CHAPTER 2

THEORETICAL FRAMEWORKS

In this chapter I explains all the theories that are related to the research. First, I explain on the definition of Pragmatics from some Theorist such as Yule, Second, I explain on the theories of speech acts from Austin and SEARLE, third I explain the types of speech acts according to Austin, fourth I explain the classification of Illocutionary speech acts according to John Searle's theory, fifth I explain on the theories regarding context in speech, sixth I explain on the theory of movie script, and lastly, I put some of the previous related studies.

2.1. Pragmatics

Pragmatics is a subfield of linguistics that studies how language is used in context and how meaning is constructed through communication. It focuses on the ways in which people use language to accomplish their goals, convey meaning, and interact with others in social situations. 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 in order to understand the meaning of the speaker, we must also pay attention to the context. Yule (1996) states that pragmatics is the study of contextual meaning. Thus, pragmatics is the study of communication circumstances outside of language that are related to the meaning that the speaker intends to convey depending on the speech scenario.

Another definition is stated by Huang (2007) 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, presupposition, speech acts, and deixis. Leech (Shilalahi, 2016, p. 83) also states that that pragmatics is the study of meaning in relation to speech situations. The situation of a speech allows the speaker with the use of language to achieve a particular effect on the mind of the listener. Therefore, it is clear that pragmatics is the study of context in communication that relates to the meaning that the speakers intend to convey based on the circumstances surrounding their speech. In other words, any meanings produced by speakers is always influenced by the situations surrounding the speech.

Overall, pragmatics studies not only how to understand the meaning but also to understand the relationship between meaning and speech situation. Pragmatics also provides insights into how people use language to achieve their communicative goals and navigate the complexities of social interaction. The use of language in communication was also explained by the study of pragmatics, particularly the connection between sentences and the context and circumstances in which they are used. There are many fields in the study of pragmatics, however one of them that is particularly important are the study of speech acts.

2.2. Speech act

Speech-act theory is a subfield of pragmatics. This field of research focuses on the functions of language, including how it can convey knowledge and perform functions. When people use language, they not only convey information but also engage in various types of actions, such as making requests, giving orders, offering apologies, making promises, expressing gratitude, and so on. Speech acts can have both a literal meaning and an illocutionary force. According to Yule (1996:47) speech act is an utterance that performs an action. It indicates that a speaker has the ability to influence a listener through his or her utterances. People in conversation not only create utterances, which may include grammatical constructions and words, but also execute actions using those utterances. The purpose of speech itself is to communicate the speaker's intention to the listener. Speech acts are actions that are carried out using language. On any occasion, the action performed by producing an utterance will consist of three related acts. Yule classified speech acts into three separated acts which are locutionary, illocutionary, and perlocutionary.

According to Austin (1962) speech acts are "actions performed in saying something." He emphasized that when people speak, they not only convey information but also perform actions and bring about changes in the world through their words. Another prominent philosopher, expanded on Austin's work and developed a taxonomy of speech acts. Searle (1969) defines defined speech acts as "the basic units of communication." He categorized speech acts into five main types: assertives, directives, commissives, expressives, and. Searle (1996) states that to understand language, one must understand the speaker's intention. Since language is intentional behaviour, it should be treated like a form of action.

From the explanation above, it can be concluded that the study of speech acts focuses on how actions are communicated through speech for a certain purpose. Speech acts involve an accompanying action, therefore the message the speaker intends to convey is not always the same as what the speaker says. Understanding the meaning of a speech do not consist only of understanding the words or sentences literally, but also of the actions accompanying it and the context and situation of the utterance. Yule (1996) states that on any occasion, the action performed by producing an utterance will consist of three related acts. Yule (1996) classified speech acts into three separated acts which are locutionary, illocutionary, and perlocutionary.

2.2.1. Locutionary act

Locutionary speech acts refer to the basic act of uttering words or producing an expression with a specific meaning. They are the most fundamental level of speech acts and form the building blocks of communication. According to Austin (1962) locutionary act is roughly equivalent to uttering a certain sentence with certain sense and reference, which again is roughly equivalent to meaning in the traditional sense. Yule (1989:48) Locutionary act is the basic act of making an utterance or producing a meaningful linguistics expression. When someone makes a locutionary speech act, they produce an utterance that has a literal meaning and follows the rules of grammar and syntax. Therefore, it can be concluded that Any speech that can be understood literally is considered to be a locutionary speech act.

From the explanation above, speaking while adhering to grammatical standards is known as a locutionary act. Locutionary act is one in which the utterances or sentences have true meanings in line with dictionaries and grammatical conventions. For example, when someone says, "It's raining outside," the locutionary act refers to the act of uttering the sentence and conveying the literal meaning that it is currently raining. The locutionary act focuses solely on the surface level of the speech act and does not consider its intended meaning or effect on the listener.

