

CHAPTER II

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

2.1 Review of Related Theories

2.1.1 The definition of Pragmatics

There have been some definitions about pragmatics. Firstly, According to Poultridge (2006) pragmatics is the study of meaning in relation to the context in which a person is speaking or writing. This includes social, situational and textual context. It also includes background knowledge context; that is, what people know about each other and about the world. Pragmatics assumes that when people communicate with each other, they normally follow some kind of cooperative principle; that is, they have a shared understanding of how they should cooperate in their communications. Pragmatics consists of academic field of linguistics study which talks about a language structure as items to communication both speaker and listener and any other as a signals references language on conversation.” Verharr J.W.M (2006, p.14). Green (1996) explains that, “Pragmatics is the shapes of number areas within and correlated of cognitive science: not only linguistics, cognitive psychology, culture, culture anthropology, and philosophy (logic, Semantics, action theory, but also sociology (interpersonal dynamics and social convention) and cleverness more to its region” (p.1-2).

2.1.2 Speech Act

The concept of Speech Acts was first developed by J. L. Austin (*How To Do Things With Words*, 1962) and elaborated by John Searle (*Speech Acts*, 1969). When we talk, we do such things as greet, promise, warn, order, invite, congratulate, advise, thank, insult, and these are known as speech acts. From a literary critical point of view, Speech Act Theory can be a useful tool for those literary conversations where characters appear to be saying one thing but are really saying another, such as when a character is ostensibly giving advice but is actually delivering a threat; or when a character is ostensibly guiding tourists but is actually flirting. Doing two things at once when we speak is normal, of course; there's nothing especially literary about it.

According to Searle in Umar (2016, p.22), the speech act or acts perform in the utterances of a sentence are in general a function of the meaning of the sentence. The meaning of a sentence does not in all cases uniquely determine what speech act is performed in a given utterances of that sentence, for a speaker may mean more than what he actually says, but it is always in principle possible for him to say exactly what he means. Therefore, it is in principle possible for every speech act or performs or could perform to be uniquely determined by a given sentence (or set of sentences), given the assumptions that the speaker is speaking literally and that the context is appropriate. And for these reasons a study for the meaning of sentences is not in principle distinct from a study of speech acts. Properly construed, they are the same study. Since every meaningful sentences in virtue of its meaning can be used to perform a particular speech act (or range of speech acts), and since it's very

possible speech act can in principle be given an exact formulation in a sentence or sentences (assuming an appropriate context of utterance), the study of meanings of sentences and the study of speech acts are not two independent studies but one study from two different points of view. Yule in Farah (2020) asserts that speech act is an action performed via utterance. In agreement with Yule's theory, Searle in Farah (2020) says that speech act is also called as the action performed by a speaker with an utterance. He adds that the reason for concentrating on the study of speech acts is simply this: all linguistic communication involves linguistic acts. From the speech act theory above, the writer can conclude that speech act is an action that perform an utterance of a sentence and the function of the meaning of the sentences. Thus, speech acts is an essential thing to learn because people always deal with action and producing utterances in daily life and people always has a meaning behind every utterance they produce.

2.1.3 Classification of Speech Act

Searle in Umar (2016) in the Searle's book, *Speech acts An Essay in the Philosophy of Language*, stating that in practice the use of language there are at least three kinds of speech acts. These are three kinds of speech acts that row can be described as follows:

a) Locutionary Act

Locutionary acts are a speech act with words, phrases, and sentences, according to the meaning contained by words, phrases, and sentences that. This speech act may be cited as the act of saying something. In a

Locutionary acts are not question the purpose and function of the speech delivered by the speaker, so the speech of my hands itch for example, solely intended to inform the partner said that at the time at hand speaker said that the speech is in a state of itching.

b) Illocutionary Act

Illocutionary act is an act of doing something with a purpose and a specific function anyway. Speech acts can be considered as the act of doing something. Speech my hands itch spoken speakers is solely intended to inform the partner said that said in the speech was itching was lodged in the hands of the speaker, but the speaker wants hearer to perform certain actions associated with itching on his hands.

c) Perlocutionary Act

Perlocutionary act is a follow-growing influence (effect) to the hearer. This speech act can be called by the act of affecting someone. Speech my hands itch, for example, can be used to regenerate the effect (effect) the fear of the hearer. Fear arises, for example, because the speech said it works as a bouncer who in their daily activities very closely with hitting and injuring others.

