

CHAPTER II

LITERATURE REVIEW

This chapter is divided into two parts. The first part is theoretical framework and the next part is relevant studies.

A. Theoretical Framework

In analyzing the data, the researcher needs some main theories and some other supporting as references to provide the description of the literature related to the topic and to support the idea or concept of the research.

1. History of Speech Act

Pragmatics has grown in Europe in the 1940s and flourished in America since the 1970s. Morris is considered as setting the milestone through his views on semiotics. He divided sign science into three branches: syntax, semantics, and pragmatics. Charles Morris in Levinson introduced a branch of science, namely pragmatics. Pragmatics is the study of the relationship between signs and people who interpret the sign.¹ Pragmatics gave birth to various studies including studies on speech acts. It is marked by the emergence of terms and theories regarding speech acts which were first introduced by John Langshaw Austin, a professor at Harvard University, in 1956.

In America, the work of the philosopher Austin and his student Searle, much inspired pragmatic development. John Langshaw Austin: He is an English national who was born in a town called Lancaster, March 26, 1911, and died on February 8, 1960 (at the age of 49 years). Austin is particularly well known and associated with the speech act theory and the concept that speech is a form of

¹ Stephen C Levinson. 1983. *Pragmatics*. Cambridge: Cambridge University Press, p.1

action. His most famous work on speech acts is *How to Do Things with Words*. He is a professor at Oxford University and Harvard University. In this work, Austin presents his ideas about performative and constative speech. Other important ideas are about the act of locutionary, illocutionary, and perlocutionary acts.

Furthermore, John Rogers Searle: The student of Austin, who was born on July 31, 1932, is an American philosopher who served as Professor of Philosophy at the University of California, Berkeley. He is known for his work in the philosophy of language, philosophy of mind, and social philosophy. He began teaching at Berkeley in 1959 and received the Jean Nicod Prize in 2000, the National Humanities Medal in 2004, and the Mind & Brain Prize in 2006.

The history of speech act is not an invention of the twentieth century, but Austin and Searle proposed the study of meaning through the unit of analysis of linguistic action. Austin first proposed a theory about speech acts regarding action and was followed up by Searle who was none other than one of his students. Searle views speakers who have references to their utterances as a speech act that are governed by similar conditions that govern the performance of an action, such as promising, apologizing, stating, and so on. Searle also sees speech act as a basic communication unit explicitly combining speech act with language studies.

2. Definition of Speech Act

Searle in his book said communication is not just a symbol, word or sentence, but it would be more appropriate if it was called a product or result of a threshold, a word, or sentence that is in the form of a speech act. Searle argues that the basic unit of linguistic communication is the speech act. It can be a

phrase, a sentence, or a sound, it has to fulfill the task of expressing the intent of the user. Understanding the user's intentions can result in a complete understanding of speech acts.²

A speech act is part of communication that cannot be separated by human daily life. As mentioned in the Qur'an, communication is one of human nature in Surah Ar-Rahman verse 1-4:

الرَّحْمَنُ (١) عَلَّمَ الْقُرْآنَ (٢) خَلَقَ الْإِنْسَانَ (٣) عَلَّمَهُ الْبَيَانَ (٤)

(1) The most Gracious (Allah)! (2) He has taught (you mankind) the Qur'an (by His Mercy) (3) He created man (4) He taught him eloquent speech.³

A speech act is an entity that is central in pragmatics, the basis for analyzing other pragmatic topics such as presuppositions, participation and the implication of conversation arrangements, the principle of cooperation, and the principle of politeness.⁴

According to Chaer in Rohmadi speech act is an individual symptom that is psychological and its continuity is determined by the speaker's language ability in dealing with certain situations. Suwito in his book Sociolinguistics: Theory and Problems suggests that if speech events are social symptoms and there were interactions between speakers in certain situations and places, speech acts are more likely to be individual symptoms, are psychological, and are determined by the speaker's language ability in dealing with situations and certain. If in the

