions in the Twilight movie script because both of them relates to politeness principle especially tact maxim.

1. **Politeness**

 We sometimes think further about what we say to our addressee or even we are still not aware of our errors and mistake when we are going to speak with or to other people. In social interaction, before we speak with other people, what we will speak, with whom we speak. We have to know how to speak in good behavior, what When we speak with close friends we are not consider as much with politeness, but when we speak to our parents, lecturers, teachers or person that we respect as much, politeness becomes our consideration.Politeness is a way of encoding distance between speakers their addressees.It is the term we use to describe the extent to which action, including the way things are said, match addressees' perceptions of how they should be performed. Being linguistically, Polite involves speaking to other people appropriately in the light of their relationship because inappropriate linguistic choices may be considered rude.

Leech (1983) states different with Brown and Levinson theory that base their theory based on the concept of Face. Politeness theory leech based on the scale of cost-benefit where the claim is that when the speaker is impolite, it indicated a higher cost for the hearer. When the speaker is polite, there is great benefit for the hearer. The cost-benefit scale is realized in the form of politeness maxim, so politeness understood as the effort to minimize the loss and maximize the benefit to the addressee. Consideration of Leech' politeness principles, there are some maxims that are related to the politeness principles as follow:

1. **Tact Maxim**

 Tact maxim is relevant to the directive and commisive illocutions. The point of this maxim is indicated to the action of speaker and hearer in which the action will be benefit or cost between them. While the basic point of tact maxim is the speaker and hearer minimize cost to other and minimize benefit to self. For example:

* Could I interrupt you for a second?'
1. **Generosity Maxim**

 This maxim considered with minimizes benefit of self and maximize cost to self. In this case, between speaker and hearer is expected to respect with other**.** For example:

* 1. I can lend you my motorcycle.
	2. You should come and have dinner with us.

 Those utterances above describe the hearer's benefit and they also describe the speaker's cost.

1. **Approbation Maxim**

This kind of maxim means to minimize criticism to other and maximize praise to other. In this case, the speaker does not relate to speak more impolite to the hearer. In this maxim, it is expected that to make conversation is not allowed to scorn or to deride with others. As the example:

* Bertha, I know you are genius, would you explain to me how to solve this math problem here?'
1. **Modesty Maxim**

Modesty maxim means to minimize praise of self and maximize dispraise of self, someone can be called an arrogant or haughty man because he always maximizes praise of himself in some conversation. For example: How stupid of me!

1. Andika : `oh..we will have comprehensive examination next week.
2. Reny : `oh... I'm very nervous'

 The two examples can describe the purpose of modesty maxim. The speaker said to the hearer that she was nervous of comprehensive examination even he/she has proficiency in that subject.

1. **Agreement Maxim**

 It refers to minimize disagreement between self and other, and maximize agreement between self and other. This maxim focused in agreement between the speaker and hearer to make conversation, as the example:

1. We should consult Absolem
2. Exactly, Absolem will know who she is.
3. **Sympathy Maxim**

 This kind of maxim refers to minimize antipathy between self and other, and maximize sympathy between self and other. For instance:

1. Bertha : 'Carla, my grandmother is sick'
2. Carla : `I'm sorry to hear that'

The speaker said to the hearer “I’m sorry….” Was to maximize sympathy with the hearer and minimize antipathy to other.

One general point that these exploitations of the maxims raise is that there is fundamental way in which a full account of communicative power of language can never be reduced to a set of convention for the use of language. The reason is that wherever some convention or expectation about the use of language arises, there will also there with arise the possibility of the non­conventional or rule bases account of natural language usage can never be complete, and that what can be communicated always exceeds the communicative power by the convention of the language and its use.

Sukarsono (2010) from Brown and Levinson’s book (1978/1987) implies that the basic is about the theory politeness strategic behavior which related to how everyone acts or speaks in order to make the addressee doesn’t lose his/her Face (to lose face). The main principle used as a basic tool to explain the concept of Brown and Levinson is the rasionality and Face. Those two concepts are convinced as the universal characteristic that belong to all speakers in the world and realize in the *Person Model.* The rasionality is close pointed to logical reasoning whereas Face is pointed to desirability.

In Tapesty on Pragmatics (journal) of State University of Malang, Lus Firdaus in his journal (2004:231-241) states that there are some strategies to maintain politeness in communicating with other people to minimize FTA (face threatening action), as the following explanation below.

