

## CHAPTER II

### THEORETICAL FRAMEWORK & METHODOLOGY

#### 2.1 Theoretical Framework

This section includes the theories that are used in the process of analyzing the data. These theories are Searle & Vanderveken's (1985) theory of expressive speech act and felicity conditions and Beck & Weishaar's (1989) theory of negative cognitive bias.

##### 2.1.1 Speech Acts

Speech acts are an important concept in pragmatics that explain how language is used to perform actions in communication. According to Austin (1975:6), utterance is not only something that people say, but also an action that they perform. Each utterance involves three acts: locutionary act, illocutionary act, and perlocutionary act (Austin, 1975:103). A locutionary act is the propositional content of the utterance. An illocutionary act is the intention behind the speaker's utterance. A perlocutionary act is the effect of the utterance on the hearer. Searle (2012:12) categorized illocutionary acts into some types, including representatives, directives, commissives, expressives, and declaratives.

##### 2.1.2 Expressive speech acts

Expressive speech acts are utterances produced by speakers to convey their emotions and feelings. Yule (1996:53) stated that expressive speech acts show the speaker's psychological condition including pleasure, sadness, likes, and dislikes.

### **2.1.3 Illocutionary Forces in Expressive speech acts**

According to Searle & Vanderveken (1985:46), illocutionary force is when the illocutionary point (assertive, expressive, directive, etc) is applied to a particular proposition and attitude that indicates the speaker's intention. They classified 12 illocutionary forces in expressive speech acts.

#### **2.1.3.1 Thanking**

Thanking refers to the expression of gratitude that the speaker feels to the hearer for something he has done (Searle & Vanderveken, 1985:212). The example of thanking is the utterance "*Why, thank you, son.*" (Firmansyah, 2022:31).

#### **2.1.3.2 Apologizing**

Apologizing is an illocutionary force to express sorrow or guilt for some situation that the speaker is accountable for (Searle & Vanderveken, 1985:211). The example of apologizing is the utterance "*I'm sorry if it makes you uncomfortable.*" (Elhamsyah & Ambalegin, 2023:256).

#### **2.1.3.3 Greet and Welcome**

Greet refers to the speaker acknowledging the presence of the hearer and expressing polite attitude toward meeting him (Searle & Vanderveken, 1985:215). The example of greet is the utterance "*Hey, Marino. Why so blue?*" (Kurniasih & Mulatsih, 2022:56). Meanwhile, welcome is when the speaker expresses pleasure at the presence of the hearer (Searle & Vanderveken, 1985:216). The example of

welcome is the utterance *“Well, welcome to the show, we’re excited to have you here.”* (Putri & Ariyaningsih, 2023:11).

#### **2.1.3.4 Complaint**

Complaint is an illocutionary force to express dissatisfaction that the speaker feels toward the hearer or situation (Searle & Vanderveken, 1985:213). An example of complaint is the utterance *“Because of you, I lost my job, my life, and my face!”* (Pranata & Putri, 2024:2311).

#### **2.1.3.5 Condolence**

Condolence refers to expression of sympathy that the speaker feels toward the hearer (Searle & Vanderveken, 1985:212). The example of condolence is the utterance *“I’m sorry for your loss.”* (Amani & Setiarini, 2023:235).

#### **2.1.3.6 Lament**

Lament refers to the expression of sorrow that the speaker feels toward something (Searle & Vanderveken, 1985:213). In lament, the hearer does not need to be assigned as responsible for the thing being lamented. The example of lament is the utterance *“I became less concerned with my responsibilities. I was becoming human,”* (Mareta & Afriana, 2024:21).

### **2.1.3.7 Protest**

Protest is an illocutionary force that expresses the speaker's disapproval and demand for change (Searle & Vanderveken, 1985:213). In protest, the hearer might not be directly responsible for the bad situation but he is required to change it. The example of protest is the utterance "*I'm not doing this, it's ridiculous, there's no point doing any of that.*" (Nazrah & Rosida, 2024:346).

### **2.1.3.8 Deplore**

Deplore refers to the expression of sorrow or dissatisfaction and unlike lament, someone is responsible for the thing deplored (Searle & Vanderveken, 1985:214). The example of deplore is the utterance "*You do not deserve to live.*" (Aritonang & Ambalegin, 2023a:56).

### **2.1.3.9 Praise**

Praise is an illocutionary force to express admiration or approval that the speaker feels toward someone or something (Searle & Vanderveken, 1985:215). The example of protest is the utterance "*You're very well organized over here*" (Putri & Ariyaningsih, 2023:11).

### **2.1.3.10 Boast**

Boast refers to an expression of pride in which the speaker tells his own achievement to the hearer (Searle & Vanderveken, 1985:215). The example of boast

is the utterance *“How flipping awesome was that? I just killed that thing!”* (Mareta & Afriana, 2024:19).

#### **2.1.3.11 Compliment**

Compliment refers to expression of approval that the speaker feels toward the hearer for something good he has or accomplishes (Searle & Vanderveken, 1985:215). An example of compliment is the utterance *“because... you take nice pictures.”* (Ricca & Ambalegin, 2022:19).

#### **2.1.3.12 Congratulate**

Congratulate is an illocutionary force that expresses the speaker’s pleasure toward the good event of the hearer (Searle & Vanderveken, 1985:212). The example of congratulate is the utterance *“Nah, no plus one. Congratulations”* (Ricca & Ambalegin, 2022:19).

#### **2.1.4 Felicity Condition**

Felicity conditions are requirements that must be fulfilled for an utterance to be called a felicitous act. Felicitous speech act refers to appropriate, effective, and meaningful speech acts and avoids misunderstanding. Searle (1969) proposed four rules of felicity conditions.

