

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter the researcher includes detail theories related to the research.

#### **A. Linguistics**

Linguistics is study of language system, how it is structured, how it is acquired, how it is produced, and how it is changed each time. Because human language is complex, to study how to make effective communication language, then born linguistics. There are parts of linguistic help in understanding language: phonetic, the study of speech sound in their physical aspect. Phonology, the study of formation words, morphology, the study of formation sentence. Semantic, it is the study of meaning. Pragmatic, it is the study of language use. According to the purpose of this research, the close part of linguistics to understand this theme is pragmatic.

#### **B. Pragmatics**

##### **1. Pragmatics Definition**

Pragmatics refers to the social language skills used in daily communication. It includes what to say, how to say it, body language and respond given in different situation. There are a lot of definitions of pragmatic. Generally, pragmatics could be the branch of linguistics that concerned with how the meaning of an utterance depends from the uttered interpret and the hearer understandable. Or it can simply as branch of

linguistics concerned with the use and function of language. It also includes the relation between the structural properties of an utterance and its deployment and reception by language users. According to Yule (1996:3) pragmatics is concerned with the study of meaning as communicated by a speaker or writer and interpreted by a listener or reader.

Pragmatics derives some aspects of meanings. There needs of interaction between an expression's context of utterance and the interpretation of elements within that expression. It can be seen on Morris as quoted by Dinu (2012:1) pragmatics as the study of the relations of signs to interpreters. Also Stalnaker quote by Horn & Ward (2004:1), pragmatics seeks to characterize the features of the speech context which help determine which proposition is expressed by a given sentence. But it may hard to define presupposition from the speaker given and the hearer responds because the context of presupposition includes time, pace, situation, also other word. That function may understandable if the speaker and hearer understand with the topic they talk about. According to Levison (2004) pragmatic subdomain of deixis or indexicality seeks to characterize the properties of shifters, indexicals, or token-reflexives, expressions like "I", you, here, there, now, then, hereby, tense/aspect markers, etc.) that meanings are constant but whose referents vary with the speaker, hearer, time and place of utterance, style or register, or purpose of speech act. The simple example of this topic can see on "I go to the bank". If a listener did not know

what the context of situation, time, place or background, the listener may be confused about “bank” which refers to place to save money or a place that close to river.

There a wide area of pragmatic. It is touch all aspect of language as Mey (2001:6) pragmatics studies the use of language in human communication as determined by the condition of society. When a society used language, pragmatics also gets it place. Sowa (1995:85) said pragmatic is the word interest, which occurs in both senses of the English definition, suggests some reason or purpose for distinguishing "a section of linguistic text" or "a nonlinguistic situation". Also Parker (1986:11) pragmatics is distinct from grammar, which is the study of the internal structure of language. Pragmatics is the study used to communicate. As long as human communicate using language, there also a pragmatic and context in that way of communicate.

## **2. The Importance of Pragmatics**

Pragmatic skills are importance for communicating ideas and feelings. A poor pragmatic skills may makes people often misinterpret other's communicative intent. It could make a difficulty on responding verbal and non-verbal language. The importance of study pragmatics can reflected by Yule (1996:4) the advantage of studying language via pragmatics is that one can talk about people's intended meaning, their assumption, their purpose or goals, and the kinds of actions (for example requests) that they are performing when they are speak.

In other way, people can communicate and interpret the language meanings using pragmatic skills. Communication functioned to understand each other, so with pragmatic, miscommunication misunderstanding can be avoid. People should be communicates with effective so what they said can be understand and give a positive respond by their partner. So that is the importance of pragmatic.

### **C. Speech Acts**

#### **1. Speech Acts Definition**

Language use for communicate and social interaction to reveal or give information to each other. The information can derive as ideas, intention, feeling, or emotion. McGregor quoted by Björgvinsson (2011:1) speech is fundamentally a social act of doing things with words. Speech makes people understand or do certain action what speaker wants to. The use of action as consequence of speech mention by Mey on *Pragmatics: an Introduction* (2001:95) speech acts are verbal action happening in the world.

