CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher reviews the related literature in this research. The literature contains theories that can be used to analyze the data that have been collected. The main theories that will be discussed are discourse, context, speech act, illocutionary acts, rhetoric, leadership behaviors, leader traits, political public relations and the vision and mission of Prabowo Hatta. To support the term that consist in the interview to be analyzed, the researcher focuses on the illocutionary acts. So she uses the speech act theory to support this research.

2.1 Discourse

Discourse discusses about language and the context. According to Renkema (2004:1) discourse is the study about the relationship between form and function in verbal communication and each utterance of the speakers has the relation in the meaning. As far as Renkema's statement, Coulthard also states that discourse analyzes about language in text or spoken not only about the syntax and grammatical, but also about the context and the study of situated speech (1985:3). McCarthy also deals with those statements, he says discourse analysis concerned with the study of the relationship between language and the contexts that are used (1991: 5). Discourse deals with two kinds, written discourse includes written texts of all kinds, and spoken discourse which is conversation includes formal conversation or even informal

conversation. Moreover, Hudson emphasizes that discourse analysis talks about how sentences are combined to form texts (1995: 9). In addition, Cutting says that discourse analysis calls with the quality of being meaningful and unified coherence (2002: 2). It is also stated who is saying, what is doing and what is being done in the speech (Gee, 2011: 30). To sum up, it can be concluded that discourse analysis is studied between the relations of language and the context and it refers to language use to communication. The object can be written texts such as in books, short stories, articles, or even facebook pages and which is spoken language, formal form or informal conversation. Those objects must have meaningful intentional messages in them and sometime contain of the social problems in the social world.

Discourse is the way people express their thoughts by talking and speech through language in any context of the conversation in the community. It is common that the discourse can be used to study the relationship between language and social life. For instance, in advertisement of political campaign there are one or two clauses which "your vote is your voice". That describes if you are not only coming to both of voting but also voting the candidate. It indicates you give your indirect voice to the country.

2.2 Context

Discourse cannot be separated from context. It means that there is the relation between discourse and context in language used. The important thing is to know the context to interpret the utterance. According to Gee (2011, 100) stated that,

> Context is an important notion for understanding language-in-use and for understanding the nature of discourse analysis (which is, after all, the study of language-in-use). When we

speak or write we never say all that we mean. Spelling everything out in words explicitly would take far too long. Speakers and writers rely on listeners and readers to use the context in which things are said and writers rely on listeners and readers to use the context in which things are said and written to fill in meanings that are left unsaid, but assumed to be inferable from context.

In addition, according to Schriffin, context is what speakers and listeners know, for example about social institutions about others' wants and needs, about the nature of human rationality, and how the language guides the use of language and interpretation of the utterances (1994: 365). In this case, context decides what speaker and hearer plan the utterances and realize the goal of context in the conversation activities. It can also help hearer to catch the speaker's actual meaning from every statements. In addition, Brown and Yule's explains that (1983: 35) by understanding context, it can be easier for people to understand the utterances because context is the description of circumstances in which an event happens in language used. In this book, they quotes Hymes's statement that the role of context in interpretation utterance is to limit the range of possible interpretations and to support the intended interpretation (1983: 37):

> The use of a linguistic form identifies a range of meanings. A context can support a range of meanings. When a form is used in a context it eliminates the meanings 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. (Hymes, 1983, quoted in Wootton, 1975: 44)

From the quotation above, Hymes looked at the role of context as interpretations on the one hand, limit the range of possible interpretations and, on the

other hand, as a supporter of interpretation intended. Then he sets about specifying the features of context that is appropriate to identify features of context which influence the interpretation of meaning. Those are 9 features context (Hymes in Brown and Yule, 1983, 38-39):

2.2.1   Participant

   a.   The addressor is the speaker or the writer who produces the utterance.

   b.   The addressee is the hearer or the reader who is the recipient of the utterance.

   c.   Audience is the other hearers or participants standing as over hearers of the utterance.

2.2.2   Topic

It means the subject or the subject matter when being talked about in utterance. Topic is your category or general area of expectation.

2.2.3   Setting

The setting, where the event is situated in place and time, and in terms of the physical relations of the interactants with respect to posture and gesture and facial expression, your expectation will be still further limited.

2.2.4   Channel

It is about how contact between the participants in the event is being maintained by speech, writing, signing, or other signals.

