

CHAPTER II

THEORY AND METHOD

2.1 Theoretical Framework

2.1.1 Pragmatics

Pragmatics can be seen as a part of linguistic studies. There are many studies whose main framework is pragmatics. According to Leech (1993), the study of pragmatics refers more to meaning in relation to situations of speech acts. Furthermore, Yule (2014:3) defines pragmatics as the study of intent so that it involves interpreting what people mean in a specific context and how that context influences an utterance.

It can be concluded that pragmatic is a branch of linguistics that focuses on the meaning in context or in other words examines the intent of speakers. The function of studying linguistics through pragmatics is that human beings can speak words about the meaning conveyed or intended by people, their assumptions, their intentions, and goals, as well as various types of actions.

1.1.2 Speech Acts

Yule (2014:82) describes speech acts as actions that are usually accomplished in the forms of speech such as apologizing, begging, complaining, inviting, ordering, asking or promising. Speakers usually deliver the meaning of speech in many forms of speech acts. Searle (in Chaer, 2010:27-28) divides speech acts into three types, namely locutionary acts, illocutionary acts and perlocutionary acts.

2.1.2.1. Locutionary Act

Locutionary act is speech acts that aim to state something as it is. Yule (1996:48)

explains that this speech act as the basic speech act of an utterance or basic speech act when it comes to producing meaningful linguistic expressions. Based on definition above, a definition can be drawn regarding locutionary acts, namely actions that express an utterance that is in accordance with the meaning of a word or the meaning of a sentence.

2.1.2.2 Illocutionary Act

An illocutionary act is a speech act that has a specific goal and objective which results in further action by the speech partner after receiving the speech. Yule (1996:48) states that this speech act is conveyed by means of communicative force of an utterance to form a statement, an offer or for some other communicative goal. Leech (in Nadar, 2009:12) identifies these speech acts into five categories, which are assertive, directive, commissive, expressive, and declaration.

a. Assertive

According to Hymes (in Syahrul, 2008:32), assertive is a type of speech act with an objective to state something which can be determine whether it is true or not. These speech acts include stating, suggesting, boasting, complaining, and claiming.

b. Directive

According to Chaer (2010:29), directive is a type of speech act carried out by a speaker with the intention that the person speaking to him or her carry out the action mentioned in the speech. These speech acts include ordering, begging, demanding, suggesting, challenging.

c. Commissive

Yule (in Triwahyuni, 2019:34) describes commissive as a form of speech with an objective to express promises, oaths, and offer something. In this speech act, the utterance is usually aimed at oneself and is marked by a promise or oath.

d. Expressive

Searle (in Rani, et al., 2010:162) defines expressive as speech acts that involve feelings and behaviors, for example acts of apology, thanks, praise, regret, or sarcasm. This action expresses and the speaker's attitude are towards the interrogator.

e. Declaration

The definition of declaration according to Searle (in Chaer, 2010:30) is a speech act imposed by the speaker with the goal of creating something, such as deciding, canceling, dismissing, imposing punishment. This speech act associates the content of the proposition with actual reality.

2.1.2.3 Perlocutionary Acts

Yule (1996: 84) states that a perlocutionary act occurs when the speaker talks with the assumption that the hearer will notice the consequences of what has been said. Perlocutionary acts basically have a purpose which is the meaning behind a deeper utterance.

2.1.3 IFIDs

In order to recognize the kind of speech acts within the utterance to a speaker, the Illocutionary Force Indicating Devices (IFIDs) is the most accessible media to be utilized. Searle and Vanderveken (1985) frequently discusses Illocutionary Force Indicating Devices (IFIDs) that are the elements, or aspects of linguistic medias which are an indication of either (dependent on which conceptions of "illocutionary force" and "illocutionary act" are adopted) that the utterance is made with a certain illocutionary force, or probably that it contains the presentation of a certain illocutionary act. Yule (1996:49) explains that IFIDs can be analyzed by a few factors such as; word order, stress, intonation contour, punctuation, the mood of the verb, and performative verbs. While other medias, such as a lowered voice quality showing a warning or threat, might be utilized to determine illocutionary force. Additionally, the utterance must be conveyed under certain conventional conditions to be considered to have the intended illocutionary force.

2.1.4 Felicity Condition

The utterances that are created to carry out a specific speech act are also decided by the circumstances surrounding it. Yule (1996:50) explains the felicity conditions as the appropriate circumstances for the utterance of a speech act to be recognized as it is intended. There are four types of felicity conditions. The first one is propositional content that refers to context and content of performative utterances. The second one is preparatory condition involving the appropriate circumstances in which performative utterance should be uttered. Third of all, sincerity condition refers to the psychological stages such as the hearer's thoughts and desires. The fourth and final one is essential condition which refers to the commitment of speaker to commence the actions conveyed by performative utterances (Searle, 1989:321-323).

