

## CHAPTER 2

### THEORITICAL FRAMEWORK

Based on the Purpose of Research Film beyond The Blackboard this get some of the problems faced by teachers against students, such as children who poor practice due to lack of upbringing and attention by his parents, so some students are less interacting and being active in the classroom will be a problem for teachers who teaches in the classroom. How the teacher handles his students in class, how the teacher dividing the attention of his students, how the teacher makes his students more confident how teachers find solutions in their students' actions. Here the theoretical framework has been found therefore, the theoretical framework I use is I include some concepts and theories that I will analyze,

In which there are three Elements. First Element of Speech Act Ilocutionary, Illocutionary and Perlocutionary. And the second element is the Definition of the Movie. And the Element is a Literature Review consisting of previous research to support This thesis was taken from three other researchers. This chapter discusses further explanations of concepts and theories presented in the previous chapter

#### 2.1. Pragmatic

Pragmatic is a Language science that studies the use of Language which is associated with the context of its use. The meaning of the Language can be understood when it is known the context, pragmatic limitations are the rules of use of language regarding the form and meaning associated with the speaker's intentions, context and circumstances.

Parera ( 2001 ) explains that pragmatics is a study of usage language in communication, the relationship between sentences, context, situation, and the time he utters it in the sentence. The full definition put forward by Parera can be seen in the following: (a) How the interpretation and use of speech depends on real-world knowledge. (b) How the speaker uses and understands act of narrative; (c) How the sentence structure is influenced by the relationship between the speaker or speaker and the listener or speaker.

Furthermore, sentences containing understanding and understanding language refers to the fact that to understand a speech Language is required also knowledge beyond the meaning of the word and its grammatical relationship. Suppose from the context of the use of language. Some experts also say how important language science is especially its application

Pragmatic trying to describe a speech delivered by speakers and speakers by knowing a meaning, it is absolute. The conclusion that has been explained above that pragmatic is a science that learns language in its use and the meaning produced by the sentence that can be known by the context sentence that exists when the speech takes place

Context is part of a description or sentence that can support or add clarity to the meaning of a situation related to an event. Meanwhile, Purwo (2001) explains that context is the main foothold in pragmatic analysis. This context includes speakers and speakers, place, time, and everything that is involved in the utterance. Preston Supardo (2000) explains that the context as all the information that is around the language user, including usage the language that is around it. Accordingly, things like situation, distance place can be the context in which language is used.

## **2.2. Speech Acts Theory**

Speechactsare individual symptoms, psychological and continuity determined by the speaker's language skills in dealing with certain situations. Speech action includes psychological situations (e.g., thanking, apologizing) and social actions such as influencing. Speech is pragmatic. Speech is the teaching of a sentence to state that a purpose of the speaker is known to the

hearing. Speech action is part of a speech event, and a speech event is part of a speech situation. Each speech event is limited to activities, or aspects of activities directly governed by rules or norms for speakers (Sumarsono and Partama, 2010).

Speech is a speech in which there is action. By Saying Something, the speaker also does something. By saying a speech, the speaker has a goal that he wants to achieve from his speech partner. Speech theory is a theory that is more likely to examine the structure of sentences. If a person wants to say something to another person, then what he says is the meaning or meaning of the sentence. However, to convey that meaning or intent, the person must pour it in the form of speech (Austin, 1962).

Austin on the other hand rejects the notion that statements or utterances must be tied to true and false values based on empirical facts. Not all statements can be tested by 'truth conditions'. The statement "Don't enter!" Of course, the truth value cannot be tested because the statement does not show a description of the situation or facts. This statement is a prohibition. ( Austin, 1962).

According to Austin, when using people's language not only results in a series of isolated sentences, but also takes an action. In other words, by using their language to do something or get other people to do something. This is what is known as performative speech. Austin also proposed dividing speech acts into three, namely acts of locus, illocution and perlocution. All three occur at the time the speech is spoken. The locus of action is act of telling something. Austin states that locus is simply telling something, conveying information, speaking, asking, etc. (Austin, 1962, p. 108).

