CHAPTER II

REVIEW OF RELATED LITERATURE AND THEORETICAL

FRAMEWORK

In this research, this part will explain the review of related literature and theoretical framework. The researcher takes some theory and concept which have relationship to this research and also it will help to analyze the problem.

2.1 Pragmatics

Therefore movies are closely related to contextual meaning for understand the message to the hearer and contextual meaning is a material learning in pragmatics. In other word, contextual meaning is on pragmatics study. This contextual meaning is related to Pragmatics theory. From the phenomenon that found in the movie *"The Lord of the Rings: The Return of the King (2003)"*, it has a relation with pragmatics theory.

According to Levinson (1983: 6) Pragmatics is one of those words *(societal* and *cognitive* are others) that give the impression that something quite specific and technical is being talked about when often in fact it has no clear meaning.

Binner (2013: 5) states pragmatics is closely related to the field of discourse analysis. Whereas morphology restricts its purview to the individual word, and syntax focuses on individual sentences, discourse analysis studies strings of sentences produced in a connected discourse. Because pragmatics concentrates on

the use of language in context, and the surrounding discourse is part of the context, the concerns of the two fields overlap significantly.

From the explanation above, pragmatics is a subfield of linguistics and semiotics that studies the ways in which context contributes to meaning. Pragmatics encompasses speech act theory, conversational implicature, talk in interaction and other approaches to language behavior in philosophy, sociology, linguistics and anthropology. Unlike semantics, which examines meaning that is conventional or "coded" in a given language, pragmatics studies how the transmission of meaning depends not only on structural and linguistic knowledge (grammar, lexicon, etc.) of the speaker and listener, but also on the context of the utterance, any pre-existing knowledge about those involved, the inferred intent of the speaker, and other factors. In this respect, pragmatics explains how language users are able to overcome apparent ambiguity, since meaning relies on the manner, place, time, etc of an utterance.

2.2   Contextual Meaning

Binner (2013: 2) states pragmatics cannot be separated from context. Context and pragmatics are like fish with water. Fish cannot live without water; otherwise water function is not very perfect if there is no fish swimming and lives in it. It means that if the talk is pragmatic it must be discussed also context. For example:

1. Mother   : The water is boiling, my son?

    Child   : Coffee or tea mom?

For example in the above (1) above if examined the form only, the result becomes less obvious. This occurs because the child's speech should be an answer, but comes up is in the question. The answers that should be said the child such as "yes, mom, I turn the stove off. From this example, the use of language everyday is strongly influenced by context. Thus the context will affect the language spoken by the speaker.

Context began to develop in the 1970s. Linguists begin to realize the importance of context in interpreting sentences. To know the context is a good idea to start with the pragmatic limits. This is considered necessary because it is pragmatic cannot separated by context. In addition, context greatly influences the form of language spoken by speakers.

The first pragmatic definition according to Levinson (1983: 21) pragmatics is the study of the relationship between language and context that is the basis of an account of language understanding. "Pragmatics is the study of the relationship between language and context as the basis of consideration for understand the language. "From the above limitation it is clear that the pragmatic must indeed study the language and context simultaneously (inseparably), to understand the meaning in its entirety. If there is a question 'what is the pragmatic study, the context is ignored?' The answer must be not, because if it were done, then the study could no longer be called a pragmatic study, but a structural study of language, not pragmatically.

It seems that this limitation is enough to be an introduction to further discussion of the context. To be clear what context is meant, here are some

opinions quoted from several different sources. The inner context (a discourse) of pragmatics is basically an extra lingual characteristic that should not be underestimated, for it can complement the meaning of a speech, or written speech. Notice the following dialogue:

Professor : how many Vera last night '?

Vera : Rp350.000, 00 Sir, but guaranteed you will be satisfied.

Dialogue above the physical context is not clear where, therefore the dialogue cannot provide enough information for the reader, but certainly both have understood the intentions of questions and answers. It is mutual understanding between them because both of them are in the same physical context. Therefore both the questions and the answers do not need to be long-termed because they already understand each other, although only with questions and answers that are lingual considered inadequate. The physical context, the Professor will attend the seminar. In front of a hotel , Vera is the receptionist. So, it can be ascertained, that something that is asked is room, and something worth Rp.350.000, 00 is the price of the room, but if that asked a young man, and the question was asked in place of prostitution for example, it can be ascertained the meaning of the above dialogue will be different.