2.1.4 The Classifications of Illocutionary Act

2.1.4.1 Definition and Principles

According to Cruse in Ribka, Tiara, and Jubilizer (2015),

“illocutionary acts are acts which are internal to the locutionary act, in the

sense that, if the contextual condition are appropriate, once the locutionary act has been performed, so has the illocutionary act” (p.309)

Searle in Parmadi (2020) has introduced the notion of an 'indirect speech act', which in his account is meant to be, more particularly, an indirect 'illocutionary' act. Applying a conception of such illocutionary acts according to which they are (roughly) acts of saying something with the intention of communicating with an audience, he describes indirect speech acts as follows: In indirect speech acts the speaker communicates to the hearer more than he actually says by way of relying on their mutually shared background information, both linguistic and nonlinguistic, together with the general powers of rationality and inference on the part of the hearer.

Searle, in his doctrine of speech act, attempts to explain how it is possible that a speaker can say something and mean it, but additionally mean something else. This would be impossible, or at least it would be an improbable case, if in such a case the hearer had no chance of figuring out what the speaker means (over and above what she says and means).

Searle's solution is that the hearer can figure out what the indirect speech act is meant to be, and he gives several hints as to how this might happen. Tsohatzidis (1994), agrees with Searle in that the logical theory of success and satisfaction for illocutionary acts can be developed on the basis of few basic principles:

1. Each illocutionary force can be divided into six types of components which are an illocutionary point, a mode of achievement of that point, preparatory and sincerity conditions and the degree of strength.

2. The set of illocutionary forces is recursive.

3. The conditions of success of elementary illocutionary acts are entirely determined by the components of their force and their force and their propositional contents.

4. The conditions of satisfaction of elementary illocutionary acts are entirely determined by their propositional content and their direction of fit.

2.1.4.2 Types and meaning of Illocutionary Act

As Umar cited in Rahardi (2016), Searle classifies the communication function in illocutionary act divided into five kinds. Also, there are several more types and it's meaning of Illocutionary Act as Rinda and Sofia cited in Leech (2022). The fifth forms of speech that shows the functions that can be summarized as follows:

- 1) **Assertives**, is the form said that binds speakers at the truth of a proposition disclosed. Such as: **Stating** is something that someone says or writes officially, or an action done to express an opinion, for example: "it aims to develop students skill in art". **Suggesting** is to mention an idea, possible plan, or action for other people to consider, for example: "*Why don't you sit down and relax for awhile? It must be tiring day for you*".

Boasting is to speak too proudly or happily about what you have done or what you own, for example: *“And I don't know if I'm going to be boasting now, but in 2006 alone, we won three international awards”*. **Complaining** is to say that something is wrong or not satisfactory, for example: *“Tom is complaining to the manager”*. **Claiming** is to say that something is true or is a fact, although you cannot prove it and other people might not believe it, for example: *“They claim that they are battling a dastardly conspiracy”*. **Affirm** is to state clearly or publicly that something is true or that you support something strongly, for example: *“I can affirm that no one will lose their job”*. **Allege** is to state something as a fact but without giving proof, for example: *“This procedure should be followed in cases where dishonesty has been alleged”*. **Forecast** is a statement about what will happen in the future, based on information that is available now, for example: *“It is difficult to make long-term forecasts for a fast-growing industry”*. **Predict** is to say that something will happen in the future, for example: *“He predicts a bright future for the business in the next financial year”*. **Announce** is to tell people something officially, especially about a decision, plans, etc. For example: *“The company announced its decision to the public in March”*. **Insist** is to demand that something happen or that somebody agree to do something, for example: *“Stay and have lunch. I insist!”*. **Recognition** is the act of remembering who somebody is when you see them, or of identifying what something is, for example: *“Oh, it's you Mrs Foster!”*. **Tell** is to give information to somebody by speaking or writing, for example: *“I never told*

