

CHAPTER II

THEORY AND METHOD

2.1 Theoretical Framework

2.1.1 Speech Acts

A speech act, in general, refers to an action performed by someone through speech or words. When speaking, a person is not only conveying information or ideas, but also performing an action that affects others or the situation around them. This concept is based on the idea that language is not just a tool for conveying facts or information, but also for interacting with others and changing social dynamics Searle (1969).

In short, a speech act is an action performed through speech that can involve giving information, making a request, giving a command, expressing feelings, or even making a promise. In every conversation, a person's utterance often has a specific purpose, whether it is to ask for something, give instructions, confirm something, or alter the existing social situation.

Speech Act Theory, as introduced by Searle (1969), is a significant concept in the philosophy of language that explores the connection between utterances and actions. Searle's theory builds on the notion that language is not just a means of conveying information but also a way for speakers to perform actions. According to Searle (1969), the meaning of language is derived from the intention or function behind the utterance, rather than solely from the words themselves. This approach amplifies that speech acts are not just about expressing ideas but also about accomplish specific outcomes or effects in the real world.

Searle (1969) categorizes speech acts into three key elements: locutionary acts, illocutionary acts, and perlocutionary acts. A locutionary act refers to the utterance itself and its literal meaning, such as the act of pronouncing words. The illocutionary act is the central element of Searle's theory, concentrating on the speaker's intention and the purpose of the utterance in the conversation. For instance, when someone says, "Can you pass the salt?", the illocutionary act is a request, not just the words. Finally, the perlocutionary act concerns the effect or response the utterance has on the listener, such as persuading, convincing, or comforting them.

Searle (1969) argues that speech acts are regulated by speech contexts, which encompass the speakers and listeners, the speech's context, and the speech's objective. In brief, speech act theory is the concept of using speech to change, assert, express, or even force someone to do something. Speech act analysis is an important area of research. Studying speech acts only has one advantage: it makes every utterance easier to interpret. The strength of a speaker's voice communication depends on their language proficiency. It follows that activities carried out through utterance are what are meant to be implied by speech acts.

2.1.2 Types of Speech Acts

1. Locutionary Acts

Locutionary act refers to the basic action that occurs when someone speaks words (Searle, 1969). It involves three key aspects: first, the way the words are pronounced (such as the sound or articulation of the words); second, the sentence structure (how the words are arranged to form a proper sentence); and third, the meaning of the words themselves (what the words convey).

For example, when someone says, "I'm hungry," the locutionary act involves the utterance of the words "I" and "hungry," as well as the sentence structure that indicates the person is feeling hunger. At this stage, we focus solely on the words spoken and their direct meaning, without considering the deeper intention or purpose behind the statement (such as whether the person is merely expressing a feeling or requesting food).

2. Illocutionary Acts

According to Searle (1969), an illocutionary act refers to the action performed by the speaker through their utterance to accomplish a specific goal in communication. It goes beyond merely conveying information; illocutionary acts focus on the intention or purpose the speaker aims to achieve with their words.

For example, when someone says, "Please close the door," the action involved is not just stating that the door is open but also attempting to request someone to close it. In this case, the illocutionary act is a request.

Searle (1969) categorizes illocutionary acts into five types: assertive, directive, commissive, expressive, and declarative acts.

- Assertives

An assertive act, or assertion, is a form of illocutionary act where the speaker declares or affirms something about the world, usually presenting it as a fact, opinion, or belief (Searle, 1969). The main characteristic of assertive acts is that they are intended to communicate information that the speaker considers to be true. In essence, when making an assertive act, the speaker is asserting that a specific proposition reflects reality, and this assertion can be judged as either true or false.

In communication, assertive acts are crucial as they enable people to exchange information, make statements, express opinions, and provide descriptions (Degaf, 2017). Assertives facilitate the progression of conversation by laying the foundation for additional discussion or action. They help establish common understanding between the speaker and listener, potentially leading to agreements, disagreements, or further elaborations depending on the truthfulness of the assertions.

The example of Assertives act can be seen below;

"Water boils at 100°C."

This statement can be verified and judged as true or false based on scientific fact. This part is classified as an assertives speech act because the utterance contains some fact.

