CHAPTER II

LITERATURE REVIEW

This chapter provides a comprehensive review of relevant literature, encompassing the elucidation of theories pertinent to the current research. The theoretical framework explored in this study includes concepts such as pragmatics, speech act theory, various types of speech acts, the categorization of illocutionary acts, and speech classification.

2.1 Pragmatics

Pragmatics has gained increasing recognition in the present era, although approximately two decades ago, this field was rarely or almost never mentioned by language experts. This is rooted in the growing awareness among linguists that efforts to unravel the essence of language will not yield the expected results without a foundation in an understanding of pragmatics, which explores how language is utilized in communication (Wijana, 1995). Pragmatics is a linguistic branch that explores language usage for communication in specific situations. According to Morris (1938), Crystal (1980), and Hartmann (1972), semantics, pragmatics, and syntax are branches of semiotics, the study of signs.

In addition to the aforementioned definition, Levinson (1983) contends several other definitions from various sources. These include the notion that pragmatics is a term implying that something highly specific and technical is the subject of discussion, even though the term itself lacks a clear meaning (Searle, 1980). Gazdar (1979) adds that the pragmatic topic encompasses aspects that cannot be explained directly by reference to the actual conditions of the uttered sentence. Stalnaker (1972) asserts that pragmatics is the study, among other things, of deixis, implicature, presupposition, speech acts, and aspects of discourse structure. In contrast, pragmatic theories do not explain the structural construction of language or the forms and grammatical relations;

instead, they examine the reasons for speakers and listeners correlating the form of a sentence with propositions. In this context, pragmatic theory is a part of action (Nadar, 2009).

A key concept within pragmatics is context, which refers to the situational factors that influence the interpretation of language. Context includes the physical setting, the social environment, the relationship between the speaker and listener, and the cultural background, all of which contribute to how meaning is constructed and understood in communication. Without considering context, the interpretation of utterances may be incomplete or inaccurate, as context provides the necessary background that shapes how language functions in real-life situations.

2.2 Speech Act

The theory of speech acts originated from a lecture delivered by the British philosopher John L. Austin (1955) at Harvard University, subsequently published in 1962 under the title "How to do things with words." Diverging from earlier perspectives, Austin (1962:98-99) contends that fundamentally, when someone utters something, they are also performing an action. When individuals employ performative verbs such as promise, apologize, name, declare. For instance, in utterances like "I promise to come on time", "I apologize for being late", and "I name this ship Elizabeth", they are not merely expressing words but also engaging in the acts of promising, apologizing, and naming. Such utterances are termed performative speech acts, with the verbs themselves referred to as performative verbs.

Derived from Austin (1962) notion of the performative utterance mentioned above, Searle (1976) contends the hypothesis that fundamentally, all utterances convey the meaning of actions, not solely utterances containing performative verbs. Searle (1976) contends that the smallest unit in communication is speech acts such as stating, questioning, commanding, describing, explaining, apologizing, expressing gratitude, congratulating, and

so forth. The utterance "I apologize for being late" is not merely conveying regret for arriving tardily, but constitutes the act of apologizing itself.

2.3 Types of Speech Act

In addition to formulating the hypothesis that each utterance contains an act, Searle (1976) also categorizes speech acts into three distinct types: locutionary act, illocutionary act, and perlocutionary act. These acts are governed by rules or norms of language use in conversational situations between two parties, such as academic settings, introduction scenarios, religious ceremonies, and others (Schmidt, 1983). The locutionary act refers to a speech act that solely expresses something, often considered less significant in the study of speech acts. In contrast to the locutionary act, the illocutionary act represents Amani's intention when uttering something and can take the form of stating, promising, apologizing, threatening, predicting, commanding, requesting, and so forth. The illocutionary act can be deemed the most crucial act in the study and comprehension of speech acts. Another type of speech act is the perlocutionary act, which involves actions aimed at influencing the interlocutor, such as embarrassing, intimidating, persuading, and others (Thomas, 1995).