#### **2.1.4.1 Propositional Content**

According to Searle (1969:57), propositional content condition is the requirement that the utterance contains what the sentence is about or describes a particular state of affairs. For example, in the utterance “*I promise that I will come*” contains the propositional content “*I will come*” as it expresses the state of affairs (Searle, 1969:19).

#### **2.1.4.2 Preparatory Condition**

Searle (1969:64) stated that propositional content condition is the requirement that the circumstances and the roles of participants must be appropriate for the act to be performed and the speaker must have the ability to carry out the act. For example, in the utterance “*Hello,*” where the speaker has just met the hearer is the preparatory condition (Searle, 1969:64).

#### **2.1.4.3 Sincerity Condition**

According to Searle (1969:64), sincerity condition refers to the requirement that the speaker must feel or believe what they express in the utterance. For example, in promise, the speaker’s intention to do the act and his believe that it is possible for him to do it is the sincerity condition (Searle, 1969:60).

#### **2.1.4.4 Essential Condition**

Searle (1969:64) specified the essential condition as what the speech act counts as or the main purpose of the utterance. For example, in greet, the essential condition

is that the utterance counts as a polite gesture of acknowledgement to the hearer (Searle, 1969:64).

### **2.1.5 Felicity Condition of Expressive speech acts**

Here are the specific felicity conditions of illocutionary force in expressive speech acts, which can be found in appendix.

### **2.1.6 Negative Cognitive Bias**

According to Beck et al. (1979:11), emotional disorders, such as anxiety and depression, are caused by systematic errors in reasoning called cognitive distortions or biases. These distortions created automatic and inaccurate negative thoughts about the self, the environment, and the future. The persistent negative thoughts eventually lead to depressive symptoms such as sadness, hopelessness, motivation issues, and deteriorating behaviors. This theory explains distorted thinking patterns in depressive individuals, which can be observed through language and can be analyzed together with expressive speech acts. Beck & Weishaar (1989) categorized these negative cognitive biases into six types.

#### **2.1.6.1 Arbitrary Inference**

Depressive individuals tend to make a negative conclusion without clear evidence or even contrary to the evidence (Beck & Weishaar, 1989:23).

#### **2.1.6.2 Selective Abstraction**

Depressive individuals tend to focus simply on negative aspects of the situation, even ignoring more important aspects (Beck & Weishaar, 1989:23).

#### **2.1.6.3 Overgeneralization**

Depressive individuals tend to draw a general conclusion based on one or few incidents and apply the rule widely to other situations (Beck & Weishaar, 1989:24).

#### **2.1.6.4 Maximization and Minimization**

Depressive individuals tend to exaggerate or minimize the significance of an event than it actually is (Beck & Weishaar, 1989:24).

#### **2.1.6.5 Personalization**

Depressive individuals tend to involve external events to oneself even without any connection (Beck & Weishaar, 1989:24).

#### **2.1.6.6 Dichotomous Thinking**

Depressive individuals tend to classify experiences in one of two extreme types, such as complete success or total failure (Beck & Weishaar, 1989:24).

### **2.2 Methodology**

This section explains the research type, source of data, population, sampling, the steps of obtaining data, and the steps of data analysis.

### **2.2.1 Type of Research**

This research is designated as descriptive qualitative research. This method is chosen as it enables the writer to accurately analyze the data and resulting in a deep understanding of the phenomena (Hall & Liebenberg, 2024:4). Descriptive research helps the writer to obtain detail and accurate data from the object while qualitative research helps the writer to explore and provide a comprehensive analysis from the data.

### **2.2.2 Data, Population, and Sampling**

The object for this research is utterances that the main character produced through the entire “The Bell Jar” novel. The writer retrieved the novel from <https://online.fliphtml5.com/ozpri/beyu/>. The population of data are all expressive speech acts found in Esther’s utterance. The sampling technique that is used is purposive sampling which could help to analyze the data that could be used to fulfil the research’s purposes. The samples are expressive speech acts used by Esther during depression (chapter 10-20) that are related to depression. These chapters are chosen because Esther experienced depressive symptoms in these chapters, including unable to sleep, refusing to take a shower and unable to read. Eventually, Esther attempted suicide and was brought to several hospitals. An utterance is considered related to depression when it expresses experiences, feelings, or evaluation connected to Esther’s depression, such as hopelessness, helplessness,

frustration, despair, emotional suffering, negative self-evaluation, and resistance toward psychiatric treatment.

### **2.2.3 Method of Data Collection**

The method of collecting data that the writer used is a documentation method because it helps the writer to note and evaluate the data that is in written text form. In collecting the data, the writer will read the novel several times to understand the language and story. After reading the novel, the writer will take notes of the expressive speech acts uttered by Esther Greenwood. To identify the expressive speech acts, the writer observes the use of quotation marks (“...”). Moreover, the utterance that is produced by the main character is also signed by the speech tag “I said” or “I told” before or after the utterance as the main character is the first-person narrator. Furthermore, the data found are divided into utterance units. An utterance is a natural unit of speech enclosed by breaths or pauses.

### **2.2.4 Method of Data Analysis**

In data analysis, the writer divides the processes into some steps.

1. The writer identifies the expressive speech acts from Esther’s utterances.
2. To answer research question 1, the writer classifies Esther’s expressive speech acts into 12 types based on Searle & Vanderveken's (1985) theory using felicity conditions.
3. To answer research question 2, the writer analyze the negative cognitive bias reflected in expressive speech acts using negative cognitive bias theory

(Beck & Weishaar, 1989). The writer will analyze the negative cognitive bias in Esther's Expressive speech acts during chapter 10-20 that are commonly found in depressive people.

4. After the analysis is done, the writer draws a conclusion of the illocutionary forces in expressive speech acts and the reflection of her depression.