²John R. Searle. 1964. *Speech Act: An Introduction to the Philosophy of Language*. Cambridge: Cambridge University, p.16

³ M. Taquiddin Al-Hilali and M. Mukhsin Khan. 1996. *The Noble Qur'an*. Madinah Maktaba Darussalam, p. 531

⁴ Rustono. 1999. *Pokok-pokok Pragmatik*. Semarang: CV IKIP Semarang, Press, p.33

speech event people focus on the objectives of the event, then in the action of speech act pay more attention to the meaning of the actions in the speech.⁵

3. Aspects of Speech Act

Leech suggests some aspects that must be considered in communicating.⁶

These aspects are as follows:

a. Speakers and Speech Partners

Aspects concerned with speakers and interlocutors are age, socioeconomic background, gender, and level of familiarity. The concept of speaker and interlocutor also includes writers and readers if the speech is communicated using written media. Aspects related to speakers and interlocutors are age, background, socioeconomic, gender, level of intimacy, and so on.

A speaker is a person who speaks, while the speech partner is the person who is the target or fellow speaker. The roles of speakers and speech partners are carried out alternately, speakers at the next stage of speech can become speech partners, and vice versa so that interactions in communication can be realized. The concept also includes both the writer and the reader when the speech is communicated in written form.

The aspects related to speaker and speech partner includes aspects of age, social background, gender, level of education, and level of familiarity. These aspects affect the comprehension of speech partners, speech production, and

⁵ M. Rohmadi. 2004. *Pragmatik Teori dan Analisis*. Yogyakarta: Lingkar, p. 29-30

⁶ Geoffrey N. Leach. 1983. *The Principle of Pragmatics*. New York. Longman, p. 19-21

expression of intent. Speakers and speech partners can understand each other's intentions if they both know these aspects. Here's an example of a conversation.

Context: Andi asks Tatang about the results of the Indonesian soccer match against South Korea

Andi: Tang, did you see the ball yesterday, how did Indonesia win or not?

Tatang: Wow, messed up Ndi. Indonesia lost 0-1.

Andi in speech act as a speaker, while Tatang is the person who Andi talks to as a speech partner who listens to Andi's speech, besides that Tatang in the speech event also acts as a speaker, namely by expressing answers to Andi's questions asking the results of the AFC football match, Indonesia against South Korea which was won by South Korea 1-0.

b. Speech Context

The context of speech in linguistic research is the context in all relevant physical aspects of social settings of the speech concerned. Physical context is commonly called context, while the context of the social setting is called context. The context of linguistic speech is the context in all the relevant physical aspects of the social settings of the speech concerned. The context of the speech includes the physical aspects of social background that are relevant to the speech in question. The context in the form of parts of the expression that can support clarity of intent is called co-text. Meanwhile, a context in the form of a situation related to an event is called a context.

In essence, the context in pragmatic is all background knowledge that is shared between the speaker and his speech partner.

Context: Rintan met Rizal while waiting for a transport

Rizal: Hi, Rintan! Where are you going, why are you alone?

Rintan: Eh, Rizal, want to go to college. Usually alone too.

The context displayed in the speech event that occurred between Rintan and Rizal was that Rizal asked Rintan while the context was shown on Rintan's face, who was a little embarrassed about answering Rizal's question.

c. Purpose of Speech

The purpose of speech is what a speaker wants to achieve by performing a speech act. The purpose of speech is what lies behind the speech and all speech of normal people has a purpose. The forms of speech uttered by the speakers are motivated by certain goals and objectives. In this connection, various forms of speech can be used to express the same meaning. Or vice versa, various kinds of meanings can be uttered in the same speech.

The purpose of speech is what the speaker wants to achieve by performing narrative actions. All speech has a purpose, this means that no speech does not express a purpose. The speech forms expressed by the speakers are always motivated by the intent and purpose of the speech. In this connection, various forms of speech can be used to express one purpose, and conversely, a speech can express various kinds of intentions.

