CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the literature concerning the concept of speech acts, previous studies, and conceptual framework.

A. The Concept of Speech Acts

1. Definition of Speech Acts

According to Searle Speech act is the basic unit of linguistic communication. It means that speech act is the production of what is said performance of speech act. It is the way people act through their speech.[1] Austin identifies three distinct levels of action into locutionary act, illocutionary act, and perlocutionary act. Speech act are individual symptoms that are psychological in nature and sustainability is determined by the speakers language ability in dealing with certain situation.[2]

Speech actions and speech events are two symptoms that occur in one process, namely the communication process. Speech events are basically a series of a number of organized speech acts to achieve a goal. Because speech events are social events, they involve parties who speak in a particular situation and place. A new conversation can be referred to as a speech event if it meets the requirements

---

[1] Searle, *An Essay in the Philosophy of Language*: Speech Acts, (Cambridge: Cambridge University Press, 1969), 16.
[2] Austin, *How to Do Things with Words* (USA: President and Fellows of Hardvard College, 1962), 109.

as stated by Hymes, a well-known sociolinguistic expert, that a speech event must fulfill eight components, namely -if the first letters are combined into an acronym- SPEAKING with : S : *Setting and scene,* P : *Participants,* E : *Ends,* A : *Act sequences,* K : *Key,* I : *Instrumentalities,* N : *Norms of Interaction and Interpretation, and* G : *Genres.*[3]

Setting and scene. The setting is related to the time and place of speech, while the scene refers to the situation of place and time, or the psychological situation of the conversation. Time, place, and different speech situations can cause the use of different language variations. Speaking on the soccer field at the time of a soccer match in a very crowded situation is certainly different from the conversation in the library when many people read and were in a state of silence. On the soccer field we can talk loudly, but in the library it must be as slow as possible.

Participants are participants, speakers and listeners, greeters and messengers, or senders and receivers may be participants in the conversation (messages). Two persons who speak and change roles as speakers or listeners; but the speaker as speaker and the congregation as listeners do not switch roles in sermons in mosques. Participants' social status greatly influences the variety of languages used. For instance, a child uses a number of used languages. For instance, as opposed to him talking to his peers, a kid uses a range or instructor.

---

[3] Hymes, *Direction in Sociolinguistics*, (USA: Rinehart and Winston, 1972), 30.

Ends, relates to the intent or purpose of the conversation. The lovely teacher attempts to clarify the material in the case of speech in the classroom so that the students can understand it. Some of them, though, come to class just to look at the teacher's beautiful face. The series of the act refers to the speech style and speech material. The words used, how they are used, and the relationship between what is said and the subject of conversation are linked to this type of speech. As well as the material addressed, the mode of speech in public lectures, in ordinary conversations and in parties is distinct.

Key, refers to the tone, manner and spirit in which happily, seriously, briefly, arrogantly, mockingly, and so on conveys a message. Gestures may also suggest this. Instrumentalities, such as oral, written, telegraphic or telephone lines, refer to the language route used. These methods often refer to the code of speech used, such as language, dialect, variety, or resistance. The Level of Interaction and Perception applies to interactive principles or rules. For instance, how to interrupt, ask questions, and so on are connected. It also applies to the level of understanding of the other person's voice.

Norm of Interaction and Interpretation, refers to norms or rules in interacting. For example, related to how to interrupt, ask questions, and so on. Also refers to the norm of interpretation of the speech of the other person. Genre refers to the types of delivery forms, such as narration, poetry, proverb, prayer, and so on.

According to Chaer speech acts are individual symptoms that are psychological in nature and sustainability is determined by the speaker's language

ability in dealing with certain situations. Speech acts focus in the meaning or meaning of actions in his speech.[4] Leech states that actually speech acts consider five aspects of speech situations which include: speakers and speech partners, the context of speech, the purpose of speech, speech acts as an action / activity and speech as a product of verbal acts.[5]

In addition, speech events are a social phenomenon and in some circumstances and places there is contact between speakers, then speech acts are more likely to be individual symptoms, psychological in nature, and are determined by the language skills of the speakers in coping with certain situations. If the case of the speech reveals the significance of the act further in the speech, it can therefore be inferred that speech acts are utterances comprising actions as a practical communication that takes into account aspects of social circumstances. The principles illustrate the notion of speech acting as an act generating the speech result of speech acts.

