CHAPTER 2
THEORITICAL FRAMEWORK

In this chapter, I will explain some of the speech acts' theories related to this research. First, I will elaborate the definition of pragmatics from some theorists. Second, I will elaborate the theories about context. Third, I will explain about speech acts and part of it such as; locutionary speech act, illocutionary speech act and perlocutioary act. Next, I will elaborate about the function of illocutionary act because it will be the focus of my research. And the last, I will put some of the previous related studies.

2.1   Pragmatics

Pragmatics is a branch of linguistics study. Pragmatics is the study of how more gets communicated than is said (Yule, Pragmatics, 1996). Pragmatics is the study of invisible meanings or how we know the meaning conveyed even though the meaning is not actually said or written. Yule (1996) also states that pragmatics is the study of contextual meaning. When speakers and listeners try to communicate, they must rely on many existing expectations and assumptions. Leech (as cited in Sari, 2020, p.126-127) claims that pragmatics aims to explain the phenomena of language use in context, especially in meanings. Leech (as cited in Violeta, 2019, p.11) also states that pragmatics is the study of meaning which is related to the speech situation. Pragmatics is a study of the meaning contained in utterance or writing that is closely related to the situation of speech situations. 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 by relying on many assumptions and expectations and is very dependent on the situation of the speech situation. In brief, pragmatics is the study about how people understand the meaning of other people's utterances in verbal communication and gesture by understanding the existing context in speech situations even though the meaning of the speech is not conveyed directly. Example:

CHAPTER 4   **THE CLASSIFICATION AND FUNCTION OF ILLOCUTIONARY ACTS FOUND IN "SPIDERMAN: FAR FROM HOME" (2019) MOVIE SCRIPT**

This chapter consists of explanation of the findings and analysis of the research based on the formulation of the problem that has been compiled in the first chapter.

CHAPTER 5   **CONCLUSION**

This chapter contains the conclusions of the overall research results. The conclusion is disclosed in a comprehensive, clear, easy to understand and objective manner. This research ends with suggestions that may be carried out by next researchers.
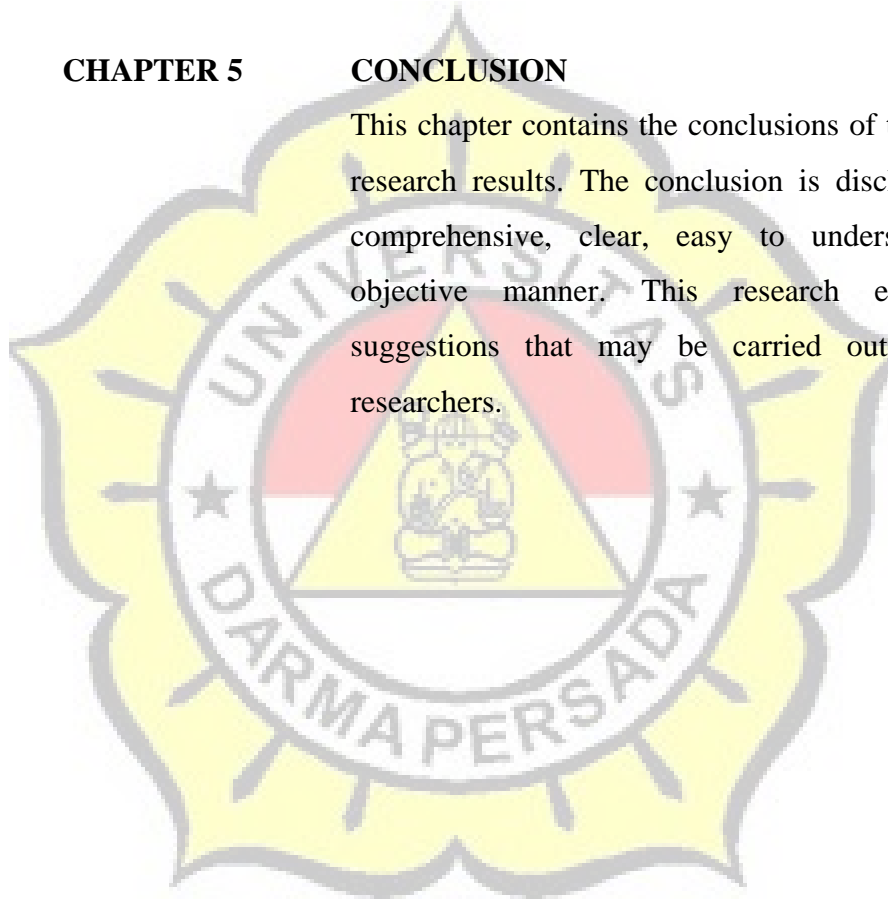
"It is cold here."

