

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher reviews some literature that related to the topic. Those are about pragmatics, speech act, “My Name is Khan” movie and previous studies.

#### **A. Review of Related Theory**

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

Pragmatics is a study about what speaker’s meaning behind their utterances. It is about how an intended meaning is more important than the meaning of literally word. It was approved by Chojimah (2015:4) who defines “pragmatics is an academic discipline studying meaning based on context, or it is the one studying the speaker’s intended meaning...”. It means that in order to get an appropriate meaning, we must consider the following context when utterance is produced.

In other hand, pragmatics is divided into four definitions by Yule (1996:3). First, pragmatics is a study of speaker’s meaning. It means that communication needs a deep analysis of what speaker’s intention than the meaning of words to deliver an utterance. Second, pragmatics is a study of contextual meaning. The meaning of utterance is difficult to be understood without knowing the context of situation. Context is one of important factors to determine the speaker’s intention (Chojimah, 2015:4). Third,

pragmatics is a study of how more gets communicated than is said. This study analyzes how unsaid word is recognized as part of communication between speaker and listener. Fourth, Pragmatics is a study of expression that is used by someone in relative distance. It means relation between speaker and listener can determine how much sentence is needed to be said or not.

Pragmatics allows us to understand the meaning. It is not only based on the meaning of sentence but also based on situation or context. For example when someone visits their friend and says "*the weather is hot*". It can be meant as "*give me some water, please*". In conclusion, pragmatics is important to be studied because it is often appears in daily communication.

#### **a. The Advantages of Studying Pragmatics**

Based on definition above, pragmatics is a study about what speaker's intended meaning. It means that by leaning pragmatics, we are not only can communicate well with interlocutor, but also can understand about how we should talk, and how we should do for them. It was approved by statements of Yule (1996:4) that by using pragmatics, we can know about someone's intended meaning, someone's assumption, their purpose or goals, and the kinds of action that is performed when they speak.

In addition, the main advantages of pragmatics are useful to avoid misunderstanding and miscommunication among people.

Furthermore, the message from speaker can be determined by listener appropriately.

#### **b. Context**

Context and pragmatics is cannot be separated each other. According to Chojimah (2015:4), pragmatics deals with the context sensitive meaning or context dependence. Then we can conclude that context can influences the meaning of what is said by speaker. It was approved by Yule (1996:3) that pragmatics is a study about contextual meaning. It means that not enough when speaker who wants to interpret the intended meaning only based on speaker and listener. The situation when utterance is produced also important to decide the meaning of speaker.

Based on oxford dictionary, context is set of circumstance or facts that surround a particular event, situation, etc. Context is a part of written or spoken statement that follows a specific word. For example is an utterance "*Your hair is so long*". If that utterance is said by teacher to the students in school area, it can be understood that teacher commands students to cut their hair. In the different situation, when it is said by woman to her friend, it can be mean that speaker is praising her friend's hair. Then we can conclude that context can help listener to determine the meaning of what is said by speaker. Without

understanding the context, listener will be difficult to generate information in speaker's utterance.

## 2. Speech Act

### a. Definition of Speech Act

Speech act theory is introduced by philosopher named Austin. Austin (1975:12) stated that when someone saying something, actually they are doing something in their utterance. That statement is a basic concept of speech act. He stated that all of utterance has specific actions although they not reflect actions. So, there are no meaningless sentences because every sentence always has their intended meaning.

Yule (1996:47) defines that speech act is an action performed via utterances. It means that when someone says something, they are not only saying but also used it to perform act like ordering, suggesting, stating, promising, apologizing and etc. Furthermore, Mey (2001:95) states "I do something with my words; I perform an activity that (at least intentionally) brings about a change in the existing state of affairs...".

Speech act is divided into three types. Those types are locutionary, illocutionary and perlocutionary act (Austin, 1975:101). For the example is "*Be careful!*" sentence. The locutionary act from that example is three words which formed as an ordering sentence. For the locutionary act is speaker performs about requesting the listener to

be careful. And its perlocutionary act is the listener may comply with speaker's request to be careful.