2.2.5   Code

It is about what language, dialect, or style of language is being used.

2.2.6   Message form

What form is intended – chat, debate, sermon, fairy-tale, sonnet, love-letter, etc.

2.2.7   Event

It is nature of the communicative event within which a genre may be embedded-thus a sermon or prayer may be part of the larger event, a church service.

2.2.8   Key

It involves evaluation that can be an explanation or question.

2.2.9   Purpose

It is participant's intention as result of communicative event.

In addition Austin views (1962: 365-367) context is not only a matter of knowledge, but also a set of social circumstances in which utterance can be produced and interpreted based on their underlying constitutive rules. People show their linguistic competence because the rules of speech act itself in using language to perform speech acts. Knowing the context of an utterance before analyzing the utterance using speech acts theory is very important. Context of the utterance determines whether the utterance fulfils felicity condition or not. It can be said that the context of utterance establishes its illocutionary acts.

2.3 Speech Act

It depends on the context. When speaker utters (speech act), the speaker does two things in the same time. There are utterance or stating and the purpose of the speaker's statement (our intention meaning). People use language by producing utterances to communicate each other. Every utterance is produced to deliver a specific function. It is used to make a request, give information, complain, apologize and describe something. In this case, language is used to perform actions which become the basic belief of Searle and Austin to develop speech act theory (Schriffin, 1994: 49). Moreover, when a speaker utters a sentence, as the listener, people can know how the speaker intends the listener to interpret the function of what speaker says. Generally, the listener can organize the type of act performed by a speaker in uttering a sentence. The use of the term speech acts consist of actions like requesting, commanding questioning and informing (Yule, 1996: 132).

In other words, we can say that every time speakers make an utterance, they are attempting to perform speech act. The theory of speech act is originally developed by John L. Austin (1962) and John R. Searle (1979). Its fundamental insights focus on how meaning and action are related to language (Scrinffin, 1994:49). The study of how we do things with utterances is the study of speech act. Concerning speech act, Searle (1979:16) says that speaking a language is performing speech act, act such as making statements, giving command, asking questions, making promises, and so on. He also explains that all linguistic communication involves linguistic acts and the production of a sentence which is uttered in certain conditions is called speech act, and speech act are the basic or minimal units of linguistic communication.

Austin (in Mey: 1993) classifies speech acts categories. This theory begins with statement that appears in the building block of words. Then, the end occurs with the effects those words that occurred in audience. According to (Austin in Mey: 1993) there are three speech act categories, they are:

1. Locutionary act: the act of saying something that makes sense in a language. For example: "it's cold in here". Referring to the temperature

2. Illocutionary act: the action intended by the speaker. For example: "it's cold in here" may be said by the speaker as request to close the door.

3. Perlocutionary act: Perlocutionary act is concerned with the effect of the utterance. For example: "it's cold in here" may be the listener will close the door.

2.3.1 Illocutionary Act

According to Mccarthy (1991: 10) there should be contextual congruity both in terms of the surrounding text and of the key features of situation. As explains above that illocutionary act is the action intended by the speaker. In addition Cruse (2000: 333) state illocutionary act aimed at by producing an utterance. The measurement whether the illocutionary act is successful or not can be looked in the way speaker's intention is being recognized by the hearer. Illocutionary act category as main theories which are used in the analysis of the study. According to Searle (in Bonvillian: 2003) there are five classification of acts that one can perform in saying

utterance that usually called classes of illocutionary act. There are representative, directive, commissive expressive, declaration.

2.3.1.1 Representative

Representative which commit the speaker to the truth of the expressed proposition.

(paradigms cases: state, conclude, deduce, asserting, concluding, describing).

For example: It was warm sunny day.

2.3.1.2. Directive

Directive which attempt by the speaker to get the addressee to do something

(paradigms cases: command, offer, invite, permit, challenge, requesting, questioning).

For example: Could you lend me a pen?

2.3.1.3. Commissive

Commissive which commit the speaker to some future course of action.

(paradigm cases: promising, threatening, offering).

For example: I will be back in ten minutes.

2.3.1.4. Expressives

Expressives which express a psychological state

(paradigm cases: thanking, apologising, welcoming, congratulating, condole).

For example: I'm really sorry for last night.

