

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher needs theories to collect and analyze the data. The researcher divided this chapter into two parts. The first part is the review of underlying theory and the second is previous study.

A. Review of Related Theory

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

1. Pragmatics

Pragmatics is concerned with the use of these tools in meaningful communication (Griffiths, 2006, p. 1). Griffiths (2006: 1) also stated that pragmatics is about the interaction of semantic knowledge with our knowledge of the world, taking into account context of use. It is simply said that pragmatics is the study of the speakers mean.

According to Yule, the area of pragmatics deals with speaker meaning and contextual meaning, (Murcia and Olshtain, 2000, p. 20). Speaker meaning is concerned with the analysis of what people mean by their utterances rather than the words or phrases. The utterances “I am hungry” for example, semantically the meaning of that utterance is that the speaker feels hungry. Pragmatically, if that utterance is done by the child who has come back from school in noon to his mother in the kitchen, then, the function of

that utterance is as a request for lunch. Another interpretation of that utterance is if that utterance is done by the child after having his lunch, it could function as the complaining that his lunch is not enough. Thus, if the utterance “I am hungry” is produced by a street beggar and addressed to a passerby, it can be said that the street beggar is asking the money rather than asking the food.

In communication, the speaker does not only convey what is said but also what is implied. It also explores how the listener's and reader's intention in order to arrive at an interpretation of the user's intend meaning. It is related to the contexts and situation which such language used occur in the some way, how to use language in socioculturally in appropriate ways, talking into account the participants in a communicative interaction.

Pragmatics allows us to understand the meaning not only based on the meaning of the sentences but also based on the situation and our background knowledge, furthermore, pragmatics is general study of how context influence the way sentence convey information.

2. Context

Studying pragmatics would not be completed in the absence of some mention of context. The notion of context extends beyond its obvious manifestation as the physical setting within which an utterance is produced to include linguistic, social and epistemic factors. According to Halliday (1991) in Samawati (2012: 9), context is the event that are going on around

when people speak and write. It entails the situation within which the communicative interaction takes place.

Context can be divided into four subparts, they are:

- a. Physical context, which is where the conversation takes place, what objects are present and what action taking place.
- b. Epistemic context, which is background knowledge shared by the speakers and hearers.
- c. Linguistics context, which is the previous utterances to the utterance under consideration, and
- d. Social context, which is the social relationship and setting of the speakers and hearers.

3. Speech Acts

We perform speech acts when we offer an apology, greeting, request, complaint, invitation, compliment, or refusal. A speech act is an utterance that serves a function in communication. A speech act might contain just one word, as in "Sorry!" to perform an apology, or several words or sentences: "I'm sorry I forgot your birthday. I just let it slip my mind." Speech acts include **real-life interactions** and require are not only knowledge of the language but also appropriate use of that language within a given culture.

According to Austin in Meyer (2009: 50), any utterances contain three acts simultaneously; they are locution, illocution and perlocution. Locution is the act of producing the utterance or the utterance itself. Illocution is the act (force) behind the utterance. Perlocution is the effect of the utterance to the

listener. For example utterance of “would you like to dance with me?” The locution of those utterances is *would – you – like – to – dance – with – me*. The force or the illocution behind those utterances is the speaker asks the listener to dance with him. We can call it as the offering expression. The perlocution of those utterances is the respond or the answer of the listener whether she accept it or not.

Searle in Meyer (2009: 50) classifies speech acts into five classification; they are representative speech acts, directive speech acts, commissive speech acts, expressive speech acts, and declarative speech acts. Representative speech act is an act indicating a speaker’s commitment to the truth of utterance or speaker’s evaluation or speaker’s judgment to utterances. The example of representative act is the expression of disagreement, agreement, concluding, etc.

The next classification of speech act is directive speech act. It can be defined as an act directing others to do something. The expressions that are concluded in this speech acts are commanding, requesting, recommending or suggesting, etc. Comisive speech act is an act indicating a speaker’s commitment to the future. The example of representative act is the expression of warning, offering, threatening, etc. An act that is expressing psychological states can be called as expressive speech acts. The example is the expression of apologizing, forgiving, condoling, etc. the last classification of speech act is declarative speech acts. Declarative speech act

is an act whose effect is immediate changes. The example is naming, announcing, pronouncing, proclaim, etc.

4. Request Strategy

According to Kulka (1989: 11) requests are pre-event acts; they express speaker's expectation of the hearer with regard to prospective action, verbal or nonverbal. Besides that, Brown and Levinson (1978) also stated that request are face threatening by definition: hearer can interpret request as intrusive impingements on freedom of action, or even as a 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).

In theory of Blum-Kulka et al (1989, p.8) stated that request usually include reference to the requester, the recipient of the request, and/or the action to be performed. One way for the speaker to minimize the imposition is by employing indirect strategies rather than direct ones. The more direct a request is, the more transparent it is and the less of a burden the recipient bears in interpreting the request.

