CHAPTER II

REVIEW OF RELATED LITERATURES AND

THEORETICAL FRAMEWORK

In this chapter, the researcher discusses the linguistic theories used to examine the data. These theories, sourced from various linguists, serve the dual purpose of not only supporting the analysis but also explaining the terminology used in this research. After that, previous studies are presented. These studies serve as an aid to understanding the theories in depth in similar studies. Finally, the researcher provides the research framework, explaining how the researcher writes the study.

2.1   Pragmatics

Pragmatics is the study of context-dependent meaning (Yule, 1996). Pragmatics focuses on the ways in which speakers and hearers use language in real interactions, and how context affects the interpretation of meaning. Yule also explains that in simple terms pragmatics is the study of implied meaning. Conveying an utterance in a communication usually has an implied meaning. Speaker does not mention the implied meaning in the utterances to interlocutor but the interlocutor can understand the implied meaning conveyed by the speaker. Griffiths (2006) also mentioned that pragmatics is a science that studies the meaning of utterance which is influenced by context. The meaning of an utterance

conveyed by a speaker depends on the context understood by the interlocutor. Therefore, the interlocutor is required to have knowledge of the context of the utterance to avoid misunderstanding.

In conclusion, Pragmatics is a branch of linguistics that focuses on understanding how language is used in context, particularly in communication. It examines how speakers convey implied meanings through utterances, which often require listeners to grasp the context to fully understand. This includes considering factors such as the time, place, and speaker. In this research, the study of utterances and their context forms the core focus, employing a pragmatic approach to investigate language use.

2.1.1 Speech Acts

Cutting (2002) mentions that speech acts is an utterance that prompts the interlocutor to take an action, wherein the conveyed utterances contain actions that the interlocutor then carries out. This is also in line with what Yule (2010) said that speech acts are a term in pragmatics field that describes the actions performed by the speaker's speech. Each utterance that is conveyed causes the other person to take a different action. The distinct responses from the interlocutor indicate that each utterance has its own function. These actions can take various forms, such as commanding, informing, ordering etc.

2.1.1.1 Representative Acts

In linguistics, representative acts, as proposed by Searle (1979), are utterances that describe something according to how things are. This type of speech act states a fact and depicts something that exists in the world. Furthermore, it includes the speaker's beliefs and opinions. Therefore, the utterance is not merely based on the truth. It can be the speaker's subjective understanding of reality. In communication, speakers perform representative acts with the intention of binding the interlocutor with an affirmation or statement. Finally, Searle and Vanderveken (1985) mentioned types of representative speech acts namely asserting, claiming, hypothesizing, praising, describing, denying, assuring, reminding, stating and suggesting. Each type serves a distinct communicative purpose.

a. **Asserting**

Asserting is a basic type of representative acts in which speakers make direct and straightforward remarks, expressing their belief in the truth or validity of a proposition. This involves saying confidently that something is true and usually without providing evidence or verification at the time of the statement. The main aspect of asserting is the speaker's strong commitment to the truth of the proposition being stated, and assertions may vary in their range and certainty. Some assertions can be simple factual statements, while others can express more complex beliefs, opinions, or judgments. Further, assertions can span from the highly certain to the more

uncertain, depending on the speaker's belief in the assertion and the evidence or reasoning available.

Example:

"The National Unity Government promised to provide "Corona" vaccines to all citizens and residents as soon as possible, **stressing that providing them is a priority**" (Lukman et al., 2022)**.**

This sentence is an asserting act because the speaker in this utterance has a firm commitment to the opinion conveyed and can be identified through the context which tells about the conditions of the pandemic at that time. Then the commitment affects what is said and also has an impact on the listener or reader. The word that makes the utterance have a strong commitment is the use of the word "stressing". This word indicates that the sentence has a strong commitment.

b. Claiming

A claiming is an utterance that expresses an opinion, belief, or judgment about something in form of statement. Claims represent the speaker's perspective without strong evidence and aim to persuade others to accept a particular viewpoint or position. Because of that it can be true and false. Whether made in everyday conversation, academic debate, or research writing, claims are inherently subjective and influenced by personal experiences, values, and biases. While claims are usually made without strong evidence, in certain case claims can be convincing if supported by logical reasoning. Addressing possible counterclaims and considering the

context in which the claim is made are also important for effective communication and argumentation.

