CHAPTER II
LITERATURE REVIEW

In this chapter, I discussed those theories that used or support the analyzing of the data in this research. The first deals with pragmatics, the second deals with speech act, the third deals with context, the fourth deals with cooperative principle, the fifth deals with politeness principle, the sixth deals with pragmatics scale, the seventh deals with the theory of movie and the eighth the synopsis of “Dear John” movie and the last deals with the previous study.

2.1. Pragmatics

Pragmatics is the study of language use which examines utterance that we produce in certain contexts and may affect interpretation or interpretation (Tarigan, 1990, p.26). Pragmatics is the study of the ability of language use in connecting our sentences that appropriate with contexts. Furthermore, Cruse (2006, p.3) stated that pragmatics is the study of language which deals with aspects where context must be taken into account, aspects of meaning that are not ‘looked up’ but which are ‘worked out’ on particular occasions of use, non-truth conditional aspects, and the uses made of those meanings. Context is understood here includes utterances, participants in the speech event, their interrelations, knowledge, and goals, and the social and physical setting of the speech event.

In the other hand Griffiths (2006, p.6) gives definition that pragmatics is the study of utterance meaning of those relations between language and context that are grammaticalized, or encoded in the structure of a language. Whereas according to Verschueren (1999, p.6) pragmatics is the studies people’s use of language, a form of behavior or social action which is give insight between
language and human life in general. He stated also that, “Pragmatic also is the link between linguistics and the rest of humanities and social science”.

The idea of Kreidler (1998, p.18) proposed that pragmatics is another branch of linguistics that is concerned with meaning. Pragmatics and semantics can be viewed as different parts, or different aspects, of the same general study. Both are concerned with people’s ability to use language meaningfully. In addition, Leech (1983, p.11) explained that general pragmatics is abstraction between the study of language in total abstraction from situation, and the study of more socially specialized uses of language. Hence, it is clear that pragmatics is the study about relation between language and context that are used in community.

From the previous definitions, it can be concluded that pragmatics is a linguistics study that focuses on language and language use. Thus, by studying pragmatics we can understand the language use in our real life and also it can help us to understand about politeness maxim. It teaches us how to apply it in our daily life. Pragmatics is applicable with politeness. Politeness is a strategy employed by a speaker to achieve a variety of goals. The politeness principle including its maxims is one kind of the strategies.

2.2. Speech Acts

Speech acts can be defined as something that actually we do when we talk. When we involve in a conversation, we take some action such as reporting, stating, warn, promise, propose, suggest and etc. Speech acts is now widely employed in work which derives from Austin and notably in the title of an
influential book by Searle (as sited in Lyons, 1977, p.726). We will use it in present discussion. First, it does not refer to the act of speaking, but also to the production of an actual utterance and also is not restricted to communication by means of spoken language. On the other hand Verschueren (1999, p. 22-23) and Wijana (1996, p.17) defined that there are three kinds of speech act. Such as Locutionary Act, Illocutionary Act and Perlocutionary act. Locutionary Act (the act of saying something).

1. Locutionary act (the act of saying something)

Examples:
- Elis is reading a book
- They married last week

Means:

Both examples are informing something (Elis is reading a book and they married), without any tendencies and it easy to identify. At the first sentences is informing that Elis whom reading a book, meanwhile in the second sentence informing that there was a couple that had married in the last week.

2. Illocutionary Act (the act of doing something)

Examples:
- Orin has already done her proposal
- Mita is sick now

Means:

Both utterances could say from speaker to hearer to do something (to encourage Orin’s friend to finish her proposal and to ask Mita’s home mate to turn off her radio). Those utterances have tendencies and hard to identify.
Illocutionary Act is usually informing, ordering, warning, and undertaking. Illocutionary act has several functions in our daily life. Leech (1983, p. 105) classify the functions in four types. First is competitive which competing goals with social goals. For example ordering, asking, and demanding. The second is convivial aligned with social goals eg: offering, inviting and thanking. The third is collaborative which aims with social example: stating, reporting. And the last is conflictive which aim with social like threatening, reprimanding, and accusing. As same as Leech (1983, p, 105-105) Searle also classifies Illocutionary functions to:

a. **Assertive** which aims to declare something like stating, complaining, reporting and etc.

b. **Directive** like ordering, commanding, begging, and advising. For this category Leech use the term impositif.

c. **Commissives** here speakers will do something like promising Offering and vowing.

d. **Expressive** the purpose of this group is expressed feelings and attitudes about thanking, congratulating, apologizing, praising and condoling.

e. **Declarations** this illustrates the changes in a state of relations such as resigning, baptizing, and Sentencing.

3. Perlocutionary act (*the act of affecting someone*)

Examples:

- My father was sick

- Farizka gets a scholarship

Means:

The first sentence, the illocutionary act is to apologize, and the perlocutionary act is to understand the speaker because he did not come to his friend’s birthday party. The second Sentence, if the speaker here as a teacher, the illocutionary act is to ask Farizka’s friends not jealous at her,
and the perlocutionary act is to ask her friends to understand Farizka’s parent. Both utterances above need context from both speaker and hearer. perlocutionary act is usually inspiring, persuading or deterring.

