

CHAPTER II

REVIEW OF RELATED LITERATURE AND THEORITICAL FRAMEWORK

2.1 Pragmatics

Pragmatic is when the hearer or reader interprets the meaning based on the context behind the speaker or writer (Yule, 1996). If the context itself exists, the meaning of the language will be easy to understand. Pragmatics can occur depending on who the speaker is, location, time, and condition. Sometimes, in everyday interactions, the speaker says something to the hearer without not making him or she offended with what the speaker says. Therefore, pragmatics is needed to apply in communication to make it fluent or smoother. Pragmatic education is necessary and important in today's globalized world. The reason is that English is currently used by people all over the world to interact and communicate with each other to conduct international trade or attend academic conferences. Pragmatics is concerned with the interpretation of linguistic meaning in context. If one has never studied it before, one will learn that it could reshape the understanding of everyday phrases, sentences, expressions, statements, and questions.

The justification provided above leads to the conclusion that pragmatics is one of the linguistic branches not only examines the meaning. However, the meaning in sentences or utterances is intended by the speaker or locator to the hearer or interlocutor in certain context situations. Therefore, this research concerns the context while analyzing assertive speech acts which are the scope of the realm of pragmatics, in which it examines the meaning and intent of the speech.

2.1.1 Speech Acts

According to Searle (1969), the speech act is the smallest part of linguistic communication. He added, communication is not just a symbol, word, or sentence, but an utterance or result of a word or sentence symbol in the form of the implementation of speech acts. The speaker also has a purpose in mind when they talk that they want the listener to fulfill. This theory tends to examine the structure of the sentence. If someone wants to say something to someone else, then what he puts forward is the purpose of the sentence or the meaning itself. However, to deliver the meaning or intent, the person must put it in the form of a speech act. Meanwhile, Richards and Schmidt (2002, p. 498) said, “Speech act is an utterance as a functional unit in communication”.

Speech acts are extremely useful in communicating. A speaker not only utters speech when communicating, but it is also taking an action. The speech acts in the utterance of the possibility of imprecisely stating what is meant by the speaker. It relates to strategies to make the listener or reader do or not do something following the content of the speech conveyed by the speaker or writer. Through speech acts, the speaker must understand the meaning of language or utterances. The speaker not only utters but forces the hearer to act. Furthermore, Austin in Birner (2013) stated that there are several types of speech acts, namely: locutionary, illocutionary and perlocutionary.

A locutionary speech act is an act to express something. The meaning of the speech is usually a fact or a real-life situation. In the locutionary speech act, the information conveyed is the truth. This speech act does not imply any hidden

meaning behind the speech and does not require any specific responses or consequences from the interlocutor (Leech, 1983). An example of a locutionary speech act is: "The Nile is the longest river in the world." The utterance is uttered solely to say something. The information conveyed in this example is in the form of conveying the fact that the Nile is the longest river in the world.

According to Cutting (2002), an illocutionary speech act occurs when someone says something and performs an action that contains intent or meaning and embodies an expression. The illocutionary speech act is an act of doing something with a specific function and purpose. This is usually related to saying thanks, ordering, offering, giving permission, and so on. It contains meaning and the function or power of speech. An illocutionary speech act is not easy to identify, it has to do with who speaks to whom, when, the situation, and where the speech is made. An example of the speech is, "My feet are itchy." The speaker conveys not only to describe the condition of his feet that are feeling itchy but more than that. The speaker acts certain actions related to itchy. For example, taking painkillers, and others.

A perlocutionary speech act is an act of growing influence or effect on the speech partner. This act contains the power to do something by saying something. A perlocutionary speech act is more concerned with the result because this act is said to be successful if the speech partner does something related to the speaker's utterance. The rules or standards of language use in speech situations between two parties control these behaviors. A perlocutionary speech act is related to the presence of other people's words with the non-linguistic attitudes and behavior of

other people. An utterance uttered by someone often has a perlocutionary force or effect on those who hear it. This effect or influence can be intentionally or unintentionally created by the speaker (Leech, 1983).

An example of a perlocutionary speech act: "I have only a few drinks left." The utterance is uttered by the speech of the interlocutor. The illocutionary meaning is the utterance of the intention to convey that the speech of the interlocutor is to add more water. The perlocutionary effect is expected by the speaker so that the interlocutor adds more drink.