him about the money". **Inform** is to tell somebody about something, especially in an official way, for example: *"He's already left"*. **Remind** is to help somebody remember something, especially something important that they must do, for example: *"You need to finish that essay"*. **Assure** is to tell somebody that something is definitely true or is definitely going to happen, especially when they have doubts about it, for example: *"He'll come back"*. **Belief** is a strong feeling that something/somebody exists or is true; confidence that something/somebody is good or right, for example: *"They had a shared belief in the power of education"*. **Conclusion** is something that you decide when you have thought about all the information connected with the situation, for example: *"The data he collected strengthened his conclusions"*. **Description** is a piece of writing or speech that says what somebody/something is like; the act of writing or saying in words what somebody/something is like, for example: *"Police have issued a description of the gunman"*.

2) **Directives**, the form of speech intended speakers to create the effect that the hearer takes action. Such as: **Ordering** is a request to make, supply, or deliver food or goods, for example: *"I order you to report to the commanding officer"*. **Commanding** is having the authority to give orders, for example: *"Be sure you have already shopped around for the best price before you make your purchase"*. **Requesting** is the act of politely or officially asking for something, for example: *"Please lend me your book"*. **Advising** is to give someone advice, for example: *"Meanwhile he had been*

appointed physician advising on the establishment of a silk factory".

Recommending is to suggest that someone or something would be good or suitable for a particular job or purpose, or to suggest that a particular action should be done, for example: *"We recommend that all application letters be submitted before December 2012"*. **Urging** is to advise or try hard to

persuade somebody to do, for example: *"I urge people to vote yes on May*

5". **Ask** is to say or write something in the form of a question, in order to get information, for example: *"Are you sure?"*. **Beg** is to ask somebody for

something especially in an anxious way because you want or need it very much, for example: *"Forgive me, I beg you!"*. **Bid** is an offer by a person or

a company to pay a particular amount of money for something, for example: *"A German firm launched a takeover bid for the company"*. **Demand** is a

very strong request for something; something that somebody needs, for example: *"I think your demand for a higher salary is perfectly reasonable"*.

Forbid is to order somebody not to do something; to order that something must not be done, for example: *"You cannot do that. I absolutely forbid it"*.

Invite is to ask somebody to come or do something, for example: *"Let's invite them all for dinner"*. **Encouraging** is gives somebody support, courage or hope, for example: *"you're doing fine"*.

3) **Expressives** isa form of speech that serves to express or show the psychological attitudes of speakers towards a situation. Such as: **Thanking** is to express to someone that you are pleased about or are grateful for something that they have done, for example: *"After thanking his benefactor*

and dropping off his bike for repairs, he stopped for a quick bite to eat”.

Congratulating is to praise someone and say that you approve of or are pleased about a special or unusual achievement, for example:

“Congratulations on the birth of your lovely baby son”. **Pardoning** is to

forgive someone for something they have said or done. This word is often used in polite expressions, for example: *“Pardon sir, Could you explain*

again?”. **Blaming** is to say or think that someone or something did something wrong or is responsible for something bad happening, for

example: *“I think you are to blame”.* **Praising** is to express admiration or

approval of the achievements or characteristics of a person or thing, for example: *“Your dress is beautiful”.* **Condoling** is to express sympathy with

a person who is suffering sorrow, misfortune, or grief, for example: *“I was heartbroken by this sad news”.* **Commiserate** is to show somebody

sympathy when they are upset or disappointed about something, for example: *“He commiserated with the losers on their defeat”.* **Apologize** is