Just as in pragmatic studies, context holds significant importance in comprehending speech acts. The discourse context significantly influences the interpretation of speech acts by both Amani and the interlocutor. Utterances "You'd better study now" intended as illocutionary acts depend on Amani and the addressee. If such an utterance is spoken by a father to his elementary school-going child, it functions as a command. However, if the same utterance is expressed by a student to a friend within a shared residence, it cannot be regarded as a command. Instead, it is more appropriately understood as advice or persuasion (Yule, 1996, p. 171)

Concerning locutionary, illocutionary, and perlocutionary acts. (Wijana 1996:17-20) provides examples in the Indonesian language and offers further

explanations. Essentially, these three actions can be elucidated as acts of expressing something 'an act of saying something', acts of performing something ('an act of doing something'), and acts of influencing (an act of affecting someone). According to (Wijana 1996:18-19), the utterance "I cannot come" not only declares Amani's inability to attend but, when uttered to a friend who has just celebrated a birthday, also signifies an action, namely an apology. The statement "His house is far," conveyed to the head of an association, committee, or organization, may carry an indirect illocutionary meaning that the person with the distant residence cannot be too active in the organization, while the anticipated perlocutionary effect is to dissuade the leader from assigning tasks. The following explanation is taken from (Wijana 1996:17).

2.2.1   Locutionarry Act

The locutionary act is a speech act used to express something. This speech act is referred to as "The Act of Saying Something." For example, sentences (20), (21), and discourse (22) illustrate this:

(20) Whales are mammals

(21) He has five fingers.

(22) The Faculty of Literature organizes a workshop on Service of Bahasa Indonesia (Indonesian Language).

To provide services for the use of the Indonesian language, the Faculty of Literature at Gajah Mada University recently organized a workshop on Service of Bahasa Indonesia (Indonesian Language). Sentences (21) and (22) are uttered solely to provide information without the intention of performing an action, especially to influence the interlocutor. The information conveyed includes the type of animal whales are and the number of fingers on a hand. Like (20) and (21), discourse (22) tends to be expressed to convey information, namely the activities carried out by the

Faculty of Literature at Gadjah Mada University, Amanis featured, and the participants in the event. In this case, there may be illocutionary and perlocutionary elements in discourse (22). However, the degree of illocutionary force is much more dominant or prominent.

Upon careful examination, the concept of locution is related to the proposition of sentences. Sentences or utterances, in this context, are viewed as a unit consisting of two elements: subject/topic and predicate/comment (Nababan, 1987). Furthermore, the locutionary act is a speech act that is relatively easier to identify because its identification can often be done without emphasizing the discourse context within the speech situation discussed in Chapter II above. Thus, from a pragmatic perspective, the locutionary act is not or less important in its role in understanding speech acts (Parker, F, 1986).

2.2.2 Illocutionary Act

The utterance, in addition to serving the purpose of expressing or conveying information, can also be utilized to perform an action. When this occurs, the speech act involved is termed illocutionary act. The illocutionary act is referred to as "The Act of Doing Something." Sentences (23) to (26), for example, tend to not only be used to convey information but also to accomplish something depending on the careful consideration of the speech situation.

(23) I'm sorry, I cannot come.

(24) There is a mad dog.

(25) Exams are approaching.

(26) Your hair is getting long.

Sentence (23), when articulated by someone to a friend who has just celebrated a birthday, serves not only to state something but to do

something, namely, to apologize. The information about Amani's absence in this case is not particularly crucial because it is likely that the interlocutor/hearer is already aware of it. Sentence (24), commonly found on a gate or at the front of a dog owner's house, functions not only to convey information but also to give a warning. However, if directed at a thief, the utterance might also be made to intimidate. Sentence (25), if uttered by a teacher to a student, may serve as a warning for the interlocutor (student) to prepare. If spoken by a father to his child, this sentence may be intended to advise the interlocutor not to wander aimlessly. Regarding discourse (26), if expressed by a man to his girlfriend, it may function to express admiration or joy. However, if articulated by a mother to her son or by a wife to her husband, this sentence is meant to command or instruct the husband to cut his hair.

From the elaboration above, it is clear that identifying illocutionary acts is challenging because one must first weigh who Amani and interlocutor are, when and where the speech act occurs, and so on. Thus, illocutionary acts constitute a central part of understanding speech acts.

(Searle, 1976) classifies illocutionary acts into five types depending on several criteria: assertive, directive, permissive, expressive, and declaration. This classification is a refinement of previous work by philosopher J.L. Austin. Searle's theory of speech acts describes the fundamental criteria for conducting illocutionary acts, arguing that language can be employed in five general ways and that utterances can be grouped into five major categories of illocutionary acts, as outlined below:

1. **Assertive**

An example of an assertive speech act is "I like to eat chicken." Amani is being assertive by stating their desire for chicken. Because Amani is responsible for the truth of the statement, they are bound by the truth of the proposition. Other forms of assertive speech include asserting,

informing, recommending, complaining, and reporting (Perdana et al., 2021). The functions of assertive speech acts are as follows:

1) Stating: According to the Cambridge Dictionary, stating is an assertive speech act function that uses a sentence to express a clear message. For instance, "I like pragmatic courses." This utterance is classed as an assertive speech act because it includes a statement of fact that commits Amani to the reality of the topic. By expressing "I like," Amani confirms that the assertion is true and verifiable: they do like pragmatic courses.

