

CHAPTER II

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

The theories discussed in this chapter are those which support the understanding of the problem formulated in the previous chapter. This chapter will review about theory concept, previous study, and theoretical framework.

2.1. Pragmatics

In linguistics, there are many branches of linguistics, such as semantics, syntax, and pragmatics. There is a great difference among semantics, syntax, and pragmatics. Semantics is the study of literal meaning. The syntax is the study of the structure of phrases, clauses, and sentences. Unlike semantics, pragmatics is the study of implied meaning.

“Pragmatic is the study of ‘invisible’ meaning, or how we recognize what is meant even when it isn’t actually said or written” (Yule, 2006:112). It means that the study of pragmatic is focused on implicature or implied meaning, and also “implicature is a component of speaker meaning that constitutes an aspect of what is meant in a speaker’s utterance without being part of what is said” (Horn & Ward, 2008:3). The study of pragmatic also focuses on the context of the conversation, because with a different context, an utterance will also have a different meaning. In every conversation, people will want to have a good conversation and to have a good conversation people must cooperate with each other. From this phenomenon,

Paul Grice a British philosopher of language, come up with a theory called the cooperative principle.

2.1.1. Cooperative Principle

“The basic idea behind the Cooperative Principle (CP) is that interlocutors, above all else, are attempting to be cooperative in conversation” (Birner, 2013:41). It means that speakers want to be cooperative when they start a conversation and to be cooperative they need to use the maxims of conversation. The Cooperative Principle consists of four maxims of conversation: the maxim of quantity, the maxim of quality, the maxim of relation, and the maxim of manner.

2.1.1.1. Maxim of Quantity

The first is the maxim of quantity. The main point of this maxim is the amount of information given by the speaker to the hearer. This maxim has two submaxims, they are:

1. Make your contribution as informative as is required
2. Do not make your contribution more informative than is required.

2.1.1.2. Maxim of Quality

Maxim of Quality is trying to make your contribution one that is true or it means to always tell the truth. Maxim of quality also have two submaxims, they are:

1. Do not say what you believe to be false.
2. Do not say that for which you lack evidence.

2.1.1.3. Maxim of Relation

Maxim of Relation is to always say only what is relevant and to answer accordingly to the question that has been asked.

2.1.1.4. Maxim of Manner

Maxim of Manner is always to be perspicuous or always expressed something clearly and easily understood. Maxim of Manner also have four submaxims, they are:

1. Avoid obscurity of expression.
2. Avoid ambiguity.
3. Be brief or avoid unnecessary prolixity.
4. Be orderly.

2.1.2. Neo-Gricean Theory by Laurence R Horn

Neo-Gricean theory is a theory that was made by Laurence R Horn and Levinson to improve the Gricean formulation of conversational maxim. Even though Horn and Levinson made the same theory, both expert are displaying different principles for their theory. For Horn's theory, Horn combines the Gricean maxims into two principles while Levinson combines the Gricean maxims into three heuristics. In this research, the researcher will only use Horn's theory.

Laurence R Horn made a Neo-Gricean theory which combines some of the Grice's maxims into two principles, the Q and R principle. The Q principle takes the first submaxim of quantity, while the R principle combines the Grice's second submaxim of quantity, the maxim of relation, and the maxim of manner. When the three maxims become two principles in neo-Gricean theory, the Q principle will demand the speakers to say as much as they can, while the R principle forces the speakers to say no more than they must. Most of the utterances that have scalar implicature are on the case of Q principle.

2.1.2.1. Q-principle

“The Q-Principle maps onto Grice’s first submaxim of Quantity” (Birner, 2013:78). It means that the Q-Principle take the first submaxim of quantity, which is “*make your contribution as informative as is required*” and turn it into “*say as much as you can*”. For example, I love most Beatles songs. +> I don't love all Beatles songs.