1. **Bald on Record Strategy**

 The bald-on-record strategy is speaking in conformity with Grice's maxims (Grice, 1975). These maxims are an intuited characterization of conversational principles that would constitute guidelines for achieving maximally efficiency of communication. Brown and Levinson (1987) categorized bald on record into 2 classes. Those are:

1. **Cases of Non Minimization of The Face Threat**
2. Where maximum efficiency is very important, and both speaker and hearer mutually know this, no face redress is necessary. For example, "Give me just one more week!"(To pay rent).
3. Where speaker provides metaphorical urgency fir emphasis. For example, "Don't forget us!"
4. When speaker as if imploring hearer example, "Lend me a hand here!"
5. Where speaker's want to satisfy hearer face is small, Because speaker is powerful and doesn't fear retaliation or non­cooperation from hearer. For example, "Cry, Get angry."
6. Speaker conveys that he does care about hearer. For example, "Careful! He is a dangerous man."
7. Granting permission for something that hearer has requested as in. For example."Yes. you may go!"
8. **Cases of FTA-Oriented Bald-on Record Usage**
9. *Welcoming*

Where speaker insists that hearer may transgress. For example, "Come in, don't hesitate I'm not busy!"

1. *Greeting and farewell*

Where speaker insists that hearer may transgress on his positive face by talking his leave. For example, "I am staying, you go."

1. *Offers*

Where speaker insists that hearer may impose negative face. For example, "Leave it to me”.

1. **Positive Politeness Strategy**

Positive politeness is oriented the positive face of hearer, positive self image that claims for himself or herself. Positive politeness is approach based; it'anoints' the face of the addresses by indicating that in some respects speaker wants.This strategy shows awareness of the hearer's needs that includes such things as compliments and friendly forms of address. This type is commonly found in groups of friends in the social situation know each other fairly well. Brown and Lewinson have explained some classes in positive politeness that can be described as follow.

1. **Claim Common Ground**

This type involves the speaker to claim the hearer in the common ground by indicating that speaker and hearer being to the same wants, including goals and values. There are three ways in making claim, they are:

1. *Notice to hearer (his interest, need, want and good)*

Speaker should pay attention to aspect of hearer's condition. Forexample, "We ate too many beans tonight, didn’t we?".

1. *Exaggerate with hearer (interest, approval, sympathy)*

It is often done with exaggeration intonation, stress, and otheraspects prosodic. For example," How absolutely marvelous,"

1. *Intensify interest to hearer*

It is another way for speaker to communicate to hearer that he shares some of his wants if to intensify the interest of his own (speaker's)contributions to conversations by making a good story. for example,' you know? 'see what I mean?'.

1. **Speaker Stresses Common Membership in a Group With Hearer**

Using in-group identity markers (address forms, dialect (involves code switching, slang/ dialect, and ellipsis). address forms usually include generic names and terms of address. for example, " all of us here at state university of Malang are proud of you"

1. **Speaker Claims Perspective, Viewpoint, Empathy, etc. With Hearer Without Referring to in-Group Membership**

It covers four strategies, they are:

1. *Seek Agreement*

This strategy can be stressed by raising safe topics to satisfy hearer's desire to be right. for example, "isn't your new car beautiful color!"

1. *Avoid Diagreement*

This strategy is usually stressed by taken agreement (pretending to agree), pseudo-agreement (reason for cooperating with hearer), white lie (wants to lie for the sake of hearer's positive face), and hedging opinion (choose an extreme word value scale)for example:

a. can you hear me?

b. barely I’ll be seeing you then ";"I do like your new hat!", and "it's really beautiful, in away"

1. *Raise Common Ground*

This strategy can be done by using gossip/ small-talk (talking unrelated topics to mark friendship), viewpoint operation (the use of deixis to merge the speaker and hearer viewpoint). For examplW `` i had a really hard time learning to drive, didn't i?``

1. *Joke*

Joke is a basic positive politeness technique used to minimize the face threatening acts (FTA). for example: "how about lending me this old heap of junk?"