Ultimately, Claim is basically non-fact and can be subjective as it represents the perspective or point of view of the person who utters the words. Claim can be influenced by personal feelings, observation, biases, and cultural contexts. It is shaping how individuals express their beliefs and opinions without evidence of those opinions being insufficiently strong and arguable.

Example:

"All you know is how to shut people out" (Rahayu et al., 2019)

The sentence above shows the relationship between the sister who denied her sister since childhood. As mentioned earlier, claiming is a statement that is subjective or debatable. The sentence above means that the interlocutor has an ability in a certain matter. What makes this sentence subjective is that the beginning of the sentence shows a statement based on opinion alone. Not based on actual circumstances.

c. Stating

In the concept of representative acts, stating is a type of utterance that intends to communicate something informative or state a fact about the world. In contrast to claiming, which can carry opinions, stating is considered more objective, neutral and logical. In other words, stating have stronger and more logical evidence than claiming. Nevertheless, stating can be verified or falsified based on evidence, observation, or logical reasoning.

Stating is widely used in various sectors, including science, education, journalism, and daily conversation. Stating is used to express knowledge, illustrate a phenomenon, and explain it.

Furthermore, the meaning and interpretation of stating may be influenced by the context when is uttered. Factors such as tone and background knowledge can influence how stating is understood by the listener or reader. Ultimately, stating is a fundamental way of expressing language, allowing individuals to illustrate facts, depict phenomena, and contribute to an understanding of the world based on observations.

Example:

"she was the princess" (Sembiring & Ambalegin, 2019)**.**

The example above is an utterance made by someone who did not expect that the person he met was a princess**.** This sentence has a high degree of truth, which makes the above sentence avoid bias and subjectivity. It shows that the person being talked about actually has the attributes being addressed. The person being talked about is real and has the status that the speaker is conveying.

d. Suggesting

Suggesting is a type of representative act in which the speaker intends to affect the hearer's actions or beliefs without being forced when ordering or requesting them to accept and perform it. It focuses more on the needs and perspectives of the listener than the advisor. Unlike asserting, suggesting act does not have the force or strong commitment, thus the

listener can decide to act on them. Frequently involving indirect speech, suggestions use clues or implications instead of explicit directives, allowing for more thoughtful communication, especially in sensitive or polite contexts. Suggestions have an element of suggestiveness, with the speaker offering excuses, examples, or invitations to induce favorable consideration. Used to preserve social harmony and respect autonomy, suggestions serve as a diplomatic means of conveying recommendations, while respecting the rights of the listener. However, the effectiveness and appropriateness of a suggestion is dependent on context, which varies by factors such as the relationship dynamics, cultural norms, and the particular circumstances. In a broader context, suggestion is included in two types of speech acts, namely representative and directive. Overall, suggestions do facilitate collaboration and the interchange of idea by presenting alternatives and recommendations in a delicate and socially acceptable manner.

Example:

We witnessed two extraordinary jumps. **We are able of these two choices, first choice, taking route like Iran, America, South Korea, and Italia. What did they do?, being relax, doing limited test** (Izar et al., 2020).

The United States is the country that is the topic of the utterance above. The speech was delivered by the president. At that time they were facing a problem related to covid-19. The sentence above contains an option or solution presented by the president in the form of a suggestion. This is because the president conveyed it with weak acceptance power where the president gave freedom of choice.

e. Hypothesizing

Hypothesizing is a testable explanation for a phenomenon that exists in the real world. A hypothesizing is a statement that suggests a relationship between variables or predicts the results of an experiment or observation. Basically, hypothesis is a prediction with enough evidence to describe something. Furthermore, it is able to be tested through empirical studies. It's worth noting, that in the scope of speech acts, an action categorized into a type of hypothesis does not have to go through theoretical testing. What needs to be observed is only how the speaker brings factors in generating a guess. These factors can be proven through context or common knowledge and assumption. Overall, hypotheses serve as a starting point for predicting or describing something with more tested evidence, even so, it still cannot be said to be a fact because the evidence is still debatable.

