

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

In this chapter, the writer explores about the review of related theories and the review of the previous study. The theories are taken from books and on-line literature in internet. She reviews the theories which fully support her study about relationship between context and illocutionary acts. The theory is very important to support and analyze utterance of conversation used by Mr. Henry Higgins in the *Pygmalion* drama.

The theories are useful as guideline to explain the problems in this study. It is review into small parts such as pragmatics, features of context, speech acts, types of illocutionary acts, direct and indirect speech acts. These theories can help the writer to analyze and solve her study.

2.1.1 Pragmatics

Yule (1996:3) pragmatics is concerned with the study of meaning communicated by speaker and interpreted by a listener. It has consequently, more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves.

The advantage of studying language via pragmatics is that one talk about people's intended meanings, their assumptions, their purposes or goal, and the kinds of action (for example request) that they are performing when they speak.

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

In order to understand the intended meaning, listeners must have pragmatic competence. They must have the background knowledge with the speaker so that they can interpret the things which are referred. After having so, a listener must also understand the illocutionary competence, which is a competence to interpret the locution uttered by a speaker. Having that competence, listeners can interpret the intended meaning uttered.

2.1.2 Features of Context

Context plays an important role in interpreting a sentence. The same utterance will have different meaning if the context of each utterance is different. Context is also needed to know the intended meaning of the utterance.

The existence of a context in an interpretation can reduce the possible meanings of other interpretation which is not exactly the intended meaning. Hymes (1962) states in Brown and Yule (1983:37) that when a form is used in a context it eliminates the meanings possible to the form other than those the context can support. It means that a form in a context can easily direct use to the intended meaning of a sentence or utterance and remove the other possible interpretation.

Hymes (1964) states in Brown and Yule (1983:38) propose nine features of context. They are participant, topic, setting, channel, code, message form,

event, key and purpose. The first feature is participant. Participant can be divided into three subcategory, addresser, addressee, and audience. The addresser refer to a person who produces the utterance, the addressee refers to the hearer and the audience is the over hearer.

Second is topic. The topic of conversation determines the choice of language. Some topics most likely discussed in a certain language rather than the others. Third is setting. Setting refers to the time and place in which the conversation occurs. Usually, a given setting such as a house, work place, formal and informal setting are viewed as the important factors to language choice. Fourth is channel. Channel deals with how the interaction is maintained.

The next feature is the code. The code deals with what language, dialect or style is being used in the conversation. A message form is also important feature of context. It deals with the form intended to transfer the message. Another feature is event. Event is the nature communicative event within which genre may be embedded. The eight feature is key. Key involves the evaluation of a conversation, whether a sermon is good or confusing. The last feature is purpose. Purpose deals with intention of the participants in the conversation. Whether, the speaker wants to ask for something or giving an order.

In this study, the writer only used four features in interpreting the utterances of the subject of the present study: the addressor, the addressee, the setting, the event and the topic.

2.1.3 Speech Acts

Two philosophers, John Austin and John Searle who gave many contributions in speech act theory believed that language is used by people to perform an action. Therefore they developed speech act theory from this basic belief that meaning and action have important relationship in language. There are three kinds of speech acts. There are locutionary, illocutionary and perlocutionary acts.

To clearly see the basic differences between them, the writer generated definition of each and the examples in the following categorization based on Austin's work:

a. Locutionary act

Locutionary is an act of speaking that reveals something or expresses something. It is the same as an act of saying certain things accompanied with certain sense and reference. For example: The utterance "I love her". "I" refers to the speaker and "her" refers to her. Meanwhile the word "love" brings no action.

b. Illocutionary act

Illocutionary act is the act performed in saying something. According to Austin (1962:99) states that the performance of an act is this new and second sense as the performance of an "illocutionary" act, performance of act in saying something as opposed to performance of an act of saying something. For example: The utterance "I swear to give it for you" is used to perform the illocutionary act of promising.

c. Perlocutionary act

Perlocution is an act which is done by saying something, to make others believe in something by urging the others either to do something or to influence others. Austin (1962:121) states that perlocutionary act is “the achieving of certain effects by saying something”. Perlocutionary act (Austin, 1962:101) : He persuade me to shoot her.