2.1.2 Illocutionary Speech Acts

Leech (1983) said that there are five types of illocutionary speech acts based on Searle (1979)'s categories:

- a. Representatives or assertive are speech acts that describe circumstances or events, such as stating, boasting, suggesting, reporting, claiming, and complaining.

Example: "Final Examination starts at eight o'clock sharp"

- b. Declarations are speech acts that can change the situation. These words change a person's status from ungraduated to graduate. This act includes dismissing, resigning, christening, naming, etc.

Example: "I hereby declare you passed"

- c. Expressive are speech acts used by speakers to express feelings and attitudes towards something. This includes thanking, congratulating, blaming, condoling, etc.

Example: "Congratulation, Dicky! You are a dad now."

- d. The communication style known as a directive is one in which the speaker wants to have an influence such that the conversation partner responds with ideas, requests, or commands. It includes ordering, requesting, commanding, advising, and recommending.

Example: “Could you open the door?”

- e. Commissives are speech forms that function to state something in the future, such as promises or threats. It includes offering, promising, and vowing.

Example: “I’ll pay your rent for this month.”

2.1.2.1 The Assertive Acts

Alston (2000) said that a speech act that requires the speaker with the truth of what they say is known as an assertive act. Meanwhile, Yule (1996) stated assertive as representative. He added that it is an act that states what the speaker believes to be the case or not. Searle and Vanderveken (1985) introduced thirty-two acts of assertives. Below are the acts.

a. Asserting

Searle and Vanderveken (1985) stated that asserting act is a primitive assertive. Which means the utterance is something they believe to be true and in accordance with reality. An example of utterance is below.

Michelle : “Don’t let me interrupt your date”
Rain : “**It’s not a date, Mom**”

(Hastuti et al., 2021)

b. Claiming

Claiming is an utterance that is used to claim something or wish with a little coercion. This utterance is connected to the notion of the speaker's right. An example of a statement is as follows.

Abu : "Yeah, yeah, and yeah."
 Aladdin : "Don't worry, Abu. **I'll never see her again.** I'm a street rat, remember, and there's a law. She's got to marry a prince, she deserves it."
 (Sembiring & Ambalegin, 2019)

c. Affirming

Affirming is a confirmation to the hearer about information that the speaker uttered, and the hearer cannot avoid the information. Searle and Vanderveken (1985) added that affirming is the opposite of denying which means leading the idea to make a positive assertion as opposed to a negative assertion. For example:

"The point is, to help ourselves we've got to help others — not pull up the drawbridge and try to keep the world out."(Lestari et al., 2022)

d. Stating

Stating is an utterance to put forward, explain, and convey information based on the understanding of the speaker and can be proven true. Stating something is connected to the notion of setting something forth or representing something normally for the benefit or edification of the hearer. An example of a statement is as follows.

"Right now, 92 million Americans are on the sidelines, outside the workforce, and not part of our economy." (Ramadhani et al., 2019)

e. Denying

Denying is an act to deny the proposition. Denying that one refuses to admit the truth or existence of. For example:

“I believe this, or **I would not be standing here before you, I would not have run again for president**, I would not deal with all the in-coming brickbats that are hurled my way if I did not in my heart believe with every fiber of my being that together we can build a future where, yes, love trumps hate.” (Thanh, 2022)

f. Disclaiming

Disclaiming is the illocutionary denegation of claiming act. In other words, disclaiming is a refusal to acknowledge. For example: “**The school disclaimed any responsibility for his death.**”

g. Assuring

Assuring is an act to convince the hearer to feel sure about what the speaker uttered. Searle and Vanderveken (1985) added, perlocutionary intention of this act, is to strengthen the illocutionary utterance and convince the hearer about the doubt of the truth of the utterance. For example:

“**That’s how we make sure that international rules are consistent with our values— including human rights.**” (Lestari et al., 2022)

h. Arguing

Searle and Vanderveken (1985) stated that arguing is an act that is always for or against a particular thesis. They added utterer against something by giving a reason. For example:

SOPHIA : “Well. I was thinking. Since I'm going to Italy already. **Maybe I could try doing a travel piece or something as a feature or.....**”

BOBBY : “I have writers that do travel features. You don't do travel features. You do fact checking.”
 SOPHIA : “Yeah. I know. I just. **I was thinking, I could try something new.**”

(Rohmah, 2020)

i. Rebutting

Rebutting is an act to against an argument and claim or prove that the argument is false. It presents contrary evidence. For example, “**She rebutted charges of acting for the convenience of his political friends.**”

j. Informing

Informing is an act to assert that the hearer does not know what is being informed. It is considered an assertive act because the utterance is expressed as something true. This act is essentially hearer-directed. It is addressed to the specific hearer. The example is below.