Example:

"Yes. Pay attention. But the thing is she wore the gloves all the time, so I just thought, **maybe she has a thing about dirt**" (Rahayu et al., 2019).

In the utterance above, the speaker performs the hypothesizing act in the form of a non-performative verb. There is no performative word mentioned. But based on the characteristics presented in the previous paragraph. The above utterance is hypothesizing because it is an assumption built on reasonable grounds. The speaker gives logical reasons to come up with a guess.

f. Praising

Praise means to declare that a state of affairs is good and to show approval. This explains that when the speaker praises someone or something then he/she declares that the related state of affairs is good and expresses approval of it. Similar to its antonym criticizing, the act of praising is not limited to humans or listeners, but can be applied to various objects such as books or movies. However, praising and criticizing tend to be attached to human or animal agents and their products. Moreover, Praising differs from simply stating a fact in that it involves positive judgment and approval of the subject being talked about. Formally, praising contains three things namely (1) there is a proposition related to the human or animal, or the product of the agent, mentioned in the expression. This means that the statement or proposition made has a relationship to the action or work of the human or animal. (2) The proposition states that the situation is good. This means that the proposition contains a judgment that the state of affairs discussed is positive. For example, stating "This book is very well written" indicates that the writing of the book is something good. (3) Praising involves approval of the state of affairs. This means that when someone praises something, he is not only stating that it is good, but also indicating that he agrees with the good quality or state.

Example:

"Best jelly I ever had" (Hastuti et al., 2021)

As mentioned above, a praising act is an action that describes a thing or condition in a positive way. The food described by the speaker

above is a jelly and the speaker gives an opinion on the Jelly in a positive way which is described in the word "best". The word indicates that the jelly is in good condition.

g. Describing

Description as a type of representative act involves giving brief or complete information and details about a subject in a clear and precise way. This form of utterances is intended to give a clear picture or description of something, whether it is an object, an occasion, a human being etc. In description, the speaker emphasizes certain characteristics, qualities, or traits of the subject, usually with the aim of giving a comprehensive understanding or representation. Descriptions may range from a factual report detailing observable traits, such as color, size, action, or shape, habit, to a more subjective assessment that expresses perception, emotion, or personal interpretation. Despite whether the description is objective or subjective, speakers emphasize their point of view with confidence, which contributes to the vividness and effectiveness of communication. Descriptions hold an important role in a variety of contexts, including storytelling, reporting, scientific observation, artistic expression, and everyday communication, as descriptions allow one to deliver information in a detailed and compelling way, increasing understanding and involvement between listeners or readers.

Example:

He is a very popular celebrity from England. He is a well-known comedian. He is often compared with Charlie Chaplin. He's

famous with a man with a rubber face (Milal & Kusumajanti, 2020)**.**

In the sentence above, the speaker describes a person. The way the speaker does this is by providing information related to the person. The information conveyed by the speaker aims to provide a description of the person being talked about. The description is what the speaker wants to convey to the interlocutor through the words.

h. Denying

Deny is an action where the speaker disagrees with a statement. The speaker states something contradictory. In this type there must be a statement made by the interlocutor. The utterance is a statement that expresses a fact or situation in the world that can be true or false. After the utterance is conveyed by the interlocutor then the speaker utters an utterance that contradicts the utterance conveyed. Thus, denial is the act of stating the opposite of a fact or claim. In conclusion, it is the act of contradicting a statement which directly states that the statement is not true. This is a way of showing that denial is a special form of assertive action that focuses on stating the untruth of a proposition.

Example:

I never do that

As mentioned in the explanation above, denying act is a statement that opposes or contradicts the previous statement. From this it can be concluded that the intermediate example is a response to a sentence. The

sentence has a meaning that contradicts the next sentence from the word "never" which shows a person's non-involvement in an activity or action.

i. Assuring

In speech act theory, the act of assuring is when someone tries to make the listener feel sure about something, especially because the listener previously had doubts. It involves a statement with the perlocutionary intention to convince the hearer of the truth of the propositional content in the speech world. This perlocutionary intention increases the level of force of the illocutionary purpose and sets the preparatory condition that the hearer has some doubts about the truth of the content of the proposition. In other words, when a person insures, he not only conveys information, but also actively seeks to dispel the listener's doubts and convince him of the truth of the statement conveyed.