Wijana (1996, p.30) clarify speech act into two types, direct speech and indirect speech. Then sentence can be divided into three kinds of sentences. They are declarative sentence, interrogative sentence, and imperative sentence. If sentences are used conventionally to state something, therefore, interrogative sentence will be used for asking something, and imperative sentence will be used for ordering someone to do something. This phenomenon called as direct speech. Examples;

- Andi takes care his father (declarative),
- Who is that man over there? (interrogative)
- Don’t touch that! (imperative)

Indirect speech, this type of speech act uses the interrogative and imperative sentence to persuade someone while the person doesn’t realize whether he/she is persuaded to do something.

Examples:

- A teacher asks students “Can you imagine if we study in this dirty class?” (Interrogative).

That interrogative sentence above means that the teacher asks his students to clean up the class.

Speech act theory is related to politeness theory because the types, except declarations, give particular effect to the hearer negatively or positively. Positive politeness is mostly found in comissives and expressives. On the other hand,
negative politeness, sometimes is found in directives. It is relation to maxims of
politeness principle is caused by the politeness principle uses those speech act
types, except declarations, to choose the utterance. Then, those utterances can be
classified into the maxim of politeness principle.

2.3 Contexts

Context can assist us in interpreting a discourse. Context is very important in
understanding an utterance, because in define utterances it is based on context.
The meaning of utterances we can interpret correctly if we know the context.
Therefore, in interpreting the meaning of an utterance we cannot separate with the
context. Leech (1993, p.20) define that context is any background of knowledge
assumed to be shared by s (speaker) and h (hearer) and which contributes
interpretation of what speaker means by a given utterance. It can be concluded
that context is any background of knowledge assumed to be shared by speaker and
hearer and interpret the meaning of utterances.

Furthermore Lyons (1977, p.570) stated that context is relevant to the
determination of what is said. In other words, the context determines the content
of utterances. Malinowski (as cited in Palmer, 1981, p.46) define that context is
associated with two scholars with stating meaning in term of the context in which
language is used, but in different ways. Context theory is related with politeness
principle, because politeness utterance can effect by the context. Context can be
concluded as Background, environment, framework, setting, or situation
surrounding an event or occurrence, as a words and sentences that occur before or
after a word or sentence and imbue it with a particular meaning and as
circumstances under which a document was created, including its function, purpose, use, time, the creator, and the recipient.

1.4 Cooperative Principle

Cooperative principle in most circumstances, the assumption of cooperation is so pervasive that it can be stated as a cooperative principle of a conversation and elaborated in four sub-principles, called maxim. The cooperative principle which makes our conversational contribution such as is required, at the stage it occurs, by the accepted purpose or direction of the talk exchange in which we are engaged (Yule, 1996, p.36). This was suggested by the philosopher Grice as the basis for an explanation of how conversational implicatures arise. Grice portrayed a conversation as a co-operative activity in which participants tacitly agree to abide by certain norms. His formulation of the general principle runs as follows: “Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged.”

Grice spelled out the norms in greater detail in the form of a set of maxims of conversation. (Horn and Ward, 2006, p.7).

The maxims are:

1. Quantity
   Quantity maxim “Make your contribution as informative as is required (for the current purposes of the exchange)” and “Do not make your contribution more informative than is required”.

2. Quality
   Quality Maxim are
   Try to make your contribution one that is true.
   Do not say what you believe to be false.
   Do not say that for which you lack adequate evidence.


4. Manner
Avoid obscurity
Avoid ambiguity (this means ‘ambiguity in context’).
Be brief (avoid unnecessary prolixity)
Be orderly (this means that if time relations are not explicitly expressed, events should be related in the order in which they occur).

The cooperative principle and the politeness principle have close relationship because they study about the use of language in communication using a set of principles or maxims to manage it. Besides, the politeness principle appears to argue the cooperative principle. The politeness principle says that not all people are being cooperative in a conversation to be polite.

1.5. Politeness Principles

Politeness is a form of behavior of a given society and at the same time as one dimension of culture. Watts (2003, p.20) One indication of politeness in language can be seen in the expression of language utterances (linguistic utterance). In this case, speakers seek to create a harmony in the relationship of communication, by trying to arrange the selection of speech forms that are expressed verbally supported by non-verbal behavior in order to appreciate the context, and in accordance with the socio-cultural norms and values. He also define that there are two major areas of politeness principles in a language. They are how languages express the social distance between speakers and their different role relations and how face works (1995, p. 33-34). These two major fields are really interesting to be explored.

On the other hand Leech, (1983, p.81) proposed that negative politeness principle is minimize other things being equal, the expression of impolite beliefs, and there is a corresponding positive version which maximize other things being
equal. He lists six maxims: tact, approbation, generosity, modesty, agreement, and sympathy.

1. Tact Maxim

The tact maxim is minimizing cost to other and maximizing benefit to other. This maxim is applied in Searle’s speech act, commissive and directive called by Leech as impositives. Commissives is found in utterances that express speaker’s intention in the future action. Then, directive/impositive are expressions that influence the hearer to do action.

