CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents review of related theories and previous studies. The review of related theories include the theory of pragmatics, speech acts which is divided into three categories. They are locutionary, illocutionary, and perlocutionary acts. This chapter also presents five general function of speech acts. They are declaratives, representatives, expressives, directives, and comissives. Theory of context and psychology are also presented in this chapter.

2.1 Review of Related Theories

2.1.1 Pragmatics

One of the branch of linguistics study is pragmatics. Pragmatics can be described as the study of meaning of spoken or written texts related to the context. The context includes social, situational, textual, and background knowledge context (Paltridge, 2006:53). Context means whom they are talking to, where, when, and under the what kinds of situation the conversation happens. If people speak or write, they always bring meanings behind their spoken or written activities. So, if the people want to know and understand the meaning of what other people talk or write, they can use pragmatics as the device of analysis.

Yule describes that in pragmatics, the researcher is able to explore the mind of speaker or writer (1996:84). In pragmatics, people learn the language, in the form of words, phrases, or sentences in either written or spoken texts in order to find

meanings. Mey (1993:6) also defines that pragmatics focuses on analyzing the use of language as the means of communication which is influenced by the condition of society. Thus, he assumes that if people want to find out the meanings of the language, they must know the context of the communication. So, the background knowledge and situational context play important roles.

Pragmatics deals with the contextual background. It is true based on Cutting's view that the approach to study the language's relations to the contextual background features is called as pragmatics (2002:1). This focuses on meaning of words, sentences, or utterances in communication and how the speakers and hearers, writers and readers show their purpose or meaning in their interaction. Thus, based on several perspectives, it can be concluded that pragmatics studies the text, context, and the function of language.

2.1.2 Speech Acts

Naturally, people who are speaking, expect the hearers to understand whether they are giving command or not and whether they are just giving information or not. They hope the listeners can understand their utterances. "Austin and Searle argued that language is used to 'do things' other than just refer to the truth or falseness of particular statements" (Paltridge, 2006:55). When speakers make an utterance, they actually expect that the utterance can accomplish something with the words they have uttered. So, in people's utterance, there is a goal behind in order to influence people to act something. Austin and Searle also emphasize that when people perform physical acts, they also perform acts by using

language (Paltridge, 2006:55). Thus, it can be concluded that the acts of something determined by the utterances is known as speech acts

Based on Yule's view, speech acts is an act performs in an utterance (1996:47). The examples of those acts are performing compliment, command, invitation, information, and condolence. Searle (1979:16) also adds that speech acts is the basic units of linguistics in communication (Mey, 1993:93). He describes that it is produced by the real situation of the use of the language itself. The situation influences the understanding of both speakers and hearers. Therefore, in order to get the intended meaning either speakers or hearers, they are helped by the situational context.

Austin (1962:94) says that when people say something, there is a goal to perform act behind the language itself. It is also defined as speech acts. For example, in the movie *Titanic*, Rose says, Stay back! It shows that she does not just give information to the hearer, who is Jack to stay back, but also commands Jack to go away from her. Rose really wants to be alone. It means that she performs an act. So, whenever people talk, they also perform acts at the same time.

2.1.3 Locutionary, Illocutionary, and PerlocutionaryActs

There are three kinds of acts which occur with everything we say. People's utterance includes locutionary act, illocutionary act, and perlocutionary act.

2.1.3.1 Locutionary Acts

Locutionary act is the utterance from the speaker itself. Yule explains that it is the basic act of utterance (1996:48). It produces meaningful linguistic expression. The locutionary act refers to the literal meaning of words (Paltridge,

2006:55). For example, if someone says, "I am hungry." In locutionary act, the researcher interprets that "I" as the single person pronoun as the subject and "hungry" is a feeling that someone wants to eat something. So, the locutionary act is the basic one in one of speech acts categories because people do not need to understand wider about the context.

2.1.3.2 Illocutionary Act

Yule describes that illocutionary act is performed through the communicative force of utterance (1996:48). People might speak to make a statement, to express something, and to promise. For example, if somebody says, "It is hot here." In illocutionary act, the researcher interprets the intended meaning of what speaker says. There are some possible meanings that can be interpreted based on the context. For instance, in the utterance of "It is hot here", the illocutionary acts can be the command of the speaker to open the door or it also can be just the stating or informing the situation to the listener. So, the illocutionary act always depends on the situational context and the background knowledge of the speaker and hearer.