2. **Types of Speech Acts**

Many experts provide different categorization of speech acts. Austin proposes three different levels of action beyond the act of utterances. They consist of locutionary, illocutionary and perlocutionary atcs, the clarification of illocutionary acts is based on various criteria.[6] Searle divides speech act into five

---

4 Chaer, *Kesatuan Berbahasa*, (Jakarta: Rineka Cipta, 2010), 50.
5 Leech, *The Principle of Pragmatics*, (New York: Longman, 1996), 19-20.
6 Austin, *How to Do Things with Words* (USA: President and Fellows of Hardvard College, 1962), 108.

main types including assertive, directive, commisive, expressive and declaratives. Furthermore, Leech categorized speech act into competitive, convivial, collaborative and conflictive.[7] Based on some perceptions of expert above, the researcher use the types of speech act according to Austin that speech acts consist of three, such us locutinary act, illocutionary act and perlocutionary act.[8]

a. Locutionary

Speech acts are acts of speech designed to communicate something. The act, according to the meaning of the word in the dictionary and the meaning of the sentence according to the syntactic laws, of saying something with the word and the meaning of the sentence. It is possible to tell locution as the act of saying something. Locution is an act of expression to convey something. "my body is very tired"my body is very tired. Speakers of this debate should not turn to the speech partner for clear purposes. This speech implies that the speaker is in a very tired state, without the intention of asking the partner to be noticed through massage.

According to Rohmadi locutionary can be said as the act of saying something. Follow up locus is the most easily defined action because in its identification does not take into account the context of speech.[9] Example of locution speech acts is when someone says "my body is very tired". Speakers of this speech do not refer to specific intentions to the speech partner. This speech

---

[7] Searle, *An Essay in the Philosophy of Language*: Speech Acts, (Cambridge: Cambridge University Press, 1969), 31.

[8] Austin, *How to Do Things with Words* (USA: President and Fellows of Hardvard College, 1962), 108.

[9] Rohmadi, *Pragmatik Teori dan Analisis,* (Yogyakarta: Lingkar, 2004), 56.

means that the speaker is in a very tired state, without the intention of asking to be noticed by means of massage by the partner. Speakers only revealed the situation that was being experienced at that time. Another example is the phrase "Sandy playing guitar". This sentence is spoken solely to inform to someone about something without the tendency to do something especially to influence the opponent he said.

Locutionary act is literal meaning of a sentence. In other word, locutionary act is the act of saying something. Austin said that the interpretation of locutionary act is concerned with meaning. A locutionary act is an act of producing a meaningful linguistic expression. Locutionary act is the act of what a speaker says. Yule said that locutionary acts are the basic of utterance, or producing a meaningful linguistic expression.[10] There is no intention of the speaker when he/ she utter the utterance. It is also called the act of saying something.[11]

b. Illocutaniory

According to Tarigan (2009: 35) Illocutionary act is the act of doing something by stating something. Ilocution is a speech act that contains meaning and function or speech. The question posed with regard to illocutionary acts is "for what is the utterance done" and is no longer in the level of "what is the meaning of the speech?"

---

[10] Yule, *Pragmatics*. (New York: Oxford University Press, 1996), 48.
[11] Leech, *The Principle of Pragmatics*, (New York: Longman, 1996), 199.

Rustono explains that to facilitate identification there are several verbs that mark illocutionary speech acts, including reporting, announcing, asking, suggesting, thanking, proposing, acknowledging, congratulating, promising, urging, and so on.[12] Rohmadi reveals that illocutionary acts are speech acts that function to say or inform something and are used to do something.[13] An example of an illocutionary speech act is "hot air". This speech contains the intention that the speaker requests that the door or window be opened immediately, or asks the partner to turn on the fan. So it is clear that the speech contains certain intentions addressed to the speech partner. Another example, the sentence "Suseno is sick". If this sentence is told to the partner who is turning on the television with a very high volume, this means that the utterance is not only intended to inform, but also instructs to reduce the volume or even turn off the television.