## **b. Evolution of Speech Act Theory**

Speech act theory was started by philosophers who believe that a sentence is contains of true information. A sentence is meaningless if its truth and falsity cannot be assessed. Those sentences are named as *constative* sentence (Chojimah, 2015:45). For the example is “*Rina is Yudi's cousin*”, we can check that sentence is true or false by asking Yudi's family about his genealogy. But, Austin (1975:12) is disagree with philosophers' idea, he was believe that sentence always meaningful although they are not intended to make true or false statements. A sentence has other function to perform actions are called as *performative* sentences. Performative can be used to express agree, disagree, apologize, asking for help, etc. It means that *performative* sentence is not used to say thing but it is intended to do things.

In *constative* sentence, we will be familiar with truth and falsity. Meanwhile in *performative* sentence, we will be familiar with felicity. Felicity is a condition that must be met by *performative* to make it succeed (Chojimah, 2015:47). Successful performative is called *felicitous* or *happy*, and the fail performative is called *infelicitous* or *unhappy*. It was approved by Austin (1975:132), “the performative should be doing something as opposed to just saying

something and the performative is happy or unhappy as opposed to true or false....”.

Austin concludes a difference between *performative* and *constative* sentences. He stated that all of utterance has specific actions although they not reflect actions. So, there are no meaningless sentences because every sentence always has their intended meaning. From this, he introduces speech act which is divided into three dimensions such as locutionary, illocutionary, and perlocutionary acts.

### c. Speech Act Classifications

When someone produces utterance, sometimes it will consist of three related act. Those three classifications of speech act are introduced by Austin (1975:101) such as;

#### 1) *Locutionary Act*

Locutionary is the first dimensions of speech act. Locutionary is the actual utterance and its actual meaning. When someone speaks meaningful sentences, it means that they are producing locutionary act. It concerns with the meaning of the word themselves. It aims to transfer the meaning from speaker. Yule (1996:48) defines “locutionary act is the basic act of utterance, or producing meaningful linguistic expression...”. For the example is;

X : “Dear, wake up! It’s already morning. (**Locutionary**)  
Y : “I’m feeling sick”.

X : “Okay, I will make soup for you.

## 2) *Illocutionary Act*

Illocutionary act is a central concept in speech act theory. It has function to analyze the messages of language in a communication. As we can see that when communicate with others, people have different purpose. Those purposes are inserted via utterance. In speech act it is called as illocutionary act.

Illocutionary act is utterance which is sent by speaker to perform some acts (Yule, 1996:48). The function is to transfer the meaning from the speaker to the listener. It can be said that the speaker wants the listener do something after hear their utterances. In addition, Austin in Chojimah (2015:50) defines that illocutionary is the force or the act behind utterance.

For the example is;

X : “Dear, wake up! It’s already morning.

Y : “*I’m feeling sick*” (***Illocutionary Act***)

(B not only informs that she is sick, but she will not wake up)

X : “Okay, I will make soup for you

Illocutionary act has something that is called as illocutionary force. It is a function or specific purpose of language from speaker in their sentences. Austin (1975:100) defines that illocutionary force is different use language on particular situation. An example “*I’ll see you later*”, it can be a prediction, it can be a

promise, or it can be a warning. This different analysis is representing about different illocutionary force.

### 3. *Perlocutionary Act*

In communication, someone produce an utterance in order to get some effect from interlocutor. Perlocutionary act is an effect of listener after hears speaker's utterance. Austin (1975:106) states "the perlocutionary act may include what in a way are consequences, as when we say 'By doing  $x$  I was doing  $y$ '...".

For the example is;

X : "Dear, wake up! It's already morning.

Y : "I'm feeling sick".