That is one of the causes of the context to be so important to be involved in a speech. According to Monica Crabtree (1991: 233) pragmatics: Meaning and Context in The Language Files affirms, to fully understand the meaning of a sentence, we must also understand the context in which it was uttered. A similar statement is expressed by Johns (1997) in Safnil (2000). He explains, that: context

refers not only to the linguistic environment where a text exists, such as a textbook, a novel or a journal, but also to nonlinguistic or non-textual elements that contribute to the situations in which the production and comprehension of the text are accomplished. Context is one of those notions which is used in the linguistics literature, but to which is difficult to give a precise definition.

In addition, Jacob L. Mey (1993: 38) in Kleinke (2012) states pragmatics an Introduction defines the context: the surroundings, in the widest sense that enable the linguistic expressions of their interaction intelligible. From their assumption the conclusion of context is an environmental situation, in a broad sense that allows participants (participants) to interact in the communication process, and make their linguistic expressions in interaction understandable. Context can mean anything that exists from the social structure as a whole, both direct (related to) the social situation, as well as the direct (relating to) textual environment of the text.

Furthermore according to Levinson (1983) asserts pragmatics that the context includes only some of the basic parameters of the context of utterance, including participants, identity, role and location, assumptions about what to do, the place of an utterance within a sequence of turns at talking, and so on. It means the context only includes some basic parameters of the speech context, including participants, identities, roles and locations, assumptions about what participants know or take for granted, where a speech in alternating speech sequences, and so on. It can be con conclude, context is one component in speech situations and context is defined as aspects related to the physical and social environment of a

speech. In this definition it also adds that the context is as a background knowledge shared by speakers and speakers, and this context will help the speaker interpret or understand the speaker's intent.

In addition, Subroto (2008: 511) in Ferrin, Snidaro, & Foresti (2011) states summed up the notion of context in pragmatics (especially socio pragmatics) as follows:

(a) Context is something that is dynamic, not something static.

(b) The context is about things and things where and when they occur.

(c) The context relates to the interaction between the speaker and the speech partner concerning the variable of power, social status, social distance, age, and sex.

(d) The context also relates to the psychological condition of the speaker and the speech partner during the interaction process and the motive of the speech.

(e) Context also concerns presuppositions, background knowledge, schemata, implicature (links to expulsions).

(f) Included in the physical context is the color of the voice and the tone of the voice of the participants.

The above opinion described in the following illustration example: In a household lived both husband and wife who are old enough. One morning it seems that the husband wakes up rather late. When he woke up, he saw the light was bright. He asked the wife who swept outside, "What time is Mother?" His wife replied: "It's you sir, the paper came."

This dialogue shows the context:

a) The psychological condition of the husband who is shocked by the brightness of the situation, he remembers having to enter the office,

b) He knows that the house is alone with his wife, so he asks the wife,

c) Direct and literary, but declared the newspaper has come.

The last context is a presupposition that the household is a newspaper budget and the newspapers usually arrive around 6.30. With the wife's answer (as an expeditor) the husband can already draw his own conclusion (implicature). From the above limitations it becomes clear that the importance of the context in the pragmatic study.

2.2.1 Context Types

According to Monica (1991) in SYAHRIL (2017: 25) there are several types of context:

2.2.1.1 Physical Context

Physical context is objects that are surrounding the communication, place and time of the communication, what is going on around, etc. physical context refers to the setting of conversation, such as library, football field, or bedroom and pointing something. This encompasses what is physically present around the speakers/hearers at the time of communication.

For example:

a. *I want **that** book.*
   (Accompanied by pointing)
b. *Be **here** at 9:00 **tonight**.*
   (Place / time reference)

2.2.1.2 Linguistic Context

Linguistic context is what has been said before in the conversation. The "history" of things said so far. The information that has already been shared in the discussion is known as linguistic context, including all antecedents, topics of conversation, and intonations. A sarcastic, sad, or joking tone of voice can easily change the meaning of the sentence.

For example:

a. *I can't believe you **said that**!*
b. *If my mom heard you talk **like that**, she'd wash your mouth out with soap!*

2.2.1.3 Social Context

Social context means the social relationship of the people involved in communication. A man will burden his voice when communicating with the woman he likes in order to attract the attention of the woman. Members of a squad sharing their summer vacation pictures, a lecturer showing a documentary to his or her students, and couples watching a romantic drama in theatre are all examples of different social contexts.

For example:

a. *Mr. President, stop bugging me and go home.*
 (You can't talk like this to the President.)
b. *I do hereby humbly request that you might endeavor to telephone me with news of your arrival at your domicile when such arrival occurs.*
 (A bizarre sentence if said to a friend instead of *call me when you get home*".)
 Note: commonly used to mark a sentence that is inappropriate for a given context.

