

CHAPTER II

REVIEW OF RELATED LITERATURES AND THEORETICAL FRAMEWORK

2.1 The Theory of Concept

2.1.1 Pragmatics

The first founder of pragmatics is Charles Morris who found it in 1938. After that, it was then developed by George Yule in the book Oxford University 1996. According to (Yule, 1996), pragmatics is concerned with the study of meaning as communicated by a speaker (researcher) and interpreted by a listener (reader). It has, consequently more to do with the analysis of what the people mean by their utterance than what the words of phrases in those utterances might be mean by their self. Another linguist who also defines pragmatics is Levinson's. According to Levinson in (Adeniji & Osunbade, 2014), pragmatics is the study of those relationships between language and context that are grammatical or encoded, in the structure of language.

In pragmatics, Levinson also discusses about context in line with two socio-linguists J. Lyons and Ochs. According to (Shen, 2012) said that the following features should include the participants knowledge of six aspects: i. Knowledge of role and status where role covers both the role of speech event as a speaker or hearer and the social role and status cover

nation of relative standing, ii. Knowledge of spatial and temporal location,
iii. Knowledge of formality level, iv.

Knowledge of the medium, v. Knowledge of appropriate subject matter, vi.
 Knowledge of appropriate province or domain determining the register of language.

2.1.2 Speech Act

Speech act theory was developed by philosopher John Austin in an attempt to explain how particular utterances operate within natural language. According to Austin in (Oishi, 2006), speech act is described in a relation among linguistic conventions correlated with words or sentences, the situation where the speaker actually, says something to the hearer, and associated intentions of the speaker was interested in how words seemed not only to provide information and facts, but also how these words seemed to carry action. Austin's notion of meaning of locutionary and illocutionary acts and the force in perlocutionary acts has been challenged by some in the fields of philosophy and semantics regarding reference, implicature, and truth conditions. According to (Austin, 1962), speech act can be divided into three types:

1. Locutionary Act

The Locutionary Act is the utterance of a sentence with determinates sense and preference. For example: "She has just made some tea". This sentence is meant to inform addressee that he has made tea without any attention to perform an act or to influence the addressee. The point of the example above is "she" as subject, "made"

as predicate, and “some tea” as object. This speech act only expresses language, understanding the intention of the speaker is not needed.

2. Illocutionary Act

This act is the making of statement, offer, and promise, in uttering a sentence by virtue of the conventional force associated with it (or with its explicit performative paraphrase). This act is also called the act of doing something in saying something. For example: “Would you like tea?”. The addresser who utters this sentence to his partner, his doesn’t only say the words but also offering his coffee to the partner. The Illocutionary Act is one of Speech Act which helps people do something not only saying it.

3. Perlocutionary Act

The perlocutionary act is the effect caused by some utterances that are uttered by the speaker to the hearer. It can be said that this act is the act of affecting someone. For example: “There is a money next to you!”, if we say this utterance to someone, there will be some effects caused by that utterance. After the hearer heard that utterance he/she may take it the money.

2.1.3 *Variation of Illocutionary*

The originator of the speech acts by (Austin, 1962). Furthermore, Searle’s developed the theory of speech acts. According to Searle (1969) in

(Nindyasri & Nugroho, 2013), state that this action is generally made possible by and conducted in accordance with certain rules for the use of linguistic elements. According to Searle in (Sundari, 2009), there are five basic kinds of action in illocution there are:

1. Representatives / Assertive

This act explains the situation, which commits the speaker to the truth of the expressed proposition such as asserting, concluding, announcing, and predicting. For example: “I’ve been watching to a movie that really got me”. The sentence is meant to assert that the addresser ever watching the movie that really got the addresser.

2. Directives

The objective of this act is to make the addressee do something. The examples are *ask, beg, suggesting, command, order and request*. For example: “*I’m hungry, Give me a bread, please!*” The sentence means that the addresser wants the addressee to do something that is getting the bread for the addresser. The sentence indicates a request from addresser to addressee to get the bread.

