

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter, the researcher present the theory of pragmatics, discourse analysis, theory of semantics, theory of speech act which covers the classifications and there acts, locutionary, illocutionary and perlucotinary. The researcher also present the theory of context and characterization that will be used to complete the analyzing the speech act.

#### **A. Theory of Pragmatics**

“Pragmatics studies the use language of human communication as determine by the condition of society” (Mey,1993:21). This study is about meaning of words, phrases and full sentences that words in fact convey when they are used, or with intended speaker meaning as it is sometimes referred to. So, pragmatic is study about how people build a sense to others by language to express the meaning and how it is perceived. It attempts to analyze how it happens that often more is communicated than said.

“Pragmatics deals with aspects where context must be taken into account” (Cruse,2006:136). It studies how the transmission of meaning depends not only on the linguistic knowledge of the speaker and listener, but also on the context of the utterance In additional, “Context is understood here in a broad sense that includes previous utterances (discourse context), participants in the speech event, their interrelations, knowledge, and goals, and the social and physical setting of the speech event (Cruse,2006:136). It means that pragmatics is the study of the aspects of meaning and language use that are dependent on the speaker, the addressee and other features of the context of utterance.

#### **B. Discourse Analysis**

People can derive a literal interpretation when a writer has produced a grammatical sentence, but they do not understand the message simply because there is no quite information. “However, we can point to linguistic messages which are not presented in sentences and consequently can be discuss in terms of syntactic well-formedness, but which are readily interpreted” (Brown&Yule,1983:223). “..., an ideological approach that examines the purpose of language in the social context, reveal how discourse reflect and determines power structure” (Cutting,2002:2).

Discourse which has power can make up one or more than one act such as responding. What makes the discourse connected each other is the assumption of coherence from people that is interpreted in linguistic messages. Discourse analysis calls the quality of being ‘meaningful and unified’ coherence” (Cutting,2002:2). It means that discourse analysis is the study and the explanation of the quality of coherence. In conversation, when the speaker stops and another starts to speaking, sometimes it shows the particular coherent of the conversation or it can be not. The discourse analysis focused on communication and identities of the participants in the communication. In addition, “it has traditionally covered the topics of exchange structure or ...or how what one speaker says can influence the next speaker’s response” (Cutting,2002:2).

### **C. Theory of Semantic**

“Semantic is the technical term used to refer to the study of meaning, and, since meaning is a part of language, semantics is a part of linguistics (Palmer,1976:1). In semantic, the meaning of words can be interpreted from different perspective. One is being independent meaning or from what its literal

meaning and the other one is the words are used in a context that that has different meaning which depends on the context.

“If language is regarded as an information system, or more strictly as a communication system, it will associate a message (the meaning) with a set of sign” (Palmer,19765). Language as a communication system that related something to be communicated with something that communicates a message is difficult to specify precisely what the message is because the messages in language are very complicated depends on the context.

#### **D. Theory of Speech Act**

##### **1. Speech Act**

“The speaker normally expects that his or her communicative intention will be recognized by the hearer” (Yule, 1996:47). Speakers expect listeners to recognize the function of utterances they speak and to act accordingly. Whenever they ask question, for example, they expect they listeners to realize that it is request for information. So, each sentence has served specific function. “Mostly we don’t just produce well formed utterances with no purpose” (Yule,1996:48). It means, when people produce utterances in communication, they do two things at the same time ; express the communicative performed of utterances and expect the purpose.

##### **2. Felicity Condition**

“For Austin, the felicity conditions are that the context and roles of participants be recognized by all parties; the action must be carried out

completely, and the person must have right intention” (Cutting,2002:18). In addition, “for Searle, there is a general condition for all speech acts, that the hearer must hear and understand the language, and that speaker must not be pretending or play acting” (Cutting,2002:18). This conditions are in situation in which the act is used properly.

### **3. Classification of Speech Act**

One general classification system list five types of general functions performed by speech acts : representatives, expressive, directives, commissives, declarative (Yule,1996:55).

#### **a. Assertives.**

The point or purpose of the members of the assertive class is to commit the speaker (in varying degrees) to something's being the case, to the truth of the expressed proposition (Searle,1979:12). Assertions often, maybe even always, represent a subjective state of mind: the speaker who asserts a proposition as true does so in force of his or her belief (Mey,1993:120).

Examples:

- “John called”, “The sun will rise tomorrow”, but also “I swear I saw him on the crime scene” etc.

#### **b. Directives**

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).

Examples:

- “Clean your room!”
- “I suggest you take the Volvo”, “Do you have some spare change?”

**c. Commissives**

Commissives are those illocutionary acts whose point is to commit the speaker (again in varying degrees) to some future course of action (Searle,1979:14). Commissives operate a change in the world by means of creating an obligation : however, this obligation is created in the speaker (Mey,1993:121)

Examples:

- “I promise I’ll clean the kitchen”,
- “You’ll get it done by Monday!”

