CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains the review of related literature, and discussing the theory. This chapter is divided into four sub headings. They are discourse analysis, context feature, speech acts, and types of sentences. They are identified below.

2.1 Review of Related Theories

As the review of related literature, Yule and Brown's theory of discourses Analysis and context feature are used, Austin's theory to explain the theory of speech acts, thenSearle explainsaboutlocutionary, illocutionary, and perlocutionary acts theories. And also the theory of classification of illocutionary act. Illocutionary act is divides into five classes of speech acts. Namelyare declaratives, directives, representatives, commisives, and expressives. Furthermore, the theory of types of sentences by Vanderveken is used.

2.1.1 Discourse Analysis

In daily activities, people always use a language to communicate with others. They speak everything they want to talk. It does not matter if their producing is not relevant. They only perform what they want to speak and someone else understands with their talking. Everything is produced by people can analyzed namely discourse analysis.

According to Yule and Brown (1983:1), discourse analysis is the analysis of language in use. They also added that the discourse analysis is committed to an investigation of what language is used for. It means that discourse analysis uncovers that language which is used by people. Something can analyzed are regularities, meaning, or purpose expressed. In other hand, discourse analysis isalso analyze the naturally occuringlanguage used by someone. Then,discourse analysis can be spoken and written language. In the spoken text, discourse analysis deals with the language used in the real world communication. Meanwhile the written language is much more than talk written down.

2.1.2 Features of Context

The researcher uses feature of context which are formulated by Hymes. There are nine features of context which is used in communication according to Hymes in Brown and Yule (1983:38). Those are: participants, topic, setting, code, channel, event, key, message-form, and purpose. But for analyzing the data, the researcher just uses three items. They are participants, topic, and setting.

2.1.2.1 Participants

First of features of context is participants. Hymes in Brown and Yule (1983:38) said that participants classify into three. They are:

1) Addressor is the speaker or writer who produces the utterance

2) Addressee is the hearer or reader who is the recipient of the utterance

3) Audience is the overhearers may contribute to the specification of the speech event

For example:

A little girl is congratulating Joni because that day is IdulFitri celebration. When they are apologizing, suddenly there is a man shouts to Joni. Knowing that, he is disturbed.

The above conversation, it pictured that a little girl as addressor, Joni as addresse, and

the man as audience.

2.1.2.2 Topic

In each conversation, topic is always appears. Topic is subject for discussion

or study. Whereas Hymes in Brown and Yule (1983:39) asserts that topic is what is

being talked about. It means that when people talk something or occur a conversation

between two or three persons, it can be called between addressor and addressee,

always there's a topic. The topic of conversation can get from life's experience the

addressor or on the contrary.

For example:

Little girl   : Minalaidzinwalfaizin, sir.
Joni   : Yeah… Me too
From this example, the participants in the conversation are a little girl and Joni. The

topic is a little girl congratulating to Joni that he celebrates IdulFitri and she

apologizes to Joni.

2.1.2.3 Setting

Another features context is setting. Setting is surroundings. It can place and

time setting which the action of incident, film, story, play or book takes place.

Meanwhile Hymes in Brown and Yule (1983:38) classifies that setting is where and

when the affair is happened either in place and time or in terms of physical relations

(such are posture and gesture and facial expression) to interact with others. It means that the conversation occurs not only related between place and time, but also someone's emotion, is like the speaker refers good or bad habitual with others in communication. And then posture and gesture also can be indicated when someone talks as well.

For example:

Coach   : You are talented. I need you, Hap!
Hap   : What? Be a keeper, coach?

From the example above, it described that the participants are coach and Hap. And the conversation takes place in the yard.

2.1.3 Speech Act

People can do many things to convey the words. The speaker says and be received by the hearer. The hearer's respond can with words or language but also can with action. That course is named speech act.

According to Austin in Cutting (2002:16) that speech act is an utterance that has perfomative function in language and communication. It means that there're three aspects or parts to things people do with the language. Furthermore, Searle (1971:39) states that speech act is the act that is characteristically performed by uttering expressions in accordance with certain constitutive rules.

In other hands, Petrey (in Nancy 2001:10) claims that speech act theory addresses rather language's productive force, which depends entirely on where and when it is used. Meanwhile, based on Yule (1996:47) speech act is concluded that on occasion the action performed by producing an utterance.

2.1.3.1 Kinds of Speech Act

Speech act has various aspects. According to Searle in Ratnadewi (2012:13) explains that all utterances perform speech acts, theyare consist of:

1) Locutionary act is the production act of sounds and words with meaning or saying something.

2) Illocutionary act is the performing act in saying the locution.

3) Perlocutionary act is the consequently effect from locution and illocution.

