

CHAPTER II

REVIEW OF LITERATURE

B.1 Related Studies

Research on speech acts has been conducted for a long time. As a result, many researchers are looking into analyzing speech acts. Previous research must be reviewed in order to avoid studies with similar corpuses and explanations. These earlier studies provide the following explanation:

First, the research conducted by (Sihombing et al., 2021) titled “An Examination of Illocutionary Act in the Incredible 2 Film.” The goal of this study is to identify the dominant illocutionary act types and to analyze the various illocutionary act types in the Incredible 2 film. Using Searle's theory, they discovered all five forms of illocutionary acts in the film, including directions, which consist of eight data (32%), assertive, which consist of seven data (28%), expressive, which consist of seven data (28%), commissive, which consist of two data (8%), and declaration, which consist of one data (4%).

The second research was published in the Journal of Advanced English Studies in February 2019 (Rosida, 2019). This research analyzes the use of indirect speech in the movie entitled *In Time*. The goal of the study is to identify the various types of indirect speech acts that are performed. It uses a qualitative methods, the data includes all utterances that were uttered in the movie *In Time*. It is found that 17 utterances are classified as indirect speech acts in the movie. In

orders to conduct this research, the researcher watched the movie, downloaded and read the script, identifying the data.

The research employed Searle's theory of indirect speech acts to classified into declarative, representative, expressive, directive and commissive. According to the research's results, 17 utterances include indirect speech acts, there are 7 representatives, 7 directives, 2 expressive, 1 commissive and declarative utterance not found in the movie. Based on the result, indirect speech acts can be classified into functions such as asserting, convincing, prediction, surprise, thanking, requesting, commanding, ordering, recommending, and promising.

Next, Ima Frafika Sari conducted the following study, Indirect Speech Act of Spongebob Squarepants Movie and published in JEAL in December 2021 (Frafika Sari, 2021). The purpose of this study is to determine the use of indirect speech actions in the SpongeBob SquarePants film. To explain the speech act various types of the main character. The results of this study and the article's analysis are as follows: first, there are 74 discussions of indirect speech acts obtained from all characters in the movie SpongeBob SquarePants. Second, each dialogue in the movie that has a distinct meaning can be understood by the reader with the aid of the domain analysis indirect speech acts summary. The principal characters may now address the audience directly. The indirect speech utterances included in Yule's theory are examined in this study.

Another study entitled "Direct and Indirect Speech Apology Acts in the Movie 'Venom: Let There Be Carnage'" was conducted by Utomo, Bagus, and Zia

(Utomo and Mubarak, 2023). The purpose of this study is to identify direct and indirect acts of apology in the speech of the characters in the movie *Venom: Let There Be Carnage*. A theory for identifying speech acts of apology was proposed by Searle & Vanderveken (1985), and a theory for identifying direct and indirect actions of the characters in the movie was proposed by Yule (1996). The results of this study revealed that there are a total of 14 types of speech acts of apology, including 12 types of direct use and 2 types of indirect use.

The last study published in *ELYSIAN JOURNAL* about direct and indirect (Florensia Elkesin Hamnu and I Gde Agoes Caskara Surya Putra, 2023). The aims of this study are to describe the types of direct and indirect speech acts used in the movie *Doctor Strange* and which types are mostly used. It focuses on the analysis of the direct and indirect speech acts of the protagonists in the movie *Doctor Strange in the Multiverse of Madness*. Descriptive qualitative analysis methods were used to analyze the data, and used several techniques to collect the data. The results show that 29 data on direct speech acts were found in this movie, namely, data on declarative sentences, 14 data on interrogative sentences, and 9 data on imperative sentences. As for indirect speech acts, it was found that there were 13 data, including 5 interrogative sentences, 4 declarative sentences, and 4 imperative sentences. As a result, the most commonly used type of direct speech act in this study was the interrogative sentence.