Cutting states that people also use language to perform such actions, there must be an intention behind the utterance. This particular aspect of speech act is regarded as illocutionary act; what the speakers are doing with their words.[14] Yule adds that the illocutionary act is performed via the communicative force of an utterance which is generally known as illocutionary force.[15]

The act of illocution is the act of speaking, uttering or doing something. It is not only used to tell something, but also to do something as it has been correctly

---

[12] Rustono, *Pokok-pokok Pragmatic* (Semarang: CV IKIP Semarang Press, 1999), 38..

[13] Rohmadi, *Pragmatik Teori dan Analisis,* (Yogyakarta: Lingkar, 2004), 31.

[14] Cutting, *Pragmatics and Discourse,*(London and New York: Roudledge, 2002), 16.

[15] Yule, *Pragmatics*. (New York: Oxford University Press, 1996), 48.

considered for the speech case. The act of illocution is done by the communicative force of an utterance. Illocutionary actions are an utterance with some form of purpose in mind. It is also another act that performed inside the utterance in each utterance we made.

The act of illocution is the act of saying that is committed by uttering a sentence such as asking, telling, challenging, promising, ordering, apologizing, threatening, and demanding with the intention of the speaker. Illocutionary actions are an utterance with some form of purpose in mind. Someone may speak to make a comment, an offer, an interpretation, or for some other communicative reason, according to Yule.[16] Generally, this is often known as the utterance's illocutionary power. This implies that it is also another act performed within the utterance in any utterance we made. The act of utterance is, according to Wagiman, illocutionary. It is the act of saying the utterance which is performed. It is the essential force of the utterance or the hearer's perception of the utterance.[17]

Searle classifies illocutionary acts based on various criteria, namely.[18]

1) Assertive

Engage the speaker in the reality of the statements made, such as saying, telling, proposing, bragging, moaning, requesting, and reporting. Illocutionaries

---

[16] Ibid., 48.
[17] Wardhaugh, *An Introduction to Sociolinguistics (5ᵗʰEdition),* (Oxford: Blackwell, 2006), 50.
[18] Searle, *Speech Act and Recent Linguistics*: *Expression and Meaning* (Cambridge: Cambridge University Press, 1979), 10.

like this tend to be politeness-neutral, so they can be counted in the category of partnership.

Assertive is what the speaker believe. The sentences that include in assertive are sentence of fact, question, conclusion and description. According to Searle the point or purpose of the members of the assertive class is to commit the speakers (in varying degrees) to something is being the case, to see truth of the expressed proposition. When speaker say "I call him a liar", the speaker describe someone as a liar as the speakers believe. It means this utterance included of assertive description.[19]

2) Directive

In the act of the listener, intended to trigger many consequences, for example, ordering, begging, questioning, recommending and advising. All this also falls into the competitive category and consists of an illocutionary category in which it becomes necessary to have negative politeness. It should be noted that Leech supports the use of the impositive definition for competitive illocutionaries in this category in order to remove inconsistency in the use of directive words in relation to 'direct and indirect illocutions.'

Directive is what the speakers say to ask the hearer to do something. It means the speakers want the hearer to do what the speakers wants. According to Searle the illucutionary point of these consist in the fact that they are attempts (of

---

[19] Ibid., 12.

varying degrees and hence more precisely, they are determinates of the determinable which includes attempting) by speaker to get the hearer to do something. The sentence "I warn you to stay away from my wife!" .The speaker commands the listener to stay away from his wife.[20]

Directive are those kind of speech act that speaker use to get someone else to do something. Directive utterances are those in which the speaker tries to get the addressee to perform some act or refrain from performing an act. Directive speech acts contains a verb, an object and a requested task that performed by the speaker and the hearer. Directive speech acts is an utterance of the speaker to make the hearer do or responds something for the speaker.[21]

3) Commissive

Involves the speaker on a number of upcoming actions, such as promising, swearing, offering (prayer). All of these tend to be more conservative than competitive, implemented rather fulfilling one's interests than the speaker. Commissive is what the speakers say relate to the future action. The illocutionary acts whose point is to commit the speaker (again in varying degrees) to some future course of action.[22] The sentence "I promise to come to your birthday". The speakers make a promise to the listener that she come to the listener"s birthday. This utterance is include of commisive because include of promise that relate to some

---

[20] Ibid., 13.

[21] Yule, *Pragmatics*. (New York: Oxford University Press, 1996), 54.

