CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consist of the related literatures which support the research. Related literatures are needed in order to provide theories and other research results from the expert so that this research can be credible. The related literatures discussed are pragmatics, speech acts, three kinds of act, classification of speech acts, sentence structure and sentence function, direct and indirect speech acts, and previous research.

2.1 Pragmatics

Pragmatics studies the factors that decide our choice of language in social interaction. It looks at the social rules that affect our choice. It looks at the meaning of speech acts and the intention of the speaker and includes information about the social status of the speakers, cultural features such as politeness and formality, and both explicit and implicit linguistic features. Pragmatics overlaps at times with semantics, stylistics, sociolinguistics, psycholinguistics and discourse analysis.

Pragmatics is the study of the use of language in communication paticularly the relationships between sentence and the context. The basic idea of pragmatics is that when we are speaking in certain contexts we also accomplish certain acts (Van Dijk 1977: 218).

Pragmatics is the study of the relations of signs to interpreter (Levinson, 1983:1). Meanwhile, Yule (1996:3) states that there are four areas which pragmatics is concerned with:

1. Pragmatics is the study of speaker meaning.

2. Pragmatics is the study of contextual meaning.

3. Pragmatics is the study of how to get more communicated than it is said.

4. Pragmatics is the study of the expression of relative distance.

Pragmatics is the study of speaker meaning. When it is concerned with the study of meaning as communicated by speaker (or writer) and interpreted by listener (or reader). It is consequently, more to do with the analysis of what people mean by their utterances than what the words or the phrases in those utterances might mean themselves.

Pragmatics is the study of contextual meaning. This type of study necessarily involves the interpretation of what people mean in particular context and how the context influences what is said. It requires a consideration of how speakers organize what they want to say in accordance with who they are talking to where, when, and under what circumstances.

Pragmatics is the study of how to get more communicated than it is said. This approach also necessarily explores how listeners can make influences about what is said in order to arrive at an interpretation of the speaker's intended meaning. This type of the study explores how a great deal of what is unsaid is recognized as part of what is communicated. It is said that is the investigation of invisible meaning.

Pragmatics is the study of the expression of relative distance. This perspective than raises the question of what determines the choice between the said and unsaid. The basic answer is tied to the notion of distance. Closeness, whether it is physical, social, or conceptual, implies shared experience. On the assumption of how close or distant the listener is, speakers determine how much needs to be said.

Based on the definition mentioned earlier, pragmatics is a branch in linguistics which discusses the meanings of utterances and their functions, what is for and used for. In other words, pragmatics is a part in linguistics which focuses on utterances expressed by the speaker which is associated with its contexts.

Pragmatics is the sub-field of the language study that investigates technique by using language for communicational purpose, studies how language users make use of their understanding in mind of the language structure and rules. Leech and Short (1981: 290) state:

> The pragmatic analysis of language can be broadly understood to be the investigation into that aspect of meaning, which is derived not from the formal properties of words and constructions, but from the way in which utterances are used and how they relate to the context in which they are uttered.

Pragmatics is not only study on the speaker meaning of word of formal aspect and constructions, but it also study the meaning of word on context.

According to Levinson (1983: 3) pragmatics is the study of aspect of language that requires reference to the users of language then led to a very natural, further retriction of the term in analytical philosophy. Gazdar (1979a: 2) states that pragmaticz has meaning of utterances which cannot be accounted for by

straightforward. Levinson (1983: 21) also says that pragmatics is the study of relations between language and context. Therefore, pragmatics are showing how the meaning conveyed by a word or sentence depend on aspects of the context in which it is used.

Searle, Kiefer & Bierwisch (1980: viii) suggest that pragmatics is on of the words (societal and cognitive are others) that give the impression that something quite specific and technical is being talked about when often in fact it has no clear meaning. Pragmatics is the study of those relations between language and context that are grammaticalized or encodes in the structure of a languange. Levinson (1983: 21) says that pragmatics is the study of relations between language and context that are basic to an account of language understanding.

In pragmatics, there is specific approach to understand the meaning of language. It is called speech acts which is action performed via utterances.

2.2 Speech acts

Speech act is the basic unit of linguistic communication (Searle, 1969:16). It means that speech act is the production of what is said within performance of speech act. It is the way people act through their speech. To speak is the perform speech act using system of constitutive rules. To express themselves, people do not only produce utterances containing grammatical structures but also perform actions through there utterances. Thus, actions which are performed via utterances are generally called speech acts.

By referring to Austin (1962: 22), in uttering a sentence, one is not merely saying something but he is also doing something. The notion of speech act is fairly well understood in Searle, Kiefer, and Bierwisch (1980:vii) by stating that theory of speech act start the assumption that the minimal unit human communication is not a sentence or other expression, but rather the performance of certain kinds of act, such as making statement, asking question, giving order, describing, explaining, apologizing, thanking, congratulating, etc.