Local Guide : “**This temple was built in 11th century. You could imagine 11th century temple still exists until now, and this temple plays the important role for our irrigation system in this village.**”
 Tourists : “Wow, it is very old temple”

(Indrawati et al., 2021)

k. Notifying

While notifying, it is an act to assert the hearer with an additional mode of achievement that the hearer pays attention to. Notifying act is to assert to a hearer with the additional mode of achievement that the hearer is put on notice. The hearer might know the information and someone or the speaker notifies the hearer. This

act is essentially hearer-directed. It means that the hearer is the direct object. The example is below.

“But the main reason for the president that we witnessed together at the beginning of this program. At least, there are 4 that I want to highlight. Here are the reasons: Flooding, Traffic jam, Pollution, Ground leveling.” (Maulidiyah et al., 2021)

l. Reminding

Reminding is an act to assert the hearer with condition that the hearer might be forgotten things. The example is below.

Tourists : “Do we need put the offering there or just keep in our hand?”

Local Guide : **“Yes sir, first you need to step down and sit there and put the offering on the top of rock, and after that makes you hand to become one.”**

Tourist : “All right, thanks for remind me.”

(Indrawati et al., 2021)

m. Objecting

Objecting is an act that something has already been said, implied, or put forward that is incompatible with the propositional content with the inclusion of a preliminary condition. One may say that objecting is a way to show dissatisfaction with someone else's actions. For example, **“Residents objected that the volume of traffic disrupted the orderliness of the main roads.”**

n. Predicting

Predicting is an act to assert with the propositional content condition that the content is future concerning the time of the utterance and the additional preparatory condition that the speaker has evidence in support of the proposition.

For example:

“And that’s exactly why it’s always been young people like you that have brought about big change — because you don’t fear the future.”
(Lestari et al., 2022)

o. Reporting

Searle and Vanderveken (1985) explained that reporting act is an utterance to report something, or it can be about the past or present, but it cannot in general be about the future. An example of a statement is as follows.

I : “...how did you become a writer?”
R : “...**This was just after the first Gulf War so my particular school, Islamic school had been vandalized many times with ‘Go back home you wogs,’ ‘Terrorists’ spray-painted on the walls.**”
(Tania & Rohmah, 2022)

p. Retrodicting

Retrodicting is an act to assert a past proposition concerning the time of the utterance, based on present evidence. Retrodicting is the opposite of predicting. For example:

“I gave her a visit when I found out she wished to go to a Ball and then couldn’t go through with it. All she needed was a new face and a nice pair of shoes.” (Amelia et al., 2018)

q. Suggesting

Suggesting is an utterance to suggest the interlocutor be carried out and can be reconsidered. This act is essentially hearer-directed. It is addressed to the specific hearer. An example of a statement is as follows.

“If you want to change this country for the better, you better start participating.”(Lestari et al., 2022)

r. Insisting

Insisting is an act to assert or demand something, not accepting a refusal. This act is essentially hearer-directed. It is addressed to the specific hearer. For example:

“I insist on carrying my own problem.” (Searle, 1976)

s. Conjecturing

Conjecturing is an act to assert an opinion or conclusion formed based on incomplete information. At least, it has some slight evidence for the truth. This act is not essentially hearer-directed. It can conjecture without performing any overt speech act at all. For example, **“My colleagues conjecture about my private life.”**

t. Hypothesizing

Hypothesizing is an act that requires at least some evidence or other sort of reason. For instance, **“They hypothesize that the naturally high insulin levels result from a thrifty gene.”** This act is not essentially hearer-directed, indeed it can hypothesize without performing any overt speech act at all (Searle & Vanderveken, 1985).

u. Guessing

Guessing act aims to estimate or suppose without sufficient information to be sure of being correct. Guessing can just be an unfounded stab in the dark. For instance, **“He guesses the boys’ age to be 15 or 16.”** Guessing, like conjecturing and hypothesizing, is not essentially hearer-directed. It can guess without performing any overt speech act at all (Searle & Vanderveken, 1985).