In summary, the previous studies above are different from this research that uses utterances in the movie *Mean Girl*. Then, although there is the same theory used, this research also has a different focus, namely this research is

focused on the form and function of indirect speech acts. Apart from that, this research is able to analyze how the perlocutionary effects are caused after the speaker utters an illocutionary act.

B.2 Theoretical Framework

In this chapter, the researcher explains the theory applied to analyze indirect speech acts of utterances presented by the main characters in the *Mean Girls* movie as the research data. The research will use the Indirect Speech Acts theory proposed by John Searle (1979). Indirect speech acts occur when the syntactic form of the utterance does not match its communicative function.

B.1.1 Pragmatics

Pragmatics is a branch of linguistics that deals with and examines the meaning that has been conveyed by speakers or speakers who are then interpreted and understood by the speaker or hearer (Budiman, 2016). As such, pragmatics is more concerned with analyzing what is meant by an utterance, rather than what is meant by a word or phrase. According to Levison Florensia Elkesin Hamnu and I Gde Agoes Caskara Surya Putra (2023), stated that because the speaker does not express their meaning to the hearer directly, it is the study of how the listener recognize what is the speaker's intention even when it is not conveyed.

In order to understand the intention of speakers, it focuses on how context affects meaning and language usage in social interactions. Therefore, it is possible for us to consider the context in addition to the speakers' meaning. Contextual meaning arises from a shared understanding between speaker and listener, making

the purpose of speaking communicative. In addition, the study of pragmatics does not only study the contextual meaning of language. According to Sihombing *et al.* (2021), pragmatics is studied in various ways, such as concreteness and distance, reference and inference, presupposition and inference, politeness and interaction, speech acts and events. However, the researcher chooses speech acts as the focus of the study.

B.1.2 Speech Act

Speech acts are actions performed by speakers through utterances (Eibrizha and Setiawan, 2016). The meaning of the quote explains that when someone speaks, they not only utter words, but also perform certain actions through those words. For example “I promise I will come,” they are not only making a sound, but also performing the action of making a promise. Thus, the utterance itself contains a specific action, such as asking, offering, threatening, or stating something. Additionally, a speech act is an expression made by the speaker that has the power to persuade the listener to do what the speaker says. When a speaker makes a request to the hearer, they not only want their request to be acknowledged and fulfilled, but they also want their request to be fulfilled by the listener by complying with the request. In conclusion, a speech act is an utterance that is made, and an act refers to an action.

B.1.3 Type of Speech Act

Speech actions are composed of three parts: the locutionary act, which describes the speech that is uttered; the illocutionary act, which conveys both

direct and indirect power; and the perlocutionary act, which describes how the acts affect the addressees or listeners (Austin 1962 in Majeed, 2022).

B.1.3.1 Locutionary Act

Yule stated that locutionary acts are basic speech acts or the creation of meaningful language phrases (Ramadhani and Mustikawati, 2023). It means that the act of locution refers to the basic aspect of speech acts, which is the pronunciation of words or sentences that have meaning in a particular language. It is the physical act of producing sounds, words, or phrases that can be understood by the listener. This speech act provides actual information or makes a statement. In this case, the hearer will not be affected by anything. Examine the following example:

- a) I'm hungry.
- b) It is gloomy.

In both examples, the speaker is only speaking to communicate something and has no effect on the listener. Sentence (a) aims to inform that the speaker is hungry, while sentence (b) aims to show that the weather is gloomy. It is possible to state that the purpose of locutionary acts is to inform the hearer without a tendency for them to take action. This is the initial stage before we consider the intent or purpose of the utterance (illocutionary act) or its effect on the hearer (perlocutionary act).

B.1.3.2 Illocutionary Act

According to Austin and Huang (2007, p. 102), Illocutionary acts are defined as any activity that a speaker intends to perform through verbal utterances using traditional force. Thus, illocutionary acts refer to the intent or purpose behind the utterances made by the speaker. When someone speaks, they not only utter words (locutionary acts), but also try to accomplish something through the utterance, such as requesting, promising, commanding, or suggesting.