Kulka (1989, p.17) also stated the request sequence, they are alerters, supportive moves and head acts. The alerters serve as attention-getters, and hence are equal in function to all verbal means used for this purpose (Blum-Kulka, et al, 1989, p.17). Simply, the use of alerters is get listener attention. It can be stated as title + surname or surname only and others.

Requests are usually preceded by checking on availability and attempt to get a precommitment. They sometimes are followed by grounders which provide the reason for the request or by promising and treating the hearer to persuade the hearer to do x (Bulm-Kulka, et al, 1989, p.17). Those are the explanation of supportive moves. As stated in the theory of Bulm Kulka (1989: 17), some supportive moves, like grounders can serve as request by themselves.

The head act is that part of sequence which might serve to realize the act independently for others elements (Bulm-Kulka, 1989, p.17). Head act consists of the strategy of request. A request may vary in strategy type and level of directness. The scale of directness can be characterized in the following strategies are:

a. Direct Strategy

It is the act to be done is explicitly stated in the utterance and it is very clear to the hearer what the speaker wants the hearer to do.

1) Mood Derivable

Mood derivable is defined as the utterances in which the grammatical mood of the verb signals illocutionary force (Blum-Kulka et al, 1989. p.18). Simply, mood derivable is the utterances use verb in imperative form, it starts with verb.

Example: *Clean that mess.*

2) Explicit Performative

According to the theory of Blum-Kulka et al (1989. p.18), explicit performative define as the utterances in which the illocutionary force is explicitly named. It can be stated as the utterances contain force and there is a subject before the verb.

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

3) Hedged Performative

Hedged performative is defined as utterances in which the naming of the illocutionary force is modified by hedging expression (Blum-Kulka et al, 1989. p.18). It can be said as the utterances contain force, there is modal verb and pattern 'would like to' in the beginning of the sentence.

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

4) Obligation Statement

According to the theory of Blum-Kulka et al (1989. p.18), obligation statement is utterances which state the obligation of the hearer to carry out the act. It can be defined as the utterances contain pattern like 'have to', 'should' and it signifies obligation.

Example: *You should clean the mess.*

5) Want Statements

Blum-Kulka et al (1989. p.18) define want statements as the utterances which state the speaker's desire that the hearer

carries out the act. There is relevant modal and pattern such as I want/wishing the utterance and it contains speaker's intention.

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

b. Indirect Strategy

There are two kinds of indirect strategy; conventionally indirect strategy and non-conventionally indirect strategy.

Conventionally indirect strategy is the act to be done is still stated in the utterances although it is not directly requested. It's stated through question.

1) Suggestory Formulae

Blum-Kulka et al (1989. p.18) stated that suggestory formulae is the utterances which contain a suggestion to do x. It is also stated like an offer.

Example: *How about cleaning up?*

2) Query Preparatory

Query preparatory can be defined as utterances containing reference to preparatory conditions as conventionalized in any specific language (Blum-Kulka et al, 1989. p.18). It can be said that there is certain modal in that show ability like 'can/could', 'would you mind' in the utterances.

Example: *Could you clean the mess, please?*

Non-Conventionally Indirect Strategy (hints) is the act to be done by the hearer is not stated in the utterance and the speaker has to infer to understand the request.

1) Strong Hints

Blum-Kulka et al (1989. p.18) define strong hint as the utterances containing partial reference to object or element needed for the implementation of the act.

Example: *You have left the room in a mess.* (The example still refers to “the messy room” and hints that the listener should clean the mess in the room.)

2) Mild Hints

According to the theory of Blum-Kulka et al (1989. p.18), mild hints is the utterances that make no reference to the request proper but are interpretable as requests by context.

Example: *why do I keep sneezing?* (The example does not have any reference to the messy room. It is mild hint and the meaning may not be caught by the listener.)

B. Previous Study

Yuni presented her study about different forms of request used among male and female students of Petra Christian University. That study observed the distribution of request variation by using gender as the subject. Yuni used students of Petra Christian University as her subjects while the researcher of this study

used movie transcript as her subject. Yuni's study helped the researcher to get more understanding about request strategy.

Ruli Aji presented his study about the different forms of request used among male and female characters in "Anton Chekhov's The Boor". That study observed request act based on genderlect. He used movie transcript as his subjects. The study of Ruli Aji had a weakness. The analysis made was overlapping because he put data which have similar characteristics or indicators into two different categories of request strategy. For example, the utterance (1) "please leave me alone" and (2) "please follow me" has similar indicators and based on the indicator it should be included into mood derivable strategy. However, Ruli Aji classified those utterances into two different strategy; utterance (1) into mood derivable and utterance (2) into explicit performative.

Diana Chen Wadin presented her study about request strategy used by main characters of Despicable Me movie. She also observed the motivation context used in every strategy used. She used movie transcript as her subject. Diana's study helped the researcher to get more understanding about the types of request strategy.

The researcher's stand towards Yuni's study is to see the request strategy on different subject, while towards Ruli's, the researcher clarifies the categorization of each utterance to its proper request strategy. On Diana's, the researcher focuses only on the analysis of request strategies used and runs the study through different approach: quantitative one.