2.1.2.2. R-Principle

“The R-Principle subsumes Grice’s second submaxim of Quantity, the maxim of relation, and the maxim of manner” (Birner, 2013:78). It means that the R-Principle combines the submaxim of Quantity, which is “*Do not make your contribution more informative than is required*” with the maxim of relation and the maxim of manner and turned it into “*Say no more than you must*”. For example, I

need a drink, in America, it could mean *I need an alcoholic drink* and in a different situation, it could mean that I just need a drink because of thirsty.

2.1.3. Function of General

There are some functions that can be found on utterances to determine why the speakers utter the utterances for. According to Yule (1996), there are five types of general functions on utterances that are performed by speech acts: declarations, representatives, expressives, directives, and commissives (53). It means that there are five general functions that can be used by the researcher to analyze this research.

2.1.3.1. Declarations

“Declarations are those kinds of speech act that change the world via utterances” (Yule & Stalnaker, 1996:53). It means that declarations affect an immediate change of affairs, for example, “*Priest: I now pronounce you husband and wife*”. In the example, there is a change of event that happens to the couple, which they are now a husband and wife after marriage.

2.1.3.2. Representatives

“Representatives are those kind of speech act that state what the speakers believe to be the case or not.” (Yule & Stalnaker, 1996:53). It means that representatives commit a speaker to represent the world as what they believe it is, for example, “*I am a great singer*”. In this example, the speaker believes that he or

she is a great singer, but maybe not other people. The representatives can be statements of fact, assertions, conclusions, and descriptions.

2.1.3.3. Expressives

“Expressives are those kind of speech acts that state what the speaker feels.” (Yule & Stalnaker, 1996:53). It means that expressives are kinds of utterances that express some sort psychological states and they are about the speaker's experience. The expressives can be a statement of pleasure, pain, likes, dislikes, joy, or sorrow. For example, “*I’m really sorry!*”, in this example, the speaker expresses the feel of guilty to the hearer and he or she is sorry about that.

2.1.3.4. Directives

“Directives are those kinds of speech acts that speakers use to get someone else to do something” (Yule & Stalnaker, 1996:54). It means that directives are used by the speaker to command someone or the hearer to do something for the speaker. The directives can be a statement of commands, orders, requests, suggestions, and also the statement can be either positive or negative. For example, “*could you lend me a pen, please*”, in this example, the speaker is giving a request to borrow a pen in a positive way to the hearer.

2.1.3.5. Commissives

“Commissives are those kinds of speech acts that speakers use to commit themselves to some future action.” (Yule & Stalnaker, 1996:54). It means that

commissive commit the speaker to express what they intend to do. The commissive can be a statement of promises, threats, refusals, and pledge. For example, *"I'll be back"*, in this statement, the speaker is going back later on in the future after going away for awhile.

2.1.4. Contextual Meaning

"Contextual meaning are not derived from prototypical or basic meaning. Rather, it is the other way around: what we take intuitively to be basic meaning are simply defaults for situations with minimum context. These defaults are not a basis for constructing the more elaborate meaning, rather they are special cases under special conditions" (Horn & Ward, 2008:668-669).

Contextual meaning is the meaning of the word according to the situations in which they are used. Different contexts will give a different meaning. On the other hand, in the particular situations, the sentences will be equal in meaning. In addition, contextual meaning is also defined as the information signaled the kind of use a linguistic unit has in its social context (Crystal, 1997:109).

It can be said that contextual meaning has meaning according to the text. It involves the function of a word in sentence formation since the different arrangement of the same word can convey different context. From the explanation above, the writer concludes that the contextual meaning is the meaning of the words according to the situation in which they are used. A different situation may give different meaning in a sentence.

2.2. Previous Research

For this research, the researcher is using neo-Gricean pragmatic theory by Laurence R Horn, but instead of displaying Horn's neo-Gricean pragmatic theory for the previous research, the researcher will display the previous research that use Levinson's neo-Gricean pragmatic theory, because the researcher has not found any research that use Horn's neo-Gricean pragmatic theory.