Locus speech obeys the conditions of truth and requires sense / taste and references so that it can be understood. Reference depends on the speaker's knowledge at the time of the narrative (Austin, 1962). Sadock calls the act of locution as "the act of communicating" (1974) and Habermas argues that locution is the act of expressing the state of something (1998). In essence it can be said that 'saying something' is doing a local act.

The second act is the act of illocution, namely the act of doing something based on what is being said (Habermas, 1998). Illocution is what is achieved by communicating the intention to achieve something. Speech can contain a certain 'power'. Through speech people can create something new, can make people do something, change circumstances, and so on. "I married ..." when said by the chief, it has created something new, namely since then the couple who are legally married have become husband and wife and can live together to build a family and offspring.

Hence the illocution is not descriptive and is not subject to the conditions of truth; it is a performance of an act in saying something „the implementation of something the act of saying something '(Austin, 1962, p. 99). The last type of speech act is perlocution, which is an action or state of mind that is brought about by, or as a consequence of, saying something. According to Austin, the act of perlocution is' what we produce or achieve with say something 'such as convincing, cajoling, deterring, saying, surprising or misleading (1962).

### **2.3. Type of Speech Acts**

There are three types of speech and it is in the film that I analyzed namely Illocution, Illocution, and Perlocution, here I will explain three types of speech actions

#### **2.3.1. Locutionary Act**

##### **2.3.1.1. Speech Action**

The meaning of speech is usually a fact or an actual situation. In the act of speech locution, the information submitted is the truth. This act does not contain the hidden meaning behind his speech and does not require any particular action or effect from his speech partner.

This act can also be said to act speech using Words, Phrases and in accordance with the sentence.

**Example:** Providing information about events without warning or prohibiting and threatening.

*"Whales are mammals"* The speech is said solely to say something (lokusi), without the intention to do something (ilokusi), let alone influence his speech partner (perlokusi). The information spoken in the example is in the form of the delivery of a fact, that whales belong to the type of mammals.

## **2.3.2. Illocutionary Acts**

### **2.3.2.1. Speech Acts**

The act of illocution speech is an act of speech that contains hidden meanings or other meanings desired by the speaker against the speech partner. The act of speech is a speech that contains the power to perform certain actions in relation to saying something. When the speaker speaks a speech, he actually also performs an action, which is to convey his intentions or wishes through the speech.

Illocution act is act of speech that contains the purpose and function of speech power. The act is identified as a speech action that is to inform something and do something, and contains the intent and speech. The act of illocution is not easy to identify, because the act of illocution relates to who the speaker is, to whom, when and where the act of speech is carried out and so on.

**Example:** Warn or threaten to avoid or not approach the event.

*"Your hair is long"*.. The speech when spoken by a man to his girlfriend is intended to express admiration. But when it is spoken by a mother to her son or by a wife to her husband, this sentence is intended to instruct or command the child or husband to cut his hair.

Illocutionary Act is divided into five forms of speech, each of which has a communicative function, which is as follows:

### **2.3.2.2. Declarative text**

The act of speech that changes the world as it is presented

Example: Subject ( referee )

Say *"You're Out! (You're Out)*

So the person who accepts the speech is changing. What's going on? because when the player is competing in the field. suddenly there was no angina know the rain the player was told to get out. And here the referee has the power to lead the course of the game, so here every expression of the referee can change the world.

### **2.3.2.3. Representative**

The act of speech that states that the speaker trusts or does not trust a particular case or phenomenon.

Example: **"The Earth is Flat"**

So here we can understand that from two points of view one one believes and the other does not believe.

### **2.3.2.4. Expressive**

The act of speech that the speaker feels something, it can be said that the speaker uses feelings in a speech.

Example: **"I'm Really Sorry"**

Here there is a suppressor in the speech, meaning that the speech actually uses feelings, in expressing apologies to people.

### **2.3.2.5. Directive**

The act of speech that the speaker uses to make a person do something

Example: **"Give me A cup Of Tea"**

In this directive can also be interpreted in the command sentence!

### **2.3.2.6. Commissive**

Action Speech that uses a commitment to his upcoming actions.