"I believe she will come tomorrow."

This is the speaker's belief, which can't be confirmed until the event happens. This part is classified as an assertives speech act because the utterance contains some opinion.

- Directives Act

A directive speech act is a kind of illocutionary act in which the speaker conveys a wish for the listener to perform a certain action. The main idea of directive acts is to ask, command, propose, invite, or suggest that the listener take action. The speaker aims to prompt the listener to act, which can vary from making a simple request to issuing a formal command.

The example of Directives act can be seen below;

"Please, close the window!"

The speaker is instructing the listener to close the window. This part is classified as a directive speech act because the utterance contains order.

“Why don't we go for a trip?”

The speaker is proposing a course of action for consideration. This part is classified as a directive speech act because the utterance contains asking.

- Commissives

According to Searle (1969), commissive act is a kind of illocutionary act where the speaker pledges to undertake a particular action in the future. The main goal of commissives is to communicate the speaker's intention or promise to act. In essence, by performing a commissive act, the speaker binds themselves to perform a specific action or avoid doing something in the future, typically in response to a request, suggestion, or need expressed by someone else.

The example of Commissive act can be seen below;

“I swear, I would never give it to you”

The speaker makes a strong personal commitment. This part is classified as commissive speech act because the utterance contains avoiding doing something in the future.

“I will attend to your boxing match tomorrow”

The speaker commits to attending the event in the future. This part is classified as commissive speech act because the utterance contains promising to do something in the future.

- Expressives act

According to Searle (1969), an expressive speech act is a kind of illocutionary act where the speaker communicates their emotions, feelings, or mental states. The main aim of expressive acts is for the speaker to share or convey their emotional response to a particular situation, event, or interaction. These acts are not meant to assert facts or ask others to take action, but instead to express the speaker's feelings, often to demonstrate empathy, regret, happiness, sympathy, or other emotions.

The example of Expressive act can be seen below;

“Wow, that’s cool!”

The speaker is expressing excitement or astonishment. This part is classified as expressive speech act because the utterance contains happiness.

“I feel bad for your loss”

The speaker expresses a sympathy. This part is classified as expressive speech act because the utterance contains guilty.

- Declaration act

According to Searle (1969), declaration act refers to a form of illocutionary act where the speaker causes a change in the external situation merely by uttering specific words, assuming they have the appropriate authority and the context supports it. In essence, declarative acts go beyond describing events they actively transform reality. What makes this act distinct is that the utterance itself acts; by stating it, the act is accomplished.

The example of declaration act can be seen below:

“I appoint you as the leader of the class”

“ I choose you to be the captain of the team ”

A declaration act is effective only when performed within the proper context and by an individual who holds the necessary authority. If these conditions are not met, the statement will not produce any actual change or impact in the real world.

3. Felicity Condition

Felicity conditions refer to the specific contextual and situational factors that must be in place for a speech act to be carried out effectively and appropriately. First introduced by J.L. Austin and later refined by John Searle, these conditions help ensure that an utterance operates not just as a sequence of words, but as a purposeful and meaningful act of communication.

Within the framework of speech act theory, felicity conditions serve as criteria for judging whether a speaker's utterance qualifies as a proper and successful illocutionary act such as making a promise, issuing a command, or offering an apology. When these circumstances are not met, the speech act may be regarded as unsuccessful or inappropriate, even if the grammar is correct.

Searle (1969) outlines four key types of felicity conditions that must be met for a speech act to be successful:

1. Propositional Content Condition

The meaning of the utterance must align with the kind of speech act being performed. *For instance, when making a promise, the statement should involve a future action by the speaker.*

2. Preparatory Condition

Certain background or situational factors need to be present. *For example, the speaker assumes that the hearer wants the action to be done or believes the hearer is capable of it.*

3. Sincerity Condition

The speaker must sincerely hold the attitude or intention reflected in the speech act. A sincerity condition refers to the psychological state that a speaker is expected to genuinely hold when performing a particular type of speech act. In other words, the speaker must be sincere—they must really mean what they say. *In an apology, this means the speaker genuinely feels remorse.*

4. Essential Condition

The utterance must be perceived and intended as a performance of the speech act. *Saying “I promise” is recognized as an act of commitment.*

For the sentence *“I promise to call you tomorrow”* to function as a proper commissive act:

- It should describe a future event (propositional content).
- The speaker should believe the listener expects or desires the call (preparatory).
- The speaker must honestly intend to make the call (sincerity).
- And the statement must be meant and understood as a promise (essential).