Example:

Jobs can stop leaving our country, and start pouring in and to accomplish them, we must replace the present policy of globalism. (Ramadhani et al., 2019)

The sentence above shows that a country has problems related to employment. This problem raises doubts about the policies implemented in the country. In the sentence above, the speaker tries to dispel these doubts. The main focus is on the last sentence which shows that the policy must be changed.

j. Reminding

Remind acts mean conveying information to the listener with the added condition that the listener already knows the information, but may have forgotten it. "Remind" differs from "assert" only by having the additional preparatory condition of attributing a propositional attitude to the speaker. It means the speaker actively associates the information with the listener's existing knowledge or memory. Thus, when speaker reminds the other person, the speaker is also assuming that the other person already knows the information. Furthermore, "remind" is considered a hybrid act because reminding does not always have to be done through the act of speaking. For example, Mike is reminded of a past event simply by smelling the perfume. However, reminding can also be done performatively by saying "this reminds me of...". The act "remind" is included into two types of speech acts namely representative and directive. A speaker can remind someone that something is true (representative), or remind them to do something (directive).

Example:

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** (Indrawati et al., 2021)

The main point of the reminding act is that the speaker tries to make the interlocutor remember information or knowledge that the interlocutor already knows. The sentence above shows that action when the speaker mentions a procedure again in order to make the interlocutor's

memory come back. All of these procedures are known to the speaker but may be forgotten.

2.1.1.2 Functions of Representative Acts Structures

Yule (2010) emphasizes the importance of speech forms in communication, highlighting their influence on interlocutors' actions and interpretations. According to Yule, the delivery of an utterance from a speaker to an interlocutor involves certain forms that can greatly influence subsequent actions. These forms, which are inseparable from meaning formation in an utterance, play an important role in facilitating effective communication. As thus, the influence exerted on the interlocutor underscores the importance of the function of these forms in the communication. Yule categorizes speech forms into three different types, each of which has a distinct function and contributes uniquely to the communication process.

a. **Interrogative**

Utterances conveyed by the speaker with a function as a question. The utterances that are conveyed end with a question mark (?). Questions can be in the form of a yes-no question or a W-H question. People who want information tend to generally use interrogative utterances. Interrogative utterances in conversation can be recognized by the tone at the end of the clause. The tone used tends to rise to show the interlocutor that the speaker needs a response.

Example:

Is he the guy we met yesterday?

The sentence above has a syntactic element that begins with a verb be "Is". This word indicates that the whole sentence functions as a question. It requires the speaker to provide or give information as stated. It also has a high pitch at the end, which is characteristic of interrogative sentences.

b. Imperative

The speaker conveys an utterance with a function as a command. The utterances of the speaker make the interlocutor perform an action. A question does not belong to the imperative structure. Although he has little resemblance in terms of the influence exerted on the interlocutor, he differs in structure. The difference is that the imperative does not start with the verb be in a clause and also the tone of the utterance is not the same as a question.

Example:

It's better for you to sleep now

As mentioned above, imperative sentences function as a request or command. This means that the speaker wants the interlocutor to perform an action. The sentence above shows that the speaker is giving a suggestion that makes the interlocutor perform an action. Thus this sentence has the function of a command.

c. Declarative

Utterances conveyed by the speaker to the interlocutor with a function as a statement. Utterances conveyed contain news or facts. In

general, the speaker conveys an utterance to strengthen an opinion. The utterances conveyed tend not to demand reciprocity or response from the interlocutor. Declarative contains a clear utterance of something both in writing and speaking.

Example:

They work together for the research

Declarative sentences generally have a structure that begins with a noun or personal pronoun. The sentence above shows this. The sentence begins with the personal pronoun "they". This sentence also functions as a statement. Which means this sentence only provides information. No action is required in the sentence above.