In a communication, there is a process of speech act. Yule (1996:47) said speech acts is action performed via utterance. It can label as apology, complain, complement, promise, etc. again, Potts (2001:15) mention speech-acts broadly categorize utterances based on the speaker's intentions for their core semantic content, indicating whether it is meant to be asserted, queried, commanded, exclaimed, and so forth. Of course the speaker hopes that the

listener understands what he/her said. So speech act contains a direct action of utterance as people say “I am sorry” containing an action of apology, means that the speaker makes fault with the listener.

The meaning of a speech act depends on many contexts. The presupposition takes part like time, place, or condition. Dinu (2012:7) as social actions, speech acts involve acts of speaking or writing when someone (the speaker) says (or writes) something to someone else (the hearer) at a specific time in a specific place. One example is “close the window”. When the weather is rain, the listener may think that the room is cold, so the window needs to be closed. In contrary, when the weather is hot, the listener may think that the place is too hot.

## **2. Classification of Speech Acts**

Yule on *Pragmatics* (1996: 53), generalize speech acts in 5 classification as; declarations, representatives, expressive, directives, and commissives.

(1) Declarations, as Yule (1996:53) declarations are those kinds of speech acts that change the world via their utterance. This kind of speech act that perform to declared a word appropriately.

(2) Representatives. It is contains an utterance as statement, fact, assertion, conclusion, and description. Yule (1996:53) representatives are those kinds of speech acts that state what the speaker believes to be the case or not. For example: speaker: “the air in pedestrian is clean”. From that sentence, indicate a fact of representative that pedestrian there is little amount

of pollution from industrial factory or vehicle make the air so fresh and clean.

(3) Expressive, Yule (1996:53) states that expressive are those kinds of speech acts that state what the speaker feels. It intends psychological expression of the speaker like pleasure, pain, likes, dislike, joy, or sorrow.

(4) Directives, Substance of speaker wants, directive act include command, request, warning, and suggestion regardless it positive or negative. Yule (1996:54) states that directives are those kinds of speech acts that speakers use to get someone else to do something.

(5) Commissives, express speaker intends to do in future. Commissives like promises, threats, refusals, pledges, it can performed to his/her self. Yule (1996:54), commissives are those kinds of speech acts that speakers use to commit themselves to some future action.

Austin wrote on Speech Act Theory Björgvinsson (2011:9) categorize this basic act of communication as a locutionary acts which contains: Locutionary act, Illocutionary act, and Perlocutionary act.

1) A locutionary act means the act of saying something. It is equivalent to specific grammatical conventions which utter a sentence with a certain sense. Austin mentioned reference depends on the knowledge of the speaker at the time of utterance, locution is simply saying something, we convey information, we talk inane, and we question.

2) An illocutionary act simply as informing, ordering, warning, undertaking or utterances that have certain conventional force. Austin on

Austin's Speech Act Theory and the Speech Situation quote by Oishi (2006:3) classifies illocutionary acts into five types, i.e., verdictives, exercitives, commissives, behabitives, and expositives.

3) A perlocutionary act is utterance product as effect of uttering specific locution. Austin classified such things as achieving to inform, convince, warn, persuade, mislead, etc. as perlocutionary acts.

Searle revise speech acts theory from Austin in terms of illocutionary points. He issued the force of utterance regardless between locutionary, illocutionary, or perlocutionary. As Searle (1999:148) there are five and only five different types of illocutionary points.

1. Assertive force: it is to present the proposition as representing a state of affairs in the world, Searle (1999:148). Descriptions, assertions, definitions, statements, and so on are become parts of assertive force. As presupposition, the value above truth or false is taken by the hearer regardless the utterance speak by speaker in actual truth.

