CHAPTER II

REVIEW OF RELATED LITERATURE

2. Reviews of Related Literature

This chapter discusses about the underlying theories of the study. Some theories relate to the study.

2.1 Speech Acts

Speech act is a part of pragmatics study. It focuses on how to do something by saying utterances. It means that the speaker uses a language to get the hearer to do something and the speaker expects that the hearer will understand his/her communicative intention.

According to Searle (1976: 16), speaking a language is performing speech acts, acts such as making statements, giving commands, asking questions, and making promises. While, Yule (1996: 47) defines speech acts as action performed via utterances such as apology, complaint, invitation, promise or request.

Austin (1962) divides three kinds of acts that are performed in which in saying something someone is doing something.

- a. Locutionary act is the literal meaning of the utterance. It is the basic act of utterance.
- b. Illocutionary act is the act of getting the audience to recognize the speaker"s meaning.

c. Perlocutionary act is the bringing about of effect on the audience by means

of uttering the sentence, such effect being special to the circumstances of utterance.

In simple way, locutionary act is the act of saying something, illocutionary act

is what is done in the act of saying something, and perlocutionary act is the

effect produced by saying something. The example below will give clear

understanding of it.

A: You look beautiful tonight.

B: Thank you.

The act of saying "You look beautiful tonight" is the locutionary act. A

complimenting B is the illocutionary act. The acceptance of the compliment by B is

the perlocutionary act.

Searle in Leech (1983) provides classification of speech acts in which he

calls as five macro-classes of illucotionary acts. They are:

1. Declarations are illocution whose "successful performance brings

about the correspondence between the propositional content and

reality"; e.g. resigning, christening, naming, appointing, etc. It consists

of acts which affect immediate changes in the institutional state of affairs.

For example: Priest: I baptize you....

I pronounce you husband and wife.

I name this baby "David".

Assertives commit someone to the truth of the expressed proposition:

e.g. stating, suggesting, boasting, complaining, claiming, and reporting.

The point is expressing a belief, making words fit the words, and

committing the speaker to the truth of what is asserted.

For example: a. The earth is flat.

b. Today is cool.

c. Sophie is a beautiful girl.

3. Expressives are statements of psychological condition. It means that

the speaker expresses his feeling; it can be statements of pleasure, pain, like

and dislike. The examples of the speech act included in expressives

are compliment, congratulating, thinking, apologizing, refusing, and others.

For example: a. I really like your haircut.

b. Thank you for your help.

c. I am sorry I can"t go with you.

4. Directives are all attempts done by the speaker to get the hearer to

do something. Directives cover command, order, request, suggestion, and

others.

For example: a. Open the door, please!

b. Could you take me a drink, please?

c. Don"t throw the rubbish to the river!

5. Commisives are all expressing an intention as a commitment for the

speaker to engage in future course of action. The examples of speech act

included in commisives are promise, threat, and pledge.

For example: a. I will be back.

b. I will finish my homework tomorrow.

c. I promise him I would come.

2.2 Compliments

Compliment as speech act, is classified as expressive expression of

approval. It deals with taking account of the feeling of other people and making

them comfortable. Compliment is typically a positive comment given to someone

else. This positive comment can address different values such as possession,

appearance, abilities, and skill as well as a combination of these.

Compliments are used to negoitate a solidarity between speaker and hearer in

order to make people feel good (Herbert, 1986). "A compliment is a speech act

which explicitly or implicitly attributes credit to someone other than the speaker,

usually the person addressed, for some good (possession, characteristics, skills, etc.)

which is positively valued by the speaker and the hearer" (Holmes 1988). The

compliment event is a two-unit turn adjacency pair operation (Schegloff and Sacks

1973) in which the first pair part and the second pair part are linked by both temporal

and relevancy conditions. This example bellow:

A: That's a beautiful bag.

B: Thanks, my sister boungt it for me.

B is relevant to and dependent upon A. A compliment and its response are

related to each other so that the first part predicts the second to the extent that the

absence of the second part is clearly noticeable. However, the two have been treated

independently in the literature. Wolfson and Manes (1980) have examined the

structure and content of the first on American compliments, while Herbert (1986) and

Pomerantz (1978) have treated compliment responses.

According to Wolfson (1983), the adjectives which are most frequently used

in compliments are beautiful, pretty, and great. Compliment also regurlarly uses some

verbs to bring positive evaluation, such as *like* and *love*. Sometimes, compliment is

used by noun since it has positively valued (e.g. genius and angel) or adverb well

(Wolfson & Judd. 1983).

Wolfson divided the types of empliment into two major categories, namely

appearance and ability (Walfson & Judd, 1983).

a. Compliment of appearance: the type of compliment that refers to outer

look of performance of the compliment addressee. This kind is divided

into two types:

1. Personal Appearance

The type of compliment on personal appearance usually deals

with something that the one uses.

