CHAPTER 2

THEORICAL FRAMWORK

This chapter explains some of the speech acts theories related to this research. First, I elaborate on the definition of pragmatics from some theorists. Second, I elaborate on the theories about speech acts. Third, I explain the meaning of loucutionary act. Fourth, I explain the meaning of illocutionary act. Fifth, I explain the meaning the perlocutionary act. Sixth, I elaborate on the classification of the illocutionary act because it is the main focus of my research. Next, I explain theories about context because context is the most important part in analyzing an utterance. The last, I put some of the previous related studies.

2.1 Pragmatic

Pragmatics is a branch of linguistics that studies how meaning is generated from a language. According to Yule (1996), pragmatics is concerned with the study of meaning as communicated by a speaker or writer and interpreted by a listener or reader. But to understand the meaning of the speaker, we also must pay attention to the context. Yule (1996) also states that pragmatics is the study of contextual meaning. On the other hand, Leech (Stated in Shilalahi, 2016, p. 83) states that pragmatics is the study of meaning in relation to speech situations. The speech situation enables the speaker to use language to achieve a particular effect on the mind of the listener. It can be understood that pragmatics is the study of contexts outside of language in communication related to the meaning to be conveyed by speakers depending on the speech situations. In short, the meaning produced by the speaker is influenced by the speech situation. Another definition is stated by Richards and Schmidt (2002) in Dictionary of Language Teaching & Applied Linguistics defined pragmatic is "The study of the use of language in communication, particularly the relationships between sentences and the contexts and situations in which they are used. Pragmatics includes the study of: (1). how the interpretation and use of utterances depends on knowledge of the real world (2). how speakers use and understand speech acts (3). how the structure of sentences is influenced by the relationship between the speaker and the hearer."

Based on the explanation above, pragmatics does not only study how to understand the meaning but also how the relationship between meaning and speech situation is about, how to produce the meaning by the speaker and interpret by the listener. The study of pragmatics is also explained the use of language in communication, especially the relationship between sentences and the context and situations in which they are used.

2.2 Speech Act Theory

In linguistics, speech acts are part of the study of pragmatics. Basically, speech acts are also called acts of communication that are used to express certain attitudes. For example, asserting, commanding, requesting and questioning. According to Yule (1996) speech act is an action performed via utterances. According to Searle (1996) to understand language, one must understand the speaker's intention. Since language is intentional behaviour, it should be treated like a form of action. Searle also states (in Salsalina, 2018, p. 11) the unit of linguistic communication is not symbol of word or sentence, but rather the production of the symbol or word or sentence in the performance of the speech act. Another definition is stated by Austin (in Prakarsa, 2017, p.79) speech act is the actions performed in saying something.

Based on explanation above, speech act is the study of how actions are conveyed through speech with a specific purpose. In speech act, the meaning conveyed by the speaker is not always the same as what the speaker says because there is an accompanying action. That is, in understanding the meaning of speech, not only understand words or sentences literally, we must also know what actions accompany it. Not only utter but also act at the same time depending on the context and situation of the utterance. Therefore, we will more easily understand the meaning which is being conveyed by the speaker. According to Yule (1996) On any occasion, the action performed by producing an utterance will consist of three related acts. Yule classified the speech acts into locutionary, illocutionary, and perlocutionary.

2.2.1 Locutionary

Locutionary act is the basic act of utterance, or producing a meaningful linguistics expression Yule (1996, p. 48). According to Richards and Schmidt (2002) in Dictionary of Language Teaching & Applied Linguistics, locutionary act is an utterance of something meaningful and understandable. This means that all speech that can be understood with a literal meaning is a locutionary act. Locutionary act is the act that is performed in order to communicate, the act of actual uttering (the particular sense and reference of an utterance) the study is the domain of field like phonetic, phonology, and linguistic semantics (Tutuarima et al., 2018).

Based on explanation above Locutionary is the act of saying something, using it according to certain grammatical rules. Locutionary speech act is an act whose utterances or sentences have real meanings in accordance with the dictionary and syntactic rules. For example, saying the sentence, *"Shoot the snake"* is a locutionary act if hearers understand the words *"shoot, the, snake"* and can identify the particular snake is referred to. In short, locutionary action is an act of saying an utterance or stating something. This speech is spoken by the speaker to inform something without any specific purpose (act of saying something).

2.2.2 Illocutionary

Illocutionary is an action performed by speaking or writing, for example inviting, ordering, pleading or promising. Illocutionary act is performed via the communicative force of an utterance in Yule (1996, p.48). According to Austin, (1962, p.108). Illocutionary acts include informing, ordering, warning, and undertaking utterances with a particular (conventional) force. This means that all speech with action is an illocutionary act. Illocutionary act might be uttered to make statement, an offer, an explanation, or some other communicative purpose. On the other hand, illocutionary act is called "the act of doing something" (Wijana 1996, p.18). Cutting (2002, p.16) also states that the illocutionary style, 'what is done in pronouncing the words', the function of words, has a specific purpose in the mind of the speaker.