2.1.4 Types of Illocutionary Acts

This study uses the theory of illocutionary acts from Searle (1976). Searle claims that the illocutionary acts is the minimal complete unit of human linguistic communication. Illocutionary act is communicatively successful if the speaker’s intention is recognized by the hearer. For example, “close the door” has the purpose “ordering” for the interlocutor to close the door. One important focus has been categorizing the types of speech acts possible in language. Searle says that is a myriad of language particular speech acts proposed that all acts fall into five main types, as stated below (1976:10):

The categorization of the five types of illocutionary acts that Searle develops are as follows:

a. Representative

According to Yule (1996:53) representative are kinds of speech acts that state or express what the speaker believes to be the case or not. The speaker’s utterance describes some circumstances. It concerns the facts. They are asserting, concluding, suggesting, reporting, describing and

predicting. In performing this type of speech act, the speaker represents the world as he or she believes it. For example, Tika said: “*It is cloud in Surabaya*”, she was trying to give a report about cloud in Surabaya (**reporting**).

b. Directive

Yule (1996:54) states that directive is speech act that speakers use to get someone else to do something . They express the speaker’s desire for the addressee to do something. It includes requesting, pleading, inviting, asking, ordering and permitting. For example: the speaker is talking to his friend: “*Bring your jacket, please*”. The speaker requests his friend to bring jacket. (**requesting**).

c. Commissive

According to Yule (1996:54) commissive is kind of speech acts that speakers use to commit themselves to do some in the future. Commissive express what the speaker’s intends. It is promising, threatening, pledging, vowing, refusing and accepting. For example: someone asks the speaker whether the speaker wants to go to Yogyakarta in the weekend or not, and the speaker answers: “*I will go to grandmother’s house*”. It means the speaker refuses the invitation to go to Yogyakarta (**refusing**).

d. Expressive

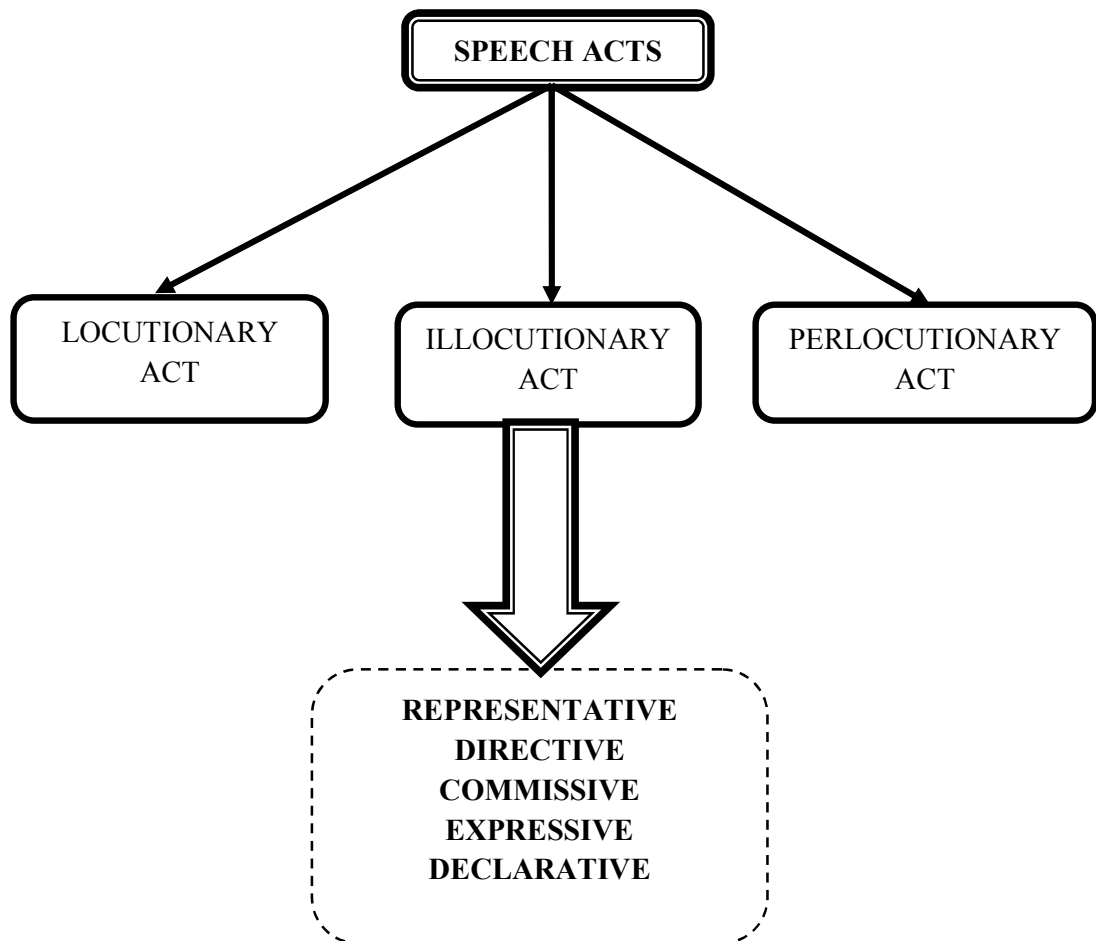
Yule (1996:53) states that expressive is speech acts that stated what the speaker feels. They express psychological states and can be statements of pleasure, pain, joy, sorrow, likes or dislikes. It concerns apologizing, welcoming, greeting, congratulating, praising, thanking, regretting and mocking. For example: “*Happy birthday.....*”, it means the speaker congratulates for the birthday of his or her friend (**congratulating**).