X : "Okay, I will make soup for you. (*Perlocutionary Act*)

(Y will make soup as the effect after hear that B was sick)

#### d. **Illocutionary Acts**

Illocutionary acts are an action performed via communicative force of an utterance. Speaker tries to do some acts through their utterance. It means that speaker wants the listener do something after hear their utterance. According to Yule (1996:53) and Searle (1976:10-13), illocutionary was divided into five categories. Those five categories are; (1) *assertive*, which state about what the speaker believes to be the case or not, (2) *directives*, which it is used to get listener or someone else to do something, (3) *commissives*, which it is related with a speaker's commitment to future actions, (4) *declaratives*, which it is used to change



the world or someone's identity via utterance, and (5) *expressive*, which this act shows about speaker's feel. The explanation below is two of illocutionary act classifications as the researcher focused.

#### 1) Assertive Act

Yule (1996:53) stated that assertive act contains of utterance about what speaker's believe as a truth. In addition, Chojimah (2015:54) defines "assertive is related with a speaker's commitment to the truth of something...". It means that this act represent about speaker's subjective mind and aims to make other people believe on their statements.

Assertive has some illocutionary force (function or specific purpose of speaker), the illocutionary force of utterance is follows:

##### (a) Asserting

Asserting is type of acts to say about information that speaker knows as a truth (Yule, 1996:53). Asserting belongs to assertive act because in this case, speaker tries to make listener knows that their statement is true. Speaker tries to show what in their mind, showing disagree of word, and give the reason about their utterance to persuade. It has function to say something that certainly true.

Ex : *My name is khan, and I'm not a terrorist*

## (b) Concluding

Concluding belongs to assertive act because it is state about conclusion or judgment of something. It contains of opinion to decide something after speaker do several research (Yule, 1996:53).

Example: *He studied the document and concluded that the author must have an eyewitness.*

## (c) Describing

Describing is giving details information about person, thing or event. Describing belongs to asserting act because it is drawing about how something looks like based on the speaker's truth. It can be about situation, character, condition, animals, someone and etc (Yule, 1996:53). So, this act tells about description of someone or something.

Example: *Lira is beautiful girl. It has long hair and awesome eyes.*

## (d) Assessing

Assessing belongs to asserting act because it contains of someone's belief about prediction of something. It is used to deliver utterance about something that maybe happen in the future whether about event, situation and etc (Chojimah, 2015:55).

Example: *I think Valentino Rossi will be the winner.*

## (e) Complaining

Complaining belongs to assertive act because it shows about speaker's heartache of something (Yule, 1996:53). Here

speaker tells about their disappointment or dissatisfaction about something. It also indicates about unhappy condition.

Example: *My beloved vase was broken because you're careless.*

## 2) Directive Act

Directive act is express about speaker's wish to ask listener for doing something (Yule:1996:54). Through directive acts, the speaker can deliver their expectation to the listener. This act is important to be studied because it always needs perlocution or reaction after hear utterance from the speaker. It was approved by Mey (2001:120), that this act has purpose to 'direct' interlocutor towards some goal of the speaker.

Directive act has illocutionary force (function or specific purpose of speaker) such as:

### (a) Advising

Advising belongs to directive act because it is useful to advice other people about something (Yule, 1996:54). For the example is "*I think black shoes is suitable for your dress*".

### (b) Ordering

Ordering is having the authority to give an instruction or commands someone to do something for speaker. Ordering belongs to directive acts because the purpose of this act is speaker wants the speaker to do something as the speaker's said (Yule, 1996:54).

For the example is “*Jack, open the door!*”.

(c) Requesting

Requesting belongs to directive acts because it is used to express a politeness or asking for something officially (Yule, 1996:54). Example “*Can I have a cup of coffee with less sugar*”.

(d) Suggesting

Suggesting belongs to directive acts because it is used to mention an idea, possible plan, or action for other people to be considered (Yule, 1996:54). Suggesting produces an idea without stating it directly or giving proof. For the example is “*Your health will be better if you are not smoking anymore*”.