In this context, the sentence implies that the speaker wants the hearer to do something for her. For example, the speaker wants the hearer to give her a jumper or blanket.

Pragmatics does not only study about how to understand the meaning, but also study about how to produce and respond a communicative speech. And in studying pragmatics, context is really needed to help people to understand and respond what other people are conveying.

2.2   Context

In communication using verbal and nonverbal language, context has a very important role because context is closely related to meaning. Context has been understood in various ways, for example to include "relevant" aspects of the physical or social setting of an utterance (Leech, 1983, p. 13). Context becomes a background of knowledge possessed by every speaker and listener with the contribution of the listener's interpretation of what he understands from the speaker's utterance. 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. In viewing text, context is needed. Because without context, speakers and listeners cannot interpret the speech delivered clearly. Context usually exists in the situation that occurs when the utterances are conveyed. Moreover, Endarto (2017) states that context is a povital concern because it significantly contributes to the process of meaning making. One does not speak and write in isolated sentences but in meaningful units called text which are produced in and influenced by context. In communicating, context becomes very important because meaning can be formed from the existing context. Imagine if people do not understand the context, surely the communication will not be able to achieve the purpose.

It can be understood that context is a condition that presents in communicating which is very influential in interpreting the meaning of the utterances of speakers and listeners. In brief, context is a situation and condition that can form the meaning of an utterance related to an particular event. The given example below is illustrated by Brown and Yule (1983, p.36):

a) **Speaker**: a young mother, **hearer**: her mother-in-law, **place**: park, by a duckpond, **time**: sunny afternoon in September 1962. They are watching the young mother's two-year-old son chasing ducks and the mother-in-law has just remarked that her son, the child's father, was rather backward at this age. The young mother says: "I do think Adam is quick."

b) **Speaker**: a student, **hearer**: a set of students, **place**: sitting around a coffee table in the refectory, **time**: evening in March 1980. John, one of the group, has just told a oke. Everyone laughs except Adam. Then Adam laughs. One of the students says: "I do think Adam is quick."

Brown and Yule (1983, p.36) explains that in this case, phonological prominence is placed on Adam. In both cases, the speaker says of Adam that he is quick. The utterances in the contexts of situation in which they are cited, would be taken to convey very different messages. In (a) we shall simplistically asume that the referents of I and Adam are fixed by spatio-temporal co-ordinates. This "Adam" is being compared, favourably, with his father. Quick may be interpreted, in the context of backward, as meaning of something like "quick in developing". In (b) different referents for I and Adam are fixed spatio-remporally. This "Adam" is being compared not with his father and favourably, but with the set of other students unfavourably. In this case "quick" must be interpreted as meaning something like "quick to understand/reactsee the joke".

2.3 Implicatures

Implicatures is one of the study in pragmatics. Implicatures provides some explicit account of how it is possible to mean (in some general sense) more than what is actually "said" (Lavinson, 1983, p.97). In communication, every utterance basically has a specific purpose conveyed by the speaker. The intention is implicit or hidden behind the speech. Grice (as cited in Sitorus, 2019) states that implicatures is account for what a speaker can imply, suggest, or mean, as distinct from what the speaker literally says. Implicatures is utterance that is spoken but different from what is conveyed, so that listeners may feel confused if the other person speaks not as expected. Moreover, Solihati (as cited in Sumaremare et al., 2020) states that implicatures is meaning that the speaker wants to convey but is not part of what is said. What is said is different from what is actually implied.

From the theories above, it can be understood that implicatures is a form of utterance that has a different meaning from what is actually conveyed. In brief, implicatures is the meaning that is not explicitly conveyed or has a hidden meaning behind the utterance. Differences in speech with what is implied sometimes make the interlocutor difficult to understand it, so that it can cause misperceptions. However, if the speaker and the listener already know each other and have the same knowledge, the conversation can run smoothly. Sometimes people use implicatures to talk about things that are considered "taboo" in order not to offend others. According to Yule (1996) there are two types of implicature, namely conversational implicatures and conventional implicatures.

2.3.1 Conversational Implicatures

In communication, people sometimes do not want to convey messages directly. Sometimes there are situations where they are required to communicate but also have to hide the true meaning of the conversation being discussed from others so that others are not offended. In pragmatics, the study about the implicit meaning

conveyed but different with what is said is called conversational implicature. According to Lavinson, (1983, p.97) conversational implicatures provides some explicit account of how it is possible to mean (in some general sense) more than what is actually "said". Ariyanti (as cited in Sumaremare et al., 2020) states that conversational implicatures can also be used to determine the implicit meaning behind what people say or write as what people implicate. Moreover, according to Khairunas et al. (2020) conversational implicatures is implicatures which occurs in conversation which is temporary.