to say that you are sorry for doing something wrong or causing a problem, for example: *“I want to apologize publicly on his behalf to those who have*

suffered”. **Protect** is to make sure that somebody/something is not harmed,

injured, damaged, etc. For example: *“He felt it was his duty to protect the child”.* **Cheer** is to shout loudly, in order to show support or praise for

somebody, or to encourage them. For example: *“The fans cheered for their team”.* **Pleasure** is a state of feeling or being happy or satisfied. For

example: *“She took pleasure in shocking her parents”.* **Regret** is to feel

sorry about something you have done or about something that you have not been able to do. For example: *“She knew that she would live to regret this decision”*. **Pain** is the feelings that you have in your body when you have been hurt or when you are ill. For example: *“These pills should ease the pain”*. **Like** is the things that you like. For example: *“He is more than happy to discuss his life, his likes and his career”*. **Dislike** is to not like somebody/something. For example: *“I dislike being away from my family”*. Joy is a feeling of great happiness. For example: *“He spoke of his joy at the news”*. **Fear** is the bad feeling that you have when you are in danger or when a particular thing frightens you. For example: *“Women should be able to work without fear of harassment”*. **Sorrow** is a feeling of being very sad because something very bad has happened. For example: *“He expressed his sorrow at the news of her death”*.

4) **Commissives**, the nature of speech serves to express promise or offer. Such as: **Promising** is something that is promising shows signs that it is going to be successful or enjoyable, for example: *“I'm not promising any miracles. We got a lot to do to prepare the world for Hazel”*. **Vowing** is to make a determined decision or promise to do something, for example: *“Tom vowed to do everything within his power to protect the local wildlife”*. **Offering** is something that you give or offer to someone, for example: *“To be fair, his father hadn't made things any better by offering money to Alex and not his sister”*. **Embracing** is to accept an idea, a proposal, a set of beliefs, etc., especially when it is done with enthusiasm, for example:

“besides traditional methods, artists are embracing new technology”.

Swear is to use rude or offensive language, usually because you are angry, for example: *“She was swearing in an aggressive manner towards the staff”.*

Volunteer is a person who does a job without being paid for it, for example: *“he was a volunteer for the Red Cross before training as a nurse”.*

5) **Declaration**, the form of speech utterances linking content with the fact. Such as: **Resigning** is to give up a job or position by telling your employer that you are leaving, for example: *“I would be grateful if you confirm the acceptance of my resignation”.* **Dismissing** is to decide that something or someone is not important and not worth considering, for example: *“We'll dismissing class early today”.* **Christening** is a Christian ceremony at which a baby is given a name and made a member of the Christian Church, for example: *“Six weeks after her christening the princess was vaccinated, this being the first occasion on which”.* **Naming** is the activity of saying publicly that a person, company, etc. has behaved in a bad or illegal way, for example: *“He readily backed the naming of underperforming schools”.* **Appointing** is to choose someone officially for a job or responsibility, for example: *“They appointed Mr. White as manager”.* **Excommunicating** is When the Christian Church, especially the Roman Catholic Church, excommunicates someone, it refuses to give that person communion and does not allow them to be involved in the Church, for example: *“He was excommunicated”.* **Sentencing** is a group of words, usually containing a verb, that expresses a thought in the form of a

statement, question, instruction, or exclamation and starts with a capital letter when written, for example: “*I sentence you to ten years in prison*”.

Adjourn is to stop a meeting or an official process, especially a trial, for a period of time, for example: “*The trial has been adjourned until next week*”.

Veto is the right to refuse to allow something to be done, especially the right to stop a law from being passed or a decision from being taken, for example: “*The board can exercise its veto to prevent the decision*”.

2.1.5 Context

A situational context or context of situation is an important element in communication. As stated by Leech (1983), context has a great influence and also effect in understanding the meaning of an utterance. It is because context can help the hearer to understand more about the intended meaning within the speaker utterance. Therefore, pragmatics study cannot be separated from context since pragmatics deals with the contextual meaning instead of abstract meaning (Thomas, 1995).

