#### **CHAPTER II**

#### **REVIEW OF LITERATURE**

This chapter deals with review of literature. This includes theoretical framework such as pragmatic, context, speech act, illocutionary, types of illocutionary act, and directive illocutionary act.

#### 2.1 Theoretical Framework

## 2.1.1 Pragmatics

Pragmatics is the study of "invisible" meaning, or how we recognize what is meant even when it isn't actually said or written. In order for that to happen, speakers (or writers) must be able to depend on a lot of shared assumptions and expectations when they try to communicate (Yule.2010:128)

There are four definitions about pragmatics such as: pragmatics is the study of speaker meaning; pragmatics is the study of contextual meaning; pragmatics is the study of how more gets communicated that is said; and pragmatics is the study of the expression of relative distance (Yule, 1996: 3-4). By simple definition, pragmatics is the study of the relationships between linguistic forms and the users of those forms.

According to Stanford Encyclopedia of Philosophy, pragmatics is the utterances of specific events and the intention of the speaker to the hearer at times and places involving language. Pragmatics consists of several aspects including context, deistic, presupposition, implicature, and speech acts.

The advantage of studying language via pragmatics is that one can talk about people's intended meanings, their assumptions, their purpose or goals, and

the kinds of action (for example: request) that they are performing when they speak.

#### **2.1.2** Context

Context is background knowledge assumed to be shared by speaker and hearer and which contributes to hearer's interpretation of what speaker means given utterance (Leech.1983:13). Context affects language aptitude. Things outside language affect our language comprehension. To understand what happened in a conversation, we need to know anyone involved inside, how the relationship and social distance between them, or the relative status between them.

It is another instance which refers to person or things: using proper names, pronouns, article and soon. A person named 'John' is refered to as 'John' only in his own, known context: a person named 'the policemen' is an officer we know (or are supposed to know). Saying 'John is the policemen' makes sense only a context where there is a person John whom I know by name and who happens be the policeman (or is following assigned that role in a play) (Mey. 1996: 39-40)

Beside context, Leech explains reference of the following five aspect of the speech situation:

## i. Addressers or addressees

Following the practice of Searle and others, Leech shall refer to addressers and addressees, as a matter of convenience, as s (speaker) and h (hearer)

## ii. The context of an utterance

Context has been understood in various way, for example to include relevant aspect of the physical or social setting of an utterance. Leech shall consider context to be any background knowledge assumed to be shared by *s* and *h* and which contributes to *h* '*s* interpretation of what *s* means by a give utterance.

### iii. The goal (s) of an utterance

Leech shall often find it useful to talk of a goal or function of an utterance, in preference to talking about its intended meaning, or *s's* intention uttering it.

iv. The utterance as a form of act or activity: a speech act

Pragmatics deals with verbal acts or performances which take place in particular situation, in time.

v. The utterance as a product of verbal act

There is another sense in which the world utterance can be used in pragmatics: it can refer to the product of a verbal act, rather than to the verbal act itself (Leech. 1983: 13-14)

From the above mentioned elements of (i) addresser and addressee, (ii) context, (iii) goals, (iv) illocutionary act, and (v) utterance. We can conclude that aspect of speech situation is the importing thing in speech act.

#### 2.1.3 Speech Act

A speech act is considering ways in which we interpret the meaning of an utterance in terms of what the speaker intended to convey. It usually recognizes the type of "action" performed by a speaker with the utterance. There are several term speech acts to describe actions such as requesting, commanding, questioning, or informing. Speech act means the action performed by a speaker with an utterance (Yule.2010:133)

A speech act is actions performed via utterance. In English commonly is given more specific labels such as apologizing, complaint, compliment, invitation, promise, or request. There are several the actions performed by producing an utterance will consist of three different levels:

- Locutionary act is the basic act of utterance or producing a meaningful linguistic expression.
- b. Illocutionary act is performed via the communicative force of an utterance.
- c. Perlocutionary act is simply creating an utterance with a function without intending it to have an effect (Yule.1996:48).

Austin developed his theory of speech acts. He made important observation. Austin observed that there are ordinary language declarative sentences that resist a truth conditional analysis in similar fashion. The point of uttering such sentences is not just to say things, but also actively to do things. In other words, such utterances have both a descriptive and an affective aspect. Accordingly, Austin called them *performatives* and he distinguished them from assertions, or statement making utterances which he called *constatives* (Huang.2002:94-95).

## 2.1.4 Illocutionary Act

Illocutionary act is called by The Act of Doing something. It is not only used for informing something, but also doing something as far as speech event was accurate considered. Austin explained the performance of an act is the new and second sense as the performance of an 'illocutionary' act, i.e. performance of act in saying something as opposed to performed of an act of saying something

(Austin. 1962:99). An illocutionary act refers to the type of function the speaker intends to fulfill, or the type of action the speaker intends to accomplish in the course of producing an utterance. It is an act accomplished in speaking (Huang. 2005: 102).