Context: Adi came to visit Ms. Nori's house to borrow a notebook

Adi: Yesterday I didn't get to watch Mr. Tomo's lecture here.

Ms. Nori: Well, you want to borrow my notebook again, right?

Based on the speech event, it can be revealed that the speaker, in this case, Adi, has a goal in telling the utterance 'Yesterday I didn't have time to lecture Mr. Tomo here.' The purpose of the speech was that Adi intended to borrow Ms. Nori's notebook because yesterday she did not have time to write down the lecture material Mr. Arifin delivered.

d. Speech as a Form of Action or Activity

What is meant by speech as a form of action or activity is that speech act is also an actor. Austin started telling a speech can be seen as taking action. Here speech is not an abstract entity such as grammar, here speech is a concrete entity that is clear to the speaker and interlocutor, as well as the time and place of the speaker.

Speech as an action or activity means that a speech act is an action. Speaking a speech can be seen as taking action. Speech can be said to be an action or activity because, in a speech event, speech can have an effect like actions carried out by hands or other body parts that can hurt other people or express actions.

Context: a mother says to her child

Mother: Wow, the terrace is dirty, right?

Child: (immediately take a broom and sweep the terrace)

Based on the speech event, the mother's speech is an act of ordering or encouraging the child to clean the terrace which looks dirty. The speech affects the speech partners who listen to the speech as well as being pushed or hit by

using their hands. The behavior carried out by the child who immediately took the broom and sweeps the terrace is the effect of the mother's words.

e. Speech as a product of verbal action

Human action can be divided into 2, namely verbal action and nonverbal action. Hitting or walking are examples of nonverbal actions. Meanwhile speaking is a verbal act. Verbal acts are acts of expressing words or language.

Speech is the result of an action. There were two human actions, namely verbal action and nonverbal action. Because it is created through verbal action, the speech is a product of verbal action which is an act of expressing words or language. Speech as a product of verbal action will be seen in every oral and written conversation between speakers and speech partners, as seen in the following speech.

Context: a mother gives a message to her child

Mother: Ris, later if a guest says you are on a social gathering, OK!

Risa: Yes, Mom.

The speech is the result of verbal actions to speak to his speech partner, in this case, Risa who is given a message by her mother, that if there were guests Risa must say that her mother is in a social gathering. The five aspects of the speech situation are of course inseparable from the elements of time and place where the speech was produced because when the same speech is spoken at different times and places, of course, it has different meanings. So that the elements of time and place cannot be separated by the speech situation.

4. Types of Speech Act

Searle states that pragmatically there were three types of actions that can be manifested by a speaker, namely locutionary act, illocutionary act, and perlocutionary act.⁷ This is in line with Austin's opinion who also divides the types of speech act into locutionary, illocutionary, and perlocutionary.

a. Locutionary Act

Austin stated locutionary act is the act of stating or information something.⁸ The focus of the locutionary is the meaning of the utterance that is spoken, it does not question the purpose or function of the speech. Rahardi defines that locutionary is the act of speaking with words, phrases, and sentences following the meaning contained by the words, phrases, and sentences.⁹ Locutionary can be said to be the act of saying something. The locutionary act is the easiest to identify because the identification does not take into account the context of the speech.¹⁰

An example of a locutionary act is when someone says "I am very tired". This speech speaker does not refer to any specific intentions to the speech partners. This speech means that the speaker is very tired, without intending to ask for attention by, for example, being massaged by the speech partner. The speaker only expresses the state he is experiencing at that time. Another example is the sentence "Syifa reads a book". This sentence is spoken solely to inform something without the tendency to do something, let alone to influence the other person.

⁷ John R. Searle, op. cit. p. 17

⁸ John L. Austin. 1962. *How to Do Things with Words*. London: Oxford University Press, p. 94-107.