2.1.3.3 Perlocutionary Act

Austin states in Levinson (1983:236), "perlocutionary act brings the effects on the audience by means of uttering the sentence, such effects being special to the circumstances of utterance." It can be said as the effect of performing locutionary act. Yule describes that when people speak, it is impossible if they do not expect the effect of what they say (1996:48). Those effects are performed in perlocutionary acts. For example, if someone says, "It is hot." In perlocutionary acts, that utterance brings effects to the listener, such as, the listener opens the door directly or turns

down the volume of the air conditioner. So, the utterance of people usually intend to influence or give effects to the hearers.

2.1.4 Speech Acts Classifications

Searle formulates five general function of speech acts. In order to see the clear differences, the table is put below (Yule, 1996:55):

No	Speech act type	Direction of fit	S = speaker X = situation
1.	Declarations	words change the world	S causes X
2.	Representatives	make words fit the world	S believes X
3.	Expressives	Make words fit the world	S feels X
4.	Directives	make the world fit words	S wants X
5.	Commissives	make the world fit words	S intends X

Figure 1. The five general functions of speech acts (following Searle 1979)

2.1.4.1 Declarations

The word "declaration" is from the verb "declare". Lexically, it means to say something officially or publicly. Declarations is the utterance of the speaker which brings about a new external situation, e.g. christening, marrying and resigning (Crystal, 2008:446). Yule also adds that declarations are those kinds of speech acts that change the world via their utterance (1996:53). In using a declaration, the speaker changes the world through the words. It can be concluded that declarations bring the new situation of the world. The examples are blessing, firing, baptizing, bidding, and passing sentence. For instance, a priest says, "I now pronounce you husband and wife." The statement performs declarations because

before the couple is pronounced by the priest as husband and wife, they are not still having the official relationship under the law and by God. Thus, it has created the new situation.

2.1.4.2 Representatives or Assertives

The term representatives are those kinds of speech acts that state what the speaker believes to be the case or not (Yule, 1996:53). In using representatives, the speaker makes words fit he world (or belief). Moreover, Searle (1979:12) states that the purpose of the speakers who perform representatives or assertives is to convince the thing whether it is true or false. So, it can be concluded if the speakers' goal is to state their beliefs, it may be said that they perform illocutionary force represents representatives.

The utterance of the speakers which represents something is believed to be true or not, it is called representatives. The examples of representatives are stating, claiming, hypothesizing, describing, telling, insisting, suggesting, asserting, or swearing. For instance, when somebody says, "Earth goes around the sun." That statement performs representatives because the speaker assured the world that it is true if the earth goes around the sun. The speaker hypothesizes the truth.

2.1.4.3 Expressives

According to Searle, the illocutionary point of this class is to express the psychological state in a particular condition sincerely about a state of affairs (1979:15). The examples of expressive verbs are thank, congratulate, apologize, condole, regret, and welcome. Yule (1996:53) also adds that expressive is a kind of speech act which describes or states the feeling of the speaker. It can be statement of like, dislike, pleasure, sorrow, or pain. For example, if someone says, "I'm really

sorry." It means that from the speaker's utterance, he or she performs the illocutionary point of expressive. The speaker expresses his or her feeling of guilty by stating the apology.

2.1.4.4 Directives

Directive**s** can be defined as the illocutionary force which represents the speaker in addressing the hearer to do something. The example of the statements are like commanding, ordering, challenging, or daring. Searle (1979:13) states that when people perform directives, they try to ask and suggest the hearer modestly to do something.

Directives are utterances which are produced by speaker to direct the hearer or someone to do something *"*The illocutionary point of these consists in the fact that they are attempts (of varying degrees, and hence, more precisely, they are determinates of the determinable which includes attempting) by the speaker to get the hearer to do something" (Searle, 1979:12). "Thus, imperative (at least in intention) change the world in that they (hopefully) make things happen in accordance with my wishes" (Mey, 1993:120).