Example of illocutionary acts include accusing, apologizing, blaming, congratulating, giving permission, joking, nagging, promising, ordering, refusing, swearing and thinking (Huang. 2005: 102). In example "I'm very glad to you for all you have done for me" performs the illocutionary act of thinking.

Some illocutionary verbs are definable in terms of the intended perlocutionary effect, some not. Thus requesting is, as a matter of its essential conditional, an attempt to get a hearer to do something, but promising is not essentially tied to such effect on or responses from the hearer (Searle.1969:71)

# 2.1.5 Classification of Illocutionary Act

There are some differences studying speech act verb. We shall find useful the distinctions which between Austin and Searle. They have made in their types of illocutionary act. Difference between talking about speech act and talking about speech act themselves.

There is a theory from the Austin's classification of illocutionary acts into his five basic categories (Searle.1979:7-9):

 Verdictive are these consists in the delivering of a finding, official or unofficial, upon evidence or reason as to value or fact so far as these are distinguishable. Example: acquit, hold, calculate, describe, analyze, estimate, date, rank, assess, and characterize.

- Exercitives are these giving of decision in favor of or against a certain course of action on advocacy of it. Example: order, command, direct, lead, bed, recommend, entreat, and advise.
- Commissives is the commit the speaker to certain course of action.
   Example: promise, vow, ledge, covenant, contract, guarantee, embrace, and swear.
- 4. Expositives are used in acts of exposition invkolving the expounding of views, the conducting of arguments and the clarifying of usage and references. Example: affirm, deny, emphasize, illustrate, answer, report, accept, object to, concede, describe class, identify, and call.
- 5. Behabitives are the notion of reaction to other people's behavior and fortunes and of attitude and expression of attitude to someone else's past conduct or imminent conduct. Example: apologize, thank, deplore, commiserate, congratulate, felicitate, welcome, etc.

Furthermore, Searle presents a list of what he regards as the basic categories of illocutionary acts. He shall discuss how my classification relates to Austin's. There are several five categories by Searle:

- 1. Assertives: the point purpose of the members of the assertive class to commit the speaker to something's being the case such as "belief" and "commitment".
- 2. Directives: The illocutionary points of these consist in the fact that they are attempts by the speaker to get the hearer to do something. There are categories directive are ask, order, command, request, beg, plead, pray, entreat, invite, permit, and advise.

- Commissive: those illocutionary acts whose point to commit the speaker to does some future action. There are categories offers, pledges, promise, refusals and threats.
- 4. Expressive: the illocutionary point of this class to express psychological, condition or feel. There are categories expressive are thank, congratulate, apologize, condole, deplore, and welcome.
- 5. Declaration: the speaker has to have a special institutional role, in a specific context, in order to perform a declaration appropriately.

## 2.1.6 Directive Illocutionary Act

Directives are those kinds of speech acts that speakers use to get someone else to do something. In using a directive, the speaker attempts to make the world fit the words (via the hearer). These directives are one of classification by speech act (Yule.1996:54). The directive is help to other people for doing something, if someone thinks that help is positive, so they will not think negatively and if someone thinks that help is negative, so they will think negative.

#### Example:

- a. Gimme a cup of coffee. Make it black.
- b. Could you lend me a pen, please?
- c. Don't touch that.

However, directives are in a part of illocutionary act. Directives are these consist in the fact that they are attempts by speaker to get the hearer to do something.

## W(H does A)

It means from symbolism is the direction of fit is world to words and the sincerity condition is want (or wish or desire). The propositional content is always that the hearer H does some future action A. Question are a subclass of directive, since they are attempts by S to get H to answer (Searle.1979: 13-14).

# 2.1.7 Directive Illocutionary Acts Perfomed

The illocutionary point indicates in the fact that the speaker attempts to get the hearer to do something. The verbs denoting members of this class, such as: "ask", "order", "command", "request", "beg", "plead", "pray", "entreat", and also" invite"," permit", and "advise" (Searle.1979:13-14).

There are definitions of directive illocutionary act performed by Horby.

Oxford Advanced Learner's Dictionary. Oxford University Press: 1995.