Context is one of the factors that give an effect to people how they use the language. According to Asher (1994, p.731) context is one of those linguistic terms which are constantly used in all kind of contexts but never explained. It has the relationship with meaning and they are important in pragmatics. Finnegan et al. (1997, p.345) state that the essential element in the interpretation of an utterance is the context in which it is uttered. The context can influence the speaker on how to use the language. Yule (1996)

states that context simply means the physical environment in which a word is used. The importance of taking of context into account is also well expressed by Hymes (in Brown & Yule, 1983) who views the role of the context in interpretation as, limiting the range of possible interpretation and, as supporting the intended interpretation:

“The use of linguistic form to identify a range of meanings. A context can support a range of the meanings. When a form is used in a context, its eliminates the meaning possible to that context other than those the form can signal: the context eliminates from consideration the meanings possible to the form other than those the context can support.”

2.2 Previous Studies

The first research was conducted by Ainurrohmah (2011) with her study on *The Use of Illocutionary Acts in Stephanie Meyer’s New Moon*. The aim of the study was to identify and analyze the use of illocutionary acts in Stephanie Meyer’s *New Moon* based on Searle’s speech act classification. The researcher used the qualitative study. The data included utterances from the characters’ conversation contain illocutionary acts in the novel. From the analysis Ainurrohmah concludes that; (1) the result of the study showed that there were 219 utterances containing the illocutionary acts, (2) the writer found 95 utterances or 43.38% from the total data for representative speech act with the speech act verbs used were: state, deny, assert, agree, inform, assure, conclude, report, predict, tell, guess, describe, claim, and remind, (3) then followed by directive speech act with 49 utterances or 20.37% data,

and the speech act verbs used were: suggest, question, ask, beg, and order, (4) Commissive speech act used in 25 utterances or about 18.71% with the common verbs used like: offer, commit, promise, and reject, (5) the last was expressive speech act used in 41 utterances or 11.42% with speech act verbs used are: greet, surprise, like, fear, apology, thank, regret, and praise. The last was declarative speech act with only 9 utterances found or only 4.11% from the total data. The common speech act verbs used were curse, announce, declare, and define.

The second research was carried out by Panjaitan (2013), in his thesis with the title “Speech Act in Wedding Ceremony of the Angkola Culture”. The aim of this study was to find out speech act in the wedding ceremony of the Angkola culture. The subject was taking from the elements of Dalihan Na Tolu in the wedding ceremony of the Angkola culture. There were seven participants involved in wedding ceremony namely Mora Sihabolonan, Mora Sian Suhut, Kahanggi Nisuhut, Kahanggi Pareban, Anak Boru Nisuhut, Anak Boru Pisang Raut and the king of Angkola society. The technique of data collection was observing and recording the speeches of the elements of Dalihan Na Tolu in wedding ceremony then interview the king of Angkola society to certify the triangulation of the research. This study was investigated speech acts in wedding ceremony such as direct act by using idiom and kinship and indirect act by using Umpama. Then the types of speech act found in Angkola wedding ceremony are representative, directive, expressive and declarative. The speaker then representative, expressive and declarative, dominantly uses directive speech act. The reason for applying this as the dominant type of speech act cause the speaker suggests or advice the hearer

about married life then try to make the hearer happy, honored in the wedding ceremony, they also applied it to make both families to get closer each other.

The third research was entitled “Speech Act in the Great Gatsby Movie script” by Dewi (2014). The aims of the research were to know the illocutionary act based on Searle categories and strategy of speech act in a movie script. In this study, the data were collected through documentation. The result of this study showed the writer just found four kinds of illocutionary acts in the movie script. There were 44 representatives, 55 directives, 16 commissive, and 12 expressive. The writer had only analyzed 19 representatives, 18 directives, 6 commissive, and 8 expressive. The writer analyzed the strategy of speech acts in the movie script. The types of the strategy of speech acts were direct and indirect speech act. In this research, the writer found that there were 101 direct speech act and 6 indirect speech act, but the writer had only analyzed 45 direct speech act and 5 indirect speech act in the movie script.