2.3.1.5. Declarations

Declarations which effect immediate changes in the institutional state of affairs and which tend to rely on elaborate extralinguistic institutions. (paradigms cases: excommunicating, declaring war, christening, marrying, resign, nominating, firing from employment).

For example: Jury foremen: we find the defendant guilty.

Based on the explanations above, this analysis focuses on the classes of illocutionary act based on Searle's theory in Saeed (2001: 21). There are representative, commisive, directive, expressive, and declaration. The researcher conclude that speech acts are part of linguistic competence which language can be used for speech acts because people share rules that create the acts that say what is meant. These theories are used to classify the type of illocutionary acts so that it can be clearly differentiated deeper. The five-classification from Searle are the main theories to point each type of illocutionary act in each utterance.

2.4 Rhetoric

According to Gorys Keraf (2007, 3) that rhetoric is a technique of using language as art, both oral and written, which are based on a well structured knowledge. There are two aspects that need to be known in rhetoric, first is knowledge in language and language in use as well. The second is the knowledge about something that will be presented it. Another statement, Aristotle in Gorys Keraf (2007, 10-11) says there are three main problems in rhetoric. There are the art of

rhetoric, the problem of speech, and the situation of speech. Firstly, the art of rhetoric is the way how to be orator, start from the collecting material of speech then to deliver the speech. Secondly, the problem of speech is the speech in self how to arrange the arguments in the speech. Aristotle, Cicero, Quintilianus in Keraf divided into five sections in speech. Those are *proem* or *exordium, narratio* or *dicgesis, Agon* or *argument, lysis* or *refutation,* and *peroration* or *epilogos.* But in the analysis, the researcher used definition of *Agon* to analyze the data. In *Agon*, it tells about how to present the fact or proof in order to prove problem or hot case.

In rhetoric, there is style of figurative language. It is based on the similarity and comparison (Ibid, 136). There are simile, metaphor, allegory, personification etc. In this analysis, the researcher only finds metaphor in the data. A metaphor used to describes the concept with attributes normally associated with each other (Ibid, 139). For example, John was an angel (angel= lovely person).

2.5 Leadership Behaviours

According to House and Podsakoff in Greenberg (1994, 45-82) found that the term is outstanding leadership theory that consists of ten leadership behaviours. However, this research only used four leadership behaviours. These following are:

2.5.1 Vision

Outstanding leaders articulate an ideological vision congruent with the deeply held values of followers, a vision that describes a better future to which the followers have an alleged moral right.

2.5.2 Passion and Self-sacrifice

Leaders display a passion for, and have a strong conviction of, what they regard as the moral correctness of their vision. They engage in outstanding or extraordinary behaviour and make extraordinary self-sacrifices in the interest of their vision and mission.

2.5.3 Confidence, Determination, and Persistence

Outstanding leaders display a high degree of faith in themselves and in the attainment of the vision they articulate. Theoretically, such leaders need to have a very high degree of self-confidence and moral conviction because their mission usually challenges the status quo and, therefore, may offend those who have a stake in preserving the established order.

2.5.4 Image-building

Outstanding leaders as self-conscious about their own image. They recognize the desirability of followers perceiving them as competent, credible, and trustworthy.

To acquire as good image to be a leader, then needs personal branding to image building. "Personal branding is thinking about yourself as a brand. Your personal brand is about you, and only you, says Harper (2014, 5-6). Then he finds how to start the brand as what personal it is. There are fifteen questions of personal branding to build the brand, but in the analysis the researcher only needs the seven questions. Those are "who you are, who you want to be, how you want to be seen, how people see you, what you do, what you didn't do, and what you'll do. It's about

everything that defines you, from the languages you speak, to the way you do things, to your clothes, to the music you like. Anything can be part of your brand, and it will depend on your end goal." Harper (2014, 5-6).

In addition House in Hava and Bun (2012, 16) says that such leaders develops the vision which expresses a set of goal that are valued by the followers and the leader make the followers fell stronger and less powerless within value vision activities. His beliefs that the personal characteristics are high level of self confidence, a tendency to dominate, a need to influence others, and a strong conviction in one's own. The leaders should have good behaviours to inspire the followers become outstanding leader.

2.6 Leadership Traits

Leadership trait influence people by provided that purpose, direction, and motivation - while operating to accomplish the mission and improving the organization, as the missions of United State Air Force in Civil Air Patrol (US Army Handbook, 1973, 4-5). This is leadership traits need to develop and perfecting becomes a leader:

2.6.1   Empathy

When a leader treats everyone in the organization with consideration, shows genuine concern for others, listens with understanding and is respectful even if nothing is to be gained from the relationship, it helps the leader earn trust. Leaders who are empathetic create strong bonds and are seen as less political.