e. Declarative

According to Yule (1996:53) declarative is kinds of speech acts that change the world via their utterance. They are excommunicating, declaring war, firing, blessing, baptizing, appointing, arresting and marrying. This particular type needs an extra linguistic institution which provides rules for their use, a court, committee, and church. For example: Dardjowidjojo (2005:107) “I hereby pronounce you husband and wife”. It means the declarative just occurs in special moment, it is during the wedding ceremony (**marrying**).

The classification of speech acts which has been mentioned above can be diagrammed as shown in figure 1 below:

Figure 1:



2.1.5 Direct and Indirect Speech Acts

According to Yule (1996:54) in English, there are three basic sentence types. There is an easily recognized relationship between the three structural forms (declarative, interrogative and imperative) and the three general communicative functions (statement, question, command/ request). For example:

1. It is hot outside. (Declarative)
2. Do you know where she lives? (Interrogative)
3. Open the door, please! (Imperative)

Based on the basic structure, sentences or utterances can be identified as direct utterances and indirect utterances (Yule, 1996:54). Direct speech acts are the speech acts that perform their function in a direct ways, whereas indirect speech acts are the speech acts that perform their function in an indirect ways. Whenever there is a direct relationship between a structure and a function, it is a direct speech act and whenever there is an indirect relationship between a structure and a function, it is an indirect speech act. Indirect speech acts are generally associated with greater politeness in English than direct speech acts. For example:

1. Move your hand! (Direct speech act).
2. It's very cold in here. (The speaker has intention to make the addressee close the window, so it is called as indirect speech act).

According to Hurford and Heasley (2007: 291) the direct Illocution of an utterance is the illocution most directly indicated by a literal reading of the grammatical form and vocabulary of the sentence uttered.

It is an illocution that is directly indicated by the structure or form of the sentence and words. For example, “Can you open the door ?” It is an interrogative sentence and its direct illocution is an enquiry to the addressee's ability to open the door. It can be happened when the speaker sees that the door is locked, his/ her intention is simply to know if the addressee has the ability to open it.

The indirect illocution of an utterance is any further illocution the utterance may have (Hurford and Heasley 1983:269). It is the further illocution act that the utterance possesses or the further meaning of the speaker. For example: “Can you open the door?” is an interrogative sentence but its indirect illocutionary act can be a request to open it. It happens when the speaker feels hot in his/her room, then he/she asks to addressee, “Can you open the door?”, it is shown that the speaker wants to have a fresh air and she/ he wants addressee to open the door.

2.2 Review of Previous Studies

To enlarge our knowledge about linguistics, the writer reviews the previous study who conducted a research on the same topic about speech acts. The first study is “Functions of Perlocutionary Acts Used by All the Characters in Courtroom Scenes of Ally Mcbeal’s TV Series” which is made by Ningsih (2004). From the research, the writer learned that Ningsih’s study was focused on perlocutionary acts. She wanted to know the function of perlocutionary acts that are found on verbal interaction, especially in the courtroom. She used descriptive method to describe perlocutionary acts.

The next study conducted by Sartika (2005) with title “The Study of Speech Acts on the Miscommunication between Agus and Rita in Aditya Mulya’s Jomblo”. Sartika observed two major characters named Agus and Rita in a novel entitled Jomblo. Sartika’s study was focused on speech acts, especially perlocutionary acts. The approach of her study was qualitative because she dealt with words rather than numbers.

Another study has been made by Amelia (2008) entitled “ Analysis of the function of Speech Act Used by Male and Female Preachers”. The study tried to find the function of speech act used by male and female preachers in delivering the sermons. This study aimed to find out what the differences speech act production by male and female. The result of this study showed that gender is the important aspect effect act production.

Actually, the related studies above are similar to this study that is discussed about speech act, but they had a different object. However, this study differs from those previous studies above. This study only concern in illocutionary acts and contexts are used in study of pragmatics. The objective of this study is to find out what types of illocutionary acts and contexts are used by Mr. Henry Higgins to speak with other characters in drama *Pygmalion*.