

CHAPTER II

LITERATURE REVIEW

2.1 Speech Act

Speech act is an utterance in which the speaker has intention and doing something through words to the hearer. In another word, speech act study about the meaning of the context between the speaker and hearer. Speech act was first developed by Austin to explain an utterance with a natural language to get a feedback (Flor and Juan, 2010). Stating the same idea, Birner (2013) also says that an utterance is about something means doing something. People can perform an action by saying something. Speech act focuses on how the speaker not only to convey meaning, but using an interpretation of actual utterances. Yule defines a speech act as the action performed by a speaker with an utterance (Amin et al, 2017). Speech acts firstly proposed by J.L. Austin, in 1956. The theory is derived from the course material was recorded by Jo Ormshon with the title *How to Do Thing with Words?*. J.L Austin reveals the idea that descriptive speech into two, namely the constative and performative. (Fotion, 2000, p. 20). Whereas Austin argued that constative speech could be an evaluation from a traditional right-wrong side by using knowledge of the world, performative is not evaluated as a traditional wrong-fault but as precise or imprecise with the principle of validity (Jabber & Jingquan, 2013).

Austin (Jabber & Janquan, 2013) distinguishes between acts of locutions

are more or less comparable to a sentence phrase containing meaning and reference with the act of locution. Then Austin completes these categories by adding categories of “acts of perlocution”, in here acts referring to what we produce or we accomplish by saying something. But, the idea that prompted Austin to make a classification of illocutionary acts is the assumption that performative is explicit for all illocutions.

According to J. R Searle (Fotion, 2000, p. 39), performing speech act such as making a request, giving comments, statements etc. He put forth a similar classification in *A Taxonomy of Illocutionary Acts*, but he separated away from Austin's assumption, saying that there was equality between the verb and the act of saying. This principle is also used in *Speech Acts* (Searle 1969 in cited by Fotion 2000) describing speech acts as a central entity in pragmatics. This theory was developed by Searle in 1969 to publish a book *Speech Acts: An Essay in the Philosophy of Language*. Searle (Jabber & Janquan, 2013) argues that the communication is not just symbols, words or sentences, but it would be more appropriate if called a result of the symbol, word or phrase in the form of speech act behavior. Speech act is an entity about the characteristic of central in pragmatics. Speech acts are the basis for the analysis of other pragmatic topics as a presupposition, cooperative principle and politeness principle. Speech acts have varying forms to express a purpose, Searle also (Jabber & Janquan 2013) say that used a language is to carry out acts of speech acts and acts according to the rules generally follow the specific rules in the use elements of linguistic. Leech (Allan et al, 2007) also criticized the speech acts that Austin proposed. He questioned the

use of Austin's speech act that tended to see a verb corresponding one-by-one with speech acts. Leech says that in the Austin classification, it contains the error of the verb illocution. Speech act performs when people make utterances, such as an apology, complaint, greeting, refusal, compliment, invitation, promise, and request. A speech act might contain just one word, or several words or sentence.

Directive speech act is intended by the speaker with the hearer to perform some future act, which will make the world fit with the speaker's words. Directive speech act oriented to the message using utterances. It means that language can be influence to others, whether emotion, and behavior. In this classification, the utterance attempts to make the hearer perform an action. Directives perform specially for requesting, or ordering. But, it also shows for commanding, questioning, suggesting, criticizing, and prohibiting. The writer concluded that the directive speech act is an action performed in saying something about an utterance that contains acts as a function in communication that takes into performing an action.

2.2 Types of Speech Act

Developing by Searle in 1969 to a book *Speech Acts: An Essay in the Philosophy of Language* suggests that pragmatically there are three types of actions that a speaker can manifest (Amin et al, 2017) namely locutionary act, illocutionary act and perlocutionary act. This is the same thing with the opinions of Austin who also divide the type of speech act into locution, illocution, and perlocution. Here's the third discussion. (Brinton and Brinton, 2010)

2.2.1 Locutionary Act

The locutionary act is a speech act, which meant to express something with the form and meaning of the sentence. The focus of the locution is the meaning of the spoken utterance, not the question of the utterance or function of the utterance. Searle defines that locution is the act of speaking with words, phrases, and sentences according to the meaning contained by the words, phrases, and sentences (Brinton and Brinton, 2010).

An example of locutionary act is when someone said to her friend, "my job is boring". Speaker does not refer to a specific point with the hearer. This speech means that the speakers are in a state of extreme fatigue, without asking to be considered for getting a new job from her friend. Speakers expressed only condition being experienced at the time. Another example, "Jane is playing guitar". This sentence is spoken solely to inform something without a tendency to do something to affect the speaker.

2.2.2 Illocutionary Act

According to Brinton and Brinton (2010), the illocutionary act is the act of doing something. Illocution is a speech act that contains the purpose and function about power of speech. Illocutionary act is the meaning of the act.