In essence, felicity conditions are what enable speech acts to be communicatively effective. They ensure that beyond grammatical correctness, the speaker’s intent, the appropriateness of the context, and the shared understanding between participants are all aligned.

4. Perlocutionary Acts

According to Searle (1969), a perlocutionary act is an action that occurs as a result of the speaker's utterance, with the effect or response generated in the listener being the primary focus. It is related to the changes that happen in the listener after hearing or understanding the utterance, not the intention or goal the speaker aims to achieve.

In a perlocutionary act, the focus is on the consequences or actions taken by the listener as a reaction to the utterance. In other words, it describes how a person's utterance can influence the listener to act or respond in a particular way, according to the speaker's intended meaning.

Thus, a perlocutionary act refers to the effect on the listener, which can be in the form of actions or decisions made as a response to the utterance made by the speaker.

A perlocutionary act happens when the speaker's utterance triggers the listener's reaction or effect (Degaf, 2017). This involves the influence or action that the speaker's words prompt in the listener. For example, when someone says, "It's really cold in here, isn't it?" the speaker's statement may not directly ask for any specific action but can encourage the listener to take a particular step. The focus of the perlocutionary act lies in how the speaker's words impact the listener and how they act in response.

In this case, the listener may interpret the speaker's remark as a subtle suggestion to close the window or increase the heat, even if no explicit request is made. The listener's action—such as adjusting the temperature or closing the window—is the perlocutionary act. It demonstrates how the speaker's words can lead to changes in the listener's behavior, even if the main purpose of the utterance was not to issue a command, but simply to make an observation. Therefore, the perlocutionary act emphasizes the influence of the speaker's words on the listener's actions.

2.2 Research Method

2.2.1 Types of Research

A qualitative descriptive study is the kind of research being conducted. Research methods that gather descriptive data in verbal and linguistic form are referred to as descriptive qualitative methods (Moleong, 2009:3). In other word, a qualitative research is mainly to focus on words or language itself.

2.2.2 Data and Data Source

In qualitative research, speech and action serve as the primary data sources; additional data, including documents, make up the remaining portion (Lofland in Moleong, 2010: 157). The TV Series *You* season 1 are the source of primary data for descriptive qualitative study.

2.2.3 Method of Collecting Data

Documentation is the process used to gather data. The Netflix TV series *YOU's* Season one screenplay serves as documentation for this investigation. The rationale behind this approach and the fact that it can be used for examination (Moleong, 2009: 217). The Netflix TV Series *YOU* season 1 script material was utilized by the researcher's writer.

The observation method or in Bahasa called the Simak method was employed by the researcher to get the data. According to Sudaryanto (2015: 203), the reason the method is dubbed the "Simak" method is because it is carried out through language use observation. The "Simak" method refers to a technique for gathering data that involves direct language observation. The observation approach is applied in the following steps:

1. Watching and taking note of the Tv series *YOU* season 1
2. Observing, attempting to comprehend, hunting for all of the utterances, and discovering any pertinent details that bolstered this investigation
3. Classfying information by grouping it into Searle category-based categories of illocutionary act/force

2.2.4 Method of Analysing Data

The writer uses an analytical method to investigate the data in data analysis. As Bogdan (1998) explains Data analysis is the methodical process of going over interview transcripts, field notes, and other materials that the researcher gathers in order to better understand them and to be able to share with others.

Throughout this process, the method of analysing data will be presented below:

- The writer analysis the illocutionary act in *YOU* Tv series season 1.
- The writer watched the TV series three times or longer, paying close attention to the sequence that needed to be evaluated
- The writer classifying the data based on Searle theory
- The writer analysis the most dominant in illocutionary act
- Discussion
- Conclusion