2.2   Previous Studies

Research on the representative speech act has been carried out by several previous researchers. First, Ma'yuuf and Ghitheeth (2021) investigated the directive and representative act phenomena in the news about covid-19. Theory applied by Searle (1969). The purpose of this research was to compare which types of speech acts appear in the news. The reasons that caused one type of speech act to appear more were described in this research. The results of the research found that the use of representative speech was the most. This happened because the news tried to control the situation.

The second research was conducted by Maharani et al., (2020). The study analyzed the use of assertive act in interaction between male and female. Theory

used by Searle and Vanderveken (1985). The purpose of this study was to explain the use of representative act in the interaction between men and women on a talk show. The research was more related to the difference in language use between genders. The results of the research found 22 out of 32 types of representative act.

Ramadhani et al., (2019) found out the categories of representative act in the speech delivered by Donald Trump, the former president of United States. The data was taken from Donald Trump's speech during the campaign. The theory applied in the study was by Searle (2005). This study found that from all the categories, the most used was the statement of fact. The speaker tried to convince the listener what he believed.

Izar et al., (2020) analyzed the use of representative acts in a television program. The purpose of this research was to find the types and functions of the representative act. The data source was taken from video on youtube. The theory applied in the research by Yule (2006). From the data studied, it was found that the number that appeared the most was a telling.

Dibdyaningsih (2019) analyzed classification of speech act conveyed by the teacher to his students. The data source was taken from a recording of teaching and learning activities in the classroom. Theory applied in this study by Yule (1996). The purpose of this research was to describe a technique in teaching English. This study found 28% of utterances conveyed by teachers to students in motivating.

Veriza et al., (2021) investigated function of representative act in a president's speech on YouTube. The data was taken from the utterance of

representative act in Moo Jae in's speech. Theory applied in this study by Fraser (1974). The result of the research showed that the function of agreeing, confirming, and stating were mentioned in the speech. Among those type, agreeing dominated in the speech.

The second research was conducted by Arbain (2023). The study analyzed the use of assertive act in horror movie called *Stanger things*. Theory used by Searle (1969). The purpose of this study was to explain the use of representative act in the movie by observing the expression of the character. In this study, 24 data or 16.9% of utterances were found as assertive expressions of fear in the film.

In comparing previous and current research, the researches share similarity and difference. The similarity found is the use of the same theory in investigating representative acts phenomenon, namely by using Yule and Searle's theory. What set them apart is the data source used. In current research, the data source used is The Social Network movie. Moreover, the researcher uses theory by Searle and Vanderveken (1985) in classifying the type of representative acts and uses Yule's (2010) theory in analyzing the structural function of representative acts and it seems that this have not been done by other researchers.

2.3   Theoretical Framework

In this research, the initial focus was on the field of pragmatics, which studies the ways in which context affects the interpretation of meaning in communication. The research then narrowed down to the concept of speech acts, which are verbal actions that convey intent. Speech acts are categorized into five

types: commissive, directive, representative, declarative, and expressive. Among the five types, the main emphasis is on representative speech acts, which describe a situation. This research studies in depth the structure and function of these representational speech acts as appeared in the dialog of the movie "The Social Network." It also examines how these speech acts contribute to the overall narrative and character development in the movie. The theoretical framework used to analyze the types of representative speech acts is based on the theory of Searle and Vanderveken (1985), which provides a sound basis for the analysis, and uses theory by Yule (2010) to examine the structural function of representative acts.