An example in this simple conversation:

Riko   : I'm hungry. Where is Meta? Is she good?
Chika : Yeah. She is okey. She is playing her gadget
Riko   : Oh.
Chika : I'll go a minute

The first sentence is utterance to warn someone, while the second sentence is utterance to announce a decision. And last sentence is result of the action. All of sentences are perform the locutionary, illocutionary, and perlocutionary acts.

The conversation means that in Riko's heart, he requires Chika to go to somewhere for buy some snacks. But Riko doesn't tell directly. He pretends her previously. Hecourtesies to her with a question before. But finally Chika understands what Riko's want and she goes to minimarket and buys some foods and snacks.

2.1.3.1.1   Locutionary act

Locutionary act isthe performance of an utterance. According to Schiffrin in Ratnadewi (2012:12) says that locutionary act is the utterance itself. It means that the

speaker speaking by himself. He countraries before to hearer. Meanwhile, Yule (1996:48) defines that locutionary act concern with the original utterance, or delivering a meaningful linguistic expression.

2.1.3.1.2   Illocutionary act

Illocutionary act isthe pragmatic of the utterance. According to Schiffrin in Ratnadewi (2012:12) said that include are stating, questioning, commanding, and promising. Its means that the function behind illocutionary (intended meaning) the speaker or the producer wants to say.

In other words, illocutionary acts divides into five macro-classes. The groups are following below:

1)   Representatives

This speech act used by speaker to commit the truth. According to Searle in Cutting (2002:17), representative is which the words state what the speaker believes to be the case. It means that a speaker asserts a true proposition. The speaker affirms to hearer that she or he said a truth. It uses verbs, such as, describing, claiming, hypothesising, insisting, and predicting. Not differently Yule (1996:53) presents that representative is the kinds of speech act that what speaker state of facts, conclusions, assertions, and description. Whole stating not differently with speaker's state about the world that she or he believes. For examples:

a) The earth is circle.
b) Sun rises in the east.
c) Moon appears in the night.

In this utterances, the speaker makes words real the world (belief).

2)   Directives

Directive is the speaker tries to make the hearer do something. It based on Searle in Cutting (2002:17). Directives use words, such as: asking, begging, challenging, commanding, daring, inviting, requesting, suggesting, forbidding, and so on. Furthemore, Mey (1993:120) says "These speech acts embody an effort on the part of the speaker to get the hearer to do something, to direct him or her towards some goals (of the speaker, mostly)". Those are orders, commands, requests, and suggestions. In addition, Yule (1996:54) also quotes that directive is speech act that speakers use to get someone else to do something. He gives examples:

a) Could you lend me a pen, please?
b) Don't touch that.
c) Gimme a cup of coffe. Make it black.

The speaker uses directive in that utterance. He attempts to make the world fit the words (via the hearer).

3)   Commissives

Commisivesare the speaker commits himself (or herself) to a (future)course of action, it quoted by Searle in Cutting (2002:17). Commisives use verbs, such as: pledging, promising, swearing, vowing, undertaking, warranting, offering, refusing, volunteering, and so on. And also Yule (1996:54) claims that commisives are speech act that speakers use to commit themselves to some future action. In other hand, commisives are statements that commit the speaker to a course of action as described by the propositional content. They express what the speaker intends. For examples:

a) I'll be back

b) I'm going to get it right next time
c) We will not do that

The speaker uses commisive in that utterance. He undertakes to make the world fit the words (via the speaker).

4) Expressives

Expressives are speech act that state's words what the speaker feels based on Searle in Cutting (2002:17). It can be said that expressivesare the speaker's expressionhis or her condition or about a statement of affair. It useswords, such as: apologising, appreciating, congratulating, deploring, regretting, thanking, welcoming, praising, etc. Furthemore, Mey (1993:121) says, "These speech acts express an inner state of the speaker, insofar as it is essentially subjective, says nothing about the world". Yule (1996:54) gives some examples:

a) I'm really sorry!
b) Congratulations!
c) Oh, yes, great, mmmm, ssahh!

The speaker uses expressive in that utterance. He makes words fit the world (of feeling).

5) Declarations

Declarations are the speaker alters the external status or condition of an object or situation. Searle in Cutting (2002:16) states that declarations are speech acts that change the world via their utterance. It uses verbs, like: I bet, I declare, I resign. For example:

a) I baptise this boy John Smith
b) I now pronounce you man and wife

c) This court sentences you ten years.

In first utterane, it means that will changes a nameless baby into one with a name. Then the second utterance, means that the state will change unmarried to a married couple. Lastly, it means that imprisonment or which puts the person into prison.