2) Informing: Informing is the process of delivering information to the listener that they were previously unaware of. Examples include: "Rani cannot attend this birthday event because there is something she cannot leave." Amani notifies Rani's friends that she will not be attending the birthday event and explains why, clarifying the issue for those who were previously ignorant.

3) Suggesting: suggesting is the process of presenting a recommendation for consideration. One example is: "It's better to join activities outside the campus too." This proposal is made during a conversation in which Amani is advising a friend on the merits of participating in off-campus activities, meaning that it may be advantageous to expand their social network.

4) Complaining: the Cambridge Dictionary defines complaining as the expression of dissatisfaction or difficulty. For instance, "I have a headache doing math." This phrase occurs during a learning session, and Amani expresses pain while indirectly asking for help with their math work by mentioning its difficulty.

5) Reporting: reporting is defined by the Cambridge Dictionary as providing an account of something. For instance, "I've finished my assignment, ma'am." This statement, which is generally used in a classroom environment, informs the teacher that Amani has

completed their assignment, meaning that they are now ready for the next step or permission to leave the class.

2. Directive

According to Searle (1976), a direction is a form of speech act that seeks to elicit an action from the listener. This type of communication expresses Amani's desires and frequently persuades the listener to perform certain actions. Directives comprise requirements, requests, questions, restrictions, and recommendations (Perdana et al., 2021).

Example of Directive Speech Acts: "Can I come with you?" This line is classified as a directive since Amani expects the listener to invite them along. The phrase "Can I come" signifies that Amani wishes to request permission to join the listening. The following describes the functions of directed speech acts:

1) Command: a command is a verbal act in which Amani expects the listener to take an action. Amani's remarks convey sufficient authority or reasoning for the listener to act. Giving commands, directions, and instructions, coordinating, dictating, or requesting action are all common command speech acts.

2) Requesting: a request is when Amani asks the listener to take an activity. When making a request, Amani explains their wants or intentions, expecting that the listener would follow through. Requests may take the form of asking, begging, inviting, or praying.

3) Question: a question is a speaking act in which Amani attempts to ascertain the truth or falsity of a statement. Amani conveys a desire for information, and expects the listener to respond. Questions are often used to elicit information or to reflect.

4) Prohibition: a prohibition is a directive in which Amani urges the listener not to take a particular activity. Amani believes that their words are sufficient cause for the listener to refrain from

doing. This type of speech act is commonly encountered in directives that limit or prohibit acts.

5) Advising: advising occurs when a speaker makes suggestions or recommendations to the listener with the intention of encouraging them to take positive action.

3. Commissive

Searle defines a commissive speech act as an utterance in which Amani commits to carrying out a future action mentioned in the speech. This form of speech act involves Amani committing to future acts. Promises, offers, and vows are common examples of compliant behaviors (Perdana, 2021). For example, when someone says, "I promise to come tomorrow," they are committing to attend an event the next day. Similarly, in the remark "Nana, I want to offer you to be the class secretary," Amani extends an invitation to Nanato to take on the function of class secretary. Commissive speech acts have various important functions:

1) Promising: expresses Amani's willingness and capacity to accomplish a specific activity. When a promise is made, Amani agrees to give something or perform an action for the listener as a sign of dedication, loyalty, or obedience. This signifies that Amani is obligated by their word and must carry out the promise made.

2) Offering: is extending a suggestion or invitation. This function requires Amani to uphold the truth of their offer in directive to persuade or convince the listener of its sincerity and value.

3) Vowing: is a type of promise in which Amani pledges to doing something if a certain condition or event is met. This function displays Amani's sincerity and dedication to carrying out their remarks. For example, in the phrase "Plus 2 pieces if you buy a kilogram," Amani promises to include extra goods in the

client's purchase if the buyer decides to buy a kilogram of merchandise.

4. Expressive

According to Searle (1976), an expressive illocutionary act is a type of communication in which Amani expresses their psychological condition or attitude toward a certain event. This form of speech act expresses or reflects Amani's feelings regarding a statement made in discussion. Expressive speech acts include thanking, congratulating, apologizing, and expressing condolences. For example, someone might say, "I feel so guilty. "I apologize," says Amani, using an expressive speech act. Amani connects their words with their emotions, as evidenced by the sentence "I apologize." This shows that Amani is striving to express their guilt for their conduct towards the audience. The following describes the purposes of several types of expressive speech acts:

1) Thanking: This speaking act is generally triggered by a number of events, including the listener fulfilling Amani's request, Amani expressing appreciation for something done or provided, or the listener appreciating Amani's compassion.

