CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher will be discussed three major points, there are theoretical description, previous studies, and conceptual framework.

2.1. Theoretical Description

2.1.1. Pragmatic

In studying about language we will meet with pragmatic. It is one of the branch of linguistic which focused on the utterance meaning in communication between speaker and listener. Yule (1996: 3) stated on his book, “pragmatic is concerned with the study of meaning as communicated by a speaker (or writer) and interpret by listener (or reader)”. In other explanation, Yule (1996: 4) said that “pragmatic is the study of relationship between linguistic forms and the users of the forms”. These definition shows that a meaning of word or sentences is important to be understood by everybody for doing communication. It will be success if the listener understand and do what the speaker said.

The speakers produce utterance based on what they want to say, who they are talking to, where it will happen, when it will say, and under what condition. According to Levinson (1983:9), pragmatics is study of just those aspects of the relationship between language and context that are relevant to the writing of grammars. Additionally, Yule (1996: 3) says that pragmatic is study of contextual meaning.

From the definition above, the researcher can conclude that pragmatic is study which deals with meaning of word or sentences in communication between speaker and listener related to the context. It is focus on the meaning of speaker’s utterance both oral or written form.

2.1.2. Context

In studying meaning of utterance or sentence, context is one of the elements in pragmatics which has important role in interpreting an utterance or sentence. As Leech (1983: 13) stated that context is background of knowledge assumed to be shared by speaker and hearer and which contributes to hearer’s interpretation of what speaker means by given utterance. It means that context is setting when the speaker produce an utterance. Thus, the listener can assume what speaker’s mean by understanding the setting or condition when his/her utterance delivered.

The different context in the same utterance will make different meaning. Below the researcher gives an example
“Your accessories is so luxurious”

a) If the utterance above is delivered by a teacher to the student at school, it can be understood that the teacher command her to change her accessories with the simple one in order to obey the school’s rule.

b) However, if this utterance is delivered by woman to her friend, it can be means as a praising of having luxurious accessories.

From the example above, the researcher concluded that to explain the intended meaning is not enough by knowing the speaker and the listener. According to Brown and Yule (1983: 38) stated that “there are nine components in exploring the intended meaning from the context, they are participant, topic, setting, channel, code, message-form, event, key, and purpose”. As follows:

1. **Participant**, participant itself divided into three; addresser, addressee, and audience. The addresser is a person who produce an utterance, the addressee is a listener, and the audience is the over listener.

2. **Topic**: The topic of conversation determine the choice of language.

3. **Setting**: It is the time and place when the conversation happen. Formal and informal setting are showed as important thing to choose language. For example the setting at house and at school the language which used will be different.

4. **Channel**: It is about how the interaction is arranged.

5. **Code**: It is about language, dialect or style which are used in the conversation.

6. **Message form** as the sixth component is important feature of context. It is form intended to transfer the message.

7. **Event**: It is the nature phenomenon that used in communication.

8. **Key**: Key as evaluation of a conversation, whether an advise is good or not.

9. **Purpose**: It deal with aim of participants in the conversation, whether the speaker wants to give command or praise.

2.1.3. **Speech Act**

Speech act is the utterance which shows the action of the speaker. According to Yule (1996: 47), in attempting to express themselves, people do not only produce utterance containing gramatical structures and words, they perform action via those utterances. Moreover, Yule defines speech act in English, are commonly given more specific labels, such as apology, complaint, compliment, invitation, promise, or request. From that explanation, it can be concluded that language is not only used to give
information or describe things, but also it is used to perform some acts. The researcher gives some example below

a) “It is hot inside”. This utterance is example of language that used to inform something. It is saying by speaker to someone to inform that in the inside of the room was hot. This statement also has hidden meaning. It can be the speaker wants the listener open the window or turn on the fan if he/she wants to go inside the room.

b) “Give me a cup of hot chocolate, please”. This is example of language that used to perform request. This utterance has meaning the speaker want the listener to make a hot chocolate for him or her.

c) “Don’t touch that!”. This is example of language that used to perform warning. This utterance has meaning the speaker wants the listener to go away from it.