| Explanation      | Kinds      | Meaning Meaning        | Example            |
|------------------|------------|------------------------|--------------------|
| 1. The speaker   | Asking     | To tell somebody       | 'Where are you     |
| who tries to ge  | t          | that you would         | going? 'She asked. |
| the hearer to de |            | like <i>them</i> to do |                    |
| something.       |            | something. P. 59       |                    |
|                  | Ordering   | Something that         | A policeman        |
|                  | /          | somebody is to tell    | ordered me to stop |
|                  |            | to do by               | the car.           |
|                  |            | somebody in            |                    |
|                  |            | authority. P. 816      |                    |
|                  | Commanding | To tell somebody       | I'm yours to       |
|                  |            | to do something.       | command (ie tell   |
|                  |            | P.227                  | me what you want   |
|                  |            |                        | me to do)!         |
|                  | Requesting | The action of          | He requested a     |
|                  |            | asking for             | loan from the      |
|                  |            | something              | bank.              |
|                  |            | formally and           |                    |
|                  |            | politely. P. 996       |                    |
|                  | Begging    | To ask somebody        | Don't go, I beg of |
|                  |            | for something          | you.               |
|                  |            | especially in an       |                    |
|                  |            | anxious way            |                    |

|  |            | because you want or need it very much. <i>P.95</i>  |  |
|--|------------|---|--|
|  | Pleading   | To make repeated urgent request to somebody for something. <i>P. 885</i>                                    | She pleaded with him not to leave her. |
|  | Pray       | To give thanks or to ask for help to God. <i>P. 906</i>   | The priest prayed for the dying man.   |
|  | Entreat    | To ask somebody something in a very anxious or serious manner. <i>P.386</i>                                 | Please don't go, I entreat you.        |
|  | Inviting   | To ask somebody in friendly way to go somewhere or do something, especially as a social event. <i>P.630</i> | Are you coming to the party?           |
|  | Permitting | To give permission for something to allow something. <i>P.</i> 862  | Dogs are not permitted in the hotel.   |
|  | Advising   | To tell somebody what you think you should do in particular situation. <i>P.18</i>                          | She advised the government.            |

## **2.2 Relevant Theories**

Before a Searle's theory, there is a theory from the Austin's classification of illocutionary acts into his five basic categories (Searle.1979:7-9). Those are:

1. Verdictive are these consists in the delivering of a finding, official or unofficial, upon evidence or reason as to value or fact so far as these are distinguishable. Example: acquit, hold, calculate, describe, analyze, estimate, date, rank, assess, and characterize.

- 2. Exercitives are these giving of decision in favor of or against a certain course of action on advocacy of it. Example: order, command, direct, lead, bed, recommend, entreat, and advise.
- Commissives is the commit the speaker to certain course of action.
   Example: promise, vow, ledge, covenant, contract, guarantee, embrace, and swear.
- 4. Expositives are used in acts of exposition involving the expounding of views, the conducting of arguments and the clarifying of usage and references. Example: affirm, deny, emphasize, illustrate, answer, report, accept, object to, concede, describe class, identify, and call.
- 5. Behabitives are the notion of reaction to other people's behavior and fortunes and of attitude and expression of attitude to someone else's past conduct or imminent conduct. Example: apologize, thank, deplore, commiserate, congratulate, felicitate, welcome, etc.

Furthermore, Searle presents a list of what he regards as the basic categories of illocutionary acts. He shall discuss how my classification relates to Austin's. There are several five categories by Searle:

- 1. Assertives: the point purpose of the members of the assertive class to commit the speaker to something's being the case such as "belief" and "commitment".
- 2. Directives: The illocutionary points of these consist in the fact that they are attempts by the speaker to get the hearer to do something. There are categories directive are ask, order, command, request, beg, plead, pray, entreat, invite, permit, and advise.

- Commissive: those illocutionary acts whose point to commit the speaker to does some future action.
- 4. Expressive: the illocutionary point of this class to express psychological, condition or feel. There are categories expressive are thank, congratulate, apologize, condole, deplore, and welcome.
- 5. Declaration: the speaker has to have a special institutional role, in a specific context, in order to perform a declaration appropriately.

#### 2.3 Previous Studies

There are several previous studies for taken a reference before made a thesis such as:

- 1. Arani, Shohreh Shahpouri, M.A. A. Study of Directive Speech Acts Used by Iranian Nursery SchoolChildren: The Impact of Context on Children's Linguistic Choices. Young Researchers Club, Khorasgan Branch, Islamic Azad University, Khorasgan, Iran. Vol. 1 No. 5; September 2012 [Special Issue on General Linguistics], pp. 163 175
  - Shohreh Shahpouri (2012) applied about the form and function of children's directive speech act similar to that of adult and do children use same politeness marker in their directive speech as adult. Based on the result of the study are (1) the investigation of children's directive speech act confirm the fact that they are know of social parameters of talk, (2) they used linguistic forms that are different from what is used by adult as politeness marker, and (3) they used declarative with illocutionary force in order to mark distance.
- 2. Kristani, Keylli (2012). An Analysis of Directive Speech Acts in the movie "sleeping beauty". Binus university, Jakarta. pp. 1-8

Kristan Keylli (2012) explained about how often the directive speech act performed and which type of directive speech act performed that are often used by movie. The writer used qualitative method by collecting data from watching the movie. The result shows that the 20 tables show that 139 directive speech act performed in the movie. The last table of summary and the pie chart show who most often is ordering in the movie (21, 6%) while the least used directive speech act performed is inviting (0,7%).