v. **Swearing**

Swearing is an act to assert to the hearer that the speaker will do something commitment. This act refers to ways of confirming that the speaker is telling the truth. For instance, **“I swear, I would never tell anyone.”**

w. **Testifying**

Testifying is an act to assert in the capacity of being a witness and under an oath. This act is a special case of swearing. For instance, **“He testified against his own commander.”** The achievement needs something to strengthen the condition that the speaker has witnessed the events represented by his testimony.

x. **Admitting**

Admitting is an act to assert with the additional preparatory conditions that the state of affairs represented by the propositional content is bad and is in some way connected to the speaker. For example:

“I admit that my kitchen refrigerator door is open.” (Alston, 2000)

y. **Confessing**

Confessing is to admit the additional propositional content condition that the propositional content predicates the speaker’s responsibility for a certain state of affairs, and with the additional preparatory condition that the state of affairs is bad, usually very bad.

Capone : **“I confess, I stole the bubble-gum.”** (Alston, 2000)

z. Accusing

Accusing is to assert to someone with the propositional content condition that the propositional content predicates responsibility to some individual for the existence of a state of affairs and with the preparatory condition that this state of affairs is bad. An example of the utterance is below.

Mr. Smith : "I was working at the office all evening."
Mrs. Smith : "**You're lying.**"

(Alston, 2000)

aa. Blaming

The main difference between blaming and accusing appears to be that whereas blaming can be done privately in one's thoughts, accusing requires a public speech performance. For instance, "**I blame the engineer for the accident.**"

bb. Criticizing

Criticizing someone or something is an act to assert that a certain state of affairs has to do with him, or is bad while expressing disapproval of him or it. For instance, "**I criticized for defective workmanship.**"

cc. Praising

Praising someone or something is an act to assert that a certain state of affairs that has to do with him or it is good while express approval of him. For example:

Rain : "**Best jelly I ever had.**"
John : "its jam, it's made from fruit pulp."

(Hastuti et al., 2021)

dd. Complaining

Complaining speech is speech that expresses or reflects the suffering and hurt of a situation. The speech of complaining is used by speakers to express pain, and disappointment in the situation experienced by the speaker. An example of a statement is as follows.

Dr. Elyn : “You realize if you choose to go off your medication, you're likely to end up in an institution where they'll force you to stay on it.”
 Rain : **“I'm so sick of this.”**

(Hastuti et al., 2021)

ee. Boasting

Searle and Vanderveken (1985) said that boasting is an utterance to express pride. This act involves ego. For example:

“And the jewelry is very well showcased I feel like if I were a jewelry client, I'd be very happy with that.”(Putri et al., 2020)

ff. Lamenting

Lamenting is an act to express dissatisfaction and sadness. For instance,
“You lament his departure for nothing.”

2.1.2.2 The Functions of Assertive Acts

Leech (1983) divided the function of assertive acts into four functions; competitive, convivial, collaborative, and conflictive. The following is an explanation of each function of assertive acts:

a. Competitive

Utterance included in the competitive function is speech that is not polite, an utterance can be said to be discourteous. An utterance can be said to be impolite

if the utterance can be inconvenient, troublesome, and detrimental to the interlocutor. The goal of this function is to compete with social goals, such as ordering, commanding, asking, demanding, and begging. For example, borrowing something with a forceful tone, so here involves impoliteness. For instance, **“You’ll write to me, won’t you?”** (Mustakim & Weda, 2022).

b. Convivial

Convivial function is a person who is polite. Here, politeness takes the more positive form of seeking opportunities to be respectful. The goal of this function is in line with social goals. For example, offering, inviting, greeting, thanking, and congratulating. Convivial function is the opposite of competitive function. In the convivial function, the speech that is spoken is more polite to show the attitude of the speaker to the interlocutor. For instance, **“I’ll see you at dinner.”** (Mustakim & Weda, 2022).

c. Collaborative

The illocutionary purpose in the collaborative function is neutral or mediocre towards the speaker's social purpose in expressing the utterance is intended to stating, reporting, informing, and instructing the interlocutor. The collaborative function is an utterance that does not involve politeness because in this function politeness is irrelevant and mediocre. For instance, **“Cedric. Your dad loves you so much.”** (Mustakim & Weda, 2022).

d. Conflictive

Conflictive functions are planned to cause violations because the goals of the conflictive functions are contrary to social goals. For example, threatening,

accusing, cursing, and reprimanding. This function is supposed to provoke violation or offense and also contains no politeness. For instance, “**And then– when we caught her– I wanted to kill her**” (Mustakim & Weda, 2022).