The fourth research was conducted by Umar (2016), conducted the research entitled The Analysis of Speech Act of President Joko Widodo at APEC. This research had used qualitative research method. The writer found the kinds of communication function in illocutionary act, they were: 9 assertive (stating), 0 directives (the writer did not find any directives in speech of President Jokowi), 2 expressive (thanking), and 6 commissive (offering and promising) and 0 declarations (declarations were not found in this study). Based on the explanation above, the writer concluded that assertive of stating and commissive of an offering

is mostly used by the president's speech. Then, the effect of perlocutionary act, the writer found 5 sectors effect or response from the audience, among other sectors: subsidy, 24 seaports and deep seaports, railway track, maritime agenda and the last electricity. Based on the explanation above, the writer concluded that the perlocutionary act in this speech has the effect or response from the audience after hearing a speech by President Jokowi in APEC, Beijing 2014.

Lastly, the research was entitled “an Analysis of Persuasive Speech Act on Speech Video Delivered by Kim Namjoon (BTS)” by Berliana (2022). This study discusses the persuasive speech acts used in several speeches delivered by Kim Namjoon. The purpose of this study was to determine the persuasive strategy used to influence and persuade the audience, and to find out the function of the use of persuasion in each speech. Researchers are guided by the theory of Beeb and Beeb to determine the types of persuasive strategies and Holmes to determine the types of persuasive functions. The object of this research is persuasive speech acts in speech, and the subject of this research is Kim Namjoon. The researcher uses the Miles and Huberman technique as reported by Sugiyono to generate data, then performs data validity using the expert judgment technique. The study found eight types of persuasive speech acts used by Kim Namjoon, namely use of credible evidence, use of specific evidence, use of evidence to tell a story, use of the emotionarguing word, use of appropriate metaphor and similes, and use of an appropriate fear appeal, hope, pride, and courage. Further findings show four persuasive functions in his speech, namely expressive, directive, referential, poetic, and phatic. it can be concluded that Kim Namjoon has good language competence,

so he can use the strategy and function of persuasive speech to act properly and correctly.

Based on the above review, the writer concludes that previous research that is relevant to this research shows that they are study about speech act. There were some different kinds of studies about the use of speech acts. First, Ainurrohmah focused on a study about the use of speech acts in novel. Second, Panjaitan analyzing the types of speech act in Wedding Ceremony Culture. Then, Dewi focused on analyzing speech act in movie script. And two last one research was a study about the use of the speech acts in speech text by two different people; President Joko Widodo and Kim Namjoon of BTS. In this research, I have the same object as Berliana but this research focused on analyzing the types of illocutionary act in Kim Namjoon's speech while she focused on analyzing Persuasive Speech Act delivered by Kim Namjoon.

2.3 Theoretical Framework

In this research, I hypothesize that pragmatics is the study of meaning in relation to the context in which a person is speaking or writing. This includes social, situational and textual context. It also includes background knowledge context; that is, what people know about each other and about the world (Poultridge, 2006), and Speech Act theory is a subfield from pragmatics. Searle (1969) argues that the speech act is a basic unit in communication that is combined with expressive principles that indicate a series of events. And Illocutionary act is an act of doing

something with a purpose and a specific function anyway. Speech acts can be considered as the act of doing something.

In conducting this study, the writer uses Illocutionary acts theory by Searle (1969) that divided into 5 classification, they are Assertives, Expressive, Directives, Commissive, and Declarations. Therefore, the writer is using different sources because both had their own easy way to explain the kinds of Speech Acts theory. It provides theories about pragmatics which includes the theory of speech acts which is directly related to the writer's study.

