

CHAPTER 2

FRAMEWORK OF THE THEORIE

This chapter features a review of several theories that related with the problem. The theory used is surely critical to support the study. Speech acts is something that is used to analysed a word, utterances and sentence, because each utterances have a different meaning and the purpose. For example, to declare the event, describe the circumstance, pass on information and offer something. According to (Searle : 2000) the speech acts classified in five parts they are: representative, commissive, declaration, directive and expressive.

2.1. Pragmatic

In this case, there are some definition and statements about pragmatics. According Levinson (1972) pragmatics as an inferential process. According to Levinson “we can compute out of sequence of utterances, taken together with background assumptions about language usage, highly detailed inferences about the nature of the assumption’s participants are making, and the purpose for which utterances are being used. In order to participate in ordinary language usage, one must be able to make such calculations, both in production and interpretation. This ability is independent of Idi syntactic beliefs, feelings and usage although it may refer to regular and relatively abstract principles. Pragmatics can be taken to be the description of this ability, as it operates both for particular language and language is general.” (p. 53)

Thomas (1995) views that the study of pragmatics as meaning in interaction. For this author pragmatics is “making meaning is a dynamic process, involving the negotiation of meaning between speaker and hearer, the context of utterance (physical, social and linguistic and the meaning potential an utterance.” (p.22). According to Huang (2007) following Levinson (1983, 2000) , adopts the following definition of pragmatics. “Pragmatics is the systematic study of meaning by virtue of,

or dependent on, the use of language. The central topics of inquiry of pragmatics include implicature, presuppositions, speech acts, and deixis.” (p.2).

The experts define the term pragmatics differently. Yule (1996 :3), for example, cites four pragmatics definition namely (1) a field that examine the meaning of the speaker, (2) a field that examines the meaning according to the context, (3) field, beyond the study of meaning which is uttered, examines of the meaning communicated by the speaker, and (4) field that examines forms of expression by restricting the social distance participants involved in a particular conversation.

Yule (1996 : 3) stated that pragmatics is a study of contextual meaning which involves the interpretation of what people mean in a particular context and how the context influences what is said.

2.2. Speech Act

Pragmatic is studies how people understand an utterance and how to produce a speech act. Speech act is branch of the pragmatic that studies about utterances through the conversation. So, it can't separate with other. According to Austin (in Tsui, 1994:4) explains that speech act are acts that refer to the action performed by produced utterances.

According to Yule (1996:47) states that speech act is action which is performed via utterances. Stating the same idea, Birner (2013) also says that uttering something means doing something. Here, people can perform an action by saying something. Through speech acts, the speaker can convey are paramount to the action performed.

There are three types of acts in the speech acts, they are locutionary, illocutionary, and perlocutionary:

2.2.1. Locutionary

Locutionary speech act is roughly equivalent to uttering certain utterance with certain sense and reference, which again is roughly equivalent to meaning in traditional sense (Austin, 1962 :108). Cutting (2002 :16) states that locutionary is what is said. Also proposed by Yule (1996) who states that locutionary act is the act producing meaningful utterances. For example: it's so dark room, the box is heavy. Two sentences represent the actual condition. The first sentence refers to the lighting of the room and second refers to the weight of the box.

2.2.2 Illocutionary

Yule (1996 : 48) states that illocutionary act is performed via communicative force of utterance, such as promising, apologizing, offering. This act is also called the act of doing something in saying something. The most significant level of action in a speech act is the illocutionary act because the force, which has been desired by the speakers, determines this act.

2.2.3. Perlocutionary

Perlocutionary act is the act that is carried out by a speaker when making an utterance causes in certain effects on the hearer and other (Hufford and Heasley 1983:250). Perlocutionary act is also the act offering someone. Perlocutionary acts refers to the effects the utterance has on the circumstances of issuance, and thereof not conventionally achieved just by uttering that particular utterance, and includes all those effects, intended or unintended often indeterminate, that some particular utterance in a particular situation cause.

2.3. Classification of Speech Acts

Searle in Levinson (1983 : 240) states that speech acts can be classified into five categories are representatives, directive, expressive, commissive, and declaration.

2.3.1. Representative

The speaker purpose in performing representative is to commit him/herself to the belief that the propositional content of the utterance is true.

In an attempt to describe the word, the speaker says how something is or tries to make “the word match the world” use Searle’s expression (1997:3).

Example: the earth is flat.