As mentioned above, it can be understood that implicatures that disguises the meaning of the interlocutor so that it is different from the actual one is called conversational implicatures. In brief, conversational implicatures causes the message conveyed implicitly when people are communicating. Conversational implicatures is what is said or expressed that is not in accordance with the meaning conveyed. Conversational implicatures also does not even have an absolute relationship with the speech that realizes it, and conversational implicatures are multi-interpretative. The given example below is illustrated by Lavinson, (1983, p.97):

A   : Can you tell me the time?

B   : Well, the milkman has come

From the conversation above, Lavinson explains the possible meanings conveyed as follows:

A   : Do you have the ability to tell me the time of the present moment, as standardly indicated on a watch, and if so please do so tell me.

B   : No, I do not know the exact time of the present moment, but I can provide some information from which you may be able to deduce the approximate time, namely the milkman has come.

2.3.2   Conventional Implicatures

Grice in Lavinson (1983, p.127) states that conventional implicatures are non-truth-conditional inferences that are not derived from superordinate pragmatic principles like the maxims, but are simply attached by convention to particular lexical items or expressions. Conventional implicatures are associated with specific words and result in additional conveyed meanings when those words are used (Yule, 1996, p.45). Yule also states that conventional implicatures do not have to occur in conversation, and they do not depend on special context for their interpretation. Conversational implicatures is implicatures which happen with common words or common knowledge which is non-temporary (Khairunas et al., 2020).

As mentioned above, it can be understood that conventional implicatures are the implicatures that present utterance or writing of a natural language that do not require a specific context so that the meaning contained is easily understood by others. In brief, conventional implicatures are implicatures that are not tied to a specific context and the utterance and the writing in conventional implicatures use common language by providing general knowledge with natural language so that the meaning conveyed is easy to understand and the information is non-temporary.

For example:

"Ron failed in his exam, but is still happy."

This sentence implies a failure and happiness are not compatible but I spite of this, Ron is always happy. This sentence implies "Surprisingly Ron is happy in spite of being failure."

2.4 Speech Acts

In the study of linguistics, speech acts is a part of pragmatics. Actions performed via utterances are generally called speech acts and, in English, are commonly given more specific labels, such as apology, complaint, compliment, invitation, promise, or request (Yule, 1996). Speech acts is a person's ability to perform utterances that have a specific purpose in accordance with certain situations and contexts, for example wanting to apologize, complain, invite, promise, order, etc. Austin (as cited in Prakarsa, 2017, p.120) states that speech acts is the actions performed in saying something. Speech act is any kind of act possibly done by a speaker in expressing an utterance (Wijana, 2021).

From the theories above, it can be understood that speech acts is the study of how actions are conveyed through speech with a specific purpose without being uttered or written directly, such as thanking, apologizing, promising, requesting, etc. If the meaning of speech act can be understood that way, it means that in speech act, we can learn the specific meaning of the utterances delivered by the speaker because in the speech delivered, the speaker not only utters but also acts at the same time depending on the context and speech situations. And often the utterances understood by the listeners do not match with what the speakers really want to convey because many people do not know the context and speech situations. On any occasion, the action performed by producing an utterance will consist of three related acts (Yule, 1996, p. 48). Yule classified the speech acts into locutionary act, illocutionary act and perlocutionary act.

2.4.1 Locutionary Speech Act

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, p. 108). According to Yule (1996, p. 48) locutionary act is the basic act of utterance, or producing a meaningful linguistics expression. Locutionary acts 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).

It can be understood that locutionary speech acts is an act whose utterances or sentences have real meanings that are in accordance with the dictionary and syntactic rules. In brief, locutionary speech acts is speech acts with the use of words, phrases and sentences whose meanings are in accordance with the words, phrases and sentences themselves without any specific purpose. For example, when someone says "It is very hot here. It is different from Bandung", if it is viewed from a locutionary perspective, the sentence is merely to describe or inform the hot weather that the speaker is feeling at that time.

2.4.2 Illocutionary Speech Act

Illocutionary act such as informing, ordering, warning, undertaking utterances which have a certain (conventional) force (Austin, 1962, p.108). Illocutionary act is performing an act in saying something (Leech, 1983, p. 199). According to Yule (1996, p.48) the illocutionary acts is performed via the communicative force of an utterance. Illocutionary acts might be uttered to make statement, an offer, an explanation, or some other communicative purpose.