2) Congratulating: This speaking act occurs in response to certain occurrences, such as when Amani acknowledges an accomplishment, extends pleasantries, or shares in the excitement of a particular occasion with the audience.

3) Apologizing: Apologies are spoken when Amani feels remorse or guilt toward the listener, usually because Amani has interrupted the listener's time or made a mistake that has an impact on the listener.

5. Declaration

According to Searle (1976), a declaration speech act identifies the qualities of a successful performance by one of its members and causes a change in status or condition as a result of that accomplishment. Simply said, this style of speech relates the content of the statement to the current reality. Declarations are speech acts in which Amani intends to create a new state or change an existing status as a result of their statement. For example, in the phrase "We declare that the defendant is guilty," delivered during a court procedure, Amani intends to assert that the defendant has been found guilty. The statement "we declare" is used to legally shift the defendant's status to guilty, allowing for the imposition of a predetermined sentence. Moving on to the role of compliant speech acts:

1) Deciding: a choice is a spoken act in which Amani commits to taking a particular course of action or causing a future event.

2) Granting: is a spoken act in which Amani expresses permission or agrees to something.

3) Canceling: This form of speech act requires Amani to either undo a previous commitment or produce a new outcome through their words.

4) Allowing: In this scenario, the speech act requires Amani to let the interlocutor originate or create something new (Searle, 1976, pp. 1–23).

2.2.3 Perlocutionary Act

The expression uttered by an individual often carries perlocutionary force, or an effect on those who hear it. This effect or influence can be intentionally or unintentionally created by Amani. The counter-factual action is referred to as perlocutionary act, and the act of pretending is

called the act of fingimone. For a clearer understanding, consider sentences (8) to (10) below:

(8) His house is far.

(9) Yesterday I was very busy.

(10) His television is 20 inches.

As studied in section 3.1.2, sentences similar to (8) to (10) not only contain locution. If (8) is expressed by someone to the head of the association, then its illocution is indirectly informing that the person mentioned cannot be too active in the organization. The expected perlocutionary effect is that the head does not assign too many tasks to Amani. If (9) is uttered by someone who cannot attend a meeting invitation to the person inviting, this sentence constitutes an illocutionary act to apologize, and the perlocutionary (effect) expected is that the person inviting can understand. If (10) is expressed by someone to a friend when a live broadcast of the heavyweight boxing world championship is about to take place, this sentence not only contains locution but also illocution in the form of an invitation for the friend to watch together, with the perlocutionary effect of the interlocutor agreeing to the invitation.

2.4 Illocutionary Act

The illocutionary acts, which constitute a central aspect in the study of speech acts, are categorized into five types:

1. The initial category is representative, involving Amani's commitment to the truth of the stated proposition. This action assigns a truth value, reflecting Amani's belief and encompassing activities such as asserting, claiming, conducting, reporting, and stating.

2. Directives encompass various speech acts in which Amani endeavors to prompt the addressee to engage in a specific action. This category includes advice, commands, directives, questions, and requests. When

a speaker employs directive speech acts, they influence the addressee to a certain extent, shaping the likelihood that the addressee will execute the action specified in the command. By crafting an utterance that incorporates this speech act, Amani establishes a context wherein the addressee is inclined to act in accordance with the conveyed intention.

3. A commissive speech act is characterized by Amani committing to a future course of action. It signifies Amani's intent to carry out specific actions, encompassing offers, pledges, promises, refusals, and threats. What distinguishes this speech act from others is that Amani undertakes to perform an action following the utterance.

4. Expressive language serves as a form of verbal expression, intending to convey and enact Amani's emotional stance embedded in their statements, encompassing sentiments like happiness, sadness, preferences, or aversions. This category functions within the realms of expressing gratitude, assigning blame, offering congratulations, expressing admiration, and extending apologies. In the routine exchanges of our daily communication, expressive speech acts take center stage, serving the purpose of articulating our perspectives on various matters.

5. The final type is declaration. This category of speech act plays a crucial role in bringing about prompt transformations in the existing state of affairs. Speakers engage in this form of communication to formally announce or declare, aiming to persuade the recipient to acknowledge the information conveyed. It encompasses the act of making statements, disassociating individuals, concluding actions, and appointing roles. An illustration of a declaration speech act is the termination of employment, which may be communicated through spoken words or in written format (Zainal, 2021).