The philosopher of speech act is Austin (1962) on his book How to Do Thing with Word. Austin described speech act as what actions we perform when we produce utterance. Moreover, speech act is a theory in which to say something is to do something (Austin, 1962: 94). It means that when the speaker deliver the utterance, he or she not only saying something but also use it to perform acts.

Based on the definition from both researcher above, it can be concluded that speech act is the production of utterance in the purpose of making things happen. The utterance which said by speaker, sometimes not only an utterance, but also it should has a meaning.


Yule in his book (1996:48) states that the action performed by producing an utterance will consist of three related acts, it is locutionary act, illocutionary act, and perlocutionary act. According to Austin (1967: 109) divided speech act in three distinguished a group of things we do in saying something, which together we summed up by saying we perform a locutionary acts, which is roughly equivalent to uttering a certain sentence with a certain sense and reference, which again is rougly equivalent to ‘meaning in the traditional sense. Second, we said that we also perform illocutionary acts such as informing, ordering, warning, undertaking, utterances which have a certain (conventional) force. Thirdly, we may also perform perlocutionary acts, what we bring about or achieve by saying something, such as convincing, persuading, deterring, and even say, surprising or misleading.
Based on explanation above, the researcher will describe the types of speech acts, locutionary act, illocutionary act, and perlocutionary act. However, the researcher will be more focus on illocutionary act only.

2.1.4.1. Locutionary Act

A locutionary act is a foundation if someone wants to produce a meaningful expression. When someone produces an utterance, so the utterance is called locutionary act. For example someone said “It is hot inside”, the utterance itself “It is hot inside” that call a locutionary act. In the simple explanation, locutionary act is the speaker’s utterance. Moreover, Austin (1967: 99) said that locutionary act is a performance of an act of saying something. It is the same as an act of saying certain things accompanied with a certain sense and reference. Locutionary act is the literal meaning of the utterance, that is the meaning of the utterance which is carried by the words in the utterance and their arrangement or their structure of words (Wagiman, 2008: 69). In produce locutionary act, sometime we might fail if we have difficulty with actually forming the sounds and words to create a meaningful utterance in a language.

2.1.4.2. Illocutionary Act

Illocutionary act is an utterance with some kind of function in our mind. Someone might produce utterance in function to give a statement, an offer, an explanation, a request, or other which is delivered to the listener. Illocutory act is performance of an act in saying something (Austin, 1967: 99). It means, in every utterance that we produced it is also another act which performed inside the utterance. Illocutionary act would include stating, promising, apologizing, threatening, predicating, ordering and requesting. For example, “It is hot inside”, this utterance has meaning the speaker wish the listener open the window or turn on the fan if he or she want to go inside, or the speaker want the listener not to go inside and stay still in the outside.

2.1.4.3. Perlocutionary Act

Perlocutionary act is the effect of the utterance for the listener, depending on listener’s interpretation. This is the effect on the listener of what the speaker says. Perlocutionary act is the achieving of certain effects by saying something (Austin, 1967: 121). For example, “It is hot inside”, the perlocutionary act effect from that utterance may the listener to open a window, or use a fan when he or she go inside, or the listener keep stay still in the outside.
2.1.5. Types of Illocutionary Act

There are some researchers who already classified the function of illocutionary acts, as Austin, Yule, and Searle. According to Searle, the illocutionary act is classified into five categories are representatives, directives, commissives, expressive, and declaration (Nur, 2011:19-20). Moreover, Yule (1996: 54-56) gives a short explanation of the types of speech acts based on general function. First is Declaration, it is words change the world. Second is Representatives, it makes words fit the world. Third is Expressives, it makes words fit the world. Fourth is Directives, it makes the world fit word. The last is Commissives, it makes the world fit word. Those explanation can be used if we want to study of speech act. Yet, in this research, the researcher will explain about the types of illocutionary act based on theory from Searle, there are:

a) Representative

Representative is what the speaker believe as truth on her or his utterance. According to Yule (1996: 53) states that representatives are those kind of speech acts that state what the speaker believes to be the case or not. The example of this type are agree, annouce, believe, complaint, conclude, inform, predict, report, state, suggest, etc. The researcher gives the example as follow as

“Jakarta is a capital city of Indonesia”.
That utterance contains of information which show a fact and general truth that Jakarta is really capital city of Indonesia.

