# CHAPTER II

# THEORITICAL REVIEW

This chapter discusses theories related to the research question. It provides description about speech act including the direct and indirect speech acts and context.

## 2.1 Pragmatics

According to Yule (1996:3) there are four areas that pragmatics concern with; they are: pragmatics is a study of speaker meaning, pragmatics is the study of contextual meaning, pragmatics is the study of how gets more communicated than it said, and pragmatics is a study of expression of relatives distance.

Pragmatics concern with the study of meaning as communicated by a speaker (or writer) and interpreted by a hearer (or listener). It means that pragmatics not only concerns with the sentence or utterance but also concerns with the meaning that contain in the sentence or utterance. Pragmatics also, consequently, more to do with the analysis of what people mean when they produce an utterance than what the words or phrases in those utterances might mean by themselves. That is why, pragmatics called as the study of speaker meaning.

Pragmatics is also the study of contextual meaning. It means that to get the meaning of a sentence, people can interpret it and understand it based on the context where the statement or the conversation takes place. Context also

influences the sentence that people produce. It is not only about where the conversation take place, but also it concerns about who is the speaker, to whom the speaker is talking to, when, and under what circumstances. That is why pragmatics is the study of contextual meaning.

Pragmatics is the study of how more gets communicated than it said. As stated before, that pragmatics not only concern with the sentence or an utterance, but also it concerns with the meaning that contain in a sentence or utterance. Pragmatics can be the tool to analyze the meaning that contains in a sentence or utterance, not only literal meaning but also the terminology.

In addition, pragmatics also concerns with deixis and distance, reference and inference, presupposition and entailment, cooperation and implicature, speech acts and events, politeness and interaction, conversation and preference structure, discourse and culture. However, this research only focuses on speech acts based on the relation between grammatical structure and the communicative function.

## 2.2 Speech acts

Yule (2010:133) stated that people used the term speech acts to describe action such as "requesting", "commanding", "questioning", or "informing". We can define a speech act as the action performed by the speaker with an utterance.

People do not only produce utterances containing grammatical structures and words, they perform action through those utterances. Yule (1996:47) states:

> If you work in a situation where a boss has a great deal of power, then the boss's utterance of the expression in [1] is more than just a statement.
> [1] *You're fired.*

The utterance in [1] can be used to perform of ending your employment. However, the actions performed by utterances do not have to be as dramatic or as unpleasant as in [1]. The action can be quiet pleasant, as in the compliment performed in [2a], the acknowledgement of thanks in [2b] or the expression of surprise in [2c]:

[2] a. *You're delicious*
b. *You're welcome*
c. *You're crazy!*

Furthermore, based on the relationship between sentence structure and the communicative function, Yule classified the speech act into two categories. They are direct and indirect speech act. Direct speech act happens when there are a direct relationship between the sentence structure and its communicative function. On the other hand, indirect speech acts happens when there is an indirect relationship between sentence structure and its communicative function.

### 2.2.1 Types of Relationship: Direct-Indirect Speech Act

Yule (1996:54) classified speech act based on the relationship between sentence sructure and the communicative function into two categories; direct and indirect speech act. Sentence structure based on Yule (1996:54) they are declarative, interrogative, and imperative sentence. Each of those sentence structures has its own function. If there is no violation, declarative sentence has function tomake statement, interrogative sentence to make question, and imperative sentence to make command or request. Thus, speech act can be classified based on its relationship between grammatical structure and the communication as direct and indirect speech act

#### 2.2.1.1 Direct speech acts

As stated before that direct speech act happens when there is a direct relationship between grammatical structure and its communicative function. Commonly, grammatical structure is classified into three main categories: declarative, interrogative and imperative. Each of those sentences has its own communicative function. Communicative function is also classified into three main categories: statement, question, and command or request.

Yule (1996: 54) states that direct speech acts are used by the speaker to communicate the literal meaning that the word conventionally express; there is a direct relationship between the three structural forms: declarative, interrogative, and imperative sentence and three general communicative functions: statement, question, command or request. For example:

a) Declarative is used as statement: *You wear a seat belt.*

b) Interrogative is used as question: *Do you wear a seat belt?*

c) Imperative is used a s request or command: *Wear a seat belt!*

The example a) is a declarative sentence which has a function to make a statement or giving information. It means that the speaker informs to hearer that there is someone who wears a seat belt. The example b) is an interrogative sentence. It has a function to make question. That sentence means that the speaker asks hearer whether he uses the seat belt or not. The example c) is an imperative sentence and the function is to give a command or request. The speaker asks hearer to use his seat belt. Each of those sentences has their direct relationship betweengrammatical structure and the communicative function.

### 2.2.1.2 Indirect speech act

In contrast with direct speech acts, indirect speech acts happens whenever there is an indirect relationship between grammatical structure and its communicative function. An indirect speech act is used to communicate a same meaning as literal meaning, but he also means something more as well; the structure and the function are not directly related. Thus, the speaker uses declarative as question or command and request, imperative as statement or question, interrogative as statement or command and request. For example, when someone said "*Could you pass the salt?*" it does not mean that the speaker asks about hearer ability to pass that salt, even it is an interrogative sentence. Hence, the intention of that sentence is the speaker gives a command or request to hearer to give the salt to speaker. Such as Yule's example in the work:

*[22] a. Move out the way!*

*b. Do you have to stand in front of the TV?*

*c. You're standing in the front of the TV.*

*d. You'd make a better door than a window.* (1996:55)

All the sentences in [22] have the same basic function. The function is to give a command or asking someone to not standing in front of the TV. The speaker uses different types of sentence, even the intention just the same. In [22a] the speaker uses imperative sentence to give a command. Thus, the example [22a] represents a direct speech acts. The interrogative sentence in [22b] is not being used only as a question, but it is an indirect speech acts. The declarative sentence in [22c] and [22d] are also indirect requests or commands.