1. **Negative Politeness Strategy**

Negative politeness is derived from negative face. It is also famous as respect politeness where every participant in the social relationship has the need tonot be disturbed and to be free. Negative politeness, thus, is essentially avoidance based, and realization of negative politeness strategies consist in assurances that the speaker recognizes the addressee's negative-lace wants. Brown and Levinson (1987) have explained some classes in negative politeness, these are:

1. ***Be conventionally indirect***

This strategy includes indirect speech acts that contain of indirect

request. For example, "Can you please pass the salt?"

1. ***Question and hedge***

They are derived from the wan'. not to presume and the want not to coerce hearer. For example, "You are quite right."

1. ***Be pessimistic***

This strategy expresses doubt to the conditions that hearer can do act

X. For example, "Could you jump over that five-foot fence?"

1. ***Minimize the imposition (Rx)***

This strategy is used to minimize one's own action or goods to the addressee. For example, "Could I borrow your pen just for a minute”.

1. ***Apologize***

Indicate reluctance (speaker show his reluctance to impinge hearer) For example, "l don't want to bother you, but please tell her to call me tonight."

1. **Off record Strategy**

Such an off record utterance usually uses indirect language that construct more general utterance or actually different from what one mean. Therefore, the interpretation of the utterance greatly depends on the existence of context that frames up the utterance. Brown and Levinson (1987) have also explained some classes that lie on off record strategy.

They are as follows:

1. ***Give Hints***

this strategy is violation of the maxim of relevant. For example, “ It’s cold in here” ( shut the window)

1. **Give association clues**

This strategy provides by mentioning something associated with the act required of hearer, precedent in speaker-hearer's experience and mutual knowledge irrespective of their interactional experience. For example, "Are you going to market tomorrow?.. There's a market tomorrow, I suppose"(means to give him a ride to the market).

1. **Use tautologies**

By using tautology (patent and necessary truth), speaker encourages hearer to look for an informative interpretation of non-informative utterance. For example, "If I won't give it, I won't"(means I mean it).

1. ***Be ironic***

By saying the opposite of what he means, and a violation of quality. For example, " a real genius"(after Sity has just done twenty stupid things in a row).

1. ***Use metaphors***

Usually metaphor is on record, but there is possibility that the connotation of the metaphor is off record. For example, "Sugeng is a real fish"(he drinks/ swims/ etc like a fish)

1. ***Use rhetorical question***

By using rhetorical question, speaker wants to provide him with the indicated information in purpose of leaving the answer hanging in the air. For example, "How many times do I have to tell you"(means many times).

1. ***Be incomplete. Use ellipsis***

Elliptical utterance is legitimated by various conversational context that use a half undone FTA, so speaker can leave the implicature hanging in the air. For example, "Oh mom, a headache... "(mean asking for aspirin).

1. **The Main Characters**

In deciding the main characters, the researcher presents some theories about main characters according to Roberts and Jacob (1983:131) there are main characters and minor character.

1. Main character

There are two major types of character, they are: round character and flat character. Round characters are full, complex and rich. Round character usually play a major figure in a story, so round character called the main character.

1. Minor character

Flat character is usually known as minor character. They remain the same because they may be stupid or insensitive or lacking in knowledge or insight. Minor characters are the people in a story who are not the main point of the story but still interact with or the grab the attention of those main characters.

There are some ways to present their character in a novel.

1. **Actions**

Actions may also signal qualities such as native, weakness, kind, a scheming personality, strong inner conflicts, or realization or growth.

1. **Description**

The description of appearance and environment reveal much about a character’s social and economic status.

1. **Dramatic Statements and Thoughts**

Although the speech of most characters are functional-essential to keep the story moving along, they provide material from which we can draw conclusion.

1. **Statement by Other Characters**

What character being say about each other can enhance our understanding of the character being discussed.

Farina (2010:15) implies that these four levels are helpful for us to see the very basic description of characters. The four levels of characterization are:

1. **Physical** : Physical level supplies such basic facts, as sex, age, an size. It is simplest level of characterization because it reveals external traits only.
2. **Social** : Social level of characterization includes economic status, profession, religion, family, and social relationship all those factors which place a character in his environment.
3. **Psychological** : This level reveals habitual responses, attitudes, desires, motivation. Both emotional and intellectual which lead to action Since feeling, thought, and behavior define a character more fully than physical and social traits.
4. **Moral** : The choices made by a character when he is faced with a moral crisis show whether he is selfish, a hypocrite, or he is the one who always acts according to his belief. A moral decision usually causes a character to examine his own values.