

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 done related theories that will be used in analyzing the data.

1. Pragmatics

According to Yule (1996:3) pragmatics is concerned with the study of meaning as communicated by a speaker or writer by interpreted by a listener or reader. As states by Peccei (1999:2) pragmatics is study concentrates on those aspects of meaning that cannot be predicted by linguistics knowledge alone and takes into account knowledge about the physical and social word. In addition, Yule (2006:112) states that pragmatics is the study of the speaker mean or “speaker meaning”, clearly, in communication the hearer does not only recognizing the meaning of the word but also recognizing what the speaker mean by their utterance.

Murcia, et.al (1989:19) defines pragmatics is deal very explicitly with the study of relationship holding between relationships holding between linguistics forms and the human beings who use these forms. Therefore, pragmatics is concerned with people intentions, assumptions, beliefs, goals, and the kinds of actions perform while using language.

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

Based on Yule as quoted in Murcia, et.al (1989:20), the area of pragmatics deal with the speaker's meaning and contextual meaning. In this case, speaker meaning is concerned with the analysis of what people mean by their utterances rather than what words and phrases in those utterances might mean in and of themselves. An example, when the speaker who has come back from the school at noon and says "I'm hungry", semantically views of this utterance is that the speaker feels pangs of hunger. However, pragmatically a view is that probably functions as request for lunch. On the other hand, if the speaker after having completed lunch and says, "I'm hungry", pragmatically views of this utterance is that probably functions as a complaint expressions. Perhaps the speaker asks request for dessert. From explain above, to understand about what the speaker means, necessarily context that can be used as a consideration to understand the meaning of the speaker utterance. Therefore, Murcia, et.al (1989:20) any utterance can take on various meanings depending on who produced it and under what circumstances.

According to Brown and Yule in Zulaiha's thesis (2016:14), pragmatics is analytic approach in linguistics which involves contextual

considerations, necessarily belongs to that area of language study. As states by Levinson as quoted in Huang; (2007:2), pragmatics is the systematic study of meaning by virtue of, or dependent on the use of language. The central topics of inquiry of pragmatics include implicature, presupposition, speech acts, and deixis. Therefore, from the explanation above can be concluded that pragmatics are study about the speaker meaning based on the context.

In communication, the speaker does not only convey what is says but also what is implies. 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 relates to the contexts and situation which such language uses occur in the some way, how to use language socioculturally in appropriate ways, talking into account the participants in a communicative interaction.

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

2. Context

As mentions in the previous part, context factors are important point in studies of speech act particularly in relation with discourse in study pragmatics (Cutting: 2002). In order word it can be says that speech acts

are context dependent since the context also influences the illocutionary functions.

Nunan states that “Context refers to the situation giving rise to the discourse and within which the discourse is embedded” (1993: 7). From that statement, context is simply defined as the circumstance or situation around which influence the conversation. Thus, it is an essential factor in the interpretation of utterances and expressions.

Furthermore, Nunan (1993: 8) categorizes the context into two types; they are linguistics and non linguistics context. The first one is related to the language surrounding the discourse, while the second one is associated with the other-than-language or experimental context within which the discourse takes place. The non-linguistics context includes:

- a. The types of communicative events (e.g.: joke, story, lecture, sermon, conversation, and greeting);
- b. The topic;
- c. The purpose (function, e.g. stating, describing, thanking, and praising);
- d. The setting (physical aspects, such as location and time, and psychological aspects: emotional situation);
- e. The participants and the relationship within them; and
- f. The background knowledge and the assumption of the participants.

Dell Hymes uses the acronym SPEAKING to introduce the context in the use of language which is often associated with communicative competences (Wardhaugh, 2006: 247-248).

1) Setting and scene (S)

Setting refers to the time and place and physical condition where the conversation takes place. Meanwhile, scene refers to the abstract, psychological situation or cultural definition of an event.

2) Participant (P)

Participants refer to various relationships of speaker-listener, addressor-addressee, or sender-receiver. It include social specified role in the choice of language, such as the levels of formality and informality.

3) Ends (E)

Ends refer to the expected outcomes or the purposes and the goals which are resulted in the conversation.

4) Act sequence (A)

Act sequence refers to the actual form and content of what is said, the utterances which are uses, and the relationship of what is said to the actual topic.