“The winter is cold”.
That utterance is an absolute fact which is believed by everyone. In brief, representative is statement that (potentially) is “true” or “false”.

b) Directive

A speech act that is used to make some actions, in other words it is ordering someone to do something. Directive is speech act that speakers use to get someone else to do something (Yule, 1996: 54). Moreover, directive are intended to produce some effect through action by the hearer (Faidhah on Lee, 1991: 106). Directive illocutionary act used by the speaker to get someone else to carry out some actions. This directive can make someone has a duty. Directive perform request, commands, recomend, orders, suggestion, invite, advise, ask, etc. The following is the example:

“Could you turn the volume down, please?”
That utterance contains a request which can make the listener do an action. This is usually done when the speaker feels annoyed with the sounds made by the listener or people around.

“Please don’t go”

That utterance contains of a command which can make listener stay. The utterance means the speaker want the listener to stay with her or him.

c) Expressive

A speech act that express the speaker’s feeling and emotions through an utterance. In using an expressive, the speaker makes words fit the world (Yule, 1996: 54). Expressive have the function of expressing, or making known, the speaker psychological attitude towards a state of affairs which the illocution presuppose, thanking, congratulating, pardoning, blaming, praising, condoling, etc (Faidhah on Lee, 1991: 106). The example of it shows below:

“My thanks for your gift, Mom”.

That utterance is example of thanking. It means that the speaker reflects his or her thanking to the listener.

“I am sorry for your loss”

The sentence above shows the empathy of the speaker to the condition of the listener. The speaker tries to has same feeling with the listener. Therefore, the listener will be feeling better.

d) Commissives

Commissive express what the speaker’s mean about some actions that happend in the future. Commissive is kind of speech acts that use to commit themselves to some future action. In using a commissive, the speaker undertakes to make the world fit the words (Yule, 1996: 54). Commissive includes offer, promise, threat, refusal, pledge, etc. Bellow the example:

“Don’t worry, I’ll be careful”.

The utterance above is example of a promise. It means, the speaker promise to the listener that he or she will be careful to do something in the future.

“I give you a reason to cry”

It is example of threat. The utterance means, the speaker will do something bad to the listener which make her or him be cry.

e) Declarative

Declarative is one of illocutionary act which can change the world by the speaker’s utterance. As Yule (1996: 53) states that declarative is kind of speech
acts that change the world via their utterance. It means that, the situation or condition of people become different by the speaker’s utterance. Declarative include, resign, name, communicate, declare, sentence, baptize, appoint, etc. Bellow is an example of declarative:

“August 17th is The independence day of Indonesia”.

The utterance above is the example of naming. It changes the status of Indonesian country. The country becomes independent after Soekarno as President of Indonesia (1945) stated proclamation on August 17th, 1945.

“Mr. William and Mrs. William become a parent”.

It is an example of naming. The utterance changes the status of those two people. The man becomes a father and his responsibility to his baby. The woman also becomes a mother and her responsibility to her baby.

2.1.6. Function of Illocutionary Act

The function of illocutionary act is how it can relate to the social goals of arranging and setting up in a polite way. According to Leech (1983: 104) has proposed the illocutionary acts based on its functions. There are four types of illocutionary act functions such as, competitive, convivial, collaborative, and conflictive. The researcher will describe its functions bellow

a) Competitive

Competitive aims in competing with the social purposes, such as ordering, asking, demanding, and begging. It means to produce some effects through action by the listener. For example, “I ask your promise, please”. It is kind of asking.

b) Convivial

Convivial aims in compliance with the social purposes, for instance offering, inviting, greeting, thanking, and congratulating. For example, “May I give my hand for you?”. It is kind of offering.