Levinson (1983:227) says that a speech act is a quite essentially pragmatics because it is created when the speaker makes an utterance to the heaer in context and must be interpreted as an aspect of social interaction. All of issues in the general theory of language usage, speech act theory has probably roused the widest interest.

Speech act can be used as a result of verbal act (Leech, 1983:14). It is really the performance of several acts at once, distinguished by different aspects of the speaker‟s intention. Grundy (1995:105) states that speech acts might be seen as a prototypically pragmatics phenomenon in the sense that they challenge the notion that there is a one to one correspondence between a form and its function.

Studying speech act is not a non sense. According to Searle (1977:16) the reason for concentrating on the study of speech act is simply this: all linguistics communication involves linguistics acts. Therefore studying speech act is very important because we concern with linguistics communication everyday. Searle has proposed two fundamental aspects of speech acts theory. They are meaning intentionality. He states that the manifestation of the intention of performing an

act is enough for that act to be performed. Further, he also suggests intentionality as a characteristic to group some speech act verbs. Although speech act verbs categorized as performatives but they may not reach the performance attribute if intentionality by the speaker is missing. Whereas meaning relates to the situation in which utterance is issued and based on the hearer's interpretation.

Language is important rule for human in communication each other. Human uses it to give an order, to make request, to give warning, to apologize, to give advice and so on. Therefore, language has close relation with human in society and it has a specific term that is called speech act. It is concerned on how the speaker produces language. Speech act means actions performed via utterances Yule (1996:48). Thus, people do things with words in much the same way as they perform physical actions. The action is performed by producing an utterance will consist of three related acts. They are locutionary act, illocutionary act, and perlocutionary act.

2.2.1 Locutionary act, Illocutionary act, Perlocutionary act

Utterances can perform three kinds of act. Austin (1962:109) identifies three distinct levels of action into locutionary act, illcocutionary act, and perlocutionary act.

2.2.1.1 Locutionary acts

Locutionary act (prepositional meaning) is the basic act of utterance or producing a meaningful linguistic expression (Yule, 1996:48). Moreover,

locutionary act is the act simply uttering a sentence from a language. It refers to factual meaning of the sentence, that is, the literal meaning of actual word. Locutionary act is the basic act of utterance there is no intention of speaker. For example:

1. *It"s cold in here.*

2. *There is food in the stove.*

Based on the examples above, in (1) the sentence refers to the temperature; (2) the sentence refers to the location of the food.

2.2.1.2 Illocutionary acts

The illocutionary act is performed via the communicative force of an utterance, such as promising, apologizing, offering (Yule, 1996:48). This act is also called the act of doing something in saying something.

The most significant level of action in a speech act is the illocutionary act because the force, which has been desired by the speakers, determines this act. Illocutionary act can be the real description of interaction condition. For example:

1. *It's cold in here.*

2. *There is food in the stove.*

Based on the examples above, (1) the sentence shows a request to close the door; (2) the sentence shows an offer of something to eat.

2.2.1.3 Perlocutionary acts

According to Hufford and Heasley (1983:250), perlocutionary act is the act that is carried out by a speaker when making an utterance causes in certain effect on the hearer and others. Perlocutionary act is also the act offering someone. Perlocutionary act refers to the effect the utterance has on the thoughts or actions of the other person. A perlocutionary act is specific to the circumtances of issuance, and is therefore not conventionally achieved just by uttering that particular utterance, and includes all those effects, intended or unintended, often indeterminate, that some particular utterance in a particular situation cause. For example:

1. *It's cold in here*. (such as someone actually close the door)

2. *There is food in the stove.* (helping themselves to the food).

2.2.2 Classification of speech acts

There are five basic kinds of speech act of utterance that one can perform in speaking which are promoted by Searle in Levinson (1983: 240), they are representatives, directives, commissives, expressive, and declarations.

1. Representatives

   Representatives are those kinds of speech act that the utterances commit the speaker to the truth of the expressed proposition (paradigm cases: asserting, concluding, etc.). It also states what the speaker believes to be case or not. Statements of fact, assertions, conclusions, and descriptions

are all examples of the speaker representing the world as he or she believes it is. Example:

" The earth is flat."

The statement represents the speaker's assertions about the earth. The speaker has opinion that the earth is flat.

Representative speech act uses language to tell people how things are, as in concluding, telling, asserting, hypothesizing, etc. For instance: "*Skeeter is preety girl*". The sentence is a form statement. The speaker can state the sentence based on the fact or just give his or her own opinion about physical condition of a person. It can be his or her subjective opinion. Representatives speech act can be noted by some speech acts verb, such as: remind, tell, assert, deny, correct, state, guess, predict, report, describe, inform, insist, assure, agree, claim, beliefs, conclude.

2. Directives

Directives are those kinds of speech act that speakers use to get someone else to do something (paradigm cases: requesting, questioning, command, orders, suggesting, etc.)

Example: *" Could you lend me a pencil, please?"*

The utterances above represents the speaker request the hearer to lend him a pencil. The speaker requests the hearer to do something in this state.