The illocutionary act is the core of communicative action because it involves the intention of the speaker and how the utterance is supposed to be understood by the hearer. The traditional force mentioned in the quote refers to the social conventions and recognized rules in a language that determine how certain utterances should be interpreted. For example: "It's so hot in here!" The locutionary act is the utterance of the words, but the illocutionary act is the request to open the window so it won't be so hot. The speaker uses the sentence with a specific intention, which is to ask someone to perform the action of closing the door.

B.1.3.3 Perlocutionary Act

According to Searle (1979), perlocutionary act is an effect of what the speaker says to the hearer. This indicates that these acts of perlocutionary acts refer to the effect produced by the speaker's speech on the hearer. Perlocutionary acts pertain to the relationship between individuals and the context of the spoken sentence, as the impact of what a speaker says depends on the hearer's relationship

with the speaker. For example, if the speaker says, “There's a snake behind you!” the perlocutionary act is the effect of the utterance on the hearer that gets scared and runs away immediately.

B.1.4 Function of Speech Act

Based on Searle's classification as cited in Limbong *et. al* (2022), there are five categories of speech act functions: declaratives, representatives, directive, commissive, and expressive.

B.1.4.1 Directive

Directive speech act is an act that a speaker uses to get another person to do something (Joan Cutting, 2002). In this case, they convey the speaker's desire for the hearer to take action. This category of speech acts can be applied to commands, requests, suggestions, orders, inviting, and forbidding. For example:

- ★ a) Gimme a cup of coffee. Make it black.
- b) Could you lend me a pen, please? (Yule, 1996:54)

Each example is intended to make the listener do something. In example (a), the speaker wants the listener to make him a cup of black coffee and drink, while in (b) explicitly request the listener to do something more precisely, to offer a pen.

B.1.4.2 Representative

Sometimes we say what we think and believe what is true. Representatives are speech acts that express the speaker's beliefs about whether or not something is true (Yule, 1996). Thus, it is based on the speaker's beliefs and it shows some statements of fact, stating, informing, describing, claiming, predicting, etc. It can be the speaker's subjective opinion. As an example:

- a) The earth is flat.
- b) You look so beautiful today.

Example (a) contains information about what the speaker believes, that the Earth is actually flat (Yule 1996:53). However, in example (b), this is a kind of statement, the speaker uttered this statement based on his observations about a particular matter, and then the speaker stated a fact or opinion about the person's physical condition. It can included a representative speech act because the speaker says the truth and fact regarding his own mind.

B.1.4.3 Declarative

Declaratives is a type of speech that changes the world through its utterances (Searle, 1979:17). The speaker shapes the world to align with their own perspective by presenting it as they perceive it to be (Searle in Ramadhani and Mustikawati, 2023). Thus, the term “word change” pertains to any situation where such actions have the power to alter a person's status or any state or fact as enacted by the speaker. In this context, speech acts are not only the utterance of

words or sentences. When someone speaks, they are not only conveying information but also trying to influence others' views on a situation or topic. For examples:

- a) Pastor: I declare you husband and wife
- b) Judge: I find the defendant guilty! (Yule: 53)

In example (a) in the context of marriage, this speech act represents the fact that the couple officially becomes husband and wife. The pastor uses his power or authority to declare something as the truth, while sentence (b) in the legal context, this speech act represents the judge's decision that the defendant is guilty of the charges. The judge uses his power and authority to state the legal truth about the defendant's status.

B.1.4.4 Commissive

Commissive speech is a type of communication in which the speaker promises to do action at a later time (Searle, 1979:14). That conveyed the speaker's intention to take action. This kind makes promises, makes offers, threatening, refusing, vowing, and declines, etc. As an example:

- a) I'll be back.
- b) I will not do that again.