2.6.2   Emotional Mastery

For those in positions of formal power, the most important aspect of emotional mastery may be controlling anger. Outbursts of anger have no spot in the workplace, and can quickly destroy a sense of organizational equity and partnership. A person with this quality says what he or she thinks, but never berates others, and stays calm even in crisis situations. Anxiety is not allowed to interfere with public speaking or with other things that the leader needs to do. A leader with this quality thinks before reacting and is able to consciously choose an appropriate response.

2.6.3   Lack of Blame

People who don't blame others are not defensive; they are able to reflect honestly on their own behaviour and are willing to admit mistakes. When things go wrong, they don't spend time assigning blame; they spend time fixing the problem. An individual, who demonstrates this core quality, admits fault when appropriate, and does not look for a scapegoat in a crisis.

2.6.4   Humility

Humility is a lack of pomposity and arrogance. It is the recognition that all people are fallible, that we are all combinations of strengths and weaknesses. Individuals who demonstrate humility, as someone has said, "don't think less of themselves; they just think more of others." Arrogance derails more leaders than any other factor. A person with the attribute of humility listens to others with an open mind; doesn't brag or name drop; clearly sees and admits their own limitations and failings, and is not afraid to be vulnerable.

2.6.5   Accountability

Leaders who are truly accountable expand their view of organizational responsibility and do what they can to get done what needs to get done, no matter where in the organization they have to go. They never say, "It's not my job". They also hold themselves accountable for making relationships work - they don't say, "Well, I'll go halfway if they will". They take 100% responsibility for making any relationship work. An individual with this feature takes the initiative to get things done; is not afraid to hold others accountable; is willing to cross departmental boundaries to help with a meaningful project; and takes personal responsibility for organizational success.

2.6.6   Self-Confidence

Self-confident folks feel that they are the equal of others, even when those others are in positions of much greater formal power. They also recognize the value of building the self-confidence of others and are not threatened by doing so. Self-confidence in everyone builds a sense of partnership and helps the organization get maximum effort and ideas from everyone. A self-confident person has a self assured bearing; is flexible and willing to change; easily gives others credit; and isn't afraid to tell the truth.

2.6.7   Courage

Courageous persons are assertive and willing to take risks. They ask forgiveness rather than permission, and are willing to try even though they might fail. They are willing to risk conflict to have their ideas heard, balancing that with the respect that makes constructive conflict possible. These individuals often champion

new or unpopular ideas. Further, they will talk to others, not about others, when there is a problem; accept feedback and really hear what others say, as well as take the ball and run with it, even when there are obstacles.

2.7 Political Public Relations

Political Public Relations is the management process by which an organization or individual actors for political purposes, through purposeful communications and action, seeks to influence and to establish, build, and maintain beneficial relationships and reputations with its key publics to help support its mission and achieve its goals (Stromback & Kiousis, 2011, 08). This definition states that the Political Public Relations is a management process by organizations individual actors for political purposes, through communication and specific action, aims to influence and build, and maintain the reputation and favorable relations with major public for help support the mission and goals. As for the other definitions of political public relations according to Zipfel in Stromback & Kiousis that the political public relations refers to the strategic communication activities of actors participating in the political process that aim at informative and persuasive goals in order to realize single interest (Stromback & Kiousis, 2011, 08). Zipfel definition explains that the political public relations with regard to the activities of the communication strategy actor participants in the political process that aims to inform, persuasive the aims order to achieve the main goal. Political public relations can be understood as activities related to the process of serving the public internal and public external of an organization or political institutions such as political parties, related with a number of

specific issues and dynamics that managed to obtain attention voters, and have orientation on gathering support to the widest possible audience through various channels that can exploited start formal channels to non-formal channels.