3. Commissives

This act is aimed at urging the addresser to do something, such as promising, swearing, threatening, and offering. For example: “I’m not going anywhere uncomfortable!” The addresser who utters the sentence to his friend is promising that he / she will not go anywhere uncomfortable.

4. Expressives

This act expresses the addresser's psychological state as thanking, apologizing, welcoming, praising, and congratulating. Like the commissives, they tend to be convivial and therefore intrinsically polite. The reserve is true, however, of such expressive as 'blaming' and 'accusing'. For example: "You look clever, Jane!" the addresser praises his friend, Jane, who looks clever. The act is praising.

5. Declarations

This act is used to uphold a particular speech act that affect immediate changes in the institutional state of affairs and which tend to rely on elaborating extra linguistic institution as declaring war, excommunication, christening, appointing, and firing from employment. For example: "I name the son Catty!" The parents use the speech act to give the statement or to declare that their baby is named "Catty".

From all categories, the researcher focuses on the Directives Illocutionary Act, because in this act helps the reader to understood every script in the movie "Prince of Persia".

2.1.4 Directive Illocutionary Act

Directive Illocutionary Act is an Illocutionary Act that makes the addressee doing something. Directive Illocutionary act helps the addresser to change the situation. Searle (1969) said that directives are intended to

produce some effect through action by the hearer: ordering, commanding, requesting, advising, and recommending are examples. According to Vanderveken 1990 in (Sundari, 2009), directive illocutionary act expresses what the speaker wants. the Directive Illocutionary Act contains of:

1. Asking

“Ask” has two distinct directives uses. One can ask someone to do something or ask him question (e.g. “ask whether”, “ask why”, “ask whom”). In the first use, “ask” names the same illocutionary force as “request”. To ask or to request that someone does *P* (Propositional Content) is the same thing. In the second use, to ask a question is to request the hearer to perform a future speech act that would give the original speaker a correct answer to his question (special propositional content condition).

For example: “Who are you?”

The word *who* shows the act of asking.

2. Begging

The verb “beg” has two distinct uses. In one, to beg is to request politely (mode of achievement) as in “I beg your pardon”. In the other use, to beg is to request humbly as in the special case of the “beggar”, who is seen to be habitually begging. In both uses, the speaker expresses a strong desire for the thing “begged for”.

For example: “Please, I must talk to him. My family’s name is not on the list!”

The word *please* shows the act of begging.

3. Requesting

A request is a Directive Illocutionary Act that allows the option of refusal. It differs from “direct” only in the rather polite mode of achievement which is expressed in English by the modifier “Please”. “Request” is often taken to be the paradigmatic directive, but on account of this special mode of achievement, not the primitive. For example: “Could you tell her Archer’s here and I’ve got the story she wants.” The

The phrase *could you* shows the act requesting.

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4. Commanding

A command is requiring authority or at least pretended institutionalized power. Thus, to give an order is to demand of the hearer that he does something while invoking a position of authority or of power over him (special mode of achievement), while a command is just to give an order from a position of authority.

For example: “*Fly the plane!*” The phrase *flies the plane* shows the act of commanding.

5. Suggesting

In the directive sense, to suggest is just to make a weak attempt to get someone to do something.

For example: “How if you put the money in my pocket?”

The phrase *how if* shows the act of suggesting.

The phrase *could you* shows the act requesting.

6. Adjuring

“Adjure” have two Directive senses. In the first sense, to adjure is to command solemnly, as under throat or as with threat of a curse. In the second sense, to adjure is just to entreat someone to do something. In theology, an adjuration is always solemn command which precludes the option of refusal

For example: “Let them out!!”

The phrase *let them out* shows the act of adjuring.

7. Forbidding

Forbidding is the propositional negation of ordering. Thus, to forbid a hearer to do something is just to order him not to do it. For example: “Do not try to talk if you’re not dead, it’s only because you’re hit in the lung not the heart.” The phrase *Do not try* shows the act of forbidding.