Example: "We will not do that"

## **2.3.3. Perlocutionary Act**

The act of local speech is the act of growing influence or effect to the speech partner. Perlokusi action contains the power to do something action by saying something. The act of perlokusi is more concerned with results, because this action is said to be successful if the speech partner does something related to speech. Such actions are governed by the rules or norms of the use of language in a situation of speech between two parties

Perlocution is the act of speech related to the speech of others in connection with the non-linguistic attitudes and behaviors of others.

**Example:** : Viewing Information and Warnings without approaching dangerous events

*"His house is far away"*. The meaning of the ilokusinya is the speaker intends to convey that the person spoken to can not be too active in the organization, as for the effect of the perlokusi expected by the speaker is so that the chairman of the association does not give too much duties to the person being talked about.

#### **2.4. Intrinsic Motivation**

Motivation is not an end in itself, but should serve the objectives of the firm. The aim is not to engender intrinsic motivation per se, for instance the motivation to surf the Net extensively or take up mountaineering, but to ensure a coordinated employee effort in keeping with corporate objectives. If this is not achieved, even the crowding-out effect can do no harm. We have some idea as to how to foster intrinsic motivation in line with corporate objectives, namely by means of an interesting and challenging job, fairness, participation and communication in particular (see Chapters 6 to 8).

However, there is far more theoretical and empirical data on the crowding out of intrinsic motivation than on its creation. The motivation of volunteers in non-profit organizations is a prime example. Here, fundamental disagreements over objectives are not uncommon, whereas privatesector companies need pay less heed to the personal convictions of their employees provided they pay them well and keep supervisory costs within 22 reasonable limits.

The third form of intrinsic motivation comes from achieving a goal which one has set oneself, even if the process itself is anything but enjoyable, for instance writing an examination paper or climbing a mountain. Climbers will tell you that they by no means always relish the arduous ascent or the attendant risk.

#### **2.4.1. Firm – Specific Pool Resources**

Companies are born when the market simply fails to perform a particular activity or cannot do so adequately. This type of activity includes all employee activities which have ramifications for other employees (so-called external effects), but cannot be precisely attributed to a single employee. Examples include a company's good name, its unique corporate culture, good relations with its customers and suppliers, and accumulated knowledge. These are firm-specific common goods or pool resources. Every employee benefits from these firmspecific pool resources even if he or she has not contributed to them. Selfcentered employees, interested only in their personal gain, will contribute nothing of their own volition.

#### **2.4.2. Multi Tasking**

The term "multi-tasking" refers to the following problem associated with firmspecific pool resources. If a company pays its employees on the basis of targets (e.g. sales and customer satisfaction) and the targets in question vary in terms of the ease with which they can be quantified (for instance, sales can be measured more easily and clearly than customer satisfaction), then extrinsically motivated employees will concentrate on those areas which can best be measured. Activities which are less easily quantifiable will be neglected. However, these include many key aspects of working life, such as respect for one's colleagues, discretion, initiative and team spirit. The more diverse and complex the job, therefore, the more imperative the intrinsic motivation of the workforce becomes.

#### **2.4.3. The Transfer of Tacit Knowledge**

Certain aspects of the knowledge at a firm's disposal- often the most important - cannot be written down or expressed in symbols. The distinction between explicit and tacit knowledge is crucial. Explicit knowledge is coded



knowledge which can be conveyed in writing or symbols. The transfer of such knowledge is easily managed. However, only a small proportion of knowledge is explicit, since "we know more than we know how to say" (Polanyi 1985).

#### **2.4.4. Creativity and Innovation**

Activities of a creative, innovative nature depend heavily on intrinsic motivation. Extrinsic motivation, on the other hand, slows down and diminishes the learning process. Experimental studies show that conceptual understanding and the speed at which we learn are adversely affected by supervision. Under the pressure of a reward-based system, the preference is for a less rigorous learning effort. Work is more hurried, less meticulous. As a result, extrinsically motivated employees tend simply to follow the tried-and-tested route without question.

