

CHAPTER II

THEORETICAL FRAMEWORK & METHODOLOGY

2.1 Theoretical Framework

In this study, the researcher employs two main theories to analyze the data. The first is the theory of speech acts proposed by Searle (1969) which serves as the foundational framework for understanding the functions of language in communication. To further specify the analysis, especially in categorizing expressive utterances, the study also adopts Searle & Vanderveken (1985) classification of expressive illocutionary acts. By integrating these two theoretical perspectives, the researcher aims to provide a more detailed and systematic explanation of the forms and functions of expressive acts as used by the main character, Wednesday Addams, in the *Wednesday* (2022) series.

2.1.1 Speech Acts and Expressive Speech Acts

When people speak, they are not simply arranging words into grammatically correct sentences, but they are also carrying out specific actions through their speech. In this sense, language is not only a tool for conveying information, but also a means of performing acts such as promising, apologizing, or requesting.

In his book Searle (1969) initially identified only three functions within expressive acts: apologizing, thanking, and congratulating. However, Searle and Vanderveken (1985) expanded on their theory in *Foundations of Illocutionary Logic*, where they added more categories under expressive acts, including welcoming, greeting, complementing, condoling, deploring, lamenting,

complaining, protesting, and boasting. These additional categories highlight a broader range of psychological expressions conveyed through speech. In this study, expressive acts are analyzed based on their functions to observe how Wednesday Addams uses them to express her character traits.

a. Apologizing

Apologizing is used when a speaker wants to express regret or ask for forgiveness for a mistake or wrongdoing they have committed. According to Searle (1969) in an utterance such as “*I apologize*,” the speaker expresses a psychological state of remorse regarding a past action. Some examples of apologizing:

(a) “*I’m sorry*.” Ricca & Ambalegin (2022)

(b) “*I am truly sorry about what happened*.” Ricca & Ambalegin (2022)

b. Thanking

Thanking is used when the speaker wants to show appreciation or gratitude for a favor, gift, or act of kindness from someone else. Searle (1969) includes “*I thank you*” as an expressive act that reflects the speaker’s positive emotional response to a beneficial action performed by the listener. Some examples of thanking:

(a) “*Thank you for coming*.” (Ricca & Ambalegin, 2022)

(b) “*Thank you*.” Ricca & Ambalegin (2022)

c. Congratulating

This function is used when the speaker wants to express joy, admiration, or praise for someone else’s achievement or success. According to Searle (1969), “*I congratulate you*” is an example of an expressive act that communicates approval

or happiness regarding another person's accomplishment. Some examples of congratulating:

- (a) "Congrats." Shelviana & Mulatsih (2022)
- (b) "Congratulations." Ricca & Ambalegin (2022)
- (c) "Congratulations, Anne!" Aritonang & Ambalegin (2023)

d. Welcoming

This function is used when the speaker wants to express acceptance and hospitality towards someone entering a place, event, or group. According to Searle (1969) in his book titled *Expression and Meaning*, he mentions "I welcome you," as an expressive act that indicates a speaker's warm reception of the listener. Another example of welcoming is "Welcome to the team." Ricca & Ambalegin (2022)

e. Greeting

Greeting is used when the speaker wants to politely acknowledge someone's presence or initiate a social interaction. Searle (1969) classifies greeting as an expressive act because it shows the speaker's recognition of the listener and is part of establishing social rapport. Some examples of greeting:

- (a) "Hi, beast. I'm Jane." Aritonang & Ambalegin (2023)
- (b) "Hi, guys!" Shelviana & Mulatsih (2022)

f. Complimenting

Complimenting is used when the speaker wants to express admiration or praise for someone's qualities, appearance, or behavior. Although not mentioned explicitly, Searle, complimenting falls under expressive acts as it conveys the speaker's positive psychological response toward the listener's attributes. Some examples of complimenting:

- (a) "So love being a Willoughbys with you." Aritonang & Ambalegin (2023)

(b) *“Nice work, Barnabys.”* Aritonang & Ambalegin (2023)

(c) *“You look nice in person.”* Ricca & Ambalegin (2022)

g. Condoling

This function is used when the speaker wants to express sympathy or sorrow for someone’s loss or suffering. According to Searle (1969) *“I condole you,”* as an example of an expressive act that conveys emotional support and empathy. Some examples of condoling:

(a) *“Tim, she needs a home, and if we don’t help her, we’re as bad as our parents, who keep sullyng out great Willoughby name.”* Aritonang & Ambalegin (2023)

(b) *“We can’t just leave her outside. It’s not safe. What if there are...wolves?”* Aritonang & Ambalegin (2023)

h. Deploring

This function is used when the speaker wants to express disapproval, disappointment, or moral concern about a certain event or behavior. Searle (1969) refers to this as an expressive act that communicates a speaker’s critical attitude toward a negative or undesirable situation. Some examples of deploring:

(a) *“Eating old gum is a bad way to go.”* Aritonang & Ambalegin (2023)

(b) *“Father, we’ve made a horrible mistake. We must go back home.”* Aritonang & Ambalegin (2023)

i. Lamenting

Lamenting is used when the speaker wants to express deep sorrow or grief about something painful or unfortunate. This act is categorized as expressive because it reveals the speaker’s internal emotional state in response to a distressing situation, aligning with Searle’s sincerity condition in expressive acts. Some examples of lamenting:

(a) *“I feel faint.”* Aritonang & Ambalegin (2023)

- (b) *“Oh, Father. I’m going to starve. It’s that girl! She brought the small one.”*
Aritonang & Ambalegin (2023)

j. Complaining

This function is used when the speaker wants to express dissatisfaction, annoyance, or criticism about a particular situation, behavior, or condition. Although not explicitly mentioned by Searle, many pragmatics scholars consider complaining as an expressive act. According to Yule (1996) that complaining reveals the speaker’s negative emotional reaction to something undesirable. Some examples of complaining:

- (a) *“Son, you insist on bothering us with your childish needs. Go to the coal bin. Good day, sir.”* Aritonang & Ambalegin (2023)
 (b) *“You eat our food, sleep in our coal bin and now you expect us to rear another child?”* Aritonang & Ambalegin (2023)

k. Protesting

This function is used when the speaker wants to express disagreement or strong objection to a decision, action, or authority. Protesting is considered as an expressive act because it communicates the speaker’s emotional resistance or disapproval. It often reflects a rejection of norms, authority, or imposed conditions, which aligns with the expressive function of revealing psychological states. The example for protesting is *“Sometimes, I wish I wasn’t a Willoughby.”* Aritonang & Ambalegin (2023)

l. Boasting

Boasting is a type of expressive speech act where the speaker conveys positive feelings or evaluations about themselves, often related to an achievement, ability, or quality. According to Vandervaken (1990), expressive acts are used to

communicate the speaker's psychological state regarding a specific proposition. In the case of boasting, the speaker expresses pride, satisfaction, or self-admiration. This act involves a positive self-directed emotion that is intentionally shared with others, typically to affirm one's success or superiority in a particular context.

2.1.2 Character and Characterization

In literary analysis, understanding character and characterization is essential to interpreting the behavior, dialogue, and development of figures within a narrative. According to Abrams & Harpham (2012), a character is a person represented in a dramatic or narrative work, who the reader interprets through their actions, dialogue, and interactions with other characters. Characterization, on the other hand, refers to the techniques an author uses to present and develop characters throughout a story.

Characterization can be direct and indirect. Direct characterization occurs when the narrator or another character explicitly describes a character's traits. In contrast, indirect characterization allows readers to infer traits through the character's actions, speech, thought, appearance, and how other responds to them. This method invites the audience to interpret character qualities based on behavioral cues rather than overt statements.

In this study, the focus is on the main character, Wednesday Addams, whose character traits are revealed through her expressive speech acts and interactions with other characters. Through what she says, the audience can perceive her as defiance, detachment, sarcasm, grim, pride, isolation, perception, determination, bluntness, and unorthodox, all of which contribute to her distinct characterization.

2.2 Methods of the Study

This research uses qualitative research methods because no computations are used to obtain research results. The researcher analyses the data through the behavior and interactions between Wednesday Addams and adult characters to attain the research results.

2.2.1 Data, Population, Sample, and Sampling Technique

The data for this study is taken from the speech acts of Wednesday Addams as portrayed in the *Wednesday* series in 2022. The reason for taking this topic is that the *Wednesday* series research remains limited, with only three journal studies found so far. As mentioned in the previous studies section, these include *Wednesday Addams Antisocial Personality Disorder in the Wednesday Netflix Series* by Amelia et al. (2024), *An Analysis of Irony Used in Wednesday Addams Series* by Puteri and Kristina (2023). and *Politeness Strategies in Wednesday Addams' Utterances: Maintaining Self-Image and Others' Amidst Rejection* by Syuhra et al. (2024). This lack of research highlights a gap that requires further analysis, especially through pragmatic and character exploration.

The data is taken from episodes 1-2, and the researcher can provide a more detailed and concentrated analysis of speech acts, character traits, and conflict. The researcher chose to limit the data to episodes 1-2 of the *Wednesday* series to maintain a manageable scope and allow for detailed examination. These episodes contain sufficient interactions and representative utterances that reveal the main character's language behavior, particularly expressive speech acts that reflect her character traits.

The research population in this study is limited to the utterances of Wednesday Addams, as she is the main character who consistently expresses character traits through expressive speech acts. Based on Searle (1969) theory of expressive acts, her utterances reflect emotions, rejection, and disapproval toward authority, making them relevant for revealing her character traits.

The research samples were taken from Wednesday's expressive speech acts. The data is collected from conversations between Wednesday Addams. The reason for analyzing the conversation is to identify the types of expressive acts that represent Wednesday Addams and how these utterances reflect her character traits, including defiance, detachment, sarcasm, grim, pride, isolation, perception, determination, bluntness, and unorthodox. This research is written as a form of gap research from the research journals conducted by Amelia *et al.* (2024), Puteri & Kristiana (2023), and Syuhra *et al.* (2024).

The purposive sampling technique is used to select data from all types of expressive speech acts described by Wednesday Addams. Yin (2016) states that researchers can follow formal sampling procedures to choose specific times for conducting relevant data collection activities. From Yin's theory, purposive sampling takes data from Wednesday Addams, which includes expressive speech acts.

2.2.2 Methods of the Collecting Data

This research collects the data through non-participant observation by focusing on Wednesday Addams' expressive speech acts in episodes 1-2, as they reflect her character traits. The researcher began by watching the *Wednesday* series

to gain a comprehensive understanding of the content. After watching, the subtitles were transcribed manually using Microsoft Word. The selected dialogues were then documented and organized based on their relevance to the expressive acts and traits exhibited by the main character, Wednesday Addams.

2.2.3 Methods of Analyzing Data

Contextual analysis was applied to interpret the expressive speech acts within specific scenes, taking into account the speaker's relationship, tone, and situational background. Secondly, the dialogues spoken by Wednesday Addams in the *Wednesday* (2022) series were closely reviewed. After that, utterances containing expressive speech acts were identified and organized according to their emotional content and communicative function. These utterances were further analyzed to reveal how expressive language is used to reflect Wednesday Addams' character traits.