2.2.2. Illocutionary act

Illocutionary speech acts refer to the intended meaning or communicative force behind an utterance. They go beyond the literal meaning of the words and focus on the speaker's intention in making the statement. Austin (1962:108) defines illocutionary act as an utterance which has a certain (conventional) force. When someone performs an illocutionary speech act, they aim to achieve a particular effect or convey a specific message to the listener. The illocutionary act is concerned with the speaker's intention, purpose, or function in uttering the words, rather than the literal meaning of the words themselves. There are various types of illocutionary speech acts, and they can be classified into different categories, according to Searle (1979), illocutionary act is divided into five categories. They are representatives, directives, commissives, declarative, and expressive.

From the explanation above, illocutionary act is action included in utterances that have a clear purpose, such as providing explanation, placing an order, etc. It can be said that each speaker in an illocutionary act uses their utterance for a particular reason. Illocutionary acts employ phrases to accomplish a task. For example, "is there any salt" the illocutionary act is a request "please give the salt" even though the locutionary act (the literal sentence) was a question about the presence of salt.

2.2.3. Perlocutionary act

Perlocutionary act to the effect or impact that an utterance has on the listener or the audience. Austin (1962:108) states that perlocutionary act is the effect of an utterance. It is what people bring about or achieve by saying something such as convincing, persuading, deterring and even saying, surprising, and misleading. According to Leech (1984:199) he defines that perlocutionary act is performing the act by saying something. While the locutionary act focuses on the literal meaning of an utterance and the illocutionary act focuses on the speaker's intention or communicative force, the perlocutionary act centers on the consequences or effects that the utterance has on the recipient. It concerns how the listener interprets, reacts to, or is influenced by the speaker's words. This means that all speech that affect the listener is considered an perlocutionary act.

From the explanation above, perlocutionary acts are spoken actions that have an impact on listeners. For example, "Would you like to borrow my new pen?" its illocutionary function is an offer, while its intended perlocutionary function might be to impress the interlocutor, or to show a friendly attitude. The perlocutionary function is context-dependent and varies based on individual interpretations and reactions.

2.3. The Classification of Speech Act

The classification of speech act is done based on the theory of John Searle (in Yule 1996:53) who explained that there are five types of function performed by speech act, they are representatives, directives, commissive, declarative, and expressive.

2.3.1. Representative

A representative speech act, refers to a type of speech act in which the speaker makes a statement or asserts something that the speaker believes to be true. It involves conveying information or describing the world such as asserting facts, express beliefs, or report on events. Yule (1996:53) states that in using a representative, the speaker makes word fit the world (of belief). Therefore, representative speech act to use when stating a fact, describing events, or giving a conclusion, etc. Searle in Yule (1996:53) also states that representative are those kinds of speech acts that state what the speaker believes to be the case or not. Here are some examples of representative speech acts:

a. Tomorrow will rain

b. Helen **did not go to the grocery store**

c. The Eiffel tower was built on 1889

2.3.2. Directive

A directive speech act, is a type of speech act in which the speaker attempts to get the listener to do something or perform a specific action. It involves giving instructions, making requests, offering suggestions, or giving commands. According to Searle in Yule (1996:54) directives are those kinds of speech acts that speakers use to get someone else to do something. Directive speech acts are prevalent in various social interactions. In our everyday situations such as in

conversation, people are always asked or commanded to do a certain task. When people ask or command someone to do something is called a directive speech act. Yule (1996:54) states that in using a directive, the speaker attempts to make the world fit the words (via the hearer). Therefore, directive speech act is used in order to persuade the listener to do something for the speaker such as making request, advising the listener, and ordering the listener, etc. Here are some examples of directive speech acts:

a. Please **close the window**

b. **Do not feed the animals**

C. **Fetch me a glass of water**, will you?

2.3.3. Commissive

Commissive speech acts involve commitments or promises made by the speaker. They are statements or expressions that commit the speaker to a future course of action or obligation. Yule (1996:54) states that in using a commissive, the speaker undertakes to make the world fit the words (via speaker). Therefore, Commissive speech acts involve the speaker assuming a responsibility or committing themselves to a future course of action such as making promises, swear a commitment, or offering something, etc. Here are some examples of commissive speech act:

 a. **I will pay back my debts** two fold

b. **We will buy you a new toy**

c. **I will be back by tomorrow**

2.3.4. Declarative

A declarative speech act refers to a type of speech act in which the speaker makes changes in the world. Declarative speech acts are often used in everyday situations such as conversations, academic settings, or professional contexts. Searle in Yule (1996:53) 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. Therefore, declarative speech act is utterances that affects and the state of the world such as punishing, Hiring, etc. Here are some examples of declarative speech acts.

a. From now on **you are a member of our company**

b. You are sentenced to jail

c. We have decided to fire the employee

2.3.5. Expressive

An expressive speech act refers to a type of speech act in which the speaker expresses their psychological state, emotions, attitudes, or personal feelings. Searle in Yule (1996:53) states that expressive are those kinds of speech acts that state what the speaker feels. Yule (1996:54) also states that in using an expressive, the speaker makes word fit the world (of feeling). Expressive speech acts are often used to express joy, sadness, anger, surprise, gratitude, love, disappointment, and various other emotions or personal experiences. Therefore, expressive speech act is used to express the speaker's emotions such as congratulating, apologizing, praising, etc. Here are some examples of expressive speech acts:

a. **Congratulations on your victory**!

b. **Thank you so much**!

c. **She has such a lovely voice**!

