

CHAPTER II

THEORY AND METHOD

2.1 Theoretical Framework

This section presents the theoretical framework of this thesis that covers the theory of characterization, pragmatics, speech act, directive speech act, types of directive speech acts, and context.

2.1.1 Characterization

According to Kenan (2002), characterization is the part of literary elements used to describe characters and is used to analyze how characters are portrayed in the movie. Characterization is divided into direct definition and indirect definition. All characterization seems to emerge from the thoughts, words, and actions of the protagonist. In addition, Kenney (1996:34) points out that different characterization methods can reveal the character's personality traits. The discursive method, dramatic method, contextual method, and mixing method are all included.

1. Discursive method

According to Kenney (1996:34), the discursive method is a character portrayal method where the author chooses to tell the readers about his character directly.

2. The dramatic method

Kenney (1996:34) states that the dramatic method, on the other hand, allows characters to reveal themselves through their own words and actions.

3. The contextual method

Kenney (1996:34) proposes that the contextual method uses the character's surrounding verbal context to imply the character.

4. Mixing method

According to Kenney (1996:34), the mixing method is the combination of the three methods above which can be used to reveal a characterization of a character in a literary work.

2.1.2 Pragmatics

Yule (2010:127) states that pragmatics is a study of speaker meaning and contextual meaning. Pragmatics, which can also be called the field of macrolinguistics, studies what speakers mean. When speakers or writers attempt to communicate, they must rely on a variety of interrelated assumptions and expectations. Examining these assumptions and expectations can reveal some insights: There is always much more being communicated than is being said.

In addition, Leech (1983:6) states that pragmatics is the study of meaning in relation to speech situations. Aspects of speech situation further provide a criterion to refer in determining whether we deal with pragmatic or semantic phenomenon

(Leech, 1983: 13-4). The occurrence of one or more of the aspects then indicates a pragmatic one since, as previously mentioned, pragmatics studies meaning in relation to speech situations. The five aspects are: Addressers or addressees (speaker and hearer), the context of utterance, the goal(s) of an utterance, Leech refers the goal(s) of an utterance as the utterance's intended meaning, or speaker's intention in uttering it, the utterance as a form of act or activity: a speech act, the utterance as a product of a verbal act, and the utterance as a form of act or activity: a speech act.

2.1.3 Speech Act

Pragmatics consists of several sub-disciplines that study communication. Speech acts is one of the sub-disciplines investigated in pragmatics. The meaning of an utterance can be deduced from its speech act by considering the speaker's intended meaning. Austin came up with the concept of speech act in his book entitled "How to Do Things with Words" (1955). According to Austin (1962), someone performs actions when they speak. Since the analysis of pragmatic issues cannot be separated from speech acts, this viewpoint serves as the foundation for pragmatic studies. Performative speech act is the term used to describe Austin's speech act theory that is accompanied by an act. According to Austin (1962), utterances have three different speech acts. There are locutionary acts, which is the literal meaning of what is said; illocutionary act, which is the social function of what is said; and perlocutionary act, which is the effect of what is said.

John R. Searle, who stated that the speech act is the entirety of lingual communication, which includes lingual acts. Lingual communication units discuss more than just symbols, words, or sentences; they also discuss how these elements are produced as a result of actual speech acts. In particular, Searle (1979) categorizes illocutionary acts into five different utterances based on their function. Assertives, directives, expressives, commissives, and declarations are all included as the five fundamental categories of actions you can conduct while speaking or vocalizing.

2.1.4 Directive Speech Act

According to Searle (1979), directives is the type of illocutionary act consisting of attempts to persuade the hearer to do something. Directive speech acts causes listeners to do additional activities based on the speaker's instructions. The attempt to persuade the listener or the hearer itself can be divided into two ways: they may be very modest attempts or they may be very fierce attempts. The exclamation mark is used as an illocutionary point signaling device.

2.1.5 Types of Directive Speech Act

Searle (1969) states that "directives are intended to produce some effect through action by the hearer: commanding, advising, requesting, prohibiting, and begging are examples". Hence, these five types became the five general functions, namely inviting, begging, prohibiting, suggesting, and requesting as explained as follows:

1. Inviting

Searle (1976) classifies inviting as directives whose illocutionary point is that the hearer does a future action. For inviting, the future action is that the hearer comes to an event. By initiating an invitation, the speaker wants the hearer to come to a future event. The structure of an inviting consists of two parts: the head act and modifications. The head act of inviting is the minimal unit to convey that invitation is being made, which varies cross-culturally. Modifications externally or internally mitigate or aggravate the force of an invitation.

2. Begging

Begging can convey a sense of desperation and immediate need. It aims to ask someone to do something that the speaker expects respectfully. This speech is usually addressed to a respected person (Leech, 2014). This kind of speech act is supported by the speech forms, which are more polite and more subtle and it is not only used to honor the interlocutor but also used to express regret for an action (Leech, 2014).