5) Key (K)

Key refers to the tone, manner, or spirit where the particular message is conveyed. It is also in relation with the nonverbal actions such as behavior, gesture, and posture.

6) Instrumentalities (I)

Instrumentalities refer to the choice of channel used in the conversation, such as spoken or written, as well as the choice of actual form of speech such as register, dialect, or code which is chosen by the speakers.

7) Norms of interaction and interpretation (N)

Norms of interaction and interpretation refers to the specific behaviors and properties associated with the conversational exchange, such as the way to open the conversation in a specific language which is related to its cultural aspects.

8) Genre (G)

Genre refers to the forms or the types of utterances, such as poems, proverbs, jokes, sermons, prayer, lectures, or editorials.

Holmes (2001:8) also proposes that a conversation occurs by the influence of social factors. Those social factors are commonly shortened as 5W (Who, Whom, Where, What, and Why).

a) The participants (Who or Whom)

‘Who is speaking?’ and ‘To whom they are speaking?’ refer to the participants of the conversation speaker and listener or addressor and addressee. It also includes the relationship occurring between the participants.

b) The setting or social context (Where)

‘Where are they speaking?’ refers to the settings – physical or psychological contexts – around the conversation. The physical aspect includes the location, time, season, and year. Meanwhile, the psychological aspects involve the feeling of the speaker.

c) The topic (What)

‘What is being talked about?’ refers to the topic being discussed in the conversational exchange. The understanding of the topic by the participants is necessary to maintain the conversation. Consequently, the same background knowledge and assumption is a must for both the speaker and the listener.

d) The function (Why)

‘Why they are speaking?’ refers to the purpose of the conversation, such as informing, commanding, inviting, suggesting, promising, greeting, congratulating, and thanking.

3. Speech Acts

a. Definition of Speech Acts

As we know that language is a means of social interaction or communication between people in the world. In communication, they can reveal the information that consists of their feelings, intentions, ideas, or emotion directly. Therefore, in the communication process, speech acts happen.

According to Yule (2006:108), speech acts is type of “action” performed by a speaker with the utterance. We use the term of speech acts to describe actions such as requesting, commanding, informing, etc. Thus, we can define a speech acts as the action performed by speaker with an utterance. For instance, if people say “I will back”. Thus, this utterance containing performing the speech act of “promising” it means that the speaker promise she/he will back.

As states by Yule (1996:47), speech acts is actions via utterance. Furthermore, Adolphs (2008:23) states that speech acts theory assumes that utterances in language use perform certain actions and that those utterances can be understand by means of reference to the context in which they occur. In addition, Murcia, et.al (1989:24) states that speech acts is social action performed via utterance. Speech acts usually performs within a situation that provides contextual elements that help interpret the speaker’s intention.

Huang (2007:93), speech acts is that uttering of a sentence, an action within the frame work of social institutions and conventions. Furthermore, according to Cruse (2000:331), speech acts is we perform particular kinds of action such as stating, promising, warning, and so on.

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 am 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.

b. Classification of Speech Acts

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 acts 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 acts is directive speech act. It can be defined as an act directing others to do something. The expressions that are included in these speech acts are commanding, requesting, recommending, or suggesting, etc. Commissive speech acts are acts indicating a speaker's commitment to the future. The example of a representative act is the expression of warning, offering, threatening, etc. An act that is expressing psychological states can be called an expressive speech act. The example is the expression of apologizing, forgiving, condoling, etc. The last classification of speech acts is declarative speech acts. A declarative speech act is an act whose effect is immediate change. The example is naming, announcing, pronouncing, proclaiming, etc.

Searle in Mey (1993: 131) establishes his own classification of speech acts which includes representatives, directives, commissives, expressive and declarations.

1) Representative

Representatives are those kinds of speech acts used to represent a state of affairs; which have a word-to-word fit. Statements of fact, assertions, and descriptions are such forms of representatives in which people represent the world as they believe it is (Yule, 1996: 53). Cutting (2002: 17) adds that these acts can be used to perform some functions such as describing, claiming, hypothesizing, insisting, and predicting.

Representative is very subjective as it is based on speaker's belief. Thus, the belief may have different degrees of force. For example, in the utterance "The earth orbits the sun", the speaker believes that it is the earth that orbit the sun and not the opposite. In using a representative, the speaker attempts to make words fit the world.

