

## **II. LITERATURE REVIEW**

In order to know why this research should be conducted, this chapter dealt with several points, namely literature review that deals with concept of politeness, politeness strategy and directive.

### **2.1. Speech Act**

Searle (1976) states that speech act is a theory that studies the language based on the relation of an utterance with the act performed by the speaker. This stands for the idea that that language is a means of communications and an utterance will only have meaning if it is performed in a real act, for example making statement, question, command and request. Speech act is a part of pragmatic, a subfield of linguistic that studies the way in which context contributes to meaning. According to Leech (1976), pragmatics is the way speakers and writers accomplish goals as social actors who do not just need to get things done but must attend to their interpersonal relationships with other participants at the same time. It studies the real meaning of an utterance related to its context.

### 2.1.1. Type of Speech Act

#### a. Locutionary act

Locutionary act is the basic of utterance that produces a meaningful linguistics expression. In performing a locutionary act, a speaker uses an identifiable expression, consisting of a sentence or fragment of sentence from language.

Example : This room is so hot.

#### b. Illocutionary act

Illocutionary act is an act of doing something; it is uttered by the speaker that is not only to say or state something but also it is used to ask someone else to do something. In utterance, speaker performs an illocutionary act in using a particular locution to refer. Such utterance has illocutionary act force of a statement, a confirming, a denial, a prediction, a promise, a request, etc. Identifying illocutionary act is harder than locutionary act, it requires us to consider who the speaker is, to whom he is talking to, and when and where the utterance takes place.

Searle (1976) classify the illocutionary act into these following types:

##### 1. Representatives

The type of illocutionary act which commits the speaker to the truth of the expressed proposition (asserting, concluding, claiming, hypothesizing, describing, telling, insisting, suggesting, stating, or swearing that something is the case).

## 2. Directives

The type of illocutionary act which is attempt by the speaker to get the addressee to do something (requesting, questioning, ordering, commanding, daring, defying, chalanging).

## 3. Commisives

The type of illocutionary act which commits the speaker to some future course of action ( promising, threatening, offering, vowing).

## 4. Expressives

The type of illocutionary act which expresses a psychological state (thanking, apologizing, welcoming, congratulating, condoling).

## 5. Declaratives

The type of illocutionary act which effects immediate changes in the institutional state of affairs and which tend to rely on elaborate extra-linguistic institutions ( excommunicating, declaring a war, christening, firing from employment, blessing).

Example : The sentence “The room is so hot” could be mean that we ask someone to turn on the Air Conditioner.

## c. Perlocutionary act

Perlocutionary act is an act that is uttered to affect the listener. An utterance that is uttered by someone often has effect to the listener. So, in other word, a perlocution is listener behavioral response to the meaning of the utterance, not necessarily physical or verbal response, perhaps merely a mental or emotional response.

Example : When we hear some one say “The room is so hot” and we turn on the Air conditioner as a proof that we actually understand the intention of the speaker.

Rahardi (2005) explains that illocutionary act can be categorized into direct speech act and indirect speech act.

#### 1. Direct and indirect speech act

Based on its mode, sentence can be put into these following categories: declarative, interrogative, and imperative. Conventionally a declarative sentence is used to inform something, an interrogative sentence to ask about something, and an imperative to give an order, command, or request. When all of that is functioning conventionally the result is a direct speech act. For example:

“who is that guy?”, this interrogative sentence is used to ask something.

An indirect speech act is a speech act which is delivered indirectly to the listeners. This act is done by using declarative sentence or interrogative sentence so that the listeners do not have an impression that they are being instructed. For example when a husband wanted to get his wife to get him a car key is performed by saying “honey, where is the car’s key?” this sentence is not only functioning to ask where the key is but also to give a polite instruction to his wife to get it for him.

### **2.1.2. The Use of Context in Speech Act**

A context is always stick to the determination of speech act, an utterance will be more meaningful if we pay attention on its context. The following disscussion is about context and its explanation based on Hymes (1974) and Grice (1975).