2. Directive force: the illocutionary point of directives is to try to get the hearer to behave in such a way as to make his behavior match the propositional content of the directive, Searle (1999:148-9). Instruction, order, demands and so on become these categories of directive force. There is no truth or false as value because directive act consist of order and request.

3. Commissive force: commissive utterance is an expression of an intention to do something, Searle (1999:149). The examples of commasive

force like pledges, verbal contracts, promises, and vows. These act fit suggest from the speaker utterance to promises or commit a course of action proposed to their self or other people. There is no truth or false value but the promises kept or broke.

4. Expressive force: its express the sincerity condition of the speech act, Searle (1999:149). Apologize, congratulate, condoling, thanking are part of these force. Its express the inner feelings from the speaker as empathizing by condoling or hinging sorry by apology.

5. Declarations: it's a force to bring about a change in the world by representing it as having been changed, Searle (1999:150). It virtue a successful or positive thing happen and declare.

### **3. Expressive Acts**

Expressive acst is utterances that express speaker's feeling. Yule (1996:53) states that expressive are those kinds of speech acts that state what the speaker feels like pleasure, pain, likes, dislike, joy, or sorrow.

Searle in *A Classification of Illocutionary Acts* mentioned this act as expressive force which is express the sincerity condition of the speech act, Apologize, congratulate, condoling, thanking are part of these force (Searle, 1999:149).

The details of expressive act had state by Searle and Vanderveken quoted by Ronan (2015: 29-30) there are kinds of expressive illocutionary acts:

1. Apologizing, where an agent-speaker expresses negative feelings towards a patient-addressee to appease them.



2. Thanking, where the speaker expresses positive feelings to the addressee, who has done a service to the speaker.
3. Congratulating, where the speaker has observed that the addressee have either benefitted from or carried out a positively valued event.
4. Condoling, which is resembles congratulating.
5. Complaining, where the speaker feels something wrong about addressee.
6. Deploring, or censoring, in which the addressee is criticized for an event which had a negative impact on the speaker or a third person.
7. Lamenting, where the speaker expresses his or her own misfortune.
8. Welcoming, where the speaker expresses positive feelings towards the arrival of the addressee.
9. Greeting, where the speaker express feeling toward the arrival of the addressee.
10. Boasting, where the speaker expresses positive feelings about his or her own actions towards and addressee.
11. Protesting, in which speaker disagree with third addressee.
12. Praising, where the speaker express admiration.
13. Complementing, where the speaker express respect to addressee.

Risana (2005:27) simplify the nine kinds of expressive act that stated by Searle and Vanderveken into six because some of them have same concept. They are become thanking (thanking), apologizing (apologizing), congratulating (congratulating, condoling), greeting (greeting, welcoming), wishing (boasting), and opining (deploring, complaining, lamenting,

complementing, praising, protesting). Theory from Risana is still relevant because it based from Searle and Vanderveken.

Based from that theory, the researcher summarized definition of expressive acts as table bellows:

**Table 2.1. List of Expressive Acts and Definition**

No.	Expressive Acts	Definition	Example
1.	Thanking	To express grateful to someone	<i>Thank you so much</i>
2.	Apologizing	To tell someone that you sorry about something or regret	<i>I am sorry for hear that</i>
3.	Congratulating	To express sympathy or congratulate to someone	<i>Congratulation, you pass your test</i>
4.	Greeting	To express friendly or welcoming	<i>Hi, nice to meet you</i>
5.	Wishing	To express about positive desire of speaker to listener	<i>I hope you are happy</i>
6.	Opining	To express opinion like agreement or disagreement or complain or criticized about listener's attitude.	<i>Nonsense for your speech</i>

#### 4. Referring Expression

Usually illocutionary and perlocutionary acts issued is made clear as the uttering itself or used in terms of explicit way. But there also the use of speech acts expression performed implicitly without describe action or response that should do. These expressions that said in explicit way called reference and expression that said not in explicit way called inference.