[22] Searle, *Speech Act and Recent Linguistics*: *Expression and Meaning* (Cambridge: Cambridge University Press, 1979), 14.

future action. Cutting adds that promising, threatening, refusing, and pledging, offering, vowing and volunteering are some examples of illocutionary forces that fall under the category of commissives.[23] Comisives is speakers undertake to make the world fit with the words via the speaker.[24]

4) Expressive

It has the purpose of communicating, expressing or saying the speaker's psychological attitude towards an illocutionary declaration of the state. Say thanks, congratulate, forgive, forgive, fault, praise, express condolences, and so on, for instance. All of this, as well as commissiveness, often appears to be an awakening, and is thus considered polite in its nature. But it is also possible to explain the reverse, such as expressive phrases such as 'blame' and 'accuse'.

Expressive is the next class of illocutionary. The illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content.[25] Expressive is what the speakers feels. The sentences that include in expressive are sentence of pleasure, pain, likes, dislike, joy and sorrow. The illocutionary point of this class is to express the psychological state spefied in the sincerity condition about a state of affairs specified in the propositional content. Expressive is the acts which reveal expression in the utterances. Thanking, congratulating, apologizing, condoling,

---

[23] Cutting, *Pragmatics and Discourse,*(London and New York: Roudledge, 2002), 17.
[24] Yule, *Pragmatics*. (New York: Oxford University Press, 1996), 54.
[25] Searle, *Speech Act and Recent Linguistics*: *Expression and Meaning* (Cambridge: Cambridge University Press, 1979), 15.

deploring, and welcoming are the examples of expressive. In using an expressive, the speakers make words fit the world.[26]

5) Declarative

If the output is effective, declarative is illocutionary, causing good correspondence between propositional content and fact. For instance, surrender, dismiss, release, baptize, name, isolate, designate, appoint, decide, word, etc. All of these are traditional categories; all that is accomplished by someone in a specific agency who has special authority. A judge who punishes, a priest who baptizes children, a famous individual who names a ship, and so on, is the classic case. If viewed from an administrative point of view and not just stated in terms of behavior, then these acts can hardly be said to entail politeness. For instance, the judge has full right to do so, although the act of imposing a sentence on a criminal is not always fun. Therefore, it is almost impossible to say that it is rude to punish anyone.

Declaration is what the speaker say change the propositional content and reality. Its show what the speaker says change to listener. It is the defining characteristic of this class that successful performance of its members about the correspondence between prepositional content and reality.[27] Example, "you are

---

[26] Yule, *Pragmatics*. (New York: Oxford University Press, 1996), 54.

[27] Searle, *Speech Act and Recent Linguistics*: *Expression and Meaning* (Cambridge: Cambridge University Press, 1979), 16-17.

guilty". The speaker utter to the listener as guilty. It changes prepositional content and reality of the hearer so it included declaration.

Declarations are the types of illocutionary that acts containing utterances that are intended to alter the world. Including in these groups are, defining, abbreviating, naming, calling or, christening. According Yule when using this type, the speaker has to have a special institutional role, in a specific context, in order to perform a declaration properly.[28]

c. Perlocutionary

If the output is effective, declarative is illocutionary, causing good correspondence between propositional content and fact. For instance, surrender, dismiss, release, baptize, name, isolate, designate, appoint, decide, word, etc. All of these are traditional categories; all that is accomplished by someone in a specific agency who has special authority. A judge who punishes, a priest who baptizes children, a famous individual who names a ship, and so on, is the classic case. If viewed from an administrative point of view and not just stated in terms of behavior, then these acts can hardly be said to entail politeness. For instance, the judge has full right to do so, although the act of imposing a sentence on a criminal is not always fun. Therefore, it is almost impossible to say that it is rude to punish anyone. "By the way", I have a CD of Debussy, would you like to borrow it?" Its illocutionary function is an offer, while its intended perlocutionary effect the

---

[28] Yule, *Pragmatics*. (New York: Oxford University Press, 1996), 53.

listener, or to show friendly attitude or encourage an interest in a particular type of music.