In both examples, the speaker promises the listener that they will take some action at a later time. The speaker in example (a) makes a promise to return

at a later time. Meanwhile, the speaker in (b) makes a vow to never repeat the action.

B.1.4.5 Expressive

According to (Searle, 1979:15) these are kind of speech acts that convey a psychological attitude that states what the speaker feels, such as regretting, apologizing, criticizing, and applauding. Look at the example:

- a) I am terribly sorry about that.
- b) Congratulations!

The speaker's feelings are expressed in those examples. The speaker in (a) example conveys a psychological state of regret. In contrast, the speaker in example (b) conveys a state of thanking.

Thus, based on the explanation given, we can draw a conclusion. First, directives obligate the speaker to take the action mentioned in the speech. Second, representatives is a speech that binds the speakers of the true utterance. Third, declaratives are the act that have the potential to create new circumstances or statuses. Fourth, commissive is the act that binds the speaker to do something in the future. The last, expressive is the act of expressing the speaker's emotions.

B.1.5 Sentence Form and Function

According to Yule (1996), there are three general communications functions in English and the three structural forms to understand the utterance from the speaker. Based on their structural characteristics, sentences can be

categorized into: Declarative, interrogative, and imperative sentences. Besides that, sentences form can be classified based on the functions into:

1. Statement

This sentence is mostly used to give information and the function is a statement.

2. Question

This sentence's main purpose is to elicit information and the sentence function to ask for details.

3. Command

The primary goal of the sentence is to give commands. As an example, “Make a cup of coffee!”, thus, someone is being ordered by the sentence function.

Table 2.1 Relationship Between Functions and Forms of Speech Acts

Form of Speech Act (Structure sentences)	Function of Speech Act (sentence function)	
	Direct	Indirect
Declarative	Informing	Command/ Request
Interrogative	Question	Command/ Request
Imperative	Command	Command/ Request

Speakers usually use the declarative form to provide listeners information. It is defined in written form by the usage of a period at the conclusion of the

sentence. For example, the doll is adorable. Syntactically, the purpose of the utterance is only to provide information that the doll seen by the speaker is adorable. But if it's said by a girl to her boyfriend, it's not just giving information but a request to her boyfriend to buy it for her. In short, it is dependent on the utterance's context.

Interrogative form refers to the grammatical structure used to pose questions or interrogate someone or something. In written form, they often end with a question mark. For example “Have you finished your homework?” is considered a yes/no question. Conventionally, the speaker expects a “Yes, I have” or “No, I haven't” answer from the listener. However, if this is said by a mother to her child, the purpose is not just to ask, but to ask her child to do his homework immediately.

Imperative form refers to the grammatical structure used to give commands, make requests, or offer instructions. In English, imperative sentences often begin with the base form of a verb (without a subject) and end with a period (.), although they can sometimes end with an exclamation mark (!) for added emphasis.

B.1.6 Indirect Speech Act

According to Searle (1979:31), his theory addresses the issue of indirect speech acts by exploring how a speaker can say one thing while implying something else. Since meaning partly relies on the speaker's ability to facilitate understanding in the hearer, a significant aspect of the problem is how a hearer

can comprehend an indirect speech act when the sentence they hear and understand carries a different meaning.

Indirect speech acts are the opposite of direct speech acts in that the speaker conveys a meaning other than what is initially perceived, and their forms and function are unrelated. For example:

“Can you reach the salt?” (interrogative)

This utterance performs a question, but it actually signifies a request for the other person to pass the salt for her/him, not truly that (Searle, 1979).

Here, take this one. (imperative)

The speaker chooses a sudden sentence structure when they say something to the hearer. The purpose of this sentence is different; the speaker is offering food and hoping the listener will accept and eat it (Joan Cutting, 2002).

You are standing in front of the TV. (declarative)

The sentence is declarative but this sentence represents an indirect speech act with the purpose of the speaker giving an order for the listener not to stand in front of the TV.