2.4. Context

In any communication, context plays an important role. Context refers to the surrounding elements, both verbal and non-verbal, that influence the interpretation and meaning of a particular linguistic expression or utterance. Context provides the necessary background information, cues, and situational factors that help listeners or readers understand and interpret language accurately. Only by understanding the context, can we understand the meaning correctly. In Richards and Schmidt (2002) Dictionary of Language Teaching & Applied Linguistics, states that The context often helps in understanding the particular meaning of the word, phrase, etc. Another definition of context is stated in Oxford Advanced Learner's Dictionary

which states context as the situation in which something happens and that helps you understand it.

From the explanation above, it can be said context is the most crucial part of communication. Context is a condition that is present in communication. Understanding an utterance's meaning requires knowledge of the context in which it was spoken. As a result, the context determines how an utterance should be understood. To prevent the listener from perceiving the conversation's meaning incorrectly, it is essential to understand its context.

2.5. Movie Script

A movie script, also known as a screenplay, is a written document that serves as the blueprint for a film. It is a detailed narrative written in a specific format that outlines the story, dialogue, actions, and visual elements of a movie. A script provides instructions for actors, directors, and other members of the production team to bring the story to life on screen. According to Biran (2006), script is the design of the delivery of stories or ideas with the film media. Meanwhile Muslimin (2018) stated that script is a scenario of a film that is explained in the sequence of the scenes, place, condition, and dialogue which are structured in the context of dramatic structures and serve as guidelines for filmmaking. Therefore, Movie script is something that serves as a foundation of film making. It contains detailed description for the actors and actresses on what to say, how to say, and when to say their dialogue. It also describes the situation or context on how the dialogue happens.

2.6. Previous Related Studies

Relevant research on speech acts was conducted by I Dewa Putu Wijana (2021) in the journal entitled "On Speech Acts". This paper is intended to give insights to the readers about the development of speech act theories which include categories, characteristics, validities, and strategies. The research begins with the classification of speech acts done by some experts and continues with the description of characteristics and validities carried out especially by Austin and Searle, and ends with speech act strategies developed by Parker and Riley, using examples taken from Indonesian, Javanese, Balinese, and English, four languages that the writer masters relatively well. Most Indonesian, Balinese, and Javanese data

together with their context are created intuitively as a native or nearly-native speaker while some English utterances are created and the others extracted from pragmatic textbooks used as references in this study. Research findings show that there are various types of speech acts, and each speech act has its own validity conditions. Among them, illocutionary acts constitute the focal point of pragmatics' studies. The description shows that every expert of pragmatics uses different categories in classifying illocutionary acts, and the kinds of strategies used to express them.

The second relevant research on speech acts was conducted by Danin Christianto (2020) in the journal entitled "Speech Acts in EFL Classrooms". peech act is a functional unit in the form of an act which helps humans understand or accomplish things with words in communication. This research was aimed to find out and analyse the types of speech acts which were performed by teachers and students in English as a Foreign Language (EFL) classrooms. The researcher employed the speech act theory from Cruse (2000) to analyse and interpret the research results. Qualitative research was applied in this research due to the data source was from the teaching and learning activities in naturalistic environments in English classrooms. The subjects of this research were teachers and students in REAL Equivalent English classrooms. The results showed that there were three types of speech acts found in the interactions between the teachers and students, namely locutionary act, illocutionary act, and perlocutionary act. Locutionary act was performed when teachers and students uttered expressions with no certain intentions. Illocutionary act, on the other hand, was performed when the expressions contained certain intentions to listeners. Perlocutionary act was performed when the listeners showed responses and acted as feedback to the speakers' utterances. By conducting this research, the researcher hopes that it can give more insights to readers regarding to the study of speech act theory in pragmatics field.

The third relevant research on speech acts was conducted by Agus Hidayat (2016) in the journal entitled "Speech Acts: Force Behind Words". Speech act is a part of pragmatics where there are certain aims beyond the words or phrases when a speaker says something. Speech acts are acts that refer to the action performed by

produced utterances. People can perform an action by saying something. Through speech acts, the speaker can convey physical action merely through words and phrases. The conveyed utterances are paramount to the actions performed. In regard to the English as a foreign language, there are things to consider. It is easy for the speakers or listeners to determine the intended meaning of utterances if they are spoken in the mother tongue. Factors such as idiomatic expressions and cultural norms are not function as barriers to determine the intended meaning.

All the researches above are conducted by the researcher to study and examine speech acts. All of these studies shared some similarities in that they all focuses on all types of speech acts. My research however is focused on only Illocutionary acts. The afore mentioned three studies are all beneficial to my research. I discuss about illocutionary act, which I examine utilizing the film and context-based analysis.