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│     The Social Network (2010)    │
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                 │
┌─────────────────────────────────┐
│          Pragmatics             │
│  Yule (1996), Griffiths (2006)  │
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┌─────────────────────────────────┐
│          Speech acts            │
│   Cutting (2002), Yule (2010)   │
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┌─────────────────────────────────┐
│       Representative acts       │
│          Searle (1979)          │
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Types of representative acts Searle and Vanderveken (1985)		Structural Functions of representative acts Yule (2010)	
Asserting	Hypothesizing		Imperative
Claiming	Stating	Interrogative	
Describing	Praising		Declarative
Denying	Suggesting		
Assuring	Reminding		

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│        Conclusion of            │
│  representative acts analysis   │
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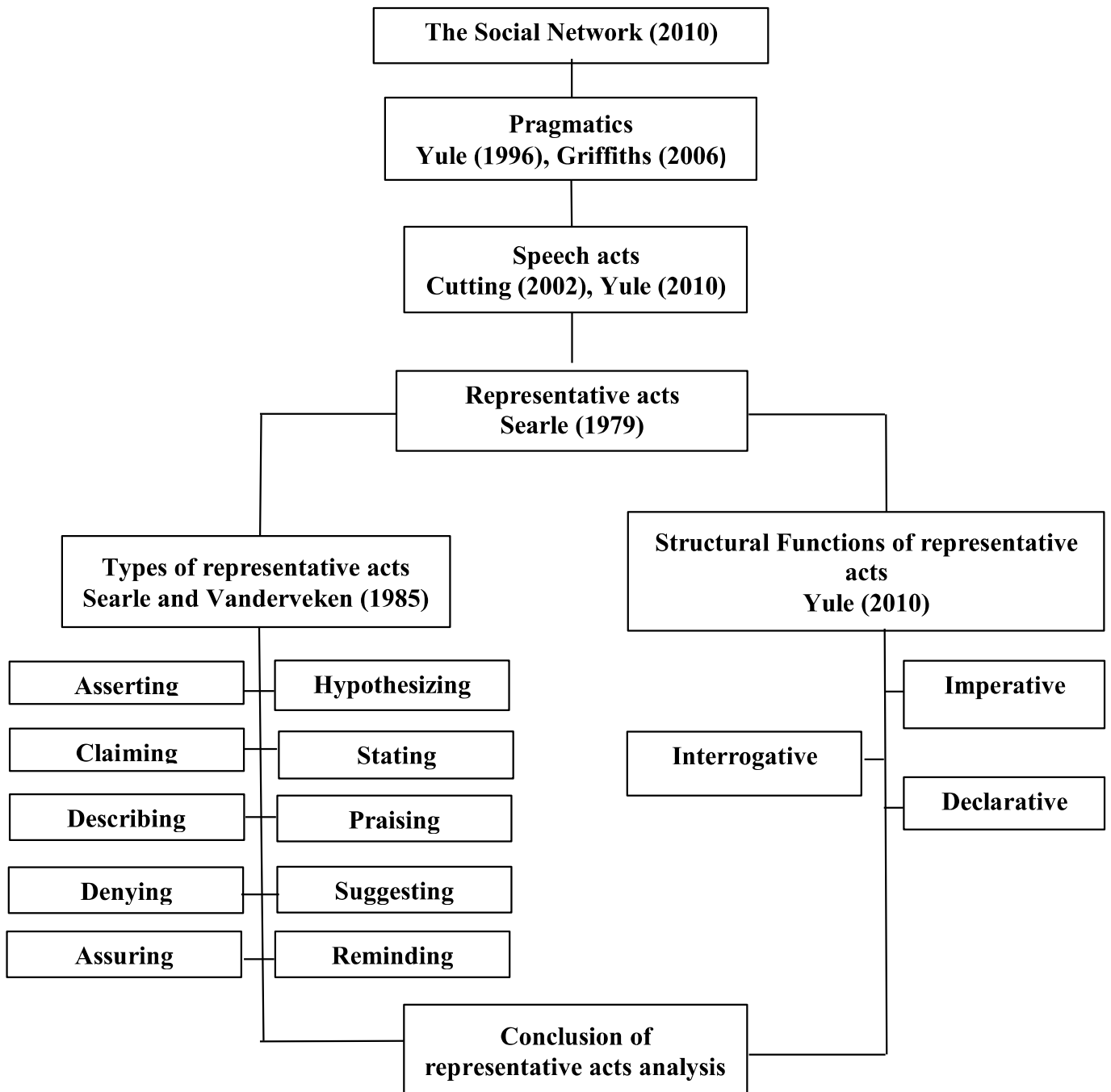
Figure 2.1 Theoretical Framework