The first research was conducted by Mahide Demirci and the title of this research is "Acquisition of binding of English reflexives by Turkish L2 learners: A Neo-Gricean pragmatic account". This research explores the acquisition of the binding of English reflexives by adult Turkish speaker, and focuses on how the knowledge of reflexive binding interacts with pragmatic knowledge in the acquisition process. The data of the research comes from the results of an experiment which examined the interpretation of English reflexives by adult native Turkish speaker at five different proficiency levels. The subjects for the experiment in this research were 170 Turkish native speakers, 25 control group of English native speaker, and another 25 control group of Turkish native speakers. The Turkish native speakers were full-time undergraduate students in an English department at a university in Turkey. The method of collecting the data in this research is experiment. This research also uses the Neo-Gricean pragmatic theory by Levinson to further analyze the data. In conclusion for this research, the Turkish learners often use the I-principle from neo-Gricean pragmatic theory by Levinson in order to select the antecedent which fits their world knowledge in the best way (Demirci, 2001).

The second research was conducted by Michael Chiou, and Yan Huang. The title of the research is “NP-anaphora in Modern Greek: A partial neo-Gricean pragmatic approach”. This research is about analyzing NP-anaphora in modern Greek with neo-Gricean pragmatic approach by Levinson and the revised version by Huang. The findings of this study provide evidence for an account of NP-anaphora in terms of interaction and the division of labour between syntax and pragmatic (Chiou & Huang, 2010).

The third research was conducted by Sarah E. Blackwell, and the title of the research is “Anaphora interpretations in Spanish utterances and the neo-Gricean pragmatic theory”. This research is to test the viability of one of Levinson’s neo-Gricean principles and predictions arising from this principle with regard to the interpretation of non-clitic reflexives versus pronouns when used in the same linguistic environment in Spanish utterances. The subjects of this research were 105 native Spanish speakers. The method of this research is experiment with twenty-three sets of contrasting utterances (Blackwell, 2000).

The fourth research was conducted by Francis Cornish and the title of the research is “How indexicals function in texts: Discourse, text, and one neo-Gricean account of indexical reference”. In this previous research, the researcher compares a variety of noun-clause-bound types of indexical expression in English across texts of different genres, but the more major goal in this research is to assess the extent to which one neo-Gricean approach to indexical reference is able to account for the data presented in an insightful way; or whether specifically discourse-structural

properties and constructs are required to complement or even supersede such an account.

The fifth research was conducted by Yan Huang and the title of the research is “Lexical cloning in English: A neo-Gricean lexical pragmatic analysis. In this research, the researcher is interested in a phenomenon called lexical cloning, formally known as ‘contrastive focus reduplication’, which sometimes occurs in a variety of Englishes including American, Australian, British, Canadian, New Zealand, and South African English, but it is most widely used in American English. The researcher uses neo-Gricean lexical pragmatic to analyze the language phenomenon.

From all of the five previous research, it can be concluded that all of the research are using the neo-Gricean pragmatic theory by Levinson, and with that, also show the difference between this research with all of the previous research. The difference is that this research is using neo-Gricean pragmatic by Laurence R Horn, which consists only two principles, Q and R principles. The researcher also uses the general functions theory to find the purposes of every utterances that use Horn’s principle.

2.3. Theoretical Framework

The following is the theoretical framework of this research:

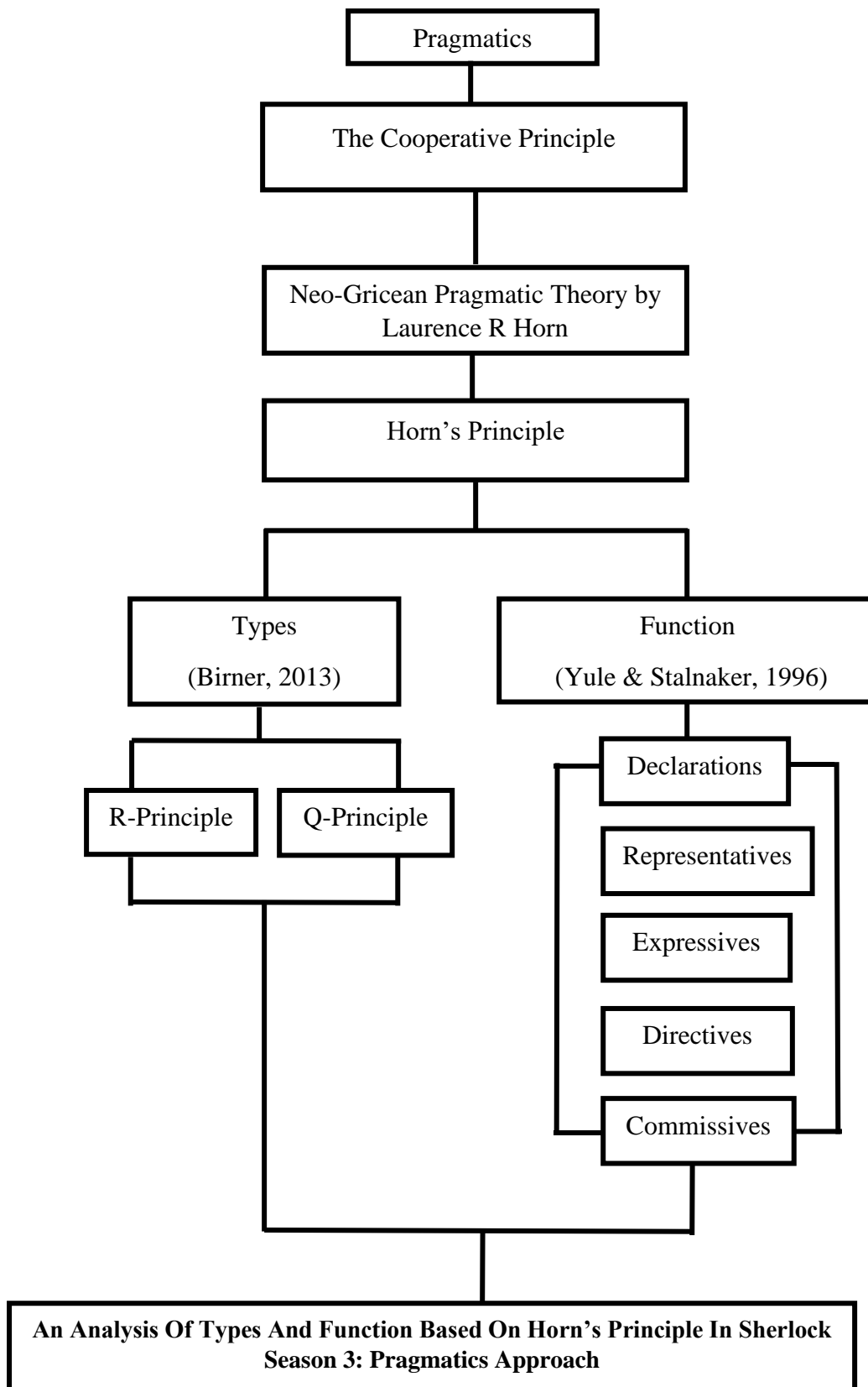


Figure 2. 1 Theoretical Framework

In this theoretical framework, it can be seen that the root of this research come from pragmatic theory. From pragmatic theory comes down to the cooperative principle that was created by Paul Grice which introduces the maxims of conversation. The maxims consist of four maxims; maxim of quality, quantity, relation, and manner. The neo-Gricean theory by Laurence R Horn was created from three maxims of conversation which are the maxim of quantity, relation, and manner. Horn converted the three maxims into two principles which are the Q and R principle. For this research, the writers would like to analyze using Horn's principle to determine the types of principle in TV series Sherlock, and the writers also would like to find out the general function of the utterances that occurred in Sherlock. Then, the writers would also state the contextual meaning of every utterance that has the Horn's principle.