Perlocutionary act refers to the effect this utterance has on the action of the other person. The case perlocutionary act is what the speaker intends to communicate about what the speaker says. Perlocutionary act is called by the act of affecting something. Perlocutionary act is the act by which the illocution produces a certain effect in or exerts a certain influence of addressee. Perlocutionary act is the expected effect of the speaker to the hearer with an utterance from the speaker. For example: If someone says ,where is your homework? It may because you look at your book quickly or you might respond,oh my homework is miss home. Meanwhile, illocutionary acts are the intentions behind the speaker"s utterances and perlocutionary acts are the effects that the utterances have on the hearer. The distraction between illocutionary act and perlocutionary act is very important. Perlocutionary acts can be called with phrase, the act of affecting someone.[29] In perlocutionary, there is an influence affect. This is called by as perlocutionary effect.

3. **Aspects of Speech Act**

Speech Act consists of some aspects. Leech divides the speech situation aspects into five parts, namely: (a) speakers and speech partners, (b) speech context,

---

[29] Rahardi, *Imperatif Bahasa Indonesia*. (Jakarta: Erlangga, 2005), 17.

(c) speech acts as actions or activities, (d) speech objectives, and (e) speech as a product of verbal action.[30]

a. Speakers and Speech Partners

Speakers are people who talk, while the partner in the speech is the person who is the speaker's target or companion. Alternately, the role of speakers and speech partners is carried out, speakers become speech partners at the next speech level, and vice versa so that exchanges take place in communication. Aspects of age, social context, gender, level of education, and level of familiarity include aspects related to speakers and partners.

b. Context of Speech Act

In essence, the context of pragmatics is all background information between speakers and their spoken partners that is understood together. As a history of comprehension held by speakers and speech critics, this context will interpret what the speaker means when making such utterances.

c. Purposes of Speech Act

The purpose of speech is what the speaker wants to accomplish by speaking or have a specific intention in pronouncing a sentence when interact with the other. This component makes the background of speech. Because all utterances have purpose. On the Other side, purposes are something expressed by an individual that not only presents information, but performs an action as well.

---

[30] Leech, *The Principle of Pragmatics*, (New York: Longman, 1996), 19.

d. Speech Acts as a Form of Action or Activity

Speech operates as a type of action or operation since this act of speech is also an act. The act of speech is not the same as the act of pinching and hitting. It's just that parts of the body have numerous functions. In daily experiences, speech acts are commonplace and necessary for communication, as well as present in many different contexts. Examples of these include: "You're fired!" represents the job status of the person in question as well as the behavior by which the employment of that person is terminated.

e. Speech as a Verbal Product

Verbal product refers to the use of sounds and language for a massage to be relayed. In learning and teaching, it serves as a medium for communicating interests, ideas and concepts to process communication between two or more individuals. The speech is the product of an event. A verb is speaking. Verbal behavior is the act of communicating language or words.

B. Previous Studies

Speech acts are individuals and are determined by the capability of speakers of languages. Every individual has a different way of interacting that helps to retain his character traits. The type can be a diction and can be a mode of speech as well. The language in that sense is the speaker's mirror. There are some researchers who have studies speech acts before.

First, the research that conducted by Kartika *"Teacher and Students Speech Act during Correcting Session of the Student English Works at SMAN 8 Bandar Lampung"*.

Researcher conclude that in correcting the students English works, the teacher mostly produced assertive and directives acts, the speech acts that produced by one student to other which were in complaining, denying, ordering, requesting clarification are congruent.[31]

Second, the research that conducted by Made *"An Analysis of Speech Acts in the Conversation Between Habibie and Ainun in the Film Entitled Habibie and Ainun 2012*. Researcher conclude that The classifications of illocutionary speech acts, assertive, directive, commissive, and expressive were found in the conversation between Habibie and Ainun in the film entitled Habibie and Ainun. Assertive speech acts is the most dominant among the others, then followed by directive, and commissive, the least one was expressive speech acts. The researcher could not found declarative speech act because there was no formal institutional setting in the conversation of Habibie and Ainun.[32]

Third, the research that conducted by Putra *"An Analysis of Speech Act Produced by Elementary School Teacher and Student to Facilitate Teaching and Learning at SDN 10 Pringgasela East Lombok*. Researcher concludes that the functions of the teachers" directives speech acts at SDN 10 Pringgasela are control, organizational and motivational or evaluative functions. Such us to ask the students about certain information, to request the students to do certain action, to check the

---

[31] Dhona Kartika, *Teacher and Students Speech Act During Correcting Session of the Students English Works at SMAN 8 Bandar Lampung*, (Journal, Lampung: Lampung University, 2016).