Based on the explanation above, illocutionary acts are actions contained in an utterance with a specific purpose. Such as offering, explaining, ordering, etc. In other words, each speaker has a specific purpose by saying the utterance. Illocutionary acts use sentences to perform a function. For example, "Shoot the snake" is meant as a command. The illocutionary act requires context to understand it. In contrast to the locutionary act, which only informs shoot the snake. In short, illocutionary speech acts are all utterances that have actions in them (act of doing something).

2.2.3 Perlocution

Perlocutionary acts are acts that produce an effect on the listener. Austin (1962, p.108) states that perlocutionary act is what we bring about or achieve by saying something, such as convincing, persuading, deterring, and even, say, surprising or misleading. According to Leech (1983, p.199), the perlocutionary act is performing an act by saying something. This means that all speech that affects the listener is a perlocutionary act. Perlocutionary acts are the resulting effects from illocutionary acts. This act is also known as, "the act of affecting someone" (Wijana1996, p.20).

Based on the explanation above, perlocutionary acts are actions that produce results or effects on listeners through speech. For example, shooting a snake would be the perlocutionary act of "shoot the snake". If seen from the illocutionary, the listener already knows the meaning conveyed, then the listener will take an action. This action is called perlocution. In short, perlocutionary acts are utterances that are spoken to influence the hearer to do what the speaker wants (an act of effecting someone).

2.3 The Classification of Speech Act

The classifications of speech act based on the theory of Searle (in Yule,1996:53) explain that there are five types of general functions performed by speech acts: representatives, declarations, commissive, directives, and expressive.

2.3.1 Representative

A representative is a speech act that states what the speaker believes to be correct, such as asserting facts, asserting, reasoning, or explaining. The Representative explains the credibility of the utterance. In other words, it represents an external reality by adapting your utterances and words to the world as you believe it. A representative is a speech act that states what the speaker believes to be correct, such as asserting facts, asserting, reasoning, or explaining. according to (Searle in Yule, 1996, p. 53). Representatives are those kinds of speech acts that state what the speaker believes to be the case or not. Yule (1996, p.53) also states that in using a representative, the speaker makes words fit the world (of belief). In short, representative is a type of speech act to state a fact, to give a conclusion, a description of a thing, etc. Yule (1996, p. 53) gives some examples of the speaker representing the world as he or she believes:

a.   The earth is flat.
b.   Chomsky did not write about peanuts.
c.   It was a warm sunny day.

2.3.2 Declarative

Declarative is a form of speech act that affects and changes the state of certain events that occur at that time. Searle in Yule (1996, p. 53) states that declarations are those kinds of speech acts that change the world via utterance. In using declaration, the speaker changes the world via words (Searle in Yule, 1996, p. 53). In short, declaratives are utterances that are spoken so as to produce changes in the world, for example, such as baptizing, firing, and imposing punishment. The given examples below are illustrated by Yule (1996, p. 53):

a.   Priest: I now pronounce you husband and wife

b. Referee: You are out!"

c. "Jury Forceman: We find the defendant guilty

2.3.3 Commissive

Commissive is a form of speech act that gives impetus to the speaker for some future action. They express what the speaker intends (Searle in Yule, 1996, p. 54). Yule (1996, p. 54) also argues that in using a commissive, the speaker undertakes to make the world fit the words (via speaker). In short In a commissive, the speaker commits to a future action that matches his or her own words. For examples they promise, swear, plot, threaten, offer, etc. As the examples shown by Yule (1996, p.54) below, they can be performed by the speaker alone, or by the speaker as a member of a group:

a. I will be back.

b. I am going to get it right next time.

c. We will not do that.

2.3.4 Directive

Directive is a form of speech act that makes the speech partner do something on what is said by the speaker. According to Searle in Yule, (1996, p. 53) directives are those kinds of speech acts that speakers use to get someone else to do something. In communication, people are often asked to do something. Communication by asking the listener to do something for the speaker, based on the form of speech act, is called a directive. Yule (1996, p.54) states that in using a directive, the speaker attempts to make the world fit the words (via the hearer). In short, the directive is speech addressed by the speaker to the listener to make him do something. For examples include advice, orders, inquiries, requests, offers, and orders. Here are the examples are given by Yule (1996, p.54), they can be positive or negative:

a. Gimme a cup of coffee. Make it black.

b. Could you lend me a pen, please?

c. Do not touch that.

2.3.5 Expressive

Expressive is a form of speech act that expresses an action or statement in the form of joy, likes or dislikes, and feelings. According to (Searle in Yule, 1996, p. 53). Expressive are those kinds of speech acts that state what the speaker feels. (Yule 1996, p.54) states that in using an expressive, the speaker makes words fit the world (of feeling). According to Salsalina (2019, p. 18) expressives are when the speaker expresses his feeling, it can be statements of pleasure, pain, like, dislikes, etc. In short, expressive is a speech act that is used to express the speaker's feelings, this has no relationship between the words spoken and the world in the speaker's area. For examples include blaming, congratulating, apologizing, thanking, and praising. For example, the speech "Congratulations on your graduation" is spoken to the speech partner to congratulate graduation. As Yule (1996, p.53) illustrates in the example below, they can be caused something the speaker does or the hearer does, but they are about the speaker's experience:

a. I am really sorry!
b. Congratulations!
c. Oh, yes, great, mmmm, ssahh!