c) Collaborative

Collaborative aims at ignoring the social purposes as like asserting, reporting, announcing, and instructing. It commits the speaker to the truth of expressed proposition. For example, “I like this movie”. It is kind of reporting.

d) Conflictive

Conflictive aims at conflicting against the social purposes, such as at threatening, accusing, and reprimanding. If you touch her again “I will meet your father”. It is kind of threatening.
2.1.7. Theory of Asperger Syndrome

Pervasive Developmental Disorder (PDD) is a group of developmental disorders that are usually evident when a child is 3 years old. Based on the definition of DSM IV (American Psychiatric Association, 1994), PDD is a disruption in social interaction, impaired communication, and their fixation behavior, interests and activities. Based on American Psychiatric Association, There are five categories of pervasive developmental disorder.

1. Autism

A neuro developmental disorder that characterized by the existence of impaired social interaction, verbal and non-verbal communication, and restricted and repetitive behavior.

2. Childhood Disintegrative Disorder (CDD)

Also known as Heller's syndrome and disintegrative psychosis, is a rare condition characterized by developmental delays in language, social function, and motor skills.

3. Rett Syndrome

Typically have no verbal skills, and about 50% of affected individuals do not walk. Scoliosis, growth failure, and constipation are very common and can be problematic.

4. Pervasive Developmental Disorder Not Otherwise Specified (PDD-NOS)

A diagnosis that is used for severe and pervasive impairment in the development of reciprocal social interaction or verbal and non-verbal communication skills, or when stereotyped behavior, interests, and activities are present, but the criteria are not met for a specific PDD”or for several other disorders.

5. Asperger Syndrome

Sixty years ago, Hans Asperger, an Austrian psychiatrist, writes about smart kids with a great vocabulary mastery shows a number of behaviors that are usually owned by people with autism, such as severe deficiencies in communication and social skills. Asperger syndrome is one of the symptoms of autism where the sufferer has difficulty in communicate with their environment, making it less acceptable.

Based on Stoppler (2005), asperger syndrome is usually characterized by social qualitative disturbance from four criterias:

1. Disruption in the non-verbal behavior.
2. Failed to have a good communication with their peers.
3. Disruption to spontaneously have pleasure, attention, or achievements with other people.
4. The absence of social or emotional reciprocity that can caused the lost of empathy.
People with Asperger syndrome are of average or above average intelligence. They do not usually have the learning disabilities that many autistic people have, but they may have specific learning difficulties. They have fewer problems with speech but may still have difficulties with processing language.

Asperger's syndrome is not an illness or a disease. A disease is something that we can catch. Asperger’s syndrome, like all forms of autism, is a collection of behaviours. According to Bhandari (2016), there are several treatments that can be applied to reduce the Asperger syndrome condition of someone. The treatments can include:

**Social skills training.** In groups or one-on-one sessions, counsellor should teach the sufferer to interact with others and express themselves in more appropriate ways. Social skills are often best learned by modeling after typical behavior.

**Speech-language therapy.** This helps improve an Asperger syndrome sufferer's communication skills. For example, how to use a normal up-and-down pattern when he speaks rather than a flat tone. He'll also get lessons on how to keep up a two-way conversation and understand social cues like hand gestures and eye contact.

**Cognitive behavioral therapy (CBT).** It helps the Asperger syndrome sufferer to change their way of thinking, so they can be better to control their emotions and repetitive behaviors.

**Parent education and training.** Parents will learn many of the same techniques as their child is taught so they can work on social skills with him/her at home. Some families also see a counselor to help them deal with the challenges of living with someone with Asperger's.

### 2.1. Framework of Asperger Syndrome

![Diagram of Pervasive Developmental Disorder]

- Autism
- Childhood Disintegrative Disorder
- Rett Syndrome
- Pervasive Developmental Disorder Not Otherwise
- Asperger Syndrome
2.2. Previous Studies

There are some researcher whose the theses are relevant to this research. Those previous researcher have their own specification related to the subject and the object of the research. In order to help the process of this research, the researcher read some previous studies as the example. The first previous researcher is Faricha Dewi Kholid who graduated on 2011. Her graduating paper entitled *Speech Acts Analysis Used by The Main Character A Walk to Remember Movie*. In that research, she focused on the types and fuction of speech acts. She used descriptive qualitative research method to describe and explain the speech acts used by the main character.