3. Suggesting

Suggesting is the directive act by which the speaker directs the hearer to do a particular future action that carries an interest to the hearer. That is, when the speaker advises the hearer to do an action, he/she suggests that the hearer perform it while presupposing that it would be good for him/her to perform it. Searle (1969) views that "contrary to what one might suppose suggest is not a species of requesting.

Suggesting is not trying to get the hearer to do something in the sense that requesting is. Suggesting is more like telling the hearer what is best for her/him."

4. Prohibiting

The categories contained in the prohibiting speech act include forbidding, restricting, and enjoining Searle (1979). However, the research only discovered the use of the prohibiting speech act. Prohibiting act is similar to the act of forbidding since both of them have the same conditions for performing a successful speech act. But, the act of prohibition differs from the act of forbidding in terms that when the speaker performs the speech act of prohibition, he/she is likely to forbid an action not only here and now, but generally at other places and over a long period of time. In the prohibition act, the speaker prohibits the hearer not to do a specific action.

5. Requesting

Requesting is an act of asking someone to do something in a polite manner, as opposed to giving an order, which is given to someone if that person has control over the other speaker or has to be in a higher position or status Searle (1969:66). According to Searle (1979:36), directives can be delivered directly and indirectly. Based on the data, it can be seen that Clive Durham delivers a request and asks the other character both directly and indirectly. Searle (1979:36) states that a direct request can be recognized when an utterance is delivered or written in imperative sentences or explicit performatives.

2.1.6 Context

According to Yule and Widdowson (1996:21), context has a powerful impact on how referring expressions are to be interpreted. When a speaker and a receiver interact verbally, the context between them as well as the situation, condition, and location are always involved. Context is the most critical component that must exist in pragmatic studies in order to understand what speakers mean or intend. Therefore, pragmatics pays attention to the current context as it analyzes the invisible meaning. To comprehend an utterance, the same assumptions reveal how an utterance carries more information than what is uttered or written in the text.

2.2 Research Method

This section presents types of research, data, data source, and population, method of collecting data, and method of analyzing data.

2.2.1 Types of Research

This study is categorized into qualitative-descriptive research. The purpose of this present study is to reveal the characterization of Massie Block by identifying and analyzing several types of directive speech acts performed by Massie Block in *The Clique* (2008) movie. The qualitative-descriptive method is used to generate the data that describe the ‘what’ question which is relevant to the aim of the present study where the study is aimed to reveal the characterization of Massie Block by analyzing several types of directive speech acts performed by Massie Block in *The Clique* (2008) movie.

2.2.2 Data, Data Source, and Population

The data of this study is taken from the utterances uttered by Massie Block in the movie entitled *The Clique* (2008) directed by Michael Lembeck. The data source is taken from a literary text, which is *The Clique* (2008) movie script. Moreover, the population of the data is all of the utterances uttered by Massie Block, while the sample is the directive speech acts performed by Massie Block in *The Clique* (2008) movie.

2.2.3 Method of Collecting Data

To gain data for research purposes, non-participant observation and documentation methods are applied to collect the data. Documentation is the method used in scientific research in order to collect the data by using documents. According to Guba and Lincoln, the document is all of written substance or film (Moleong, 2009: 216). This method is used because it can be made to examine and interpret something (Moleong, 2009: 217).

I deal with an American teen comedy-drama movie entitled *The Clique* (2008) directed by Michael Lembeck. I particularly analyze a character named Massie Block and want to find her characterization through her utterances performed in the movie. For collecting the data, I did some steps including watching the movie and marking the important part for data collection such as observing the utterances performed by Massie Block to find several types of directive acts. Searching and reading its script is needed to get deeper and more detailed information. In addition, I use the note-

taking method to create utterances-notes using certain language features performed by Massie Block.

2.2.4 Method of Analyzing Data

I use a content analysis method to conduct the data for the present research. According to Bengtsson (2016), content analysis method is used by making an interpretation of the underlying context through any data presented in words and themes. In the present study, content analysis method was used to identify several types of directives performed by Massie Block in *The Clique* (2008) movie to analyze and interpret her characterization. Furthermore, four steps were taken to analyze the data.

1. Observing the dialogue spoken by the character of Massie Block while watching the movie entitled *The Clique* (2008) on the website. Then, creates a transcript of utterances of the main character Massie Block by analyzing the dialogue both from the movie and the screenplay script.
2. Identifying and classifying several types of directive speech acts proposed by Searle that occur in the utterances uttered by Massie Block, whether it is inviting, begging, prohibiting, suggesting, or requesting act.
3. Describing the types of directive speech acts found in Massie Block's utterances.
4. Analyzing and interpreting the characterization of Massie Block by considering each type of directive act performed by Massie Block, the context of utterances, and how the utterances are conveyed by the character.