2) Directives

Directives deal with the acts that speakers use in the attempt of getting someone else doing something. These types of speech acts express the speaker's wish in which the future act is carried out by the hearer. The direction of fit of directives is world-to-word. According to Cutting, the illocutionary forces of these acts encompass commanding, ordering, requesting, suggesting, inviting, forbidding, and so on. In addition, Yule (1996: 54) proposes that directives can be perceived negative and positive. The examples below are such kinds of directives:

- ✓ Could you open the door, please?
- ✓ Pass me the salt.
- ✓ Stand up!

Allan (1986:199) classification four classes of directives, they are:

a) Requestives

The speaker requests the hearer/addressee to do an act (something). Requestive performatives include: *ask, beg, implore, insist, invite, petition, plead, pray, solicit, summon, tell, urge.*

b) Questions

It mean that the speaker question the hearer/addressee as to proposition. Questioning performatives include: *ask, inquire, query, question, quiz.*

c) Requirements

It means that the speaker requires the hearer/addressee to do an act. Requiring performatives includes: *big, charge, command, demand, dictate, instruct, order, prescribe, require.*

d) Prohibitives

The speaker prohibits the hearer/addressee from doing an act. Prohibitive performatives includes: *enjoin, forbid, prohibit, proscribe, restrict.*

3) Commisives

Commisives are those kinds of speech acts that speakers use to commit themselves to some course of future actions. In performing commisives, an intention in expressed by the speaker and the proposition in term of future act will be done by the speaker. Cutting (2002: 17) adds the promising, threatening,

refusing, and pledging, offering, vowing volunteering are some examples of illocutionary forces that fall under the category of commissives. These following utterances illustrate the use of commissive:

- a) I promise I will always be there for you.
- b) I'll be back in five minutes.
- c) I'm going to visit you next week.

4) Expressives

Expressive are those words and expressions that state that the speaker feels. A wide range of psychological states can be expressed and the proposition ascribes an act to the speaker or the hearer. In addition, Leech (1983: 56) states that the illocutionary force of these acts can be in the forms of apologizing, condoling, praising, congratulating, thanking and the like. For example, the utterance 'The dress looks nice on you' can be regarded as the act of complimenting. In this case, the speaker may use compliment to express his or her admiration and praise toward the hearer's appearance. The speaker may also want to show his or her approval of the hearer's taste of the dress.

5) Declarations

Declarations are those kinds of words and expressions that change the world via their utterances such as betting, naming, baptizing, marrying and so on. A special institutional role in a

specific context is required in order to perform a declaration appropriately. If the speaker doesn't have that role, her or his utterance will be infelicitous or inappropriate. The example below illustrates the act of declaration:

I now pronounce you husband and wife (Cutting, 2002: 16).

The utterance above can only be appropriate and successfully performed if it is said by priest. Thus, the utterance has an effect in which it turns two singles into a married couple.

To assist you in clarity and better understanding, the five general functions of speech acts are summarized by Yule (1996: 55) in the table below:

Table 2.1 The Five General Functions of Speech Acts

Speech act type	Direction to fit	S=speaker; X=situation
Declarations	Words change the world	S causes X
Representatives	Make words fit the world	S believes X
Expressive	Make words fit the world	S feels X
Directives	Make the world fits words	S wants X
Commissives	Make the world fits words	S intends X

4. Directive Acts

a. Definition of Directive Acts

According to Huang (2007: 107), directive acts are those kinds of speech acts that represent attempts by the speaker to get the addressee to do something. They express to the speaker's desire/wish for the addressee to do something. In addition, Yule (1996: 54) states that directive acts are those kinds of speech acts that speakers use to

get someone else to do something. They express what the speaker wants.

Furthermore, based on Crystal (1991: 323) directive acts are the speakers try to get their listeners to do something. Cruse (2000: 342) directive acts have the intention of eliciting some sort of action on the part of hearer; order, command, request, beg, advise (to), warn (to), ask, etc. Murcia, et.al (1989: 25) states that directive acts are speech acts that enable speakers to impose some action on the hearer. Through directive acts, the speaker can express what she/he wants and then expects the hearer to comply.

Based on Fauzi (2012: 25) directive acts are kind of speech acts that are used by the speakers to order someone to do something. This directive acts reveals about the speaker's wants. The paradigm case of directive acts can be ordering, requesting, advising, suggesting, warning, etc.

b. The differentiation of Ordering, Requesting, Advising and Suggesting.