An example of an illocutionary act is "it is hot here!", this utterance implies that the speaker requests that the door or window should be opened immediately, or ask the hearer to turn on the fan. So, it is clear that the speech contains a specific purpose addressed to the hearer. It means that the illocutionary act is not only intended to provide a meaning of information, but also to do something.

2.2.3 Perlocutionary Act

The resulting effect by telling something is what Austin (Brinton and Brinton, 2010) called perlocutionary act. The perlocutionary act is the reaction of the hearer, and the consequences of saying something, intended or not. The effect after the speaker says something to the hearer; an act is performed as a reaction. The effects after the speaker says something have positive and negative. The action of the hearer depends on what the speaker says. The effects may be actions, thoughts or feelings (Yule, 2006).

An example of this situation is when the teacher says to the students at the end of the test, "Time is up!". This perlocutionary act is to cause an emotional and panic situation. A positive effect, the students say "Yes, Ma'am" and bring their test to the teacher, because it compliances to directive. But, it will be a negative effect, if the students said that "I haven't finished my test, Ma'am", because its not compliance to directive.

We can conclude that the locutionary act is an act of saying something, the illocutionary act is an act of doing something, and the perlocutionary act is an act of resulting something.

This is a table of speech act that contains the purpose and function.

Table 2.2.3

Speech Act		
Locutionary Act	Illocutionary Act	Perlocutionary Act
Teacher says to students that will be a test. (Informing)	Teacher commands students to stop working because time is up. (Commanding to stop working)	Positive Effect: Students say finish, and brings their test to the teacher. Negative Effect: Students say that they haven't finished yet. (The result of what teacher commands)

2.3 Searle's Classification of Speech Act

According to Searle stated in Amin et al (2017) his theory of speech acts focused on illocutionary act. The development of this type of action is based on

the purpose of the act, from the speaker's point of view. Here is the division of Searle's classification are.

2.3.1 Representative

A representative is a speech act that tells the speaker to the truth of what he says. Searle used the term "assertive" in stating this classification. The representative is a statement, which commit the speaker to do something beside the case and situation. This type performs an action such as: stating, describing, affirming, concluding, claiming, demanding, acknowledging, showing, reporting, giving testimony, mentioning, and speculating. The example of this type of speech is, "my sister always get high score in her class". The utterance includes the act of representative speech because it contains the information whose speaker is told by the truth of the speech.

2.3.2 Directive

A directive is a speech act intended by the speaker with the hearer to perform some future act, which will make the world fit with the speaker's words. In this classification, the utterance attempts to make the hearer perform an action. Directives perform specially for requesting, or ordering. But, it also shows for commanding, questioning, suggesting, criticizing, and prohibiting.

An example is "Help me to fix this task". This example is included in the type of directive speech act because the speech was spoken intended speakers to perform appropriate actions mentioned in their utterance that help improves the task. The indicator of the directive speech act is the existence of an action performed by the hearer after hearing the speech.

2.3.3 Expressive

This speech act is also called as an evaluative of speech act. The expressive speech act is a speech that intended for a speaker to be defined as an evaluation of what is mentioned in the speech, include thanking, complaining, congratulating, flattering, praising, and blaming. If we speak like, "It was hard to get money, but still can not taking care of my family". This speech act could be interpreting as an evaluative of what they said, hard to getting money but the result still unable to take care of their family life. Another example is "Because of your mistake, our group was disqualified from this competition" (blaming), "Congratulations for your daughter, ma'am" (congratulating).

2.3.4 Commissive

Commissive speech acts are known as binding on the speaker to perform all of the things that mentioned in the utterance, for example, swear, promise, threaten, commit, vow. An example of commissive speech act is "I promise to perform this job well." This speech made a promise

about his position as well as possible. This is a consequence of himself to fulfill what he's saying.

2.3.5 Declarative

This declarative speech act is a speech that intended by the speaker to create a new thing (status, circumstances, etc.). This type of speech is the intention of impressing, deciding, canceling, permitting, classifying, lifting, and forgiving. The speech acts can be seen from the following example. "Father forgives your mistake" (forgive), and "I decided to teach at my high school" (decide).

2.4 Directive

A directive speech act is a type of speech according to Searle's classification (Amin et al, 2017). This speech act has a function to influence the hearer to perform the action as expressed by the speaker, include ordering, commanding, suggesting and other actions expressed. Directive speech act oriented to the message using utterances. It means that language can be influence to others, whether emotion, and behavior. It can be concluded that the directive speech act is a form of speech that the existence of an action performed by the hearer after hearing the speech by the speaker.

According to Searle stated in Sakakibara (2000), directive speech act have types of categories such as:

2.4.1 Commanding

Commanding is a form of speech that intends for what has been told by speaker lacked appropriate authority to do something (Alston, 2000). Searle states that the directive command is a word that intends to tell partners to do something. This context of commanding is the speaker as a person who feels superior to his position.