2.1.5 Direct and Indirect Speech Act

Carston (2002) argues that successful interpersonal communication depends on the hearer's ability to understand what the speaker is trying to convey. However, sometimes the intention which the speaker delivers means something else. In that case, people may use strategy directly or indirectly and each of them has distinct function. According to Leech (2014) direct strategy includes by using imperative and performative utterances. Question form and statement are usually used in indirect strategy. Then in indirect strategy, modal auxiliaries such as will, would, can, could, must and should and other expressions such as have to and have got to are also utilized to deliver messages declaratively or interrogatively.

In general people have several reasons for using directness and indirectness. Reasons that are often encountered include avoiding of hurting hearers, harsh expressions, bad impressions or being related to politeness. Directness is usually used when the speaker and hearer already have a relationship that is not yet intimate, while indirectness is usually used when the speaker and hearer have a closer relationship. However, those rules are not always

true. It can be mentioned, indirectness itself helps someone in maintaining a harmony of social relationship with the hearer.

2.1.6 Social Hierarchy

Leech's theory (1993) states that the farther the social rank distance between the speaker and the hearer, the speech used will tend to be more polite, whereas the closer the social status ranking distance between the two, the politeness rating tends to decrease. This is the same as the relationship between teachers and students, parents and children, fellow friends with a close level of intimacy, so politeness in speaking will decrease, whereas as with neighbors or relatives with a far level of familiarity, it is certain that politeness in speaking will be more polite.

According to Brown and Levinson (1978) the kind of relationship as written above is determined by three factors, namely, social distance, power, and rank of imposition. Social distance is one of the factors that could affect the use of speech act. Social distance can be used to determine the familiarity level between the interlocutors. If the interlocutors do not know one another or are not close to one another, then it can be determined that their social distance level is high. However, if the interlocutors know one another or are in a close relationship, then it can be determined that their social distance level is low.

The next factor is power or relative power. Power means the authority that the speaker holds. With power, we can also observe the interlocutor's way of communicating because the way that a highly authorized and low-class person communicates is very different. In a social hierarchy, a speaker's power can be considered high or low depending on a few factors such as social status, age, etc. If the speaker and hearer hold the same power such as the same social status or if they are the same age, then this case can be considered as equal power.

The third factor is called the rank of imposition. This factor refers to the level of difficulty that will be faced by the hearer. There is a difference between when a person

commits to something that can be rather difficult to do and something that's much easier to do. When a commitment is hard to accomplish, then a person might end up using indirect form. When the request is a big favor and difficult, the rank of composition will be high. On the other hand, if the request is something that is easy enough to do, the rank of imposition will be low.

2.2 Method

This section will explain the data and sample, procedure of collecting data, and method of analyzing data.

2.2.1. Types of Research

According to Walidin & Tabrani (2015:77) qualitative research is a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, detailed views obtained from informant sources, and carried out naturally. Qualitative research has a descriptive nature and tends to use an inductive approach to analysis. In order to explain the types of directives speech acts used by Lara Jean as the main character in the movie, this study uses a qualitative descriptive method because it analyses the data in the form of speech analysis.

2.2.2. Data and Sample

Data are obtained from the movie *P.S. I Still Love You*. The collection is focused on utterances from the main character, Lara Jean to some supporting characters such as Peter, Stormy, Kitty, daddy, Lucas, Christine, and John. There are 58 utterances as the data. Pursuant to the writer's selection of data in accordance with certain parameters which are relevant for research problems, the method employed is purposive sample. The sample is only from utterances that contain direct and indirect directive speech acts.

2.2.3. Procedure of Collecting Data

1. The writer searched and opened Sublikescript website <https://sublikescript.com/> , website that provides the transcript of subtitles of many movies.
2. The writer searched. *P.S I Still Love You* transcript of subtitle in Sublikescript website.
3. The writer took *P.S. I Still Love You* transcript of subtitle.
4. The writer read the movie transcript to obtain the Lara Jean utterances
5. The writer watched the movie multiple times to understand the context of the utterances and to know the situation in which utterances are conveyed
6. The writer collected Lara Jean's utterances that are considered as directive speech acts
7. The writer made a note of Lara Jean's utterances
8. The writer classified the utterances based on the forms of the directive speech acts
9. The writer classified the structure of utterance, direct or indirect
10. The writer analyzed the social hierarchy based on Brown & Levinson theory
11. The writer drew the conclusion.

2.2.4. Method of Analyzing Data

The step to analyze data can be described as follows:

1. The writer watched the movie *P.S. I Still Love You* to understand the context and plot of story.
2. The writer classified the utterances into the types of directive speech acts
3. The writer classified the utterances by using IFIDs to know the types of directive speech acts
4. The writer described using felicity condition theory to know the speech act can be successfully understood by hearer.
5. The writer classified directive speech act into direct and indirect speech acts.
6. The writer analyzed descriptively and evaluated all data analysis

7. The writer made a conclusion of the data.