CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter explains the review of related literature, discussing the theory. This chapter is divided into two sub headings, they are review of related theories and review of related study. Those two subs headings are clarified as follows.

2. 1 Review of the Related Theories

2. 1. 1 Discourse Analysis

Based on Brown and Yule (1983: 1), discourse analysis is the analysis of language in use. They use as a proper way of what language is used for. It means, which utterances are using by people written or spoken. In order to get the real meaning of what is said by the speaker to the hearer. From their written or spoken language, they can apply their thoughts to their society especially and deals with the real world communication commonly through speech acts.

> There are however , other ways in which the discourse analyst's approach to linguistic data differ from that of the formal linguist's and leads to a specialized use of certain use of certain terms. Because the analyst's is investigating the use of language in context by a speaker/ writer, he is more concern with the relationship between the speaker and the utterance, on the particular occasion of use, than with the potential relationship of one sentence to another, regardless of their use. That is, in using terms such as reference, presupposition, implicature, and inference, the discourse analyst's is describing what speakers and hearer doing, and not the relationship which exists between one sentence or proportion and another (Brown and Yule (1983: 27).

Based on two statements of Brown and Yule above, it can be described that speech acts is a part of discourse analysis, because speech act is a based model

of discourse analysis. How the way we talk about context, it must be has the relationship with the context in the utterance that we are produced. The relationship with the context in the utterance means through the speaker, hearer, and what they are talking about and what are they doing in certain condition.

2. 1. 2 Contextual Features

A context is broader and more abstract (Downes, 1994: 333), if we are talking about the contextual features of short story it must be has relations with the character, topic, and setting. Three points of these terms influences the whole contents in a short story, where the story wants to take.

> **Character** are the persons represented in a dramatic or narrative work, who are interpreted by the reader as being endowed with particular moral, intellectual, and emotional qualities by inferences from what the persons say and their distinctive ways of saying it-the dialogue- and what they do-the action (Abrams, 1999: 33)

> **Topic** is our view as we have seen of every part and aspect of it-the style and placement of an item of description on the first page, the handling of a minor character or episode in the middle, the particular language, meaning and feeling of the last sentences (Little, 1966: 12)

> **Setting** of narrative or dramatic work is the general locale, historical time, and social circumstances in which its action occurs; the setting of a single episode or scene within such a work is the particular physical location in which is takes place (Abrams, 1999: 284)

Finding the characters, the topic and the setting from a short story is important, because this three terms is a partial elements in short story. In this thesis the character is refers to the hearers and speakers in *The Killers* conversation. The topic is about conflict between the hire killers with the victim and involved some of diner bar employees. The setting is in the dinner bar and around it.

2. 1. 3 Speech Acts

According to Austin (1962) referring to "a theory which analysis the role of utterances in relation to the behavior of speaker and hearer in interpersonal communication". In another words speech act is written or spoken action from the speaker to the hearer. Speech act can be represented through utterance. It has been stated that when someone makes an utterances containing a speech act, he carries out a certain act.

Speech act is the production or issuance of a sentence token under certain condition (Searle, 1969: 16). What is meant by speech act can be shown by these examples: if structure teacher says to her students: "On Monday next week I will give you a structure test on English If-clauses.", the utterance represents *an act of order to study.* If a tax's chief says to his employee with a reference to taxation: "Tomorrow is March 30." the utterance represents *an act of reminding to submit the tax report tomorrow at the latest at the tax office.* If a student says to his friend in the classroom: "The teacher is angry." the utterance represents *an act of requesting of his friend to stop talking.* If a mistress says to her servant: "We run out of sugar," the utterance represents *an act ordering the servant to buy sugar.* Based on the above theory, it has been given a simple opinion that speech act is the statements or utterances that ask someone to do something in their interpersonal communication depend on different speakers, hearers, places and occasions.

2. 1. 3. 1 Kinds of Speech Acts

According to Austin (1962), there are three kinds of speech acts:

2. 1. 3. 1. 1 Locutionary acts is roughly equivalent to uttering a certain sentence with a certain sense and reference, which again is roughly equivalent to 'meaning' in the traditional sense (Austin, 1962: 108).
2. 1. 3. 1. 2 Illocutionary acts such as informing, ordering, warning, undertaking, &c., i.e. utterances which have a certain (conventional) force (Austin, 1962: 108).
2. 1. 3. 1. 3 Perlocutionary acts : what we bring about or achieve by saying something, such as convincing, per- suading, deterring, and even, say, surprising or mislead- ing (Austin, 1962: 108).

Based on Austin's statements above, it can be described like this: *Locutionary act* is according by the utterances or sentences itself/ the linguistics form, example: "the room is so hot". *Illocutionary act* is an intended meaning, asking someone to do something, example: an act to ask someone to turn on the fan. *Perlocutionary act* is the act of causing a certain effect on the hearer and other, the impact from the illocutionary acts, example: someone stand up and turn on the fan.