Intrinsic motivation can also assume an immoral or undesirable dimension. History has shown that the worst crimes against humanity are often intrinsically motivated. Fanatics such as Hitler and Stalin are prime examples. Envy, vengeance and the lust for power are no less intrinsically motivated than altruism, conscience and love. On the other hand, there are occasions when extrinsic motivation leads professional soldiers and mercenaries alike to show greater compassion towards prisoners of war, for instance (Frey 1999, Ch. 7)

If intrinsic motivation arises as a result of a combination of self-determination and a sense of competence, and this also gives rise to a "pleasant flow experience," then a reward can lead people to tackle tasks which are initially unfamiliar and perceived as excessively demanding. Over time, as the person concerned gains experience, new intrinsic motivation is fostered. These "hidden benefits of inadequate reward" are the flip side of the coin to the "hidden costs of reward."

#### **2.5. Extrinsic Motivation**

Extrinsic motivation serves to satisfy indirect or instrumental needs. As such, money is almost always the means to an end - paying for a vacation or buying a car, for instance - and not an end in itself. In a career context, extrinsic motivation stems from the desire to satisfy directly one's non-work-related needs.

In this instance, a job is simply a tool with which to satisfy one's actual needs by means of the salary it pays. In the first case, the activity itself is a source of satisfaction, providing an enjoyable experience. Examples might include skiing, playing music or reading a good novel. In each case, pleasure is derived from the activity itself, not simply its culmination, i.e. from reading the novel, not merely from reaching the last page. The end goal and the action itself are equally important.

In the second example, it is a matter of meeting standards for their own sake. These may be ethical standards which one feels it right to respect, such as professional codes of practice or the renunciation of violence. In organizations, standards of fairness and group membership (team spirit) are also particularly important.

Extrinsic motivation can serve to discipline emotions. A lid can be kept on undesirable emotional conflict within a company if employees have a common vested financial interest. The emotional conflict can be harnessed as a means of satisfying employees' non-work-related aspirations such as taking up an expensive hobby. Of course, this does not resolve the underlying conflict, but it does put it into perspective.

## **2.6. Movies**

In the film *Beyond the Blackboard*, she is Ms. Stacey Bess. Ms. Stacey Bess is a teacher in the film *Beyond the Blackboard* who has a strong determination and passion for education. Since childhood Stacey Bess had dreams of becoming a teacher, in her achievements she had to go through some bitter lives. As older 16 already MBA (Marriage By Accident) but he did not give up he still completed his education until the end. Until he graduated, he tried to apply for a job at a school, eventually sending him to teach at a homeless school in a rural area.

He had to teach elementary school even though some of his students had to sit in junior high school. As a teacher, he always tries to give the best treatment to his students. At first he received rejection from his students, but he never gave up. He is very creative in teaching, he uses interesting methods to attract the attention of students.

Finally Stacey tried with sincerity to renovate the state of the classroom, she used the weekend to do just that. Stacey started by cleaning the glass, painting the walls, sweeping, mopping, arranging the seats, and decorating the walls around the blackboard. At first he did it alone, but slowly the people around him helped him renovate the classroom. There was Maria, one of her students, Uncle Joe, and Uncle Nelson who helped make wall decorations and volunteered to teach painting. That's when he found the passion to really improve the state of the classroom and teaching system

The children began to feel attracted to Stacey and felt comfortable studying with her. Stacey started the lesson by discussing discipline and politeness. Whenever they find new words about what they are discussing, Stacey writes them down on a piece of paper and invites them to paste it on the wall decoration that has been provided. In addition, children learn about painting, music, social arts, science, and mathematics which are poured into hands-on experience.

Gradually, not only did the class situation change, but the surroundings of the shelter also became more lively. After previously, Stacey chatted with Patricia, the nurse on duty at the shelter, suggested to Stacey to hold a parent meeting to discuss the need for direct involvement from them such as her concern for child development, especially in terms of education. In addition, Stacey managed to arouse the heart of an education observer, namely Dr. Warren to provide proper facilities for the nameless school. Stacey told how the children were enthusiastic about learning and going to school, which in the end Dr. Warren came to visit the school with some necessary facilities such as textbooks, desks, piano etc.

Before summer arrived, Stacey was eight months pregnant. The lesson was filled with sports activities, namely baseball which was guided by Grage Bess, Stacey's husband. At 9 months, Stacey stopped teaching because she was about to give birth to her third child. When the homeless children found out they became sad, especially Dana, she even cried because her father had got a new job and apartment so she couldn't go to school in that place with her other friends. How they didn't want to lose the greatest teacher they had ever met.