**e. Direct and Indirect Speech Acts**

Sometimes, an utterance has more than one illocution. Yule (1996:54) explained that there are three *structural forms* of sentence (declarative, interrogative, and imperative) and three *general communicative functions* (statement, question, and command/request). Declarative is used to make statement, interrogative is used to make question, and imperative is used to make command. If each of them is related correctly, then it is called as ***direct speech act***. But if the structural forms are not related with the correct function, then it is called as ***indirect speech act***.

Austin in Chojimah (2015:55) defines “indirect speech act is the condition in which one illocutionary is performed indirectly by way of

performing another...”. In addition, Yule (1996:55) states that direct speech is whenever there is a direct relationship between a structure and a function. Meanwhile, indirect speech is about contextual meaning. It means that when someone says something use correct structural forms and function, it called as direct speech act. Thus when someone says something but not use correct structure, it is called as indirect speech act. On indirect speech act, we are not observing the structure of utterance, but the context when an utterance is produced. For the example “*Can I borrow your dictionary?*”, it belongs to indirect speech act because speaker used interrogative forms to deliver request’s function. Furthermore it can be direct speech act if the speaker states “*Give your dictionary to me! I will borrow it.* In the second sentences, speaker used imperative forms to deliver request’s function.

### 3. “My Name is Khan” Movie

My Name is Khan is an Indian movie which was directed by Karan Johar on 12 February 2010. It was produced by Dharma Productions and Red Chillies Entertainment. It was distributed by FOX Star Entertainment and it was the most expensive Bollywood movie on 2010. Production of this movie took place in India and United States of America.

This film contains of three important components; a love story, Islam and a form of autism (asperger syndrome). Duration of this movie is around 165 minutes. The story of this film is very interesting and it

became box office movie on 2010 successfully. This movie also got some awards such as; 2011 Filmfare Awards, Zee Cine Awards, 2011 Star Screen Awards, International Indian Film Academy Awards, Big Star Entertainment Award, and The Global Indian Film and Television.

*a. Synopsis*

Based on oxford dictionary, synopsis is a summary of movie or story. It is arranged to make the content more understandable for the reader. Rizvan Khan is a Muslim who have asperger's syndrome. He is son of Dilawar Amanullah Khan and Razia Khan. He has one younger brother named Zakir. Although he has an asperger's syndrome, but he has special ability to repair thing like electronics and etc. His difference makes his mother give him a special attention, then his younger brother feel jealous and leaves his family for a life in the United States of America.

After his mother dead, Rizvan moves to San Francisco and lives there with Zakir. Then he falls in love with a Hindu single mother, Mandira. He has one son named Sameer. Oneday, Sameer was killed by his friends in the school because he was judged as the son of terrorist's father. Then Mandira was furious and asked Rizvan Khan to tells the society especially American President about her message "My name is Khan, and I'm not a terrorist". In the name of the woman he loves, Rizvan takes a long journey up to meet the American President.

## B. Previous Studies

There are some studies about analysis speech act in the movie. The first is a study that was made by Nikmah who English learners of IAIN Tulungagung in 2015. She analyzed about representative acts in film Harry Potter and The Philosopher's Stone by J.K. Rowling. The study applied theory of Yule using quantitative approach. The result of this study shows that there are 424 representative acts found in the selected movie.

The second is a study that focused on analyzing directive act in movie. The study was made by Zulaiha (2015). She is also the learners of IAIN Tulungagung. This thesis was made under the title "*Directive Act Used By the Main Character in The Movie Script "Around the World in 80 Days" By Frank Coraci*". This is library research with descriptive qualitative method. In this research, Zulaiha (2015:ix) found 33 utterances that contains of directive act in the selected movie. Types of those directive acts are *ordering, requesting, advising, and suggesting*.

The third is a study of Samawati in 2012. The writer is English learners of IAIN Tulungagung. She made a study entitled "*An Analysis on Illocutionary Act in Film Alice in Wonderland*" using qualitative approach. This study aimed to find the kinds of illocutionary act that is used in the selected movie. The result of this study shows five categories of illocutionary act is used in conversation among characters. Those categories are *representative (assertive), directive, commissive, expressive and declarative* act based on Searle's theory.