2. 1. 3. 2 Speech Acts Classifications

According to Searle and Vandervaken (1985: 37-62, 179-216) there are five general functions of illocutionary acts:

2. 1. 3. 2. 1 Assertives
In which the speaker believes that the proposition expressed represents an actual state of affairs and has grounds for so doing. This class includes *accuse, criticize, complain, assert, state, deny, predict,* etc. The basic assertive verb is *to assert.*
2. 1. 3. 2. 2 Commissives
In which the speaker becomes commited to doing something at some point in the future. The class includes *promise, vow, pledge, guarantee,* etc. the basic commissives verb is *to commit.*
2. 1. 3. 2. 3 Directives
In which the speaker attempts to get the hearer to carry out a future course of action. The class includes *request, question, order, coment, beg, suggest, urge,* etc. The primitive or basic directives verb is *to direct.*
2. 1. 3. 2. 4 Expressives
In which the speaker expresses some psychological state, feeling, or attitudes, about given state of affairs. The class includes *apologize,*

compliment, deplore, praise, complain, etc. No one expressive verb is more basic than the others.

2. 1. 3. 2. 5 Declaratives

In which the speaker brings about some state of affairs (usually an institusional sort) by virtue of the utterance itself. The performance of the act brings about a change in the world. The class includes *endorse, resign, nominate, name, appoint, apply,* etc. The primitive or basic verb is *to declare.*

In another words, it can be concluded as follows: *Assertives* are central to language use because they are the means by which speaker say how things are, they assert or represent their belief of something, example: "You never take proper care in doing something." *Commisives* is promise or commit, example: "I will pay my dept soon". *Directives* share the point of trying to get the hearer to do something at some future time, example: "Would you open the door, please!" *Expressives* is to show our feeling, example: "You know that I do love you from the deepest of my heart." *Declaratives* is change the word by authority, examples: The Judge: "I punished you with three years in jail." The Teacher: "Get out from my class right now!" The Priest: "I pronounce you as a couple, now you may kiss your wife."

2. 1. 3. 3 The use of Speech Acts

According to Downes (1998: 380)

Illocutionary forces are superficially indicated by a number of devices. For examples, it is claimed that grammatical sentence types (or moods) literary indicate illocutionary forces. English has four main sentences types, the declaratives, the interrogative, the imperative, and the exclamative. Traditionally the meaning of each type has been associated with a particular illocutionary force. This is the orthodox version of the literal meaning conveyed by uttering a sentences in the declarative is that the speaker is performing a statement. The encodings are:

2.1.3.3.1 declarative = assertive forc   e.g You are pregnant.

2.1.3.3.2 interrogative= question force   e.g Are you pregnant?

                                   (information seeking   Who is pregnant?

	directive)	
2.1.3.3.3 imperative	= directive force (asking seeking directive)	e.g Get yourself pregnant.
2.1.3.3.4 exclamative	= exclamative force (surprise at truth of p)	e.g What a pregnancy that was!

In another words, speech acts can be used for its classification based on the structuralization. There are four type classifications the use of speech acts: declarative in statements, interrogative in question it is marked with question mark (?), imperative in command or request exclamative in feeling surprise, it is marked with exclamation mark (!). The main reason we use speech acts, exactly considered to be more polite is based on some complex social assumptions.

2. 2 Review of the Related Study

Analyzing a short story in terms of speech acts are still difficult to find. Such research offers a good input to linguistic study as well as literary study. Thus this research will be useful in terms of linguistic study as well as literary study. Based on that I have read, there are two researchers that analyze speech acts in short story. Maria Sihombing (1994) *The Old Man and the Sea* by Ernest Hemingway, using speech acts theory. But her analysis is only to find the form of locution, illocution, and perlocution in the short story. Similarly, Agus Subiakto (2001) *"The Hills Like White Elephants"* by Ernest Hemingway, using speech acts theory. His research is only to find the meaning of speech acts in the short story's sentence. Thus, in this paper not only to analyze the form of speech acts, the possible meanings, and classified into five general functions of illocutionary

acts in the short story, but also to classify the use of speech act used by the characters in *The Killers* short story by Ernest Hemingway.

In the next chapter, will be discusses about the research method. From research design, source of the data, data collection technique until data analysis technique. In data collection technique, the step of analyzing chart is added to describe further. The first step is shown by changes the short story's script into dialog or conversation. Second, the dialog or conversation are broken into fragments, different topics are constituent different fragments. From the fragment we know the speaker, the hearer, the topic and the setting. Third, grouping each of speech acts fragment into kinds of speech acts (locution, illocution and perlocution), where Austin's theory of speech acts is applied. Fourth, classifying into five general functions of Illocutionary acts based on Searle and Vandervaken's theory, which are includes: assertives, commissives, directives, expressives, or declaratives. Fifth, classifying the use of speech acts based on the structuralizations.