In order to easy the researcher to analyze the data; it is necessarily for the researcher to know the basic differences of expression ordering, requesting, advising and suggesting. The differentiations have been summarized as following:

Table 2.2 The Differentiation of Ordering, Requesting, Advising and Suggesting.

No	Paradigm Case	Basic Differences
1.	Ordering	a. Definition: According to Cambridge

		<p>advanced learner's dictionary 4th edition, ordering is orders someone to do something, or order something to be done, they tell someone to do it.</p> <p>b. Characteristics: According to Muzakar (2012), the characteristics of expression ordering are as following: (1) ordering most often used by the older to the young people. (2) The verb is usually put in the front of utterance. (3) To strengthen the statement.</p> <p>c. Example: Run quickly!</p>
2.	Requesting	<p>a. Definition: According to Cambridge advanced learner's dictionary 4th edition, requesting is to for something politely and officially.</p> <p>b. Characteristics: According to Muzakar (2012), the characteristics of expression requesting are as following: (1) Can be said command, but this expression more polite than command, (2) Usually used by young people to older people, (3) the specific characteristic there is using the word "Please", (4) Usually uses the words would..., could..., or can...</p> <p>c. Example: Could you help me to turn on the lamp, please?</p>
3.	Advising	<p>a. Definition: According to Cambridge advanced learner's dictionary 4th edition, advising is to give someone advice about something.</p> <p>b. Characteristics: usually use the word advice.</p> <p>c. Example: I advise you to buy a good dictionary.</p>
4.	Suggesting	<p>a. Definition: According to Cambridge advanced learner's dictionary 4th edition, suggesting is to mention an idea, possible plan or action for other people to consider.</p> <p>b. Characteristics: (1) According to www.edufind.com 16th March '17 at 09.19, suggestion are most often reported using the verb suggest, insist, recommend, demand, request and</p>

		<p>propose followed by a that cause. (2) Based on English-at-home.com 16th March '17 at 09.22, all expressions of should, why don't you, etc are followed by a verb without to.</p> <p>c. Example: You should try to practice English.</p>
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5. Teachers' Talk

a. The Definition of Teacher Talk

Richards *et al* (1993: 375) defines teacher talk as “a variety of language used by teacher when they are in the process of teaching”. Ellis (1994) has formulated his own view about teacher talk: “Teachers’ talk means the teachers’ address the classroom language learner differently from the way that they address other kinds of classroom language learners”. According to Sinclair and Brazil (1982) in Yafen and Yuqin (2010: 77) defines teacher talk as “the language in the classroom, explain activities and check students’ understanding”. So, the kind of language used by teacher in the process of teaching known as teacher talk (TT).

Teacher talk is simplified in any ways, such vocabulary, pronunciation, syntactically, semantically, etc. according to Lynch (2010: 41), there are four commonest ways input modifications in teacher talk, they are vocabulary, grammar, pronunciation, and non verbal. In the term of vocabulary, teachers talk use more common vocabulary, avoidance of idioms, and use nouns rather than

pronouns. Besides, grammatically teacher talk often in shorten utterances, less complex utterances, more regular surface structure, and increased use of present tense. Moreover, in the term of pronunciation, teacher talk has several characteristics these are slower speech, clearer articulation, more frequent use standard forms, less vowel reduction, greater stress differentiation, wider pitch range, more and long pauses. Teacher talk also often employed non verbal language such as gesture and facial expression.

b. Teacher Talk and Language Classroom

There are many aspects influencing the success of teaching and learning process. In English classroom, teachers' voice is one of the most influential aspects on the success of teaching and learning. How they speak, what voice sounds like, and what kinds of language they use have crucial impact on class.