Context is a world filled with people who produce utterances. People will have their own social community, culture, self identity, knowledge, beliefs, purpose, desire and interacted one to another in any situations. Therefore, context do not only related to knowledge, but it is a sequence of an environtment where utterances appear and is interpreted as a realization which stands on the rule applied in the language users community. Besides, Grice (1975) states that, context is a shared background knowledge owned by both the speakers and the listeners in account for the implication and meaning of every utterance.

Hymes (1974) states that in order to speak a language correctly, one needs not only to learn its vocabulary and grammar, but also the context in which words are used. He then developed a model to assist the identification of context with the acronym of SPEAKING. They are as follows:

a. Setting and scene

Setting refers to the time and place of a speech act and in general, to the physical circumstances.

b. Participants

Participants consists of speaker and audience.

c. Ends

Ends consists of purposes, goals, and outcomes.

d. Act sequence

Consists of form and order of the event.

e. Key

It consists of clues that establish the “tone, manner, or spirit” of the speech act.

f. Instrumentalities

It consists of form and style of speech.

g. Norms

Norms is the social rules governing the event and the participants’ actions and reaction.

h. Genre

Genre is the kind of speech act or event.

## 2.2. Act of Request

Act of request belongs to the Directives Act based on Searle (1976) classification of illocutionary act. Directives are linguistic utterances to get people to do something. It is an illocutionary act whereby a speaker states to a listener that he wants the listener to perform an act which can be beneficial for the speaker and sometimes for the

listener. The purpose of request is to involve the listener in some future action which has positive consequences for the speaker and may imply cost to the listener (Trosborg, 1994). The directives act can be performed in the form of interrogative, declarative, and also imperative which will bring various forces in strength.

Based on the speaker's intention there are four major categories of request simplified by Trosborg (1994). The categories cover:

#### Category 1 : Indirect Request

##### Strategy 1 : Hints

A speaker who does not want to state his/her impositive intent explicitly has resort of hinting strategies.

- a. Mild : the speaker can leave out the desired action altogether.

For example : I have to be at the airport in half an hour

- b. Strong : the speaker can mention his/her wish partialy

For example : my car has been broken, will you be using your car tonight?

Hints strategy involves the condition as follows:

- a. Reasonableness

Stating some general condition which indicates the speaker's reason for making his/her request is a useful way of indirectly conveying an impositive intent.

For example: would you do the dishes? The kitchen is a total mess

b. Availability

Questioning some condition that would present an obstacle to compliance (if not fulfilled) is another way of giving a hint.

For example: is there any coffee left?

c. Obviousness

Speaker convey his/her desire obviously.

For example: has the letter already been typed?

Category 2 : Listener-Oriented conditions (conventionally indirect)

Strategy 2 :

1. Questioning listener's ability/willingness

a. Ability

This depends on the listener's capacity in performing the act.

For example: maybe you could help John dig the garden tomorrow?

b. Willingness

This depends on the listener's willingness in performing the act.

For example: would you lend me a copy of your book?

2. Statement of ability and willingness

Listener's can not give any excuses because speaker has conveyed that he/she

considers this condition is fulfilled and anticipates compliance.



For example: Mary, you can clear the table now.

### Strategy 3 : Suggestory Formulae

When employing suggestory formulae, speaker has anticipated the refusal from listener. But listener must invent his/her own reason to refuse because the listener-based preparatory condition is questioned.

### Category 3 : Speaker Based Conditions

#### Strategy 4 : Statements of speaker's wishes and desires

For example : I would like to have some more coffee.

#### Strategy 5 : Statements of speaker's need and demands

For Example : I need a pen.

### Category 4 : Direct Request

#### Strategy 6 :Statements of obligation and necessity

The speaker uses his/her own authority in stating his/her desire.

For example : you should leave now.

#### Strategy 7 : Performatives

Performatives verb is considered more/less polite (ask vs command)

For exapmle : I ask/request/order/command you to leave.

### Strategy 8 : Imperatives

The imperative is grammatical form directly signaling that the utterance is an order (this can be also added by adding tags and or the marker *please*).

