

CHAPTER II
REVIEW OF RELATED LITERATURE AND THEORETICAL
FRAMEWORK

2.1 Pragmatics

Pragmatics is one of linguistics branches. It is the study about contextual meaning that must be understood by interlocutor of utterance. As said by Yule (1996), pragmatics is the study of meaning according to the context of utterance. This defines that pragmatics is a study that its meaning is discovered after the context is known by a hearer. Also, Birner (2013) defined pragmatics as study about language use that has context. The context of utterance plays important role in revealing the meaning and it becomes the main point of pragmatics.

This study is one of the important studies to learn in order to better understand the unspoken meaning. This opinion was approved by Leech (1983) as the expert clarified that a communication partner cannot easily understand the meaning of the speaker if the hearer does not understand pragmatics. Furthermore, pragmatics also determines the appropriateness of delivering and understanding speaker meaning. Hence, pragmatics should be studied or understood to more easily understand the meaning of the speaker's utterances.

Pragmatics is applied by looking at the context of utterance. Context is everything that relates to the situation in which an utterance is said. Pragmatically, every utterance said by a speaker involves a different meaning. This is because even one word can have lots of meaning. If the hearer does not know the context,

the implied meaning spoken by the speaker will not be understood by hearer. Hence, it is important to understand the context in a sentence spoken. One of the pragmatics branches is speech acts.

2.1.1 Speech Acts

Pragmatics has a topic that is about action that a speaker shows via utterance. Every utterance that a speaker produces always carries an action that a speaker desires to show it to an interlocutor. This phenomenon is specifically refers to speech acts. Yule (1996) declared that speech acts refer to the action that a speaker performs by using utterance. It describes that the speaker that shows speech acts has performed a particular action which is in accordance with the purpose in the speaker's mind.

The action performed by a speaker during the conversation is indeed not directly shown through gesture, but it is performed via words said by the speaker. In communicating, a speaker performs certain actions, such as stating, warning, promising, and other actions, which are called speech acts (Cruse, 2011). This indicates that a speaker can show different kinds of actions in utterances to an interlocutor. Moreover, the types of speech acts are divided into three types (Searle, 1979). The first is locutionary, which is a verbal act of the speaker. The second is perlocutionary, which is the behavior that the locution caused. The last is illocutionary, which is what the speakers intended when they made a statement.

2.1.2 Illocutionary Acts

One of speech acts types is illocutionary acts. This type is specifically referring to the type that shows the speaker's intention in producing an utterance.

As agreed by Black (2006), illocutionary acts is defined as the meaning that a speaker desires to deliver to a hearer. It expresses that illocutionary acts particularly focuses on the intention of someone in speaking. Birner (2013) also confirmed that the type of speech acts that is the intention of speaker in saying utterance is illocutionary acts. Therefore, illocutionary acts reveal the intention that encourages a speaker to produce a particular utterance. From various classification, directive acts is the illocutionary acts types that is said to make some to do a certain action.

2.1.3 Directive Acts

Directive acts is illocutionary acts classification that a speaker produces to make a hearer to do something. Searle (1979) declared that directive acts is used to make someone to do an action. This indicates that in order to direct an interlocutor to take an action, it needs a speaker to perform directive acts. A speaker uses directive acts to have a desired action done by an interlocutor as the speaker's communication partner. Directive acts appears when a speaker attempts to influence a hearer to do or stop doing something (Kreidler, 1998). It defines that directive acts expresses a speaker's desire to have an interlocutor to take an intended action.

2.1.4 Request

One of directive acts is request. This type as mentioned by Searle and Vanderveken (1985) is the directive acts used by a speaker to make an action to be taken, but the action is acceptable to be refused. In other words, request can be rejected if the interlocutor does not want to do as requested. This is also because

there is no force involved in this type. Furthermore, Perez and Hernandez (2021) argued that whether the interlocutor wants to do as request depends on who will get the benefit and if the interlocutor will get it, the interlocutor's willingness can increase. This mentions that every intended action that is asked to be done through request type depends on the speaker's willingness. To sum up the explanation of request, the speaker who uses this type provides choices for the hearer because the speaker cannot force the hearer. Moreover, as one of the directive acts classifications, the acts of request has differed into several strategies and types.