Talking to their students many teachers prefer using the learners' mother tongue rather than using the target language. By using the learner's mother tongue, the lesson will be clearly and efficiently. But in other hand it also decreases the students' opportunities from the exposure to the target language. One of the purposes of learning language is for communication, so there are some ways for keeping students' opportunities to the exposure of the target language. "Teacher should speak English for the majority

of the time so that the students are constantly exposed to how English sounds and what it feels like” (Harmer, 2007: 179).

c. The Role of Teacher Talk Language Learning

In teaching and learning language, teacher talk is an important aspect because it influences the success of the teaching and learning process. According to Stern (1983: 400) “...teacher talk is likely to be the major or even the only source of the target language input”. Especially when the second language is learnt as a foreign language class is non-supportive environment, like in Indonesia. Teacher talk also influence students’ acquisition of English, according to SLA theory proposed by Karsen in Setyawati (2012) “Teacher talk determines successful language learning by providing plenty of high quality input”. Moreover, Nunan (1991) in Setyawati (2012) explains that, teacher talk is crucial importance, not only for the organization of the classroom but also for the process of acquisition”. It is through language that teachers either succeed or fail in implementing their plans. In term of acquisition, teacher talk is important, because it is probably the major source of comprehensible target language input that the learner is likely to receive. Teacher talk is an interactive device to simulate the student to speak up in the classroom. Yafen and Yuqin formulated their view about this case as follows “teacher talk plays very important role in the teaching process as an interactive device.

For teachers would employ a lot of interactive devices such as repetition, prompting, prodding, and expansions, which would be evoking more interactions between teacher and student”.

It is not easy to determine the best and the most effective teachers’ talk. One of the reason is every teacher has their certain characteristics which are influenced by the age, sex, previous education, and personal qualities. Stern (1983: 500) states “Teachers also bring their language background and experience, and less formulated theoretical presuppositions about language, language learning and teaching.

The important issue is whether the quality of teacher talk influences learner’s target language acquisition of foreign language learning. Many researchers have proved that teachers tend to do most the classroom talk – over 70% of the total talk (Cook, 2000; Chaudron, 1998 in Setyawati 2012). When teacher talk dominates the classroom, so the students will have the little chance to speak up in the target language. It means that the students have little opportunity to develop their language proficiency. Harmer (2000: 4) points out that “The best lesson is ones where student talk time maximized. Getting students to speak – to use language they are learning – is a vital part of a teacher’s job”.

From those explanations, we can conclude that teacher talk in the English Foreign Language (EFL) classroom has important function; it serves as a valuable.

B. Review of Previous Studies

There is a study on illocutionary acts, by Zulaiha (2015: 88) who researched under the title *Directive Acts Used by the Main Characters in the Movie Script "Around the World in 80 Days"*. In the research Zulaiha (2015: 88) found that there are four types of directive acts used by the Main Characters in the Movie Script "ArOund the World in 80 Days" by Frank Coraci. There are ordering, requesting, Advising and suggesting. The ordering is the most frequent directive acts, while the advising and suggesting are the fewest.

Nurani (2015) presented her study about *Presented as a Partial Fulfillment of the Requirements for the Attainment of a Sarjana Pendidikan Degree in English Language Education*. That study observed speech acts performed by the teacher, namely representatives, directives, expressive and commissives. The most frequently used teachers' speech acts were directives (62.77%), while the least frequently speech acts went to commissive (0.99%).

Kusumo (2015) presented in his study about *A Pragmatics Analysis of Illocutionary Acts in English Teaching-Learning Process at SMAN 1 Wates Kulon Progo*. The result of the research show that there are four types illocutionary acts performed by the English teacher in classroom

communication. They are representatives, expressive, directives, and commissives. The directives are the most frequent acts (278 from 438 data), while the commissives are the fewest frequent acts (6 data). Next, there are 23 types of illocutionary functions used by the English teachers. They are stating an opinion, stating a fact, informing, explaining, agreeing, greeting, thanking, complimenting, joking, apologizing, stating surprise, commanding, requesting, suggesting, forbidding, warning, questioning, permitting, encouraging, wishing, promising and threatening. The questioning is the most frequent function (149 data), while threatening is (1 datum).

In the present study, the researcher gets that similarity and differences between my research and their research. The similarity with Zulaiha (2015) is the theme is same researching about directive acts, but the difference is in this research only focus on types of directive acts of English teachers' talk and she focus on movie script by Frank Coraci. Then, the similarity with Nurani (2015) is the theme is same researching about speech acts of English teacher, but the difference is in this research only focus on types of directive acts of English teachers' talk and she focuses on the all types of speech acts based on Searle's theory. And the similarity with Kusumo's thesis (2015) is the object is same about English teacher classroom interaction, but the difference is in this research only focus on types of directive acts of English teachers' talk and he focuses on types of illocutionary acts.