2.2.1.4 Epistemic Context

Epistemic context means what is known by both the speaker and hearer. Epistemic from Greek episteme (knowledge), epi + histanai (to place, determine) Cf. system, stem, steed, arrest, instant, understand, static, prostitute, insist, ecstasy.

The same opinion states that the epistemic context referring to the background knowledge (or world knowledge) of a communication, which may be necessary for understanding, but logically speaking can of course be shared on partly by producer and recipient (Hrisztova-Gotthardt and Melita).

In an important sense, linguistic, physical and social aspects of context are all subsumed by epistemic context, in that they are part of the speaker's and hearer's knowledge of a vast range of factors that play a role in the interpretation utterances. Briefly, an epistemic context refers to the background knowledge shared by a speaker and his or her audience.

For example:

> Oscar : What did you think of the exhibition in *The Riverside* last night?
> Felix : The number of pieces on display was greater this year

From the conversation above, Oscar and Felix must both have shared world and conversational knowledge (epistemic context) in order to participate in the exchange. They must know, for example that *The Riverside* is the name of an arts center in town.

This is the second example of the physical context, linguistic context, social context, and epistemic context. The situation in the conversation, think about the discussion of the library scene in Language Files. Two people come into

a library and they are talking really loud. They sit at your table and continue their babbling. So, you look up at them and say:

Lauren : "Excuse me, could you please speak up a bit more?
I missed what you said."
Karin : Oh, ok.

What do we know pragmatically about Lauren utterance? What contributes to our understanding of why it's literal meaning (the sentence of please speak up) departs so much from what its intended meaning is (example: shut up!)

Consider some of the contextual properties of the utterance.

- *Physical*: the conversation occurs in a library

- *Epistemic*: libraries are quiet places

- *Linguistic*: sarcastic tone of voice (intonation cues are linguistic)

- *Social context*: you have the right to ask someone to be quiet in a place where people are supposed to be quiet, especially if their rule-breaking is injurious to the needs of others, which overrides the social norm of not giving orders to total strangers.

Contextual knowledge allows for the hearer to comprehend that the intended meaning is distinct from the literal meaning. With any luck, they'll even tone it down. Besides understanding broad notions of how context is important, pragmatics also examines the kinds of Speech Acts that people employ when they speak.

2.3 Previous Study

There are have previous research that already analyzed by context meaning. The first is in journal *"Ideology and the text-in-context relation"* by

Lukin (2017). In this research, while aspects of Halliday's theory have been adopted for the study of ideology in discourse - in particular via Critical Discourse Analysis - these applications of his ideas have not attempted to bring the full weight of Halliday's model to the problem of understanding the phenomenon and practical manifestation of ideology. The act of analyzing ideology is, therefore, ideological, a conundrum known as 'Mannheim's paradox'. This paradox, rather than hindering the study of ideology, invites the researcher to work explicitly with the concepts in one's theoretical model, and to test their usefulness in producing robust and revealing descriptions of the ideologies that shape human experience and behavior.

This paper explores ideology in the context of the 'architecture' of human language, that is, with reference to key concepts in Halliday's theory, including realization/stratification, instantiation, register and context of situation and of culture. I argue that while ideology is permeable with respect to register - the same ideology can be expressed across a variety of contexts - the concepts of context and register are crucial to showing the affordances of particular registers to the dissemination of specific ideologies. I illustrate this claim by analyzing one text with respect to its context of situation (drawing on Hasan's context networks) and its context of culture. I consider how the text, as an instance of a particular register, is an ideal host for ideological meanings that legitimate organized violence in the pursuit of geopolitical power.

The second is in the journal *"Contextual anomaly detection framework for big sensor data"* by Hayes & Capretz (2015). The ability to detect and process

anomalies for Big Data in real-time is a difsficult task. The volume and velocity of the data within many systems makes it difficult for typical algorithms to scale and retain their real-time characteristics. The pervasiveness of data combined with the problem that many existing algorithms only consider the content of the data source; e.g. a sensor reading itself without concern for its context, leaves room for potential improvement. The proposed work defines a contextual anomaly detection framework. It is composed of two distinct steps: content detection and context detection.

The content detector is used to determine anomalies in real-time, while possibly, and likely, identifying false positives. The context detector is used to prune the output of the content detector, identifying those anomalies which are considered both content and contextually anomalous. The context detector utilizes the concept of profiles, which are groups of similarly grouped data points generated by a multivariate clustering algorithm. The research has been evaluated against two real-world sensor datasets provided by a local company in Brampton, Canada. Additionally, the framework has been evaluated against the open-source Dodgers dataset, available at the UCI machine learning repository, and against the R statistical toolbox.