It can be understood that illocutionary speech act is speech acts in which a speaker acts in saying something to communicate with a specific purpose such as offering, explaining, warning, etc. In brief, illocutionary speech act is utterances or statements conveyed in doing something to understand the implicit meaning depend on the existing context and speech situations. For example, when someone says, "It is very hot here. It is different from Bandung" with the situation they are in a room and the speaker has just arrived at the listener's house. In the perspective of locutionary speech acts, the utterance is only to inform the listener that the weather in that place

is indeed hot. But if it is viewed from the perspective of illocutionary speech acts, the speaker conveys a certain meaning. It could be that the real speaker not only wants to tell the listener that he is hot, but also hopes that the listener will understand that he needs AC or fan.

2.4.3 Perlocutionary Speech Act

When people communicate, sometimes they want their listener to do something they want without speaking directly. Perlocutionary speech act is the third part of speech acts. Austin (1962, p.108) states that perlocutionary act is what we bring about or achieve by saying something, such as convincing, persuading, dettering, and even, say, surprising or misleading. When speakers are conveying something, whether a statement or a question, they must have a specific purpose. Of course, we can see this particular purpose from the form and function of the illocutionary speech act. By saying, convincing, persuading, deterring, the result that will happen is that the listener will do what the speaker says. According to Leech (1983, p.199) perlocutionary act is performing an act by saying something. Austin (as cited in Putri et al., 2019, p. 79) states that perlocutionary act is the effect of the utterances toward the listener. Perlocutionary speech acts are about how well a listener understands the speaker's speech so that he knows what the speaker needs by doing something immediately.

It can be understood that perlocutionary act is a form of action as a result of an utterance or it is an impact of the illocutionary. In other words, Perlocutionary is an effect in the form of actions taken by listeners when they have already known the meaning of the utterance conveyed through illocutionary speech acts. For example, someone says, "It is very hot here. It is different from Bandung". When it is viewed from the locutionary perspective, he just wants to explain what he feels. When it is viewed from the perspective of the illocutionary, the utterance has implicit meaning which can be that he actually needs an AC, fan or cold water to drink. And if it is

viewed from the perlocutionary perspective and the listener has already known the meaning conveyed, then the listener will take an action. He may immediately turn on the AC or fan or get cold water for the speaker.

2.5   Function of Illocutionary Speech Act

This research will be focused on the illocutionary functions; therefore, I will put the theories of them. Speech acts are classified into five types of general functions: declaratives, representatives, expressives, directives, and commissives (Yule, 1996, p. 53).

2.5.1   Declaratives

Searle in Yule (1996, p. 53) states that declaratives 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). People communicate not far from stating a statement, opinion and announce something. In pragmatics, especially in speech act, a statement, announcement and opinion is usually called a declarative. The speaker changes the word via utterance, in using declaration: the speaker must have the institutional role, in a specific context, in order to perform a declaration appropriately (Salsalina, 2019). The form of declarative speech acts has several functions, they are to announce, declare, define, appoint, cancel, bless, nominate, and decide (Rahayu et al., 2018).

It can be understood that declaration adjusts the content of the proposition with reality. In brief, declaratives are sentences to state something or a statement, an opinion, an announcement, definition, etc., that is in accordance with reality. Yule says that the speaker has to have a special institutional role in a specific context in order to perform a declaration appropriately. 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

2.5.2   Representatives

Representatives are those kinds of speech acts that state what the speaker believes to be the case or not. Statements of fact, assertions, conclusions, and descriptions (Searle in Yule, 1996, p. 53). 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) also states that in using a representative, the speaker makes words fit the world (of belief). In this world, belief is an important thing, because from belief, we can be sure of something. In illocutionary speech acts, something we say based on what we believe is a representative function. The speaker expresses his belief about the truth of a proposition (Salsalina, 2019). It can be understood that representatives are speech act to convey what is believed. In performing this type of illocutionary act, it can be noted by some performative verbs, such as: state, tell, assert, correct, predict, report, remind, describe, inform, assure, agree, guess, claim, believe, conclude, etc. (Rahayu et al., 2018). In brief, representatives are speech acts that state something based on the speaker's belief which can function as reports, complaints, conclusions, notifications, demands, guesses, statements, 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.

2.5.3 Expressives

Expressives are those kinds of speech acts that state what the speaker feels (Searle in Yule, 1996, p. 53). Yule (1996, p.54) states that in using an expressive, the speaker makes words fit the world (of feeling). In illocutionary speech acts, one form of speech in communication is expressive. Expressives mean conveying something according to the feelings that are being felt by the speaker. 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 performing an expressive, it can be noted with some performative verbs: greet, surprise, like, fear, apology, thank, regret, and praise (Rahayu et al., 2018).