For example : open the door, please.

### Elliptical phrases

This is phrases in which only the desired object is mentioned.

For example : two coffee, please.

Although the form of the interrogatives and declaratives are considered to be more polite than the imperatives, much is dependent on the intonation, tone of voice and context. Social distance between the participants, their relative status, and the formality of the context all together influence the choice of appropriate directive forms (Holmes, 2008).

## 2.3. Politeness

While Leech (1976) defines the politeness principle as minimize the expression of impolite beliefs, Cruse (2000) defines politeness as first and foremost, a matter of what is said, and not a matter of what is thought or believed. He prefers the statement “choose expressions which minimally belittle or underestimate the listener’s status. Things which may be consider to belittle the listener’s status are:

1. Treating the listener as subservient to one's will, by desiring the listener to do something which will cost effort, or restrict freedom, etc.
2. Saying bad things about the listener or people or things related to the listener.
3. Expressing pleasure at the listener's misfortunes.
4. Disagreeing with the listener, or underestimating the listener's thoughts.
5. Praising our self or showing our superiority.

The purpose of politeness is the maintenance of harmonious and a smooth social relations.

In dealing with the act of request, someone has to pay attention on the politeness principle in order to keep the communications flow. That is when someone is having a conversation and he/she want to show a politeness to the person he/she is talking to, this principle is applied. Politeness principle is also important to keep the social relationship and the geniality in a conversation. Only then someone could expect that the existance of conversations can be maintained (Leech, 1976).

### **2.3.1. Politeness Principle**

The politeness principle based on Leech (1976) is divided into six, they are: 1) Tact Maxim, 2) Generosity Maxim, 3) Approbation Maxim, 4) Modesty Maxim, 5) Agreement Maxim, 6) Sympathy Maxim. The explanation are as follows:

## 1. Tact Maxim

The principles of tact maxim are:

- a. Minimize the expression which imply cost to other
- b. Maximize the expression which imply benefit to other

In tact maxim speakers needs to avoid of using a statement which bring cost to the listeners and try to give a statement which bring benefit to the listeners. Related to this, Leech (1976) states that indirect illocution tend to be more polite than direct illocution. It is in line with Brown and Levinson (1978) who consider communication as a potentially dangerous and antagonistic things for what they called as “*Face*”. The terms *Face* is defined as the public self image that every member of society wants to claim for himself. They claims that either in spoken or written form, people always try to preserve both their *Face* and the *Face* of the people they interact with through keeping its politeness. All this is to give a comfortable situations for both the speakers and the listeners. The example of tact maxim is as follows:

“Won’t you sit down?”

This utterance is spoken to ask the listener to sit down. The speaker uses indirect utterance to be more polite and minimize cost to the listener. This utterance implies that sitting down is beneficial to the listener.

## 2. Generosity Maxim

The principles of generosity maxim are:

- a. Minimize the expression of beliefs that express or imply benefit to self.
- b. Maximize the expression of beliefs that express or imply cost to self.

Unlike the tact maxim, the maxim of generosity focuses on the speaker, and says that other should be put first instead of the self. The example of generosity maxim is as follows:

“You relax and let me do the dishes”

In this case the speaker implies that cost of the utterance is to himself. Meanwhile the utterance implies that the benefit is for the listener.

## 3. Approbation Maxim

The principles of approbation maxim are:

- a. Minimize the expression of beliefs which express dispraise of other
- b. Maximize the expression of beliefs which express praise of other.

This maxim instructs to avoid saying unpleasant things about others and especially about the listener, it is preferred to praise others and if this is impossible, to side step the issue, to give some sort of minimal response, or to remain silent. The example of approbation maxim is as follows:

“Rino, I know you’re a genius – would you know how to solve this math problem here?”

In this case, the speakers praise the listener first before he indirectly requests the listener to study something.