2.2 Previous Study

In this research is entitled “*The Form and Function of Local Language I the directive Speech Act At A University in Central Sulawesi*”, (Saddhono & Fatma, 2016). It discusses or describe about the local language form, function, and typical of it in the directive act at the university in Central Sulawesi. The method used in this research was descriptive qualitative in socio-pragmatics approach. The source of the data was gained from lecturers and students utterances in discourse

lecture. The result of the research shows that the local language form in directive act consisted of imperative, interrogative, and declarative. The functions of local language in directive acts are the prohibitive function, suggestive function, requested, and permissive function. The typical local language that used is characterized by regional language and its dialect

Another research by (Kristani, 2013) with the title is *“Directive Speech Act in the movie sleeping beauty”*. This study aims to identify the directive speech act performed in *“Sleeping Beauty”* movie. Likewise, it will find out how often the directive speech act performed and which type of directive speech act that are most frequently used in the movie. The result of analysis showed that the directive speech act of ordering is the most frequently used in the movie (21,6%). The least frequently used directive speech act is inviting directive speech act (0,7%). The study also revealed the importance of directive speech act in keeping the flow of storyline of the movie. This study is expected to give some useful insights in understanding what directive speech acts is.

The last previous study is (Novitasari, Nugrahini, & Dwinata, 2014) with the titles *An Analysis of Directive Illocutionary Acts in the Movie 2014 By Douglas Wick And Lucy Fisher*. Describing forms and meanings of utterances based on Vanderveken’s theory by using descriptive method. Directive Illocutionary Acts found in utterances, those are: Asking, Commanding, Requesting, Suggesting, and Begging. From those forms of Directive Illocutionary Act, suggesting has the highest

frequency of use among others, that is twelve times, the Begging has the lowest frequency of use among others, that is one times.

The result is most of the preparatory condition of the utterances is that the speaker believes that the hearer can achieve what the speaker wants; most of the sincerity of condition of the utterances is that the speaker really hopes to the hearer to conduct his will; and the degree of strength of the utterances is mostly showing that the speaker seriousness to get respond from the hearer.