2.1.4.5 Commissives

Performing this act means the speaker commits him/herself to do some action in the future. The point of this class of illocutionary act is to commit the speaker to some future course of action (Searle, 1979:14). For instance, promising, threatening, intending, vowing to do or to refrain from doing something. When people perform commissives in their utterances, it means that they express their intention, such as promises, threats, refusals, and pledges (Yule, 1996:54). In using commissives, the speaker does to make the world fit the words. For example, if

somebody says, "I'll never let you go." Here, in this utterance, the speaker performs commissives because he/she commits him/herself to do something in the future, in this case, he/she will be with the listener forever and never go away from him/her.

2.1.5 Context

Context has a powerful impact on the possible interpretation of people's utterances. People will understand what other people are saying if they know the context. People will generally know the possible interpretation based on the physical context such as time and place. Mey (2001:39) explains that context enables to change the surroundings. So, context is important to deliver the utterances by the speaker and how the hearer will understand the message of the speaker wants to convey.

The theory of context is important for the hearer in order to get clear interpretation. Cutting (2002:2) describes that people can understand people's utterance if they have the knowledge of physical and social world, and also the socio-psychological factors. The speaker's meaning depends on assumption of knowledge of the time and place the speaker and hearer are shared. According to Hymes in Yule (1983:38), context can be divided into setting, participants, events, and topic. Setting refers to when and where the event occurs. Participants include the addressor and the addressee. The addressor refers to the person who transmits the message while the addressee means the person who receives it. Event is about in what situation the utterance happens. Topic is related to what is talking about or the content of the speech. The researcher applies the theory of context by Hymes to determine the illocutionary acts of the speaker's utterance.

2.1.6 Psychology

The term of psychology is an academic and applied discipline that includes the scientific study of mental functions and behaviors. The word psychology is from two Greek words: *psyche - the soul* and *logy – the study of*. In Atkinson (1996) in Minderop's book (2011:3) claims psychology can be meant at the knowledge to observe and o study of human behavior. Based on the definition of psychology, it is true that soul is related to the mental of people and mental can be said as the emotions of people in which happy and sad.

Happiness and sadness are the two basic state of people's emotion. Happiness is a psychology state that shows feeling of joy while sadness is a psychology state that shows emotional pain such as despair, lost, and misery. Veenhoven (2006:3) mentions the concept of happiness from the meaning of the word "happiness" has similarity with "quality of life" or "well-being" It refers to people who have good quality in their life. According to Huron (2011:148), sadness is a negative affective state characterized when people's low physiological state appears. The symptoms of sadness include reducing physical activity, slumped posture, changing appetite, reducing the verbal activity, increasing sleep, reducing curiosity or engagement in the world, and rumination. When sadness is chronic, it can cause what psychologists call as depression. Based on the explanation, happiness and sadness are truly contrast. Happiness is related to the positive emotion while sadness is related to the negative emotion. The theory of happiness and sadness are applied in this research in the way the researcher analyses the situational context in order to help describing the intended meaning of Rose's utterances.

2.2 Previous Study

This thesis reviewed the other's study. It is used at the help to guide in writing this research. It is from Adrianne Ratna Kripsianti. She is from Faculty of Language and Art in State University of Surabaya. The title of her study is "A Study of illocutionary acts among prisoners in *Prison Break*". Her study is related to the analysis of the conversation that consists of the interaction among prisoner. In her research, she proposed three questions. They are what type of illocutionary acts are used among prisoners in *Prison Break* TV Series, what are the dominant illocutionary acts that are used among prisoners in *Prison Break* TV Series, and what is the reason for occurrences of most dominant type of illocutionary acts are used among prisoners in *Prison Break* TV Series. In her findings, several classification of illocutionary acts are found. They are Representatives, Directives, Expressives, and Commissives. She also found out that Directives is the most dominant illocutionary act used among prisoners in the *Prison Break* TV Series. Directive illocutionary act becomes the most dominant type in this TV Series because Michael as the main character enters to the new environment which he needs some directions from the another inmate about that environment.

However, the research of the previous study has some differences with this research. Here, the research uses movie as the object of the study. Even though the researcher uses the same theory as the main theory, namely, speech act theory, she adds the psychology aspect in her analysis. It will contribute wider to the study of linguistics. She analyzes the utterances of the main character, Rose in the movie entitled *Titanic* and elaborates it with the concept of happiness and sadness. Thus, the findings of the research will be wider and more complex.