⁹ Kunjana Rahardi. 2003. *Berkenalan dengan Ilmu Bahasa Pragmatik*. Malang: Dioma, p. 71

¹⁰ M. Rohmadi, op. cit. p. 30

b. Illocutionary Act

If grammar considers abstract static entities such as sentences in syntax and propositions in semantics, then pragmatics considers verbal acts or performances that take place in special situations and at certain times. Pragmatics considers language on a more concrete level than grammar. In short, speech is considered as a form of activity: an act of words.¹¹ According to Austin's opinion illocutionary is the act of doing something. Illocution is a speech act that contains the purpose and function or power of speech.¹² The question posed regarding the illocutionary act is "what was the utterance done for" and is no longer in the level of "what is the meaning of speech?" Rohmadi states that illocutionary acts are speech acts that function to say or inform something and are used to do something.¹³

According to Searle and Vanderveken, An illocutionary act is the basic purpose of a speaker in making an utterance.¹⁴ An example of an illocutionary speech act is "I wanna ask you something". This speech implies that the speaker wants to ask and do the speech. So it is clear that the speech contains a specific purpose aimed at the speech partner. Another example, the sentence "I will answer the question, here it is ..." the speaker produces the speech and do the action of that speech.

c. Perlocutionary Act

¹¹ Henry G. Tarigan. 1986. *Pengajaran Pragmatik*. Bandung: Angkasa, p. 36

¹² Rustono, loc. Cit.

¹³ M. Rohmadi, op. cit. p. 31

¹⁴ John Searle and Vanderveken Daniel. 1985. *Foundations of Illocutionary Logic*. England: Cambridge University, p. 13-15

The speech was spoken by a speaker often has an effect or power of influence. The effect produced by saying something is what Austin calls perlocution.¹⁵ The effect or power of the speech can be caused by the speaker as a rule, or accidentally. The utterance act which is intended to influence the speech partner is a perlocution act. Several verbs can indicate a perlocution act. Some of these verbs includes cajoling, deceiving, encouraging, frightening, pleasing, humiliating, inspiring and all that can influence the speech partner.¹⁶ Examples of speeches which are perlocutionary acts:

"There's a thief!"

"I was born an Indonesian, I will live an Indonesian, I will die an Indonesian!"

5. Functions of Speech Act

Speech acts are classified into five types of general functions by Searle. The function is the classification/taxonomy of the illocutionary act. So, these are part of the illocutionary act but based on the function. There were five functions are assertive, directive, expressive, commissive, and declaration speech act.¹⁷

a. Assertive

Assertive is a speech act that binds the speaker to the truth of what we say. Included in these functions of speech act are speeches stating the truth, explaining, concluding, confessing, showing, reporting, giving testimony,

¹⁵ John L. Austin, op. cit. p. 101

¹⁶ Geoffrey Leech. 1993. *Prinsip-prinsip Pragmatik*. Jakarta: UI Press, p. 30

¹⁷ John R. Searle. 1979. *Speech Act and Recent Linguistics: Expression and Meaning*. Cambridge: Cambridge University Press, p.11

disclaiming, mentioning, and predicting.¹⁸ The example: "My younger brother always excels in his class". The speaker is responsible that the utterances spoken are indeed fact and can be proven in the field that the younger brother is studying hard and always get the first rank in his class. Other examples are:

"Our football team won the competition"

"The governor inaugurated this new building".

b. Directive

A directive speech act is a speech act intended by the speaker so that the speech partner takes action according to what is stated in the speech. A directive speech act is also called an imposition speech act. The functions are for inviting, compelling, suggesting, urging, ordering, collecting, challenging, giving on cue.¹⁹ An example is "Let's do this task". This example is included in the directive type speech act because the utterance is intended for the speaker to take the appropriate action stated in the speech, namely helping to improve the task. The indicator of directive speech is an action taken by the speech partner after hearing the speech.

c. Expressive

This speech act is also called an evaluative speech act. The expressive act is a speech act that gives expression of feeling and attitude. The expressive speech act is intended by the speaker so that the speech is interpreted as an evaluation of the things mentioned in the speech, including utterances of thanking, apologizing,