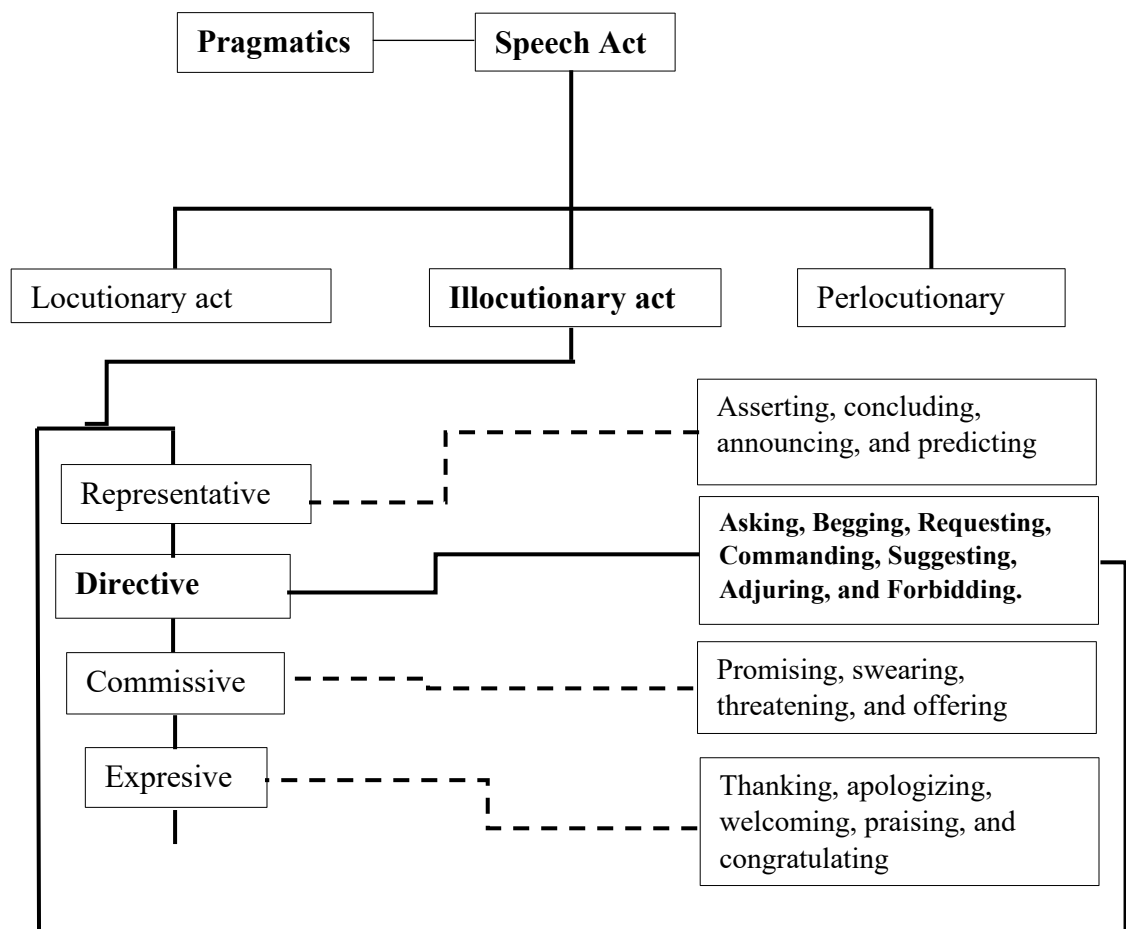
2.1 Theoretical Framework

In this research, the theoretical framework begins from the movie entitle “Prince of Persia” by Jordan Mechner which it published on may, 9 2010. In this movie, the researcher focuses on types directive illocutionary act. According to Austin in (Oishi, 2006), described the situation where the speaker actually says something to the hearer, and associated intentions of the speaker was interested in how words seemed not only to provide information and facts, but also how these words seemed to carry action.

According to (Austin, 1962), speech act divided into 3 categories: Locutionary, illocutionary and perlocutionary. Austin’s theorist tells illocutionary in narrow sense. After that, Searle’s continued his theorist. According to Searle in (Sundari, 2009), there are five basic action of

illocutionary: representative, directive, commissive, expressive and declarative.

Therefore, in this research, the researcher focuses the directive illocutionary act. This research uses vandervaken's classification of directive illocutionary act to determine the types of the directive illocutionary act which consist of 7 categories: asking, begging, requesting, commanding, suggesting, adjuring, and forbidding. The researcher applies this theory, because of vandervaken's classify the theory more detail, specific and easy to understand.



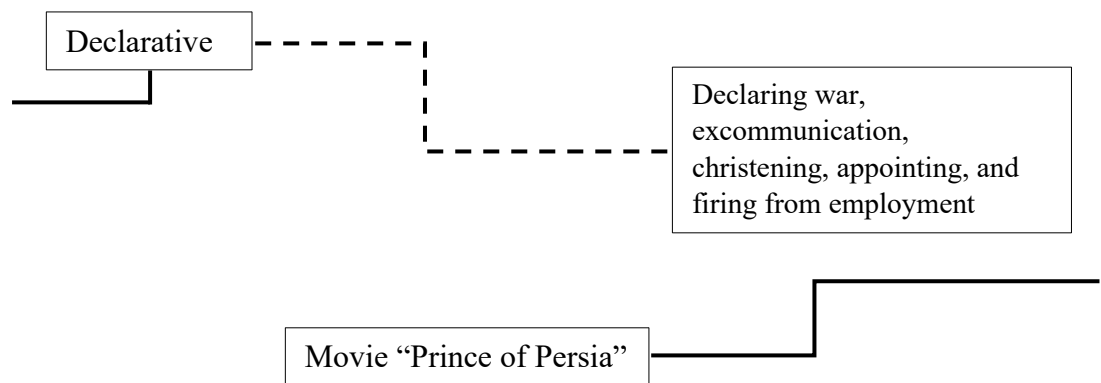


Figure 2.3 Theoretical Framework