According to Yule, reference is an act by which a speaker (or writer) uses language to enable a listener (or reader) to identify something (Yule, 2006:15). Reference describes its meaning explicitly can see on example "Open the window". That sentence can understand by everyone that heard which direct meaning to open the window. Inference is any additional information use by listener to connect what is said to what must be meant

(Yule, 2006:16). In inference, the listener should use additional knowledge to make a sense of what speakers says because it is not said explicitly. Example, in classroom situation, sentence “It is hot here” there may an implicit meaning that the speaker want the listener to open the door or window because the room is hot.

There is a certain problem in referring expression. First, express implicitly. Sentence “it is hot here” can become reference or inference. Expressive force happened when the hearer think that expression makes by speaker said explicitly. Then directive force happened that the hearer understand these sentence as implicitly. So the solution for this misunderstanding is the use of cooperative principle. In order for a speech act to be effective then there must be some level on which both speaker and hearer agree to understand each other and accept the power of each other utterances. Second, understand foreign terms. In linguistic, a referring expression is usually uses to substitute a noun phrase to other a noun phrase. Example: Portugal wins a champion league. They make goal score 1:0 against France. These sentences refer to football national club but people who never know terms in soccer maybe did not understand what does it means. So people should have to understand terms what they would speak.

## **E. Film**

### **1. Definition of Film**

Film is series of moving picture. Film also called movie, it started from series of photo or filmstrip which turning in film roll look like that the picture move. Now, it evolve to photographic record contains of certain even to entertain the audience. Film is, at best, a photographic record of an artistic performance, but not an art form in its own right (Prinz 2007:1). It includes two basic that are audio include song and audio background and visual which contains photographic event.

## **2. Fifty Shades of Grey Review**

Fifty Shades of Grey is a movie based from novel Fifty Shades of Grey by E.L. James. Directed by Michael De Luca, Dana Brunetti, and its author release on February, 2015. Genres of this movie are love or romance and socio-drama. The story is focused on main character Ana Steel and Christian Grey who starts their relation from interview into intimate romance.

Anastasya Steel is female protagonist in “Fifty Shades of Grey” movie. She is a kind hearted person but seem to be stubborn and shy. She likes books and maintaining study GPA in collage. She is a virgin before meets Grey. Christian Grey is male protagonist in “Fifty Shades of Grey” movie. He looks like a young and attractive man in business who hold Grey’s Enterprise. He is tall, lean yet muscular, and broad shouldered. He is acting as dominant and sadist. He had fifteen relationships before meets Ana.

The interesting fact in this movie that is in story that Grey get dominant submissive sex orientation who always compulsion his will. Then Ana with

simple personality become suffer object of Grey's ruthless. Analyzing this movie using expressive act is acceptable because the genre of this movie that is romantic, drama, erotic, that express feeling of each character. Conversations make by the character of this movie with intimate relation, plain, and disturbing orientation expressed explicit and implicitly become new input in terms of pragmatic studies. In this research, the researcher can find intend meaning of expressive acts expressed by the characters. By using content analysis, the researcher finds the actual message of expressive act uttered by the protagonists and how it has intends meaning as flirting.

## **2. Flirting**

Flirting is something that usually acts in social interaction. Hedger (2008:7) said flirting is a method to make someone else feels good. From that definition, the act to inspire someone or praising someone could be a flirting. More detail, the definition of flirting based on Cambridge Learner's Dictionary 3<sup>rd</sup>, flirting is act or behave sexual attract to someone. Mølbak (2010: 205) said flirting takes place as an erotic event involving an aesthetic completion of self through other and the other through self. So, flirting could be has strong relation with act to make sexual attraction. People flirt to attract sexual interest of opposite gender. Filippo & Caroline Osella (1998) stated flirting operates by both insinuating and covering over a sexual intent or meaning.