2.1.5 Strategies of Request

The elements that distinguish the acts of request strategies are the various intentions. The variations arise from the fact that each speaker has a unique intention for persuading an interlocutor to take an intended act. As stated by Blum-kulka and Olshtain (1984), there are nine request strategies as follows:

2.1.5.1 Mood Derivable

One of request strategies is mood derivable. Mood derivable is a request strategy that has direct request because it is stated directly. Blum-kulka and Olshtain (1984) mentioned that grammatical mood in this strategy signal the illocutionary force. The illocutionary force then becomes the request that needs to be done by a listener of the conversation. This means that this strategy is commonly applied by a speaker.

An utterance of request in the strategy of mood derivable is as below. „**Take a photo of me first!**” (Putra, 2019). In this utterance, the speaker requested the hearer to take a photo of him first because it is desired by the

speaker. It is considered as mood derivable strategy because the speaker requested directly. It was done by having the speaker to state what he wanted in direct way.

2.1.5.2 Explicit Performance

Explicit performance is where the interlocutor is required to do what the speaker asks. This strategy is specifically about the request done by a speaker without saying it in detail. As argued Blum-kulka and Olshtain (1984), explicit performance can be defined as the strength of a request that has been uttered by the speaker because it is strongly wanted. However, the speaker does not state this in clear way. By not stating it clearly, this means that the speaker explicitly request a hearer.

One of explicit performance utterances is as in the research of Sari (2014) “**I told you to stop talking**”. As seen in the utterance, the speaker wanted the interlocutor to stop talking. In fact, the interlocutor had just wanted to say something because it was their first meeting after long time. This shows the speaker explicitly requested the interlocutor to do a requested action.

2.1.5.3 Locution Derivable

Locution derivable is a request by a speaker that must be done by the interlocutor. This strategy consists of literal meaning of utterance and obligation. According to Blum-kulka and Olshtain (1984), locution derivable is noticed from the use of word that shows obligation. The use of that word purposes to make the hearer can realize that doing the action is a must.

An utterance of locution derivable is as seen in “**Pat, you have to take your medication**” (Tambulana & Sutrisno, 2020). The utterance was said by a speaker

to a hearer, who was in pain. The speaker wanted the hearer to take medicine as it was needed. The speaker used the obligation word “have to” to make the hearer noticed the importance.

2.1.5.4 Hedged Performative

Hedged performative is a request that is said by the speaker to a hearer by involving the signal of hedged performative strategy. This strategy of request usually uses modal to make a request and it becomes the signal to request a hearer. Blum-kulka and O Ishtain (1984) said that hedged performative refers to request strategy that clearly has the signal of request. In other words, modal verb is involved a speaker to show that there is an action that should be done.

One of the utterances is as in “**I would like to discuss it again.**” (Sari, 2014). In the utterance above, there is the use of hedged performative strategy. The reason is that the speaker requested the hearer to do an action and the speaker used the word “I would like to” as the signal to show that there is a request.

2.1.5.5 Scope Stating

Scope stating is a request strategy that a speaker says when the speaker wants the hearer to do as same as the speaker wish, desire, and feeling. Blum-kulka and O Ishtain (1984) reported that a speaker uses this strategy to make a hearer to do as in based on speaker’s intention. The intention of the speaker includes feeling and want. Therefore, this strategy basically has close relationship with the speaker himself.

The utterance of scope stating is as found in “**I wanna remember everything. I want you to remember all of the good stuff that we have here**”

(Tambulana & Sutrisno, 2020). Based on the utterance, the speaker wanted the hearer to do as desired by the speaker. It is in which the speaker desired the hearer to remember everything that they had.

2.1.5.6 Suggestory Formula

Suggestory formula occurs when a speaker requests a hearer by also giving suggestion to a hearer. Blum-kulka and Olshtain (1984) believed that suggestory formula is a strategy that a speaker applies to make a request by providing suggestions to the communication partner. This means that a request that suggestory formula utterance has the involvement of suggestion to a hearer.

An example is as in “**Maybe you should talk less.**” (Lestari & Sembodo, 2019). In the bold utterance, the speaker requested the hearer to talk less as the hearer talked too much. The speaker used the utterance to give the suggestion because he believed that it would be better to just talk necessary things.

2.1.5.7 Preparatory

Preparatory conditions is a strategy that a speaker conveys by also including the willingness, ability, and possibility for the hearer. According to Blum-kulka and Olshtain (1984), the speaker uses preparatory condition to make a hearer to do an action that needs the hearer’s ability, possibility, and willingness. This describes that every action of this request strategy needs the hearer to show thing that the hearer is expected to do.