2.1.3.1.3 Perlucotionary act

Perlocutionary act is actual effect, such as persuade, convince, scare, inspire, or on the contrarygetting someone to do or realizing something, whether intended or not according to Austin (1969:108). Not different from Schiffrin's(1994:53) theory, he says that perlocutionary act is the effect on actions, thoughts, and beliefs of hearers. Its means that the hearer has action, approve, answer, respond, and give perform what the speaker said.

For example:

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Locutionary act:
It is hot
Illocutionary act:
Stating          : that it is hot
Questioning      : whether it is hot
Requesting       : to open the window
Perlocutionary act:
Approving        : The hearer also agree that the wheather is hot
Answering        : The hearer gives answer that this month is dry season.
                   Suretoday is hot.
Performing       : The hearer opens the window; the hearer turnson the AC
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2.1.4 Type of Sentences

The analysis of utterance is based on the type of sentences. Vanderveken(1990:15) states that type of sentences are classified into five classes

namely: declarative, conditional, imperative, interrogative, and exclamatory sentences. They will be explained below:

2.1.4.1 Declarative Sentences

Declarative sentence is used to say what speaker think. The sentence is conventionally sentence. Declarative sentence is followed by periods.

For example:

a. The sun rises in the east.
b. It is cool here

The first utterance is uttered by the speaker to say to hearer that the sun rises in the east. It is figuring the things as it is. And secondly, the speaker utters that the condition is cool at that time. He wants the hearer to turn off the Air conditioner.

2.1.4.2 Conditional Sentence

Conditional sentence is usually used by the speaker to say something which is not really care in the future. It is used without high respond to the truth of the propositional content and specified future exits.

For example:

I would like that

The utterance above is uttered by the speaker. The speaker said that he would like that. It means that the speaker could do what he said or not. It depends on him.

2.1.4.3 Interrogative Sentence

The interrogative sentence is normally used to ask or make a question. The speaker is used to get the information from the hearer. Interrogative sentence is followed by a question mark.

For example:

    a. Are you sick?
    b. Are you OK?

The utterances above are spoken by speaker to ask the hearer's condition. The speaker intends to obtain the information from the hearer. The hearer can answer the question with responses 'yes or no'. Other that, respond of interrogative sentence sometimes does not only an answer 'yes or no', but the respond can with an action.

2.1.4.4 Imperative Sentence

Imperative sentence is normally used for command or request. The speaker makes a request to hearer to do something. It means that the speaker trying to the hearer to do something for him or her. The imperative sentence is followed by exclamation mark. But not always used the exclamation mark, sometimes use the question mark.

For example:

    a. Turn off the AC!
    b. Could you please open the door?

In the sentence (a), it is clearly known that the speaker wants the hearer to turn off the AC. So   speaker isn't coldness. Not differently sentence (a), in sentence (b) also clearly understood that the speaker makes request to hearer to open the door. So that he/she can looks the beautiful garden. The mark in sentence (a) uses an exclamation mark, but in sentence (b) uses a question mark. It means that the imperative sentence

not always use exclamation mark. Sometimes use the question mark. It depends on the sentence.

2.1.4.5 Exclamatory Sentence

This kind of sentence is used by the speaker to hearer to express the mental state. Exclamatory sentence shows to hearer how the speaker feels. Usually the speaker expresses with strong feeling.

For example:

a. I'm happy today.
b. What a handsome man he is!

The example above means that the speaker expresses his/her feeling. The speaker shows to hearer that on that day he/she is really happy. Similar example (a), in example (b) the speaker shows her feeling to hearer that a man is really handsome. The speaker gives influence to hearer to look him as her.

2.2   Previous Study

The related study is very important for the researcher in doing the process of collecting and analyzing the data. The researcher reviews the previous study conducted by HendraBrilian Tamara, Reg. No. 05.01181.6327, the student of English Department, STIBA SatyaWidya 2010 Surabaya with his thesis entitled "A Study of Macro Functions in Comic Strip Peanuts". The his problems are 1) What are the kinds of macro functions used by the characters in peanuts comic strip?, 2) How are macro functions used by the characters?, 3) Why are macro functions used by the

characters?. The scope of his study is discourse analysis. He uses Kennedy's theory to answer his problems.

In other word, he uses descriptive qualitative for his research. And his finding is he find out there are 6 (six) kinds of macro functions used by the characters in the comic strip, namely: emotive, directive, phatic, refrential, metalinguistic and contextual. Furthermore, there are various ways of using macro functions. They are: directive, imperative, interrogative, and exclamatory sentences.

And then, the differences between the research's study and the previous one: the theme is different, the previous study about macro functions and the research on her study is about speech act. But, the similarities between the previous study and the study conducted by the researcher are: both of them use qualitative research in their method and their scope use discourse analysis also.