¹⁸ Ibid., p. 12-28

¹⁹ Ibid., p. 13-14

congratulating, flattering, praising, blaming, and criticizing.²⁰ The examples of the expressive act:

"Your question is very good" (praise)

"Because of your carelessness, our group is disqualified by this competition" (blame)

"Congratulations, ma'am, your daughter is a girl" (congrats).

d. Commissive

A commissive speech act is a speech act that binds the speaker to carry out everything stated in his utterance. The commissive speech act is speech that commits to the future, for example, swearing, promising, offering, commitment, making vows, and rejection. An example of a commissive speech act is "If you need any help, call me at the office". Another example of the speech:

"I promise to pay you the money"

"I vow to get revenge".²¹

e. Declaration

A declaration speech act is a speech act intended by the speaker to create new things, which causes a change in the external situation to the state referred to. Included in this type are utterances with the intention of blessing, cancel, dismissal, deciding the future, punishing, excommunicating, and baptismal. The speech act of the declaration can be seen by the following example:

"I resign." (Cancel)

²⁰ Ibid., p. 15-17

²¹ Ibid., p. 22-56

“I excommunicate you” (excommunicate)

"I decided to enter the University." (Deciding for the future)²²

6. Forms of Speech Act

There were two forms of speech act namely the direct speech act and the indirect speech act. These forms of speech act are divided based on the relationship between the structure of the speech act and the function of the speech act.

a. Direct Speech Act

Yule argues, "Whenever there is a direct relationship between a structure and a function, we have a direct speech act." A direct speech act is a speech act that has a direct relationship between the structure of the speech act and its function. Yule stated that the form of speech act was in the form of declarative (statement), interrogative (question), and imperative (command), while its functions were in the form of a statement, question, and command/request. When the form of a declarative structure is used in a speech act to give a statement, then the direct speech act is carried out in the speech act. However, when the form of a declarative structure is used to submit a request, then an indirect speech act is carried out in the speech act. An example of a direct speech act is “wear your shoes!” The imperative structure with the command function has a direct relationship between the structure and function of the speech act, hence the example of action the speech is in the form of a direct speech act.²³

²² Ibid., p. 18-26

²³ George Yule. 1996. *Pragmatics*. NewYork: Oxford University Press, p. 54-55

b. Indirect Speech Act

According to Yule, "whenever there is an indirect relationship between a structure and a function, we have an indirect speech act." An indirect speech act is a speech act that has no direct relationship between the structure of the speech act with its function. Indirect speech is speech that tells you what someone said but does not use the person's actual words. An example of an indirect speech act is when someone says "Can you pass the salt". Here he is not asking about your ability to pass the salt (the literal meaning of the sentence/interrogative sentence) but requesting you to pass the salt (imperative sentence). The indirect speech act is not as easy as the direct speech act for the participant to understand because these speech acts do not have a direct relationship between their structure and function or have other meanings other than the literal meaning.²⁴

Based on the description of the form of speech act, sentence differentiated into a sentence news/statement (declarative), sentence question (interrogative), and sentence commands (imperative).²⁵

- **Declarative Sentence**

A declarative sentence or called the sentencing news is the sentence that proclaims something to the reader or listener. Sentence news can be in the form of active, passive, and others so on, but all intend to proclaim something. Something that was reported to the said partner was the disclosure of an event or an event.

- **Interrogative Sentences**

²⁴ Ibid., p. 56

²⁵ F.X. Nadar. 2009. *Pragmatik dan Penelitian Pragmatik*. Yogyakarta; Graha Ilmu, p. 71

Sentence wondering which is also usually called the sentence interrogative is a sentence that asks something. In line with Rahardi, the interrogative sentence contains the intention of asking something to the speech partner. If someone speaker intends to know the answer to a thing or a situation, the speaker will speak by using the phrase interrogative to the partners said.

- Imperative Sentences

An imperative sentence is a sentence that meaning gives a command to do something. Imperative sentence to contain the intention to rule or request that the partners do something that the speaker wants.