The third is in journal *"Towards a paradigmatic description of context: systems, metafunctions, and semantics"* by Hasan (2014). In this research, this article hopes to make a contribution to the growing body of work on the paradigmatic description of context of situation. Having considered the limited achievements of earlier work on context, I offer a fairly detailed account of what

is entailed in producing a consistent and precise description of a linguistic category by using the principles and methods of the paradigmatic mode of description devised by the systemic functional linguistics.

The fourth is in journal *"Contextual Factors in Guessing Word Meaning from Context in a Foreign Language"* by Çetinavcı (2014). In this research guessing word meaning from context is one of the most favored vocabularies learning strategies among second language learners Paribakht & Wesche (1999). While inferring the meaning of an unfamiliar word, language learners use different types of clues including contextual ones Paribakht & Wesche (1999). The purpose of this study is to investigate whether Turkish EFL learners use contextual clues in guessing process or not. A vocabulary guessing test was administered to the subjects who were the students attending prep classes at the School of Foreign Languages of Uludag University. The results showed that unknown words in a rich context were guessed more successfully than unknown words presented in a poor context.

The fifth is in journal *"Equal but different: a contextual analysis of duplicated videos on YouTube"* by Rodrigues, Benevenuto, Almeida, Almeida, & Gonçalves (2010). In their research, videos have become a predominant part of users' daily lives on the Web, especially with the emergence of online video sharing systems such as YouTube. Since users can independently share videos in these systems, some videos can be duplicates (example: identical or very similar videos). Despite having the same content, there are some potential context

differences in duplicates, for example, in their associated metadata (example: tags, title) and their popularity scores (example: number of views, comments).

Quantifying these differences is important to understand how users associate metadata to videos and to understand possible reasons that influence the popularity of videos, which is crucial for video information retrieval mechanisms, association of advertisements to videos, and performance issues related to the use of caches and content distribution networks (CDNs). This work presents a wide quantitative characterization of the context differences among identical contents. Using a large video sample collected from YouTube, we construct a dataset of duplicates. Our measurement analysis provides several interesting findings that can have implications for how videos should be retrieved in video sharing websites as well as for advertising systems that need to understand the role that users play when they create content in services such as YouTube.

2.4   Theoretical Framework
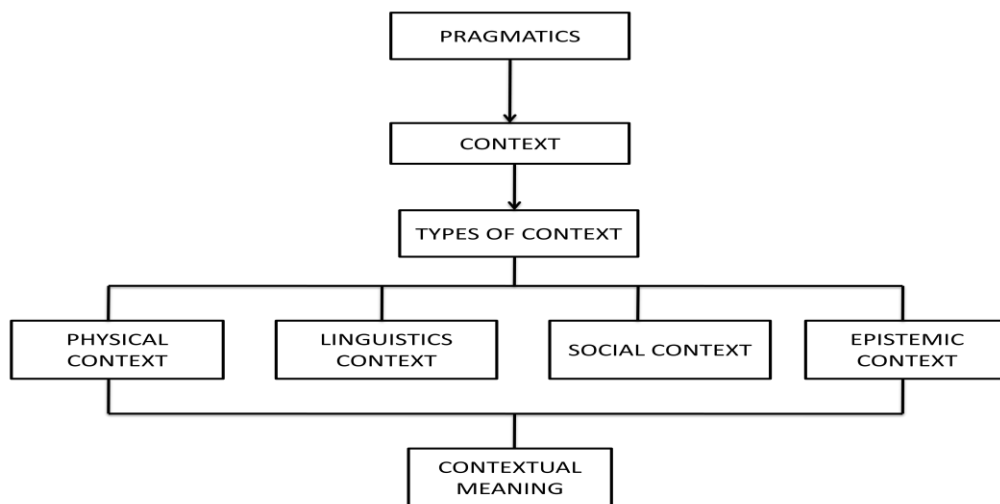
Figure 2.1 Theoretical Framework

Pragmatics is a subfield of linguistics and semiotics that studies the way in which context contributes to meaning. Pragmatics encompasses speech act theory, conversational implicature, talk in interaction and other approaches to language behavior in philosophy, sociology, linguistics and anthropology. The development of pragmatics is context. Then the context has types; physical context, linguistic context, social context, and epistemic context. And the researcher focus to analyze the types of context and understanding the meaning of utterances related to the context in movie "The Lord of the Rings: The Return of The King (2003)"