Flirting is a desire, as mentioned by Simmel (1987) flirting as a way to play with the tension between opposite desires. This desire or want identify by

Henningsen as motive. To categorize expressive act has intend meaning as flirting or not there needs an analysis about motive of the speaker. These motives explained by Henningsen that quote by Mølbak (Mølbak, 2010:33):

the person who flirts seeks to satisfy his sexual urges (sex motivation), have some fun(fun motivation), manipulate others to do things for him (instrumental motivation), feel closer to someone (relational motivation), test whether or not he is interested in a romantic relation (exploring motivation), or increase his self esteem (esteem motivation).

Sex motivation leads the listener to make a sex or similar activity with the speaker, example: *"I want to kiss you"*, asked by speaker to flirts the addressee. Fun motivation leads the listener to entertain the speaker, example: *"lets get dance"*, asked by speaker to dance with addressee. Instrumental motivation is to make listener do what the speaker wants, example: *"give me your phone number"* asked by speaker to get addresser phone number. Relational motivation used to make relation more close to someone, example: *"can I bring your bag"*, asked by men that want to bring bag of girl in supermarket, this expression is act of flirting. Romantic motivation, used to get romantic event between speaker and addressee, example: *"it has been nice if we go date next week"*, asked by speaker to make romantic relation with addressee. Esteem motivation, used to make good opinion about speaker to addressee, example: *"can I bring your bag"*, asked by men that want to bring bag of girl in supermarket. It can increase good opinion of addressee through speaker. Sometimes, flirting includes more than one motive like in this utterance *"can I bring your bag"*, that include both relational and

esteem motivation.

So, expressive act has intended meaning as flirting if has these kinds of motive.

### **3. Pragmatics and Movie script**

Vicker ([www.iidc.indiana.edu](http://www.iidc.indiana.edu)) asserted that people with good pragmatic skill able to communicate appropriate message in effective manner. The way to be like that, learner should be: 1. Notice that communication not only include verbal content but also nonverbal cues. 2. Receive complete verbal message delivered by speaker. 3. Analyze the meaning of verbal and nonverbal message by context situation. Learning that skills may hard if using daily life situation as sources of study, but people can use book, novel, television show, newspaper, and movie or film.

Relate to study, using film script as learning source is relevant. Script is words of a film, containing dialogues that lead actors to act. The way that script influence English learning that it contains daily conversation, even it usually not contains formal language, it comes from native. As stated by Klarer, (1998) film includes literary works as plot, character, setting, narrative perspective, and theme. There a lot film using English as language with native accents and pronunciation also contains colloquial expression and idioms.

### **F. Review of Previous Studies**

Previous studies are needed as source of reference in making this research. The use of previous study can help the way to conduct and analyze expressive act

on movie entitled “Fifty Shades of Grey”. The researcher found these kinds of previous study with similar theme, read and learn this source while making this research.

First, a research conducted by Zulaiha (2015). It result at least 33 utterances of the main characters that contains of directive acts. The utterances are 18 of ordering, 11 of requesting, 2 of advising, and 2 of suggesting. In which the researcher conclude Amount of types of directive acts found the most appearance of type directive acts is ordering. Meanwhile, the most rarely appearance of type directive acts are advising and suggesting.

Second, a research conducted by Rahmawati (2015). This research result as: three utterances applied positive verbal sentence in expressive acts type like. One sentence of expressive acts type dislikes applying positive verbal sentence. There are five utterances applied negative verbal sentence in expressive act type refusing. There are two utterances applied positive verbal sentence in expressive act type welcoming. There are also two utterances applied positive verbal sentence in expressive act type thanking. There are five utterances applied positive verbal sentence in expressive act type praising. There are two utterances applied negative verbal sentence in expressive act type blaming. The last just one utterance applied positive verbal sentence expressive act type apologizing.

From two researches above, the researchers only focuses in analyzing directive and expressive act. It can see from research conducted by Zulaiha, she just found the number of most repeat and rare directive act used and Rahmawati



just found positive and negative verbal expressive act. In difference, this research not only focuses to find expressive act, but also it intends meaning as flirting.