2.4.2 Ordering

Ordering is a form of speech that intends to what the speaker wants to be fulfilled by the hearer. Searle states that demanding of directive speech that to invoke and expect the partners to give something that what they want.

2.4.3 Questioning

Questioning is a form of speech that has the intention for what the speaker asks about question. It means that questioning contains a sentence of questions. The questioning of directive speech act has a function to ask about news or information to the hearer.

2.4.4 Suggesting

Suggesting is a form of speech that states of giving good lessons from speakers that can be used as an excuse for the hearer to do something.

2.4.5 Criticizing

Criticizing is a form of speech that has the intention to give a warning to the hearer. Searle states that the directive of criticizing is the act of language whose purpose that to give a strong critic to hearer. It can make the hearer to do well and not to make it wrong happen again in the future.

2.4.6 Prohibiting

Prohibiting is a form of speech that has the intention that the hearer prohibits to do anything bad. Searle states that the directive of prohibiting is an act that purpose of the hearer cannot be said at all or forbidden to do something.

2.5 Context

In this study, speech act is defined as the study of language in *context*, and specifically how context affects the interpretation of utterances (Blakemore 1992, Sperber & Wilson 1995, Loukusa 2007). Context also can help people understand or interpret the meaning of an utterance. If the context is ignored, misinterpretation of the meaning of the utterance may happen (Yule, 2010). In other words, context is the relationship between language and society. It shows about speech act in different social contexts. It also concerned about the language and the setting of speech act (Holmes, 2008).

According to Holmes (2008), social context involves four factors. They are presented below:

Table 2.5 Four Domain of Context

Four Domain	
The participants	Who is speaking?
Domain ↔ Addressee	Who are they speaking to?
The setting or social context of interaction	Where are they speaking?
The topic	What is being talked about?
The function	Why are they speaking?

Context here means all the factors, which consists in speech act. These aspects are important and related from one to another. If one of these aspects disappeared, the meaning of speech could be misinterpretation. The participant aspects show domain and addressee, or speaker and hearer. Who is speaking, and whom are they speaking to. In daily conversation, a polite word should be used for parents or elders, and a silly word can be used for friends. The setting aspect shows where a speaking happens. It has not to be polite, if used a silly words in school in front of teacher. Then, the topic aspect is explaining what this talked about. When a speaker says about “this is hot.” The speaker hopes if the hearer could turn on a fan, but the hearer only accepts that word for informing. And why the function

aspects are important for context, because it gives a reason why they're speaking. Using context could help about interpret meaning in speech.

2.6 *The Young Victoria* Movie

The Young Victoria is a British drama movie on 2009 directed by Jean-Marc Vallée and written by Julian Fellowes. This movie based on the early life, reigns of young Victoria, and also her marriage to Prince Albert of Saxe-Coburg and Gotha. This movie stars Emily Blunt as a Victoria, and Rupert Friend as a Prince Albert. On the eve of Victoria's 18th birthday and her succession to the English throne, young Victoria is caught in a royal power struggle. But, this movie is showing her blossoming relationship with Prince Albert and also, the strength of her reign.

This movie tells about a dramatization of the turbulent first years of young Victoria as a queen discover the passion and the romance behind one of the history's greatest love stories. She should dedicate her life to her country and her heart to the one man she truly loves in the same time. Victoria inherited the throne aged 18 years old. Victoria as a young queen has so many rules that can show us, how to order people using her ability. In her reign of 63 years and 7 months, is known as the Victorian Era. It was a period of industrial, cultural, political, scientific, and military change within the United Kingdom, and was marked by a great expansion of the British Empire.

2.7 Movies and Script

Movie generally is a type of visual pictures (Rickey, Carrie. 2013), which uses moving pictures, and sounding to tell story to hearer. People as a speaker use movie in every part of the world as the way of entertainment, and also the way of fun learning. After that, there is a script, is defined as the written like text, for play and movie. Every script should be indicated with characters, and dialogues. In dialogues, character shows their acts, and emotions that can be related with the situation, location, and day or night. Script also has to deal with what is happening on the movie. (Carless, Matt. 2004)

From this definition, the writer concludes that a script is a part of movie. Movie also has a script as a written text that used in a movie. For recent years, movie is considered being an important art form, as the root of en vogue entertainment but now movie also becomes a source of education for people. Learned and got an education from this movie was possible because of many messages that implied and founded there. Moreover, there are also insert values such as moral values, educational values, and other values.

2.8 Theoretical Framework

Based on previous theories, directive speech act has a function to influence the speaker to perform the action as expressed by the speaker, include ordering, commanding, suggesting and other actions expressed. In this study, the writer used Searle's theory of speech act. The writer analyzes Victoria's

utterances and the responses in *The Young Victoria* movie script that contains the types of directive speech act.