Examples: I like these shoes on you.

There is also expression on other aspects of personal

appearance which is not related to something that the one uses.

Example: Your eyes always look beautiful.

2. Possession

The type of compliment on possession usually deals with

material possession.

Example: Your mother is so kind.

b. Compliment of ability: it is also one of the types of compliment which is

quite different from compliment of appearance. It is not discussing about

the physical look but someone's capibility in certain occasion. There are

two types, general ability and specific act ability.

1. General Ability

The general ability includes categorical reference to skill, talent,

personal quality, and taste.

Example: Your voice is awesome like a mocking jay bird.

2. Specific-act Ability

Specific-act ability contains all compliments which are specific0act in

a certain situation and condition.

Example: *She is doing a good job. This is really spectacular.*

However, compliments have different role in different occassion in the

interaction or communication. The speaker from higher status tends to make a

compliment maintaining some activities or piece of works of others who are in the lower status. It frequently includes function as encouragement.

Wolfson (1983) defined several functions of compliment. They are:

a. Compliments served to increase and consolidate solidarity.

The main function of compliment is to increase solidarity between the speaker and the addressee. It is generally treated as positively affective speech acts directed to addressee. Compliment is procided as powerful device for mutual support and solidarity. It is used to achieve and reinforce good social relationship.

b. Compliments have function to create or maintain rapport.

It means that to create or to maintain the relationship between the speaker and the addressee.

c. Compliments as spontaneous expression of admiration.

Spontaneity is usually related to originality of expression. The speaker unintentionally shows his0her expression of admiration or approval to the addressee.

- d. The way to express positive evaluation is usually related to adjectives *nice* and *good*.
- e. Compliments as encouragement.

Encouragement means that the compliment is used to motivated the addressee who receives the compliment.

f. Compliments often serve to strengthen other speech act formulas.

Compliment may often serve to replace or strengthen other speech act formulas like thangking, *apoligizing* and *greetings*, for example, *thanks for beautiful cake*, we really like it.

g. Compliments may also be used to soften criticism.

It is particularly happen when the participants are in the relationship still want to continue and to maintain a social harmony each other. Thereefore, cmpliment usually combined by *but*. It is used to minimize the irritiating effect of the speaker' criticism. For instance: *The ending of the story of movie is good but it is actually quite moving*.

h. Compliments may be used to modify the sarcasm.

A comment structured in the form of compliment may quite easly turn into a reprimand or even an insult. For example *You play a good game of football for a woman*.

Compliments operate within the scheme of conversational postulates such as make the hearer feel good (Lackoff 1975, Goody 1918).

2.3 Compliments Responses

Compliment response is a verbal acknowledgement that the recipient of the compliment or the addressee heard and reacted to the compliment. This reaction may differ from one person to another or from one society to another depending on a variety of contextual and cultural factors (Trippod, 1999). Compliment responses

means a very common phrase or sentence that people say after another person has praised them for ability, possession, appearance, or anything which is valuable for social or economic reason. For instance, when someone says to his friend, "you look so beautiful", and his friend may say "thank you."

Related to response the compliments, Herbert (1990) classified its responses into 12 different types of compliment responses. Here are:

- Appreciation token— A verbal or nonverbal acceptance of the compliment (e. g, thanks, thank you, [nod]).
- 2. Comment acceptance—single—Addressee accepts the complimentary force and give a comment on the appreciated topic (e. g, Yeah, it's my favorite, too).
- 3. Praise upgrade—Addressee accepts the compliment from speaker and affirms that the compliment force is enough (e.g., really brings out the blue in my eyes, doesn't it?)
- 4. Comment history—Addressee give a comment on the object complimented, it shifts the force from the addressee (e.g., I bought it for the trip to Arizona).
- 5. Reassignment—Addressee accepts with the compliment assertion, but shifts the force to some third person or object (e.g., my brother gave it to me; It really knitted itself).
- 6. Return— As with except that the praise is returned to the first speaker (e.g., Son's yours).

- 7. Scale down—addressee disagrees with the complimentary force, pointing to some flaw in the object or claiming that the praise is overstated (e.g., It's really quite old).
- 8. Question—addressee questions the sincerity or the appropriateness of the compliment (e.g., Do you really think so?)
- 9. Disagreement—addressee asserts that the object compliment is not worthy of praise; the first speaker's assertion is in error (e.g., I hate it).
- 10. Qualification—weaker than (9). Addressee merely qualifies the original assertion, usually with though, but, well, etc. (e.g., It's all right, but Len's is nicer).
- 11. No acknowledgement—addressee gives no indication of having heard the compliment. He either responds with an irrelevant comment (topic shift or gives no response Silence).
- 12. Request interpretation—addressee, consciously or not, interpret the compliment as a request rather than a simple compliment; it is not actually a compliment response (e.g., you want to borrow this one, too?)