2.2 Previous Studies

One research about speech acts was examined by Izar et al. (2020). The purpose of this research was to investigate the types of assertive acts based on Searle’s classification. This study also investigated the function of assertive acts. The data source of this study is a talk show TV program, which was taken from social media. The result of this research showed 23 utterances. Telling with 11 utterances became the most uttered, following 6 utterances of state, and 3 utterances of each suggest and boast.

The next previous study was examined by Rohmah (2020). This research focused on assertive illocutionary acts. This research used Letters to Juliet movie as a data source. The research used Searle’s theory to analyze the data. The result of her study found seven diverse types of assertive acts from 174 data were found. The types of assertive acts he found were asserting, reporting, explaining, arguing, complaining, informing, and retelling. Reporting was the most frequently uttered with 75 data, following arguing with 52 data, explaining with 18 data, retelling with 8 data, complaining with 7 data, and the least uttered was informing with only 2 data.

Assertive acts are also conducted by Uspayanti (2020). This study focused on analyzing assertive and expressive acts that are uttered by speakers, which were English Teachers, and the implication of the teaching and learning process. The

data source of this study was the utterances of two English teachers in Senior High School 1 Pinrang. This study used Searle's theory. The results of this study were, the first teacher used assertive acts with functions, asserting, explaining, informing, and concluding. For expressive acts with functions, apologizing, greeting, and pleasure. Meanwhile, the second teacher used assertive acts with functions, informing, giving, and asserting. For expressive acts with functions, greeting, taking attention, apologizing, and thanking. Furthermore, the result implication of this study was, in the teaching-learning process, students can understand the teacher's explanation and use English well.

Valerian and Sujana (2021) investigated utterances of illocutionary acts in one of the characters in the movie, *I am Not Ashamed* movie. This study aimed to identify and analyze the types of assertive and the function as well, that was uttered in the movie based on Searle's theory. This study only investigated four illocutionary acts, except declarative. The result of this study found 240 data, which were representative with 123 data, following directive with 35 data, expressive with 58 data, and commissive with 24 data.

The next previous study was analyzed by Saputri et al. (2021). This research had a similarity with the present study. Researchers used Searle's theory to analyze types of illocutionary and used Leech (1983)'s functions classification to analyze the role of illocutionary acts that are found in data sources. Researchers used Melati and Isabel Wijsen's utterances. This data was taken from the internet. The result of this research found 64 data of illocutionary acts, which were assertive with 50 data and became the most uttered in the speech, following commissive, directive, and

expressive with 8 data each, and the researcher did not find that contain declarative act. Meanwhile, the function of this research found 3 functions, which were competitive, convivial, and collaborative.

Tania and Rohmah (2022) analyzed assertive acts. The purpose of this research was analyzing the types of assertive acts, based on Searle's theory and Kreidlr's classifications to analyze the data. What distinguishes it from the previous research above is the data source. The researcher took data from "PRC Live in Conversation" in social media and decided to take utterances of Randa Abdel-Fattah's responses who was a guest speaker. The result of the study found seven types of assertive acts. The most uttered were telling, following reporting, showing something, describing, explaining, agreeing, and suggesting.

The last previous study was conducted by Lestari et al. (2022). The purpose of this study was to analyze speech acts. This research was also focused on assertive acts. Certainly, using Searle's theory to analyze the utterances. The data source used is the difference between previous research and present research. The researcher analyzed utterances of the speech of Barrack Obama as the data source. The result found eight assertive acts which are suggesting with 9 data as the most uttered, following stating with 8 data, asserting with 7 data, describing with 4 data, predicting with 4 data, assuring, and implying with 2 data each and became the least uttered in the movie.

From all the previous studies above, it can be concluded that there are some differences between the previous and present studies. Previous studies mostly used talk shows, reality shows, and movies less used as data sources. Most previous

studies analyze assertive acts as the purpose of the research. The fewest researchers added their research objectives to analyze other illocutions and their functions. However, the similarity is the theory used. All previous studies used Searle's theory. In addition, the present research added Leech's theory to analyze the function of illocutionary acts to complete the objectives of this research.