It can be understood that Expressive is a form of speech act in which the speaker conveys something based on what he is feeling. In brief, the speaker conveys an utterance based on his feelings with the functions of greeting, apologizing, thanking, liking, regretting, praising, etc. 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!

2.5.4 Directives

Directives are those kinds of speech acts that speakers use to get someone else to do something (Searle in Yule, 1996, p. 53). In communicating, people are often asked to do something. Based on the form of the speech act, communicating by asking the listener to do something for the speaker 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). The speaker wants the listener to do something (Salsalina, 2019, p.17). Directives commonly appear with some performative verbs such as: requesting,

questioning, asking, proposing, advising, suggesting, interrogating, urging, encouraging, ordering, and etc. (Rahayu et al., 2018, p.177).

It can be understood that directive speech acts are speech acts to ask the listener to do something for the speaker. This speech act functions to ask, order, and advise and forbid, in the hope that the listener will do what the speaker asks. Here are the examples 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.

2.5.5 Commissives

Commisssives are those kinds of speech acts that speakers use to commit themselves to some future action. They express what the speaker intends (Searle in Yule, 1996, p. 54). One form of speech act is commissive. In communication, speakers often promise, demand and bind the listener to do something. Yule (1996, p. 54) also argues that in using a commissive, the speaker undertakes to make the world fit the words (via speaker). Moreover, Salsalina (2019) states that commisive is when the speaker indicates that he will do something in the future. In performing this type of illocutionary act, commonly using performative verbs such as: command, beg, plead, pray, entreat, invite, permit, advise, dare, defy, and challenge (Rahayu et al., 2018, p.178). It can be understood that commissive is a form of speech act that binds the interlocutor to do something in the future which functions to promise, make a vow, swear, refuse, offer, command and express ability. In brief, commissive asks someone to promise, swear, command, make a vow, and do it in the future. 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.

2.6 Previous Related Study

Relevant research on speech acts studied pragmatically has been carried out 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 were 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 used 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 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 second relevant research on speech acts studied pragmatically has been carried out by Putri, Rumendra, and Swandana, (2019) in a journal entitled "An Analysis of Speech Act Used in Harry Potter and The Goblet of Fire Movie". This research focuses on three kinds of speech acts, namely, locutionary speech act, illocutionary speech act and perlocutionary speech act. found in "Harry Potter and The Goblet of Fire" movie. This study aims to analyze the locutionary speech acts, the function of illocutionary speech act and perlocutionary act in "Harry Potter and the Goblet of Fire" movie and its movie script. The method used in this research is descriptive qualitative. The results of the study are (1) there are 40 utterances containing illocutionary speech acts, illocutionary acts, perlocutionary acts, direct

speech acts, and indirect speech acts. (2) in locutionary speech acts, there are 45% of data included in declarative forms, 25% of data which is included in interrogative and imperative forms and only 5% of data which is included in exclamation forms. (3) in illocutionary speech acts in the category (a) 2.5% of the data is included in the declaratives form which includes declare, (b) 25% of the data is included in the representative category which includes information, assert, deny, claim, describe, and report. (c) 22.5% of the data is included in the expressives category which include praising, thanking, regretting, congratulating, criticizing, complaining, and swearing. (d) 47.5% of the data is in the category of directives which include asking, inviting, ordering, and suggesting. (e) 2.5% of data is included in commissives which includes commits. (4) in perlocutionary speech acts, there are several effects toward the listener that arise when the utterance is produced by the speaker, namely believe, annoyed, surprised, enlightened, confirm, reject, obedient, inform, happy/satisfied and do something. (5) 92.5% data found in direct speech and 7.5% data found in indirect speech.

The third relevant research on speech acts studied pragmatically has been carried out by Salsalina (2019) in a term paper entitled "Speech Act in the Aladdin Movie". This research focuses on the kinds of illocutionary act and perlocutionary act based on Searle's theory in "Aladdin" movie. The aim of this research is to find out the classification of illocutionary acts performed by the speakers in the movie dialogues 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 act. The methodology used in this research is a 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) declaratives 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 conducted by the researchers above is to analyze speech acts with a pragmatic study in a movie. The research conducted by Rahayu, Arifin, and Ariani focuses on illocutionary speech acts along with their classification and functions. Then, research conducted by Putri, Rumendra, and Swandana, focuses on all parts of speech acts, namely locutionary, illocutionary and perocutionary speech acts and they also examine direct speech and indirect speech. Meanwhile, in the research conducted by Salsalina only focuses on illocutionary and perlocutionary speech acts. Therefore, I try to do research that emphasizes more on the classification and function of illocutionary speech acts.