#### 4. Modesty Maxim

The principles of Modesty Maxim are:

- a. Minimize praise of self
- b. Maximize dispraise of self

Both approbation maxim and the modesty maxim concern to the degree of good or bad evaluation of other to self. While the approbation maxim is exemplified by congratulating or praising, the modesty maxim usually occurs in appologies. The example of modesty maxim is as follows:

“Please accept this small gift as prize of your achievement”

In this case, the utterance above is categorized as the modesty maxim because the speaker maximizes dispraise of himself by saying “small gift”.

#### 5. Agreement Maxim

The principles of agreement maxim are:

- a. Minimize disagreement between self and other
- b. Maximize agreement between self and other

This maxim does not claim that people totally avoid disagreement. It is simply observed that they are much more direct in expressing agreement rather than disagreement. The disagreement, in this maxim is usually expressed by regret or partial agreement. The example of agreement maxim is as follows:

A: “English is a difficult language to learn.”

B: “True, but the grammar is quite easy.”

#### 6. Sympathy Maxim

The principles of sympathy maxim are:

- a. Minimize antipathy between self and other
- b. Maximize sympathy between self and other

In this case, the achievement being reached by other must be congratulated.

On the other hand the calamity happens to other must be given sympathy or condolences. The example of sympathy maxim is as follows:

“I’m terribly sorry to hear about your father.”

The utterance above is a condolence expression which expresses the sympathy for misfortune. This expression shows the solidarity between the speaker and the listener.

In line with Leech’s (1976) politeness principle, Brown and Levinson (1978) proposed the politeness strategy. According to Brown and Levinson (1978), politeness strategies are developed to save the listener’s face. “Face” refers to a speaker’s sense of social identity or the respect that an individual has for him or herself, and maintaining that “self-esteem” in public or in private situations. Any speech act may impose on this sense, and therefore become face threatening. Their notions of ‘face’ is derived from that of Goffman (1976, as cited in Brown and

Levinson 1978) and from the English folk term, which is related to notions of being embarrassed or humiliated, or ‘losing face’.

Brown and Levinson (1978) states that speakers have developed strategies for lessening the threat. If they do or are about to threaten someone’s face, but do not mean it, they could apply the politeness strategies as follows: Bald on Record, Positive Politeness, Negative Politeness, and Off-Record-indirect (Brown and Levinson, 1978). The explanations are as follows:

### **1. Bald on Record Strategy**

The bald on-record strategies does nothing to minimize threats to the listener’s “face”. It can take the form of:

- a. Emergency: Help!
- b. Task Oriented: Give me those!
- c. Request: Put your jacket away.
- d. Alerting: Turn your lights on! (while driving)

### **2. Positive Politeness Strategy**

The positive politeness strategy shows that you recognize that your listener has a face to be respected. It also confirms that the relationship is friendly and express group reciprocity. For example:

- a. Attend to the listener: you must be hungry, it’s a long time since breakfast.  
How about some lunch?



b. Avoid disagreement:

A: What is she, small?

B: Yes, yes, she is small, um, not really small but certainly not very big.

c. Assume agreement: So when are you coming to see us?

d. Hedge opinion: you really should sort of try harder.

### 3. **Negative Politeness Strategy**

The negative politeness strategy shows that you recognize the listener's face.

But it also admits that you are in some way imposing on him or her. For example:

a. Be indirect: i'm looking for a pen.

b. Request forgiveness: you must forgive me but, could I borrow your pen?

c. Minimize imposition: I just want to ask you if I could use your pen.

d. Pluralize the person responsible: We forgot to tell you that you needed to buy your plane ticket by yesterday.

### 4. **Off-record indirect Strategy**

The off-record indirect strategy take some of the pressure off. You are trying to avoid the direct FTA of asking something. You would rather it be offered to you once the listener sees that you want one. For example:

a. Give hints: it's a bit cold in here.

b. Be vague: perhaps someone should open the window.

c. Be sarcastic, or joking: Yeah, it's really hot here.

## **2.4 The Use of Role Play**

Role play is a technique in which the students play a part (either their own or somebody else's) in a safe environment in which students are as inventive and playful as possible. The student will then unselfconsciously creating their own reality and by doing so are experimenting with their knowledge of the real world and developing their ability to interact with other people (Maley, 1987). By applying this as a data elicitation technique, the researcher was able to make the student produce the data that the researcher intended to see.