2.5 Public Speech

The discourse aspects, in addition to the context as expressed earlier, encompass Amani and the interlocutor, the speech purpose, speech as a speech act activity, and speech as a verbal act product (Leech, 1991:19-21). Regarding Amani and interlocutor aspects, it is emphasized that the interlocutor or addressee is the person targeted by Amani's discourse. The interlocutor must be distinguished from the speech receiver, who may be someone passing by and overhearing the message but is not the one addressed. The speech purpose is simply Amani's intention to express something or the meaning intended by Amani in uttering something. Speech itself, in pragmatic studies, can be understood as a form of speech act in addition to being understood as the product of a speech act.

Consistent with Leech's opinion above, (Gumperz & Hymes, 1972), also mentioned in (Wardaugh, 1986) created the acronym SPEAKING, which stands for settings, participants, ends, act of sequence, keys, instrumentalities, norms, and genres to explain speech components in sociolinguistic studies (emphasized by the author).

Briefly explained here, setting refers to the place and time of speech occurrence, including psychological and cultural conditions related to the speech; participants involve speech participants; Ends refer to the goals to be achieved in a speech situation. Acts of sequence refer to speech channels that can be oral or written. Key indicates the manner or essence of the ongoing speech. Instrumentalities indicate the use of language rules in speech. Norms are norms or rules in interaction, while genres are speech categories that can be poetry, letters, articles, and so on (Roberts, 2018).

2.6 Youtube

YouTube is commonly defined as a platform utilized for accessing video uploads shared by individuals. Users have the ability to freely upload and view a diverse range of videos. The content on YouTube typically includes

video clips, movies, and user-generated videos. This application is accessible anywhere and at any time, leveraging an internet connection. YouTube has evolved over time, introducing innovations such as video search functionalities, allowing users to access information and watch content instantly.

In 2006, YouTube emerged as a predominant media platform, offering numerous advantages. Initially limited to simple video uploads, it has now expanded to support live streaming, functioning as a conduit for religious outreach, global information dissemination, and more. These dynamic features render YouTube more captivating and engaging compared to conventional television, eliminating content duration restrictions and providing users with unrestricted enjoyment. Notably, YouTube has become a tool employed by Indonesian political figures to propagate various information through promotional materials like speeches, interviews, and podcasts. As an audio-visual medium, YouTube effectively combines images and sound, enhancing the impact and ease of acceptance of the uploaded information. The distinct characteristics of YouTube encompass the following:

a. There is no time constraint for video uploads, distinguishing it from several other applications imposing maximum duration limits.

b. The security system on YouTube has become more precise. It restricts the sharing of videos containing prohibited content by incorporating a confirmation question prior to video upload, ensuring a safer environment.

c. YouTube introduces a remuneration system for content creators, providing an honorarium to those who upload videos and garner a minimum of 1000 views.

d. YouTube now features an offline viewing option, allowing users to watch videos without an internet connection by downloading them beforehand.

e. YouTube offers a user-friendly editing tool accessible from the initial video upload menu. Users are prompted to edit their videos before uploading, with options such as video trimming, color filtering, and the addition of effects. This feature enhances the platform's appeal, making it more engaging and dynamic compared to traditional television. The absence of duration restrictions allows users to enjoy a diverse range of content without limitations (Alfaro Ferreres, 2022).

2.7 TED Talk

TED serves as a dedicated platform for disseminating ideas, primarily through concise and impactful presentations. Originating in 1984 as a conference converging entertainment, technology, and design, TED has evolved to encompass a wide array of subjects, spanning business, science, and global issues, presented in over 100 languages. Moreover, TED organizes independent events to propagate community-driven ideas globally.

Functioning as a global community, TED embraces individuals from diverse backgrounds, firmly believing in the transformative power of ideas to shape lives, attitudes, and the world. Through the provision of free insights from some of the world's most inspiring thinkers, and fostering a diverse community eager to engage with one another's ideas both online and at TED events worldwide, TED stands as a catalyst for intellectual exchange.

Additionally, TED disseminates ideas globally through video and audio talks, accessible on the TED.com website, the TED YouTube channel, and platforms such as Spotify and podcasts. TED talks serve not only as a source of new knowledge and insights but also as valuable language learning material, given that English is predominantly used as the global language in these talks. With subtitles and transcripts available

in more than 100 languages, TED facilitates non-English speakers in gaining ideas while simultaneously learning the language. Consequently, TED emerges as a formidable platform for acquiring profound insights and expanding one's knowledge on diverse global topics.