One of Preparatory utterances is as in the research of Febriani & Hanidar (2019) “**Now, do me a favor would you?**”. It is an utterance taken from a research on request. In that utterance, the speaker requested the hearer to do an

action for him. However, the speaker firstly asked whether it was possible for the hearer to do. Therefore, it shows there has the possibility of doing something.

2.1.5.8 Strong Hints

A speaker uses strong hints strategy by conveying it in direct way. Strong hints consist of hints regarding a speaker's request that needs to be realized. Blum-kulka and O lshtain (1984) described that strong hints are used by a speaker to request a hearer and the utterance has a hint. This indicates that strong hints are said when a speaker requested in clear way by including strong or direct hint to the hearer.

The utterance of strong hints is as found in “**Hey, Andre, Robbie! That squirrel’s back in my office again**” (Lestari & Sembodo, 2019). The previous utterance has the use of strong hints strategy. It appears because the speaker provided a hint to the hearer. The speaker wanted the hearer to do something as the squirrel came back again. Therefore, the speaker requested by applying strong hints.

2.1.5.9 Mild Hints

When a speaker has close relationship to a hearer, this strategy is possible to be used. This strategy is applied to indirectly request an interlocutor (Blum-Kulka & O lshtain, 1984). It is possible to be indirect because of the relationship of the communication partners. By requesting in indirect way, both speaker and hearer can get the point and do not mind the politeness.

One of the example is as in “**The hospital is on the Buqainville Street closed to the bank**” (Prihatin & Aflahatun, 2020) is one of the utterances. The

speaker of the utterance requested the hearer to take a particular action to respond to the speaker's request. The speaker requested by applying mild hints. Both speaker and hearer were friends and had good relationship.

2.1.6 Types of Request

Besides the strategies, request also has several types. In revealing types, using theory of Tsui (1989) that divided request types into five types such as offer, request for permission, invitation, request for action, and proposal.

2.1.6.1 Request of action

A speaker employs a request for action when there is a desired action to be performed. The action desired by the speaker is advantageous to the speaker themselves. Tsui (1989) defines a request for action as a type of communication where the speaker persuades the listener to carry out a specific action that benefits the speaker. This suggests that any utterance involving a requested action can be categorized as a request for action.

An example is as in research by Isna and Sari (2017) **"Will you sign it?"** as a request for action, the speaker anticipates or expects the action of the recipient. The action that the recipient will take in the future is advantageous or beneficial to the speaker. The speaker wants the action of the listener what has been said and the action taken by the listener has benefits for the speaker at his request.

2.1.6.2 Request of permission

This category involves obtaining consent from the listener. According to Tsui (1989) asking for permission is a form of request where the speaker seeks approval to carry out a specific action. Additionally, a speaker who makes a

request for permission benefits from being granted permission. Obtaining permission signifies that the speaker has achieved their desired outcome.

The utterance of request of permission is as found in “**Can I be one of your bride maids?**” (Virginia & Ambalegin, 2022). By expressing this statement, the speaker expressed their desire to be granted permission to serve as the bridesmaid at the listener's wedding. Since this action was something that the speaker wanted, they would experience a benefit or advantage once they were given permission to fulfill their wish.

2.1.6.3 Invitation

Invitation pertains to a form of request made to invite the listener. According to Tsui (1989), a speaker utilizes an invitation to encourage the listener to engage in a specific action for which they are invited. In terms of benefits, this type of communication is advantageous for both the listener and the speaker. The speaker benefits when they genuinely desire the listener to take part in the action, while the listener benefits when they anticipate being invited.

One of invitation utterances is as in the research of Marianingtyas (2007) “**I’d love to have you join us**”. In this speech there is an invitation from the speaker to the listener by inviting him to join his community and the speech also contains the wishes of the speaker.

2.1.6.4 Offer

Assist the speaker's communication partner. The term "offer" refers to the act of proposing a specific action to be accepted or declined by the listener (Tsui, 1989). Furthermore, this type of communication benefits the listener as they

receive assistance. When an offer includes help, it is likely to elicit gratitude from the listener.

An utterance of locution derivable is as seen in (Isna & Sari, 2017) **“Anything I can do?”** Nearly Headless Nick's statement falls into the category of an offer. He expressed his willingness to assist Harry, with the intention of benefiting him. However, Harry responded negatively to the offer. Nearly Headless Nick's statement specifically involves offering something, particularly offering help.

2.1.6.5 Proposal

The propose type is used when a speaker makes a request by offering a suggestion to the listener. Positive suggestions have a greater chance of being accepted by the listener. Requesting in the form of a suggestion, as defined by Tsui (1989), benefits either the listener or both parties involved. The listener benefits when the intended action is relevant to the speaker. Similarly, the listener benefits if the intended action is beneficial for them.