Political public relations activities, the most decisive the successful implementation of programs in the field is rhetoric (Heryanto & Zarkasy, 2012, 117). Rhetoric as the art of speaking not only is defined as an ability to speak fluently and clearly, but the rhetoric is the ability to speak and spoke briefly, clear, concise, and impressive. Rhetoric as the art of speech is a form of communication aimed at delivering a message with the intention of affecting public order can pay attention to the message delivered by both (Heryanto & Zarkasy, 2012, 118). While the political rhetoric is defined as the art of talking to the audience in an effort to influence public policy in order according to what is desired by the political communicator (Heryanto & Zarkasy, 2012, 118). In politics, the art of speaking is necessary because almost the entire process and political levels always requires the ability rhetoric.

Public relations political activity is also associated with communication Public relations politics as a part of the political communication studies (Heryanto & Zarkasy, 2012, 02). McNair in Pawito said that political communication is basically a communication strived to achieve goals certain. A communication can be regarded as a political communication when messages are exchanged among the participants, at least until level particular, has a political significance. The character of the communication message politics always has been linked to political relevance high with allotment of public resources (Pawito, 2009, 12). In community context, political communication can be seen as a process of appeal attract various elements of

interest that exist in society with using message signs to achieve a particular purpose or purposes. Political communication is also a process of struggle between interests in a political system using message signs both verbal and nonverbal (Pawito, 2009, 13).

2.8 Vision and Mission of Prabowo Hatta

According to election commission (KPU Indonesia), Prabowo Hatta declared the vision and mission of full purposes and objectives (2014, 1). Prabowo as the Indonesian president candidates, this vision and mission is to support analysis in chapter IV. It tells, the vision: establishing Indonesia in unity, justice, prosperity, and upheld its supremacy. And the mission is:

2.8.1. Realizing Indonesia which is safe and stable, prosperity, democratic and sovereign, taking an active role in toward world peace and grounded on the principle of Pancasila and UUD 1945.

2.8.2. Realizing the fair, prosperity and independent democracy.

2.8.3. Realizing social justice, the moral human resources, cultured, high-quality; healthy, intelligent, creative, and skilled.

2.9 Previous Study

2.9.1 Erda Kustiah: "An Analysis of Illocutionary Acts in the inaugural speech delivered by John F. Kennedy."

This study tells about how John F. Kennedy occur illocutionary acts in his speech. In the background of the study, she tells language as communication especially describe the theory of illocutionary act, which exist in the inaugural speech

delivered John F. Kennedy on January 20th 1960, one of many forms of verbal communication. Her statement of the problem are what are the illocutionary Acts of the utterances in the inaugural speech delivered by john F. Kennedy, and what is the frequency occur of Illocutionary Acts found in the inaugural speech delivered by John F. Kennedy. The method used in this study is descriptive qualitative research.

2.9.2 Didik Amsa: "A study of speech acts used in contextual situation on Anas Urbaningrum's speeches".

The writer interested and analyzed the speech act from Anas Urbaningrum's speeches to find the kinds of speech act in contextual situation. His background of the study analyzed what kind of speech acts used in contextual situation on Anas urbaningrum's speeches. The research problems are what kinds of speech acts, what is the possible meaning of speech acts, and how is the use of speech acts used in contextual situation on Anas Urbaningrum's speeches. He wrote descriptive qualitative research.

2.9.3 Sondang Cisilia Sidabutar: "Pencitraan politik Aburizal Bakrie dalam Teks Pidato Mendaki Semeru dan teks pidato Indonesia dalam Mimpi Saya"

This purpose of the study is to know how Aburizal Bakrie imaging himself as Indonesia president candidate in 2014 by speech transcript "Mendaki Semeru" and "Indonesia Dalam Mimpi Saya". This study focuses on the meaning who has utters by Aburizal Bakrie in his speech which has form politic image of Aburizal Bakrie. Building politic image is part of the political public relations activities in the world of politics. This study uses Fowler's theory to analyze the text. The founding of this study is Aburizal Bakrie tries to build his image as a leader who visioner and by

stating in his speech Aburizal Bakrie represent the expression of the building in the new economic system.

All of the studies used speech act theories and the last one used political public relations. There are similarities that occur in those studies and all of the study used qualitative method. They also have similarities especially on the speech. Erda analyzed John F. Kennedy's speech, Didik in Anas Urbaningrum's speeches and Cisilia in Bakrie's speeches. But in the other hand, the researcher analyzes Prabowo Subianto with BBC world news impact in the interview. This research focuses on the illocutionary acts and the leadership behavior by Prabowo Subianto. The researcher uses Searle's theory of illocutionary acts and House's theory to analyze Prabowo Subianto's leadership behavior.