2.3.2. Directive

In performing directives, the speaker tries to get the hearer to commit him/herself to some future course of action (verbal or non-verbal). As opposed to the representatives, directive is an attempt to make the world match the words. Example: could you lend me a pen, please? (Yule, 1996:54).

2.3.3. Expressive

The purpose of this class of illocutionary acts is to express the speaker’s psychological state of mind about an attitude to some prior action or state of affairs. There is no direction of fit, as the intention is neither to describe the world nor to exert an influence on future events, rather the truth of the propositional content is taken for granted. Example ; congratulation! (Yule, 1996:54)

2.3.4. Commissive

In commissive the speaker commits him/herself in varying degrees to some future course of action. As was the case with directive, the direction of fit is “word to world”. In an offer the speaker communicates to the hearer that she/he not against carrying out a future action which is assumed by the speaker to have positive consequences for the hearer wants this action carried out. Example : we will not do that. (Yule, 1996;54).

2.3.5. Declarative

Declarative is a kind of speech act that can change the reality in accordance with the propositional content of the declaration. Example : I now pronounce you husband and wife. (Yule , 1996:53)

2.4. Request Speech Act

In daily life, requesting act is commonly used to that focuses asking someone (hearer) to do something, or asking him/her for help. According to

Bach and Harnish (1984 :480, request is a speech act which is used to express the speaker's desire so that hearer does what the speaker wants. Searle (1969) states that request is categorized as a directive speech act that aims to get something done by the hearer in certain circumstances.

Tsui (1994 :91) states that request subsumes utterances which have been referred to, in the speech act literature, as request, invite , ask for permission, and offer. Request needs nonverbal response from the addressee.

According to Trosborg (1995:187), a request is an illocutionary act in which a speaker (requester) act which is beneficial to the speaker. Trosborg (1995:192) has divided the requesting speech act according to what the benefit to the speaker and the hearer when they are having conversation. This strategy classifies requesting speech act into four categories and involves them eight-sub strategies, namely indirect request, hearer-oriented condition, speaker-based condition and direct request

2.5. The Types of Requests

According to Trosborg (1995: 192) there are four types of requests based on the direction levels.

2.5.1. Indirect Request

Indirect request is hint strategy. While hint strategy consists of two sub strategies; there are mild hint and strong hints. In mild hints strategy, the requester can leave out the desire action clearly, but the requestor's wish can't partially mention, for example: I have to submit this task in five minutes (the speaker wants to borrow a guide book). While in strong hint, the requester's wish can be partially mentioned. For example: I have to submit this task in five mints and I didn't bring my guide book (the speaker wants to borrow a guide book). Trosborg (1995:192).

When employing an unconventionally indirect request, the speaker indirectly implies a discrepancy between the speaker said as well as the hearer intentions because the request is not explicitly stated. The type of

unconventionally indirect request itself can only be applied by using hints, for example: this morning is so cold. By telling the situation, the speaker wants to indirectly tell the hearer to make a glass of tea.

2.5.2. Conventionally Indirect (hearer-Oriented conditions)

The next category consists of two strategies, which are conventionally indirect (hearer-oriented condition). According to Trosborg (1995:197) requests which are hearer-oriented illustrate that the hearer is in position of control to decide whether or not to comply with the request. Requests of hearer-oriented are generally more polite than requests formulated in speaker-based conditions.

2.5.3. Conventionally Indirect (speaker-based conditions)

The next category is conventionally indirect (speaker-based conditions). This category makes a speaker focus on speaker-based conditions, rather than intending hearer-oriented conditions. So, the focal point of the interaction is making his/her own desires. Speaker-based conditions have two strategies, there are wishes or desire statements and need or demand statements (Trosborg : 1995 :2020). First is wisher or desires strategy, example: I would like to invite you in this discussion. Second is need or demands strategy. Example : I need to invite you in this discussion.

2.5.4. Direct Request

Direct request is the last category, direct request means a speaker makes his or her request in explicit way. Direct request has three strategies: obligation statements, performative, imperatives and elliptical phrases stated that imperatives are the grammatical form directly signalling that the utterance is an order, while in elliptical phrases, a speaker only mentions the desired. (Trosborg, 1995:202).

2.6. The strategies of Requests

Trosborg (1995 :192) argues that there are nine strategies of request. They will be presented as follows:

a. Hint

In this strategy, the speaker can leave out the desired action altogether (Trosborg, 1995). The speaker does not explicitly mention the desired action to the hearer. Hence, the hearer must figure out for him/herself about the speaker's wishes.

b. Hearer's ability /willingness

The strategy is the condition of ability/willingness that refers to the hearer's capacity to perform the desired act and asking whether the hearer willing to do something or has only objection to do something.