One of proposal utterances is as in Sari (2014) **“I think we should go back home”**. In this conversation, she suggests to Tom that he should return home. Her statement not only anticipates the benefits for both the speaker and the listener but also presents a proposal. If the proposal is accepted, it is unlikely that there would be expressions of gratitude from either the speaker or the listener, as it is mutually beneficial for both parties.

2.2 Previous Research

Wibowo and Cempaka (2020) conducted research of “Speech Acts Classifications and Request Strategies Found in Characters’ Utterances”. This research aimed to find out the speech act classification and types of request strategy from dialogue of the characters in “Tall Girl” movie. Thus, it took the “Tall girl” movie as data source. All data were gained from speech acts utterances and the data were analyzed using Blum-kulka and Olshtain (1984)’s theory. A descriptive qualitative analysis was applied as the method of the study. Then, all classifications were found in the movie and mood derivable, explicit performative, hedging performative, locution derivable, want statement, suggestion formula and preparatory were the strategies. Mood derivable became the dominant than the other strategies.

Tami and Ambalegin (2020) aim at found request strategies in a TV show “Little big shot UK” through their research. This was a descriptive qualitative study that had purpose on examining the speech act of request prepared in a television show. The theory of Blum-kulka and Olshtain (1984) was applied to find out the request strategies. The researchers discovered 37 data of request from the movie characters’ utterances. The strategies consisted of mild hint, direct request, speaker-based condition, hearer-oriented condition, and performative strategy. For the result, The researchers discovered 37 data of request from the movie characters’ utterances. For the most common strategy, it belonged to direct request as it showed 13 data in the data collection.

Tambulana and Sutrisno (2020) aimed at discovering strategies of requested declared by movie characters of “Silver Linings Playbook”. The data were all taken from the request utterances of the movie. The research used the theory proposed by Blum-kulka and Olshtain (1984) to describe the strategies of each utterance. Then, the study employed a set of Oral Discourse Completion Test (ODCT) to collect the data from eight international students. Findings revealed that 202 request utterances were discovered, and the most common strategy was direct request. It was specifically mood derivable as it showed 111 data in the data collection. Furthermore, the result was presented in descriptive qualitative way.

Nugroho, Astuti, and Atmojo (2021) aim at this study to found out the most commonly employed request strategy by English for Specific Purposes (ESP) students, as well as the underlying reasons for their choice. To achieve this, a descriptive qualitative study was conducted involving 36 ESP students from a public university in Surakarta, Indonesia. The researchers took 36 English for specific purposes students’ utterances as data. Speakers were all from state university of Surakarta. Data of their research were analyzed based on the theory proposed by Blum-kulka and Olshtain (1984). For the result, found out that conventional indirect request became the most frequent strategy compared to non-conventional indirect request and direct request in ESP students.

Onchaiya and Phimsawat (2021) aimed at found out the request strategies phenomena found in utterances of teachers. 30 Thai and 30 Filipino teachers’ utterances were taken as data of their research and this study applied descriptive qualitative method in analyzing utterances that contain requests of the teachers.

The researchers used the theory of Blum-kulka and Olshtain (1984) to examine the strategies. For the results, Thai teachers were found to use indirect as much as direct strategy. Filipino teachers preferred using the direct strategy in requesting the interlocutors.

AlMujaibel and Gomaa (2022) the aim at found out the request strategies in the dialects of British English and Kuwaiti Arabic. Quantitative analysis methods were employed in this study, The study utilized a Discourse Completion Test (DCT) and conducted semi-structured interviews to gather data. Data of their research were collected from 500 participants, which were 250 for each group. The research examined the data by implementing the theory discovered by Blum-kulka and Olshtain (1984). The results found out that there both groups used the conventional indirect level quite a lot. The speakers used request strategies whenever the speaker had higher level.

Situmorang (2022) aim at found of request in utterances of international students whose first language were not English and descriptive qualitative were applied in this study The researcher specifically took utterances of eight international students in Indonesia. Theory from Blum-kulka and Olshtain (1984) about request strategies was applied. The findings showed that suggestory formula was the dominant one among other strategies. Also, this research revealed international students could combine the local culture with their language.

For the similarity, previous research analyzed same object and this research analyzed request as well. Also, the previous research used the theory from Blum-kulka and Olshtain (1984) and the same theory taken by the present researcher.