2.3 Theoretical Framework

This research begins by using a pragmatic approach based on Yule's understanding, then leads to Searle's speech acts theory. The theory of speech acts is divided into 3 parts; locutionary, illocutionary and perlocutionary. This research only focused on a more specific part, namely illocutionary acts. These illocutionary acts are divided into 2 branches which become the formulation of the problem, namely the acts of assertive and the function of illocutionary acts. The first formulation of the problem is the acts of assertive, one of the illocutionary acts, based on the theory of Searle and Vandervaken. The assertive acts are divided into thirty-two acts. The second branch is the functions of assertive. Based on Leech's theory, the function of illocutionary is divided into four functions, competitive, convivial, conflictive, and collaborative. The two formulations of the problem are applied to the data in the form of utterances contained in Spider-man: No Way Home movie as the data source. Therefore, the researcher provides the figure of the theoretical framework as an overview below:

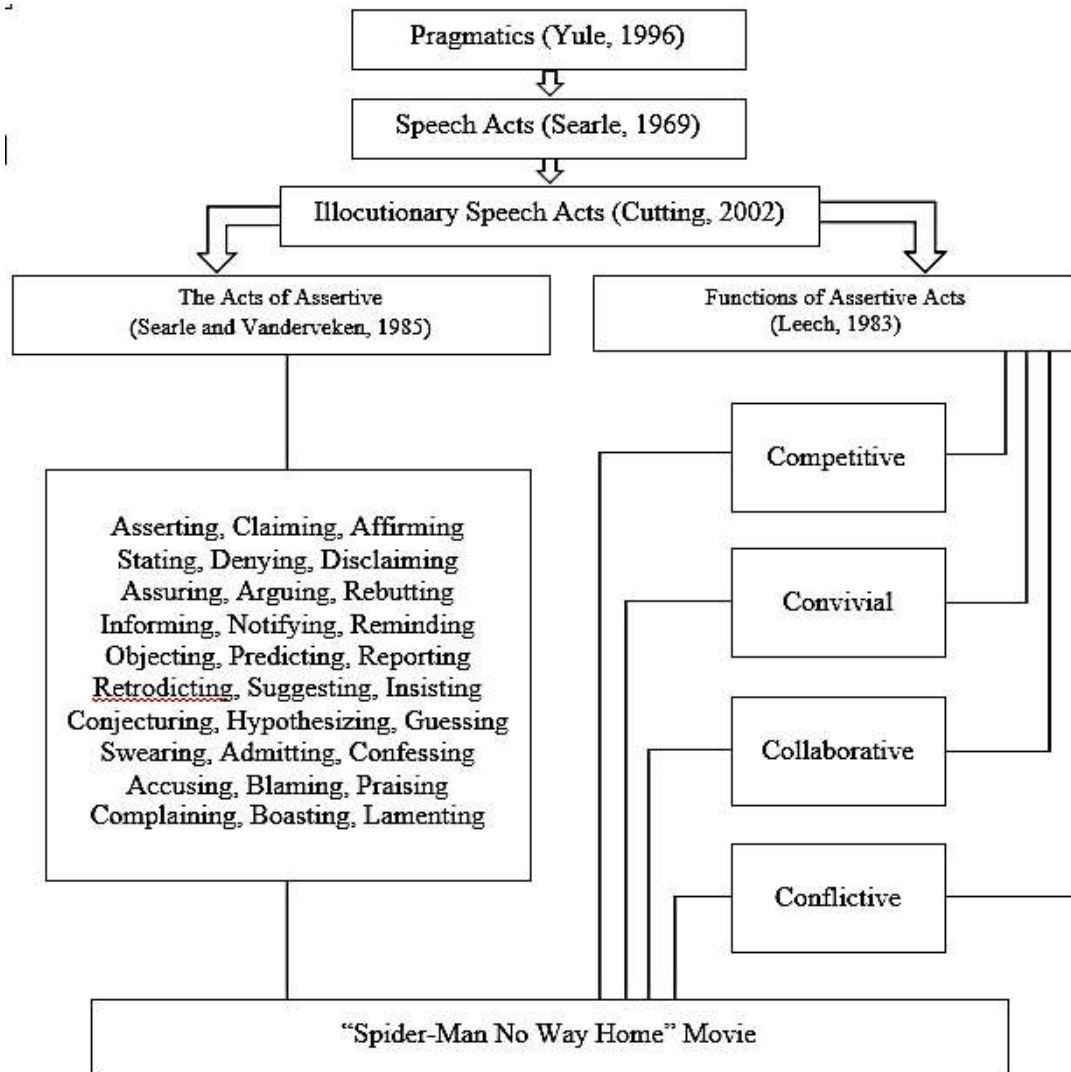


Figure 2. 1 Theoretical Framework