The speaker addresses the hearer as the agent of the action and usually used term " will you... or would you (like) and can/may I..." (Trosborg, 1995:199).

c. Suggester Formulae

Suggester formulae is a request which contain a suggestion to do something (Blum Kulka, House& Kasper, 1989 :18). This strategy is able to make the speaker request more tentative and play down his or her interest as a beneficiary of the action.

d. Statements of speaker's wishes and Desires

This strategy focuses on the speaker. In other words, the speaker makes a statement of request based on his/her wishes or desires (Trosborg, 1995 :201). This strategy is more polite, because using term 'I would you like to.....'

e. Statements of speaker's Need and Demand

This strategy is less polite, because the speaker directly gives a request to the hearer. It makes the hearer perform an act as the speaker's need or demands (Trosborg 1995:202). This expressions like, want... (I want...) 'or need (I need...)' in making the request.

f. Statements of obligation and necessity

This strategy states that the hearer is under the obligation to do a desired action. In addition, the hearer must be obliged to do what the speaker wants or requests. This strategy usually uses term like ‘should’ and ‘ought to’, ‘have to’ or ‘must’.

g. Performative

This strategy is very direct usually authoritative when the speaker gives a request to the hearer. The speaker can convey a request simply by using a performative verb. It is such a ‘ask’, ‘request’, ‘order’ demand, command (Trosborg, 1995:203).

h. Imperatives

This strategy is the grammatical form directly showing the utterances as an order (Trosborg, 1995:204). It is very authoritative and the speaker’s request must be obeyed by the hearer. This strategy also has power to the hearer, for example order from parents to their children, from the teacher to pupils.

2.7. Literature Review

I will review some research conducted by others which are similar and become research inspiration in conducting the research. Those are the first a Thesis by Mochamad Rifki Fahrurozzi (2015) entitled A pragmatic of speech act of requests expressed by the main character office space based on Trosborg theory (1995). This study was focused on five locutionary speech act by Searle via Trosborg (1985). The object of the research is: to describe the types of requests uttered by the character in Office space and to explain the strategies applied by the characters in Office Space when making a request. The research selected this movie as a subject of analysis because many utterances on it.

The second thesis by Karana Lintang Cahya (2016) with entitled Analysis of Requesting speech act in the movie Frozen by Walt Disney based on Yule (1996) and Trosborg (1995) theory. The researcher belongs to

descriptive qualitative study. And the purpose of the study are to described the types of request expression of speaker-based condition and hearer-oriented condition employed by characters in Frozen, and to describe the types of politeness strategy used in Frozen. The researcher found 17 data shoeing speech act. They ere 7 data showing request of speaker based-condition and 10 data showing request of hearer-oriented condition. The third thesis by Danar Khoirunnisa (2015) with entitled A pragmatic analysis of Request in English Textbook for Indonesian Students based on Trosborg (1995) and Searle (1979) theory. Focus of the research is analysis the request found in all the dialogues in the six selected English textbook. The purpose of the study are to investigate possible strategies in making request in dialogues which can be found in the six selected textbook, and to investigate contextual information of the dialogues available in the textbook. The result of this research showed that the most model of request which tends to be polite and tend to be made in the conventional indirect way. This study employed both of quantitative and qualitative approaches. The data were in the form of words, phrases, calluses and sentences. The steps collecting the data were downloading soft files of the six selected English textbook.

Another thesis by Sri Sulasi (2009) with entitled The Use of Request Expression in The Film Princess Diaries based on Yule (1996) and Trosborg (1995) theory. The purpose of this research are to describe the types of request found in film entitled “ princes Diaries”, to describe the responses of the requestee in princes Dairies film. She use descriptive qualitative research. The result of this study showed that there are five types namely: request for action, request for permission, offer, invitation, and proposal. Thesis by Ratih Asti Supriyanto, entitled Interlanguage Pragmatics of Request by IFL Learners based on Brown and Levinson (1987 :92). She using qualitative approach. The result of this study showed the mostly requested by using direct request in the form of performative and imperative, followed by ability/ willingness/ permission.

Based on those previous studies above, I realized if there are many other writers who conducted the research with the same topic and theory but being analysed in different object. In this research concept and theoretical framework are need analysing request expressed in the All Together Now movie. This research was using theory proposed by Searle and Trosborg.