Since form and function are not directly related, Searle noted that when someone uses an indirect speech act, they intend to convey a meaning that differs from the apparent surface meaning (Joan Cutting, 2002). In order for an indirect speech act to be produced, the speaker must intend for the hearer to know that he

has been asked to do anything. The speaker helps the hearer understand their aim to produce knowledge by stating that it is intended to be produced. Declarative structures are also an example of an indirect speech act.

According to Searle, an indirect speech act involves two acts: a primary illocutionary act and a secondary illocutionary act. Examine the following example:

Student X: Let's go to the movies tonight.

Student Y: I have to study for an exam.

The student's statement above fits as a proposal because the meaning of "Let's" It is a literal utterance to constitute a proposal (Searle, 1979). However, the response to the proposal can take two forms: either as a primary illocutionary act, where the person rejects the idea and explains that they need to study for exams, or as a secondary illocutionary act, where they indicate that they must prepare for upcoming tests. Additionally, the indirect speech act resembles an interrogative, but its usual purpose is to perform an action rather than ask a question. Furthermore, the imperative and declarative forms of sentences are found in indirect speech acts.

B.1.7 Context

Pragmatics is the study of meaning and its relationship with context. The circumstance in which an utterance occurs during the communication process is referred to as context. The concept of context of a word or utterance includes the

identity of the speaker, the audience, the relationship with each other, the time and location of the conversation, as well as other elements such as the background of the writer or speaker and the thoughts of the listener. In addition, it is what makes what we say more deep and gives meaning to the actions or events that occur during a communicative exchange.

The definition of context is the particular setting in which the utterance is used. It will be simpler to understand a statement created during a communication process if you look at the context (Brown and Yule 1983 in Anwar, 2023). According to Wardhaugh, setting, scene, participant, ends, act sequence, key, instrument, norm, and genre are the categories used to divide the context (ASTRIANTI, 2022). Setting includes the physical environment as well as the time and location of the speech act. Participants address both the speaker and the listener to whom the speech act is addressed. In other words, participants can be a combination of sender and receiver, addresser and addressee, or speaker and listener. The Action Sequence describes the actual structure and substance of the talk. Keys relate to gestures, postures, behaviors, or even attitudes that convey a certain message. It can also allude to the tone, manner, or spirit of the communication. Therefore, the register, dialect, or code chosen by the speaker is referred to as instrumentality. Norms relate to the cultural features of a particular language. Understanding the context of communication is essential to understanding the message as a whole. It allows people to react correctly to the message they hear and helps avoid misunderstandings.

B.1.8 Mean Girl Movie

The musical *Mean Girls* from 2024 is a remake of the 2004 film, which in turn was based on a popular stage production. Angourie Rice's character, Cady Heron, is a teenager in the movie who moves from Africa to a suburban Illinois home and enrolls in North Shore High School. Cady, who was homeschooled as a child, needs to adjust to the complex social dynamics of public schooling. Cady's friends Janis Ian (Auli'i Cravalho) and Damian Hubbard (Jaquel Spivey) at her new school acquaint her with the school's peer group, which is led by the popular gang known as The Plastics.

Regina George (Reneé Rapp), a powerful and wealthy girl in charge of the school, is the leader of the Plastics. At first, Cady joins The Plastics to assist Janis in taking revenge on Regina, but she quickly becomes caught up in their manipulative plans. Along the way, Cady takes up a lot of information about identity, friendship, and the dangers of focusing too much on popularity. Eventually, she recognizes her mistakes and takes a desire to fix them, being a true leader among her companions and discovering who she really is.

Tina Fey wrote the screenplay and co-produced the film with Lorne Michaels, while Arturo Perez Jr. and Samantha Jayne directed it. Nell Benjamin wrote the lyrics while Jeff Richmond composed the music for the film. Comedy and musical elements are combined in *Mean Girls* 2024, along with some brand-new, exciting song numbers. The movie was released.