[32] Made, *An Analysis of Speech Acts in the Conversation between Habibi and Ainun in the Film Entitled Habibi and Ainun 2012,* (Journal, Singaraja: Ganesha University of Education, 2014).

students understanding, to suggest students in positive way, to ask permission. Meanwhile the directives of students have some functions such as ask about certain information, ask permission.[33]

Research conducted by Dr. Margana, M.Hum, M.A., a lecturer of English Education Department of State University Yogyakarta, entitled "*Pragmatic Knowledge for Second Language Learners*". The research focuses on the analysis of speech acts, particularly the illocutionary acts and the illocutionary powers, and the conversational implicature. The English secondary school teachers in Yogyakarta were the focus of his study. After conducting his research, he found that the English teachers of secondary school levels in Yogyakarta appear to perform speech actions in the form of leaders, orders, commissives and expressive during the process of teaching and learning English language. In terms of its illocutionary powers, any one of the illocutionary actions is graded. Regarding the use of implications, the findings indicate that English secondary school teachers conducted two forms of conversational implications in classroom communication activities, namely generalized conversational implications and unique conversational implications. His final conclusion is that pragmatic knowledge is of great importance to facilitate students of secondary school levels to easily understand the utterances carried out by the English teachers during the

---

[33] Putra, *An Analysis of Speech Act Produced by Elementary School Teacher and Students to Facilitate Teaching and Learning at SDN 10 Pringgasela East Lombok*, (Journal. Singaraja: Ganesha University of Education, 2013).

classroom communication practices. In effect, the misunderstanding and miscommunication can be minimized.[34]

Another closely related research is the research conducted by A. Dzo'ul Milal, entitled "*A Study of Classroom Discourse in a Language Instructional Setting with a Special Focus on Power Relations*". In the context of language teaching, the purpose of his research is to identify and clarify the speech actions performed by teachers and learners. However, this research not only explores the nature of speech acts, but also the teaching of language and the relationships of influence in classroom discourse. The results show that the teacher's and the students' speech acts include leaders, orders, commissives, and expressive acts. Meanwhile, the lesson practically focuses on developing the mastery of vocabulary. The students are interested in a number of patterns of grouping, such as pair-work, group-work and whole-class. The instructor imposes various demands to deal with power relations by asking questions, requiring learners to perform assignments, eliciting and prompting gestures that suggest that the teacher holds greater power over the students.[35]

Based on previous research, the similarity of this research and previous research is talking about speech act. The differences with the previous research that, research location, level of participants, and the types of the research. In this study, the researcher examine the form of illocutionary speech namely assertive, directive, commisive,

---

[34] Margana, *Pragmatic Knowledge for Second Language Learners,* (Journal of English and Education Universitas Islam Indonesia,2011), 5 (1), 54-73.

[35] Milal, *A Study of Classroom Discourse in a Language Instructional Setting with a Special Focus on Power Relations,* (Journal. Surabaya: Sunan Ampel Islamic University, 2010).

expressive and declarative acts only that happened at SMAN 1 Kediri, Kediri on the grounds that no one have conduct research at that location and no one have study about speech Acts.

C. Conceptual Framework

This study is conducted to identify the types of speech acts performed by the English teacher of grade XII IPA 2 of SMAN 1 Kediri during the English teaching and learning process. It is carried out under the study of pragmatics. Pragmatics is the appropriate approach because it investigates the meaning of language in a certain context. Besides, pragmatics can be used to analyze the meaning which cannot be captured by the semantic theory; it explores the deeper or the implied meaning. Hence, speech acts, i.e. actions performed via languages become the main focus of this study.

To analyze the types of speech acts, the theory of speech acts established by Searle is adopted. Searle's classification of speech acts is the modification of Austin's general theory of speech acts. His theory is based on the criterion what the speaker intends to imply in his or her utterances. In other words, it focuses on the basis of illocutionary act which is communicated via illocutionary force. The five types of speech acts developed by Searle are representatives, directives, expressive, commissives and declaratives.