## 2.3 Factors triggering hearers' understanding

In understanding a meaning of a sentence or utterance, hearer cannot interpret the sentence only based on how those sentences conveyed. Hearer also needs to consider with the circumstance where the conversation takes place. Moreover, hearer also needs to consider who the speaker is. Therefore, here the factorstrigger hearer's understanding; speech event and context.

### 2.3.1Speech Event

Yule (1996:57) states *"A speech event is an activity in which participants interact via language is some conventional way to arrive at some outsource".*A speech event also can be defined by a united set of components throughout same purpose of communication, same topic, same participant, and same language variety (generally).

In a clear way, it seems that a speech event refers to the meticulous way to invade the other's environment through language. For example, an indirect request or command presupposes some conditions to be stated. "There is a definite difference between asking someone to do X and asking someone if the preconditions for doing X are in place." (Yule, 1996:56)

Thus, a request or command is considered as an imposition by the speaker on the hearer, therefore it is better for the speaker to avoid a direct imposition through a direct request or command. For this purpose, to make use of a speech event is a significant way of interaction without being aggressive/direct to the hearer.

### 2.3.2 Context

To analyze the data found, context is important to help the writer in analyzing the data. Context concerns with time and place. Without context, it will be hard to find out or analyze the meaning or intention of an utterance. Context also makes hearer become easier in understanding the speaker's intention.

Moreover, context also may influence the sentence or utterance. It is not only about where the conversation take place, but it is also about who the speaker is, who the hearer is, when the conversation is, and under what circumstances.

Context according Leech (1981:94-98):

1. Situational Context

   Non-linguistic context refers to factors abstracted from the physical environment and cultural settings in which speech occurs frequently. This includes people, time, place and even entire cultural background.

2. Cultural context

   Cultural context is an abstract way of social activities. Culture consists of all the shared elements of human society. It includes not only material things such as city, organizations, and school, but also non-material things as ideas, customs, and patterns of family, relationship and language.

Thus, everything that relates to physical environment and cultural setting in which the speech occur it includes in situational context. It is also about people, time, place and even entire cultural background. Moreover, cultural context relates to both material and non-material things, such as city, organizations, idea, customs, family relation and language.

### 2.3.3 Participant

According to Holmes (1992:12) in a certain social context there will be a certain social factor related to the participant who is involved in a certain conversation. It concerns the speaker who is talking to whom.

To make the theory uses in this skripsi clearer, here is the diagram of the theories:

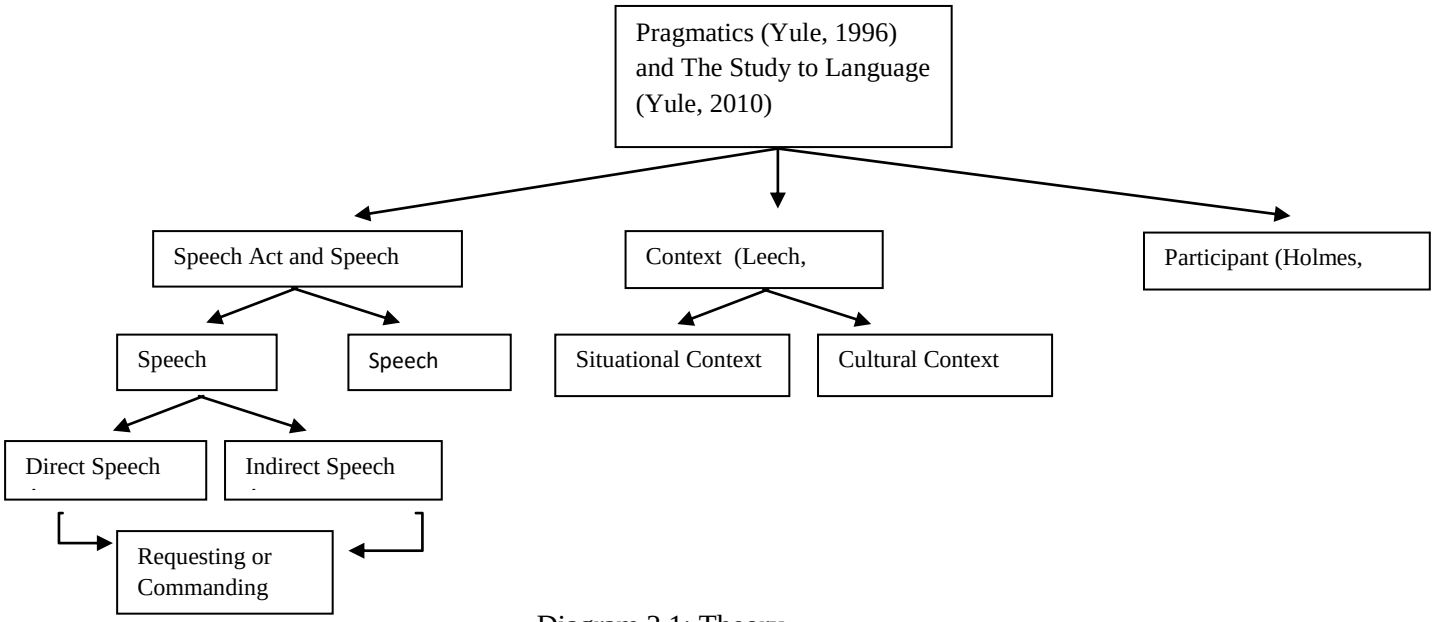



Diagram 2.1: Theory