**d. Expressives**

The illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content (Searle,1979:14).

Examples:

- “Congratulations for the award!”
- “I hate Physics”

**Declaratives.**

Searle’s words in May’s book “ declaration bring about some alternation in the status or condition of the referred to object or object solely by virtue of the fact that the declaration has been successfully performed” (1993:122). The

declinational illocutionary point: the direction of fit is both words-to-world and world-to-words because of the peculiar character of declarations”(Searle,1979:19).

Examples:

- “You’re fired!”,
- “I hereby declare war on Germany”

#### **4. Locutionary, Illocutionary, Perlocutionary**

##### **a. Locutionary act**

A locutionary act, which is the basic of utterances, or producing a meaningful linguistic expression (Yule,1996:47). In other words. A locutionary act is an act producing a meaningful linguistic expression. The production of an utterance, with a particular intended structure, meaning, and reference (Cruse,2006:167).

##### **b. Illocutionary act**

An act performed by a speaker in saying something (with an appropriate intention and in an appropriate context), rather than by virtue of having produced a particular effect by saying something (Cruse,2006:167). The illocutionary act carried out by speaker making an utterance is the act viewed in terms of utterance’s significant. The illocutionary act is performed via the communicative force of utterances (Yule,1996:48).

##### **c. Perlocutionary act**

A speech act which depends on the production of a specific effect. The effects on the audience when someone is uttering a speech (Cruse,2006:167). Such effects are being special to the circumstances of utterance – the utterance that gives effect into someone whether it is into someone’s feeling, mind or

action. For example is the response from the hearer after he or she listened to the utterance “Close the door!”, he or she may close the door or refuse to close the door. “Depending on the circumstances, you will utter on the assumption that the hearer will recognize the effect you intended” (Yule,1996:48-49).

## **E. Theory of Context**

“However, any sentence other than the first in a fragment of discourse will have the whole of its interpretation forcibly constrained by the preceding text”. (Brown and Yule,1983:46). Discourse that environs a language unit , helps to find out its interpretation. Hymes in Wooton in Brown and Yule (1983, p. 38):

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 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.

Besides has the function to eliminate the range of possible interpretation, context also has the function to carry the intended interpretation.

### **1. Features of Context**

There are features of context which are set by Hymes as cited in Brown and Yule (1983, p.38) that may be relevant with the identification of a type of speech event, those are:

- a. **The roles of addressor and addressee** the writer who produces the utterance, while the addressee (or audience for the presence of the over hearers may

contribute to the specification of the speech events) is the hearer or the reader who is the recipient of the utterance

- b. **Setting** or in terms of the physical relations of the interactants with respect to posture and gesture and facial expression
- c. **Channel** events being preserved – by speech, writing, signing, smoke signals.
- d. **Code**
- e. **Message form** tale, love letter, etc.
- f. **Event** may be embedded; thus questioning and answering activities may be a part of larger events, a presentation in a class.
- g. **Key** pathetic explanation, etc.
- h. **Purpose** result of the communicative event

#### **F. Characterization**

“Characters 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” (Abraham,199:32). Studying character in literature enables the readers to know the people, to understand them. “An author can tell the readers exactly what is going on in a characters’ mind and feels. Characterization allows the readers to learn about what characters look like, what they say, what other say about them , and what they do” (Luke in Buss & Karnowski,2006:9). Characters closely associated with his personal qualities in the acceptance of readers. Character refers to the nature and attitude of the character just as it is interpreted by the reader. “you will find certain other standard terms useful in discussing character; they make it easier for you to keep



in mind what critics and readers expectation in fiction” (Miller&Clulley:26). In the case of this, in particular from the view of reception theory gives meaning readers everything. For the case of a prominent personality, meaning it is done based on the words (verbal) and other behavior (nonverbal). Distinction between characters who each other is more determined by personal qualities rather than be seen physically.

1. Flat character ....., is built around "a single idea or quality" and is presented without much individualizing detail, and therefore can be fairly adequately described in a single phrase or sentence (Abraham,199:33).
2. A round character is complex in temperament and motivation and is represented with subtle particularity; such a character therefore is as difficult to describe with any adequacy as a person in real life, and like real persons, is capable of surprising us (Abraham,199:32). Round character is a fully developed character that is capable of development and change. They tend to be more important.
3. Main characters are those so central to the action, so continual in their presence, that we expect that the author will explore their makeup motivation most thoroughly” (Miller&Clulley,1984:27).
4. Minor characters are the people in a story who are not the main point of the story but still interact with the attention of those main characters. “Beyond them is vast east of minors characters : people you interact with at only one period I your life, ...” (Miller&Clulley,1984:27).