B. Relevant Studies

There were four relevant studies of this research. First, research entitled “An Analysis of Speech Act Used by the Seventh-Grade Teacher of SMPN 2 Bangli in EFL Classroom Interaction”. The study was aimed to investigate the types and functions of speech acts used by the seventh-grade English teacher at SMPN 2 Bangli by adopting Searle’s theory. The data were obtained through classroom observation and semi-structured interviews. The data were analyzed qualitatively by using Miles and Huberman’s interactive model. It was found out that there were five types of speech act used by the teacher, namely representative, directive, expressive, commissive, and declaration.²⁶

Second, research entitled “Speech Act in EFL Classrooms”. The study was aimed to find out and analyze the types of speech acts that performed by teachers and students in English as a Foreign Language (EFL) classrooms. The

²⁶ Ivana Swastiana. Adi J. Putra. Suarnajaya, “An Analysis of Speech Act Used by the Seventh-Grade Teacher of SMPN 2 Bangli in EFL Classroom Interaction”, *Journal of Educational Research and Evaluation*. Vol. 4(1) 49, 2020.

researcher employed the speech act theory by Cruse (2000) to analyze and interpret the research results. The researcher used Qualitative research. The subjects of this research were teachers and students in REAL Equivalent English classrooms. The results showed that there were three types of speech act 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. The perlocutionary act was performed when the listeners showed responses and acted as feedback to the speakers' utterances.²⁷

Third, research entitled "Speech Act on EFL Learners' Teaching Performance and Its Implication In Teaching and Learning Activity". The study was aimed to find the classification of speech acts and their implication in teaching and learning activity. The researcher uses observation and recording techniques to collect the data. The researcher uses the descriptive qualitative method. The study conclude that there were two types of speech acts: direct and indirect speech acts. It is categorized into four: representative, expressive, directive, commissive. The use of speech act gives some implications: improving students' understanding of speech act, increasing level of decency in a communication, improving the class atmosphere and students' motivation, and building a good relationship between teacher and students.²⁸

²⁷ Danin Christianto, "Speech Act in EFL Classrooms", *Journal of Pragmatics Research*. Salatiga: Real Equivalent Englis. Vol. 2(1) 68, 2020.

²⁸ Hajjah Zulianti. "Speech Act on EFL Learners' Teaching Performance and Its Implication In Teaching and Learning Activity", *Jurnal SMART : Journal of English Language Teaching and Applied Linguistics*. Vol. 4(2) 93, 2018.

Fourth, a research entitled “An Analysis Of Direct And Indirect Speech Act Performed By Main Character In The Movie Revenant Script”. The research was aimed to find out the types, and functions of speech act whether it is direct speech act or indirect speech act in the movie script entitled ‘The Revenant’. The research was a descriptive analysis that discusses direct and indirect speech acts in a movie script entitled ‘The Revenant’. The research used theory by Yule (1996). The data in this research is based on the main characters’ utterances. By the analysis, it was found that both direct speech act and indirect speech act are used by the main characters in this movie. The most dominant type of speech act used in the movie script was the direct speech act (13 utterances) and then followed by the indirect speech act (9 utterances).²⁹

Based on four previous relevant research, this research had similarities and differences. The similarities were all of the researches are the method and concern about speech act. The difference between the previous findings with this research was the focus analysis and object of research. The first research focused on the types and functions of speech acts used by the teacher. The second research focused on the types of speech act use theory by cruse. The third research focused on the classification of speech acts and their implication in teaching and learning activity. The fourth research focused on the direct and indirect speech act used by the main character in the movie revenant script. While this research focused on analyzing the types, functions, and forms speech act, as the object of this research

²⁹ Fyngky Oktadistio. Mahrul Aziz. Zahrida. “An Analysis Of Direct And Indirect Speech Act Performed By Main Character In The Movie Revenant Script”, *Journal of English Education and Teaching (JEET)*. Vol. 2(1) 59, 2018.

is English Education students in the teaching-learning process on zoom cloud meeting.