### **2.4.1. The Advantages and Disadvantages of Role Play**

The Advantages of Role Play:

1. Especially for this research, applying role play as data elicitation technique will lead the students to produce the data needed. Because the students will be given some situation that they have to perform. In designing the situation, the researcher will refer to the category of speech act.
2. Various experiences can be brought into the classroom through role play. The range of functions and structures, and the areas of vocabulary that can be introduced, go far beyond the limits of other pair or group activities, such as conversation, communication games, or humanistic exercises. Through role play we can train our students in speaking skills in any situation.
3. Role play puts students in situations in which they are required to use and develop those phatic forms of language which are so necessary in oiling the

works of social relationships, but which are so often neglected by our language teaching syllabuses. Many students believe that language is only to do with the transfer of specific information from one person to another. They have very little small talk, and in consequence often appear unnecessarily brusque and abrupt. It is possible to build up these social skills from a very low level through role play.

4. Some people are learning English to prepare for specific roles in their lives: people who are going to work or travel in an international context. It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom. For these students, role play is very useful dress rehearsal for real life. It enables them not just to acquire set phrases, but to learn how interaction might take place in a variety of situations.
5. Role play helps many shy students by providing them with a mask. Some more reticent members of a group may have a great deal of difficulty participating in conversations about themselves, and in other activities based on their direct experience. These students are liberated by role play as they no longer feel that their own personality is implicated.
6. Perhaps the most important reason for using role play is that it is fun. Once students understand what is expected of them, they thoroughly enjoy letting their imagination rip. Although there does not appear to be any scientific evidence that enjoyment automatically leads to better learning, most language

teachers would probably agree that in the case of the vast majority of normal people this is surely so.

7. Finally, role play is one of a communicative technique which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation.

#### The Disadvantages of Role Play:

1. It will create chaos in the classroom. It will be hard to control the whole class.  
Some students will have probability to not following the instruction, since it is quite hard to pay attention on all class.
2. It will take time, especially in preparing the activity.

### **2.5. Review of Relevant Research**

The first is the research done by Naoko Taguchi in 2006 from International Pragmatics Association. The research focused on appropriateness of speech act of request in L2 English. It was found that a significant L2 proficiency influence on overall appropriateness speech act of request production. The subjects with limited capacity in L2 tend to produce the similiar pattern in most of their performance. The grammatical and discourse control encoded in the rating scale seemed to have affected the quality of speech acts.

The second is the research done by Blum Kulka in 1993 from university of Hebrew Jerusalem. The research focused on speech act performance of learners of Hebrew as second language. Results indicate that to some extent speech-act realization in interlanguage benefits from the activation of a non language-specific pragmatic

competence. Conformity to the conventions of use in the native or target language was not necessarily in evidence, and the subjects often realized a speech act in the target language by a strategy that differed from both conventions. Learners were shown to violate social norms in the target language by deviating from the preferred speech acts of native speakers, often by choosing less direct formulations. An analysis of deviations reveals that pragmatic competence and the level of linguistic competence interact with second language acquisition processes in determining speech-act realization in the interlanguage. This research supports the position that comparable speech act strategies across languages differ on several dimensions, such as speech act procedure, linguistic realization, potential pragmatic force, and social appropriateness rules. As a result, second language learners often fail to realize their communicative act in the target language both in terms of social appropriateness and pragmatic effectiveness.

The third is the research done by Ridvan Tuncel in 2011. The research was focused on the politeness in the act of request in *Peanuts* comic strips. The research deals with the conversation among the characters in the comic strips. Especially the conversation between the two main characters of the comic strips, Snoopy the dog and Charlie its master. It was found out that the act of request tended to be performed in the form of Bald On-Record, either because the speaker position is higher than the listener as he is the master and did not fear retaliation or non cooperation from the listeners.

In this chapter, the researcher has discussed about concept of speech act, act of request and politeness. In the next chapter, the method of this research will be presented.