3. Commissives

    Commissives are those kinds of speech act that the utterances commit the speaker to some future course of action. (paradigm cases: promising, threatening, offering, refusal, pledges, etc)

    Example: *" I'll be back."*

    The statement which is used by the speaker intends as a promising that the speaker will be back.

4. Expressives

    Expressives are those kinds of speech act that the utterances express a phychological state (paradigm cases: thanking, apologizing, welcoming, congratulating)

    Example: *" oh my god, girl, you looks so beautiful today."*

    The utterance represents the speaker's expression that he likes the girl's looks today.

5. Declarations

    Declarations are those kinds of speech act that the utterances effect immediate changes in the institutional state of affairs and which tend to rely on elaborate exta- linguistic institutions (paradigm cases: excommunicating, declaring war, christening, firing from employment).

    Example: Priest: *" I now pronounce you husband and wife."*

The utterances shows that the Priest declares the couple became husband and wife.

2.2.3 Sentence Structure and Sentence Function

According to Yule (1996: 54) there are three structural forms in English, namely declarative, interogative, imperative. And the three general communications functions are statement, question, command or request. Sentences can be classified based on the structures into:

1. Declarative sentence

   It is a sentence in which the subject precedes the finite (Gerot and Wignel, 1994:38).

   Example: *The bag is expensive.*

   The sentence is declarative, it is showed by the subject "the bag" that precedes the finite "is".

2. Interogative sentence

   It is a sentence in which the finite precedes the subject (Gerot and Wignel, 1994:39).

   Example: *Are you take out the garbage?*

   The sentence is interrogative, it is showed by the finite "are" that precedes the subject "you".

3. Imperative sentence

It is a sentence beginning with finite. According to Gerot and Wignel (1994:41), in imperatives the mood element may consist of subject precedes finite, subject only, finite only, or they may have no mood element. There will always be a predicator.

Example: *close the door!*

The sentence is imperative, it is showed by the finite "close" which begins the sentence.

Sentences can be classified based on the functions into:

1. Statement

It is a sentence primarily used to convey information. The sentence function is statement.

For example: *The bag is expensive.*

The sentence function gives information that the bag is expensive.

2. Question

It is a sentence primarily used to elicit information.

For example: *Are you take out the garbage?*

The sentence function is asking information. The speaker asks the hearer weather he or she take out the garbage.

3. Command

It is a sentence primarily used to tell someone to do something.

For example: *close the door!*

The sentence function is commanding someone. The speaker gives command the hearer to close the door.

2.2.4 Direct and Indirect speech acts

Speech acts can be divided into direct or indirect. It can be analyzed based on the sentence structures and the sentence functions of the utterance.

According to Yule (1996:54-55), direct speech act, whenever there is direct relationship between structure and function (the structure and the function is congruent). The following are the examples:

1. You wear a seat belt. (declarative)

2. Do you wear a seat belt? (interrogative)

3. Wear a seat belt! (imperative)

In each of these examples, the syntactic form of the utterance matches the direct illocutionary act. In example (1) a declarative form is used to make a statement; (2) an interrogative form is used to ask a question and (3) an imperative form is used to give an order or make request. Thus the direct speech act (or direct illocutionary act) is the one that matches the syntactic form of the utterances, in other word; direct speech act means that whatever we use language as a means of

bringing about some end, this does not imply some chain of actions. Someone uses a direct speech act to communicate the literal meaning that the words conventionally express; there is a direct relationship between the form and the function.

Yule (1996:55) says that indirect speech act, whenever there is an indirect relationship between structure and function. The following are the examples:

1. You are standing in front of the TV.

2. Do you have to stand in front of TV?

In each of these examples, there is indirect relationship between the form and the function . In example (1) a declarative form is used to make request; (2) an interrogative form is used also to request.

Someone uses an indirect speech act wants to communicate a different meaning from the apparent surface meaning; the form and function are not directly related. Indirect speech acts are generally associated with greater politeness in English than direct speech acts. In order to understand why, we have to look a bigger picture than just a single utterance performing a single speech act.

2.3 Previous Research

The first previous research is by Lilik Suliswati (2006): An Analysis on Direct and Indirect Speech Acts in the Movie script of "Pretty Woman" by Jonathan Jaweon and Stephen Metcalfe. This research concerns on both of types of speech act (direct and indirect speech act). In conclusion, she found mostly direct speech acts.

The second research is by Ana Intan Rachmalia (2010): Speech Acts used by the Main Characters in Melissa Rosenberg's "New Moon" movie. This research discussed about speech acts used Searle's theory that consists of representatives, directives, commisives, expressives, and declarations. The result of this research is representative as the speech act that is the mostly used on the data.

For this new research, the researcher concerns on indirect speech act to be analyzed . She wants to identify what types of indirect speech act and how the characters use indirect speech act in "The Help" Film by Tate Taylor.