2.4 Context

In communication, context has a very important role, both in verbal and nonverbal communication. By understanding the context, we will be able to understand the meaning correctly. Context may also refer to any aspects of an occasion in which a speech act takes place, including the social setting and the status of both the speaker and the hearer. According to Oxford Advanced Learner's Dictionary context is the situation in which something happens and that helps you to understand it. Another definition is stated by Richards and Schmidt (2002) in Dictionary of Language Teaching & Applied Linguistics the context often helps in understanding the particular meaning of the word, phrase, etc. Mey (as cited in Widdowson, 2004, p. 41) states that context is a dynamic, not a static concept: it is to be understood as the surroundings, in the widest sense, that enable the participants in the communication process to interact, and that make the linguistic

expressions of their interaction intelligible. Context is the background knowledge assumed to be shared by s (speaker) and h (hearer) and which contributes to hearer's interpretation of what speaker means by given utterance (Leech 1983:13).

Based on the explanation above, context is the most important part of communication. Context is a condition that is present in communication. In context there are aspects that make it easier to understand a meaning that is produced from an utterance. In brief, context is a situation and condition that can form the meaning of an utterance related to a particular event. Understanding the context of the conversation helps to understand the information and frees the listener from misinterpreting the information.

2.5 Previous Related Studies

Relevant research on speech acts which are studied pragmatically was conducted by Tutuarima, Nuraeningsing, and Russiana (2018) in the journal entitled "An Analysis of Speech Act Used in London Has Fallen Movie" This research focuses on (1) to find out the kinds of speech act used in London Has Fallen Movie (2) to find out the way of speech act and the classifications of illocutionary act used in London Has Fallen Movie. This research uses descriptive qualitative research. This research figures out the kinds of speech acts and the classifications of the illocutionary act used in the London Has Fallen Movie. The result of the research shows that: (i) there are 76 utterances of speech act used in London Has Fallen Movie which is the most dominant is illocutionary act consist of 37 utterances. (ii) there are 99 utterances of the classifications of the illocutionary act, and the most dominant categories are directive with 32 utterances and expressive with 23 utterances.

The second relevant research on speech acts which are studied pragmatically was conducted by Rahayu, Arifin, and Ariani (2018) in a journal entitled "Illocutionary Act in the Main Characters' Utterances in Mirror Mirror Movie". This journal focuses on the function of illocutionary speech acts in the movie. The aims of this research is to find out the types of illocutionary act in the main characters' utterances in Mirror Mirror movie with the Searle's theory of illocutionary act and to find the context underlying illocutionary act of the main characters by Hymes'

speaking model in Mirror Mirror movie. The method uses in this research is descriptive qualitative. The results of the research are (1) fifty-five utterances containing illocutionary speech acts, (2) illocutionary speech acts with the category (a) representatives which include stating a fact, (b) directives which include commanding, requesting, questioning, inviting and forbidding, (c) commissives which include promising (d) expressives which include surprising, thanking, disliking, and praising. (3) eight factors affect the illocutionary act of the main characters using the context of Hymes' Speaking model. They are setting, participants, ends, act, sequences, key, instrumentalities and genre.

The third relevant research on speech acts which are studied pragmatically was conducted by Salsalina (2019) in a term paper entitled "Speech Act in the Aladdin Movie". This research focuses on the kinds of illocutionary acts and perlocutionary acts based on Searle's theory in the Aladdin movie. The aim of this research is to find out the classification of illocutionary acts performed by the speakers in the dialogues of the movie and to evaluate whether the hearers will respond to the same way the speaker is expecting, in other words, fulfilling the perlocutionary act of the speech. This research uses qualitative method. The results of this study are (1) there are seventeen randomly analyzed data which are included in illocutionary speech acts, (2) illocutionary speech acts with several categories (a) directives which include commanding, ordering, and asking. (b) representatives which include asserting, describing, insisting, and stating of fact. (c) commissives which include promising and threatening. (d) declarations which include adjournment and admission. (e) expressives which include apologizing, complementing, condolence, and thanking. (3) 15 data of the illocutionary acts in this conversation get many perlocutionary acts from the hearers as the effects of the illocutionary act that was expected from hearer's responses.

The research was conducted by the researchers above are to examine speech acts with a pragmatic study. The thing that distinguishes these studies is the object and focus of the research. The studies were conducted by Tutuarima, Nuraeningsing, and Russiana. This study focuses on finding out the kinds of speech acts used in London Has Fallen Movie and find out the way of speech act and the classifications of illocutionary acts used in London. This study is broad because it

includes locutions, illocutions, and perlocutions as well as types of illocutions. Then, the studies were conducted by Rahayu, Arifin, and Ariani. This study focuses on the function of illocutionary speech acts in the movie. This study is narrow because it only discusses the function of the illocutionary. Meanwhile, in the study which was conducted by Yesi Salsalina BR. Perangin-Angin only focuses on illocutionary and perlocutionary speech acts. The three studies above are very helpful in my research. I discuss illocutionary which is analyzed based on context using different films.