For the method, applied descriptive qualitative method in the previous and the present research. In terms of the difference, the data source for the present research is different from the previous research. The data for this research gathered from request utterances of "Soul" movie.

2.3 Theoretical framework

This research will start with pragmatics as the approach and have request as research object. Then, the research's primary focus will be on the strategies and types of request acts in the "Soul" movie. For strategies, this research use Blumkulka and O lshtain (1984)'s theory. Besides the strategies, this research take the types of request proposed by Tsui (1998). Thus, the "Soul" movie examined by using both theories. The theory of strategies consists of nine different strategies and the types have five types in total.

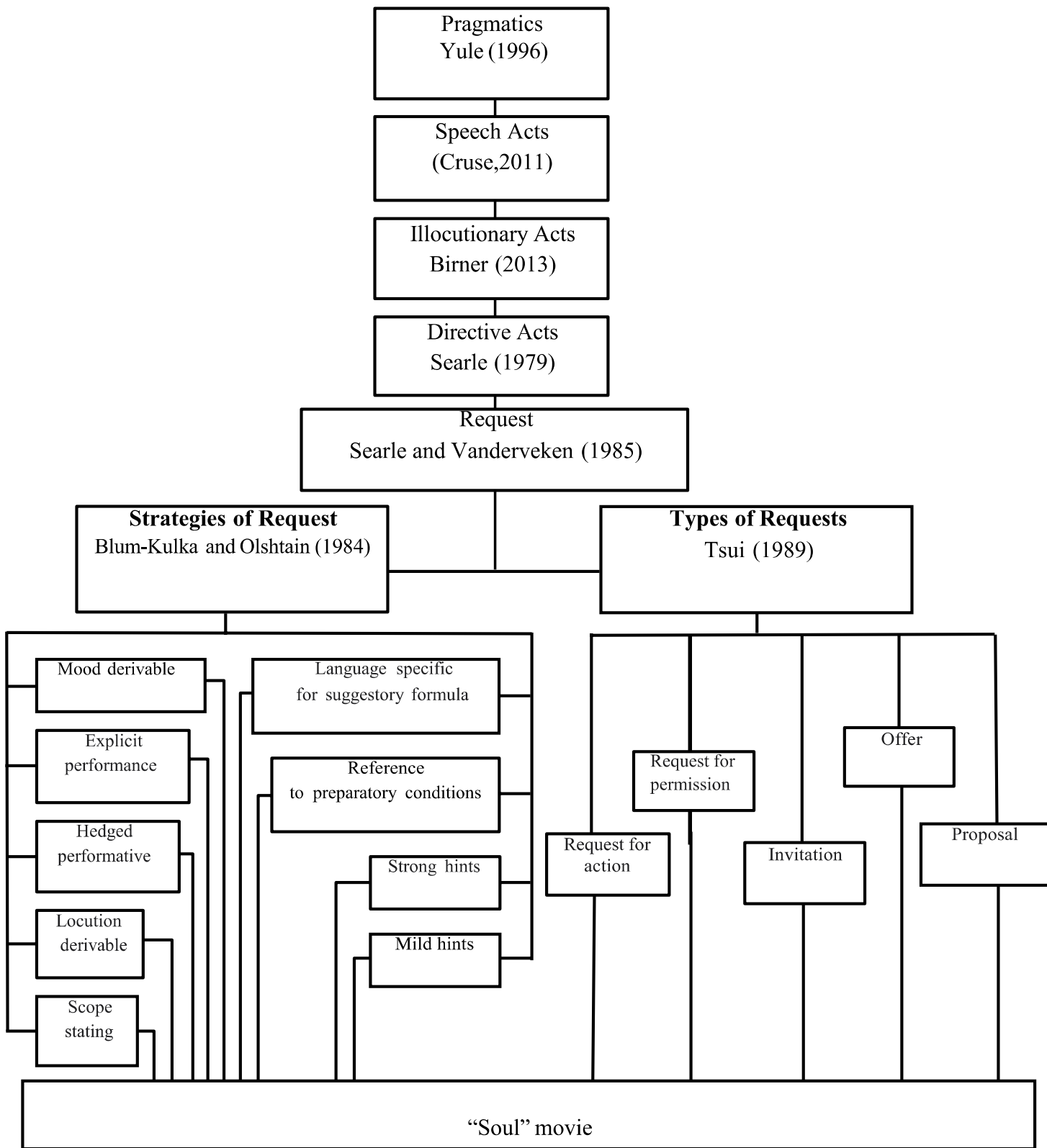


Figure 2.1 Theoretical Framework