The second previous researcher is Sartika, Marzuqoh, and Majid. Those of them took a Students Research Program entitled “The Analysis of Declaration of Illocutionary Acts in the Korean-English Drama “I Hear Your Voice”. In their research, they are focused on the types of declaration of illocutionary acts. They used descriptive qualitative research method to describe and explain declaration of illocutionary acts used in the Korean-English Drama.

The other previous researcher is Garnish Trisnawati who already done with her research entitled “Directive Illocutionary Acts in Relation to Politeness Strategy in The Historical Movie “The King’s Speech”. In her study, she focused on the directive illocutionary act which related with politeness strategy. She also used descriptive qualitative research method to describe how politeness strategy influences the reason of the use of directive illocutionary act.

The correlation between this study and three previous studies above are discussed about illocutionary acts. But, they have different in the focus of study. Both of the previous study only focused on one of types of illocutionary act, while this research focus on the function and all of types of illocutionary act. The objective of this study is to find out the types and the functions of illocutionary acts which misunderstood by the main character in *Mockingbird* novel. Then, the subject of this study is novel. Meanwhile, those previous studies used movie as a subject of the study.

2.3. Conceptual Framework

The framework of this research; some utterances which contain of illocutionary acts from *Mockingbird* novel will be analyze by using Searle’s theory and Leech’s theory. Searle’s theory wil use to analyze the types of illocutionary acts. Then, the types of illocutionary acts itself consist of; Directives, Commissives, Expressives, Representatives, and Declaratives. Be sides it, the researcher also analyze those utterances which contain of the functions of illocutionary acts as; Competitive, Convivial, Collaborative, and
Conflictive using Leech’s theory. The researcher used Leech’s theory in order to support Searle’s theory of illocutionary acts.

2.2. Framework of this research
2.4.1 The Novel

The object of this study is a novel entitled *Mockingbird* written by Kathryn Erskine. The novel was published by Puffin Books, an imprint of Penguin Group USA in 2010. This novel contains of 235 pages divided into chapters. Each chapter has different title and it describes clearly how Caitlin Smith is misinterpretation with utterance from other characters.

2.4.2 The Summary of the novel

The main character is a 11-year-old girl named Caitlin Smith who has Aspergers syndrome and is preoccupied with drawing and dictionaries. She has just experienced the loss of her older brother Devon who has been killed along with a teacher and another student at a school shooting. Due to her condition, she finds it difficult to cope with her feelings about what has happened being awkward and pedantic, seeing things in black and white such as referring to her deceased brother as 'Devon who is dead' when talking to her father.

Caitlin's behaviors are perceived 'weird.' She liked to hide under a dresser and bed and to stuff her head under the couch cushions. Her classmates don't want to be friends with her, do to her world isolation of weirdness.

Her counselor eventually arranges for her to have recess with the younger kids. She meets a boy named Michael, who is strangely sad over his mother. When she talked to her counselor about it, she told Caitlin that he was the son of the teacher that was shot.

Soon after she discovers the words *empathy* and *closure* and determines that this is what she and her distraught father need. She starts to look for it, and realizes what he needed was to finish his boy scout box with Caitlin, as for he was unable to complete it as for his death.

With the help of a school counselor and art teacher, she is able to assist her father, a boy called Michael, whose mother was the teacher who got shot, and the school bully Josh, who is a cousin of the shooter, to cope. Josh, after Caitlin attempted to push him after he thought he was trying to pull Michael from the monkey bars, but it turned out he was trying to help him down, yells at the kids on the playground, and said that he was not like his cousin at all.

Eventually Caitlin, Michael, and Josh are more or less friends, and go to the dedication ceremony (of the people who were killed in the shooting) together. The art
teacher there gives Caitlin a box of Markers. After the reception, Josh, Michael, and Michael's dad, played football, and the novel concluded with Caitlin coloring her first colored picture.