The example of the tact maxim like I found in Dear John’s utterances:

55 00:04:40,293 --> 00:04:41,385
- (Savannah) : We’re having a barbecue.
56 00:04:41,561 --> 00:04:44,689
- (John) : It’s okay. I don’t want to intrude on y’all. My dad’s making dinner.

It is the directive/impositive utterance. This utterance is spoken to ask the hearer for having a barbecue. The speaker uses indirect utterance to be more polite and minimizing cost to the hearer. This utterance implies that having a barbecue is benefit to the hearer.

2. Approbation Maxim is maximize praise of hearer minimize dispraise of hearer. This maxim instructs to avoid saying unpleasant things about others and especially about the hearer. This maxim occurs in assertives/representatives and expressive. Assertive/representatives are utterances that express the true propositional. Meanwhile, expressive are utterances that show the speaker feeling. Examples:
- A: You were brilliant!
- B: Yes, wasn’t I? (Less polite); I was lucky. (more polite)

In the example, A gives a good comment about the ability. She talks the pleasant thing about other. This expression is a congratulation utterance that maximizes praise of other. Thus this utterance is included the approbation maxim.

3. Generosity Maxim is minimize benefit to self and maximizes cost to self. This maxim is similar with tact maxim. Both of these maxims apply particularly to speech acts which are directives or commissives. Both of them relate to the idea of a ‘cost-benefit scale’. Actions (requested or offered) can be ranked according to the cost or benefit (physical, psychological, financial, or whatever) to the person carrying them out. The general principle for both commissives and directives is that, for politeness, anything which involves cost to the hearer or benefit to the speaker should be ‘softened’ by being expressed indirectly, and the greater the cost the more the indirectness required. Conversely, anything that involves benefit to the hearer or cost to the speaker should be expressed directly.

- “You must come and study with us.”

It is an advice utterance that is involved in directive illocutionary act. In this case the speaker implies that cost of the utterance is to her. In the interim, the utterance implies that benefit is for the hearer.

4. Modesty Maxim is minimizes praise of self and maximizes dispraise of self. This maxim is applied in assertives/ representatives and expressives like the approbation maxim. Both the approbation maxim and the modesty maxim
concern to the degree of good or bad evaluation of other or self that is uttered by the speaker. The approbation maxim is exampled by courtesy of congratulation. On other hand, the modesty maxim usually occurs in apologies. The sample of the modesty maxim on “Dear John” is below.

- Savannah : **Brave man.** This is my life in here, **So I owe- I owe you.**
- John : Don't worry about it. 

(00:04:05-00:04:11)

The utterances **brave man** and **so I owe- So I owe you** is a statement that can be classified as a kind of expressive. Savannah Praises John by utterances “brave man” and she also thanking to him by utterance **so I owe- so I owe you.** It can be known that it is an expression when John help Savannah, then Savannah Praise him and say thankful to him. Savannah gives a good comment about the John. She talks the pleasant thing about other. This expression is a thanking utterance that maximizes praise of other. Thus this utterance is classified as expressive. From the literature is told that praising and thanking are classified as modesty maxim. In this case, the utterance is categorized as the modesty maxim because the speaker maximizes dispraise of herself.

5. Agreement Maxim is maximizes agreement with hearer and minimizes disagreement with hearer. This maxim occurs in *assertives/ representatives* illocutionary act. There example will be illustrated below.

- Randy : ‘**I hope you’re enjoying yourself**’
- John : **Yeah I think I am.**

In this case Randy is maximizing agreement with hearer. And John is minimize disagreement with speaker.
6. Sympathy maxim is maximize sympathy (expression of positive feelings) and towards hearer. On the basis of this principle, congratulations, condolences, and commiserations are inherently polite. If negative feelings must be expressed, they should be played down. In the following examples someone has had an accident, due to carelessness:

- *Serves you right!* (not polite)
- *You really need to be more careful* (more polite)
- *These things happen* (even more polite)

1.6. Pragmatic Scale

In order to define the parameters of the various values, cost, benefit, praise, sympathy, etc, Leech (1883, p.123-124) suggests scales that operate in the maxim of such as the cost benefit scale, the optionally scale, the indirect scale, and the indirect scale.

1. The Cost-benefit Scale

The cost-benefit scale is scale that oriented in cost and benefit for the speaker or the hearer. This scale pushes the speaker to establish quantity of the cost to himself and quantity of the gain to the hearer. In this case, if the cost for the hearer is higher than the gain, the utterances are less polite. Meanwhile, if the benefit for the hearer is higher than the cost, the utterances are more polite. From the explanation, it can be concluded that the higher cost to the hearer is less of politeness, while the higher benefit to him is better politeness.

2. The Optionality Scale

The optionality scale is assessing the degree of the illocution performed to a degree of variety that the speaker allows the hearer. In this case, the speaker
gives an alternative to the hearer to answer or give respond towards the illocution of what the speaker uttered. If the speaker gives an opportunity to the hearer to choose the response, it will be more polite.

3. The Indirectness Scale

The indirectness scale is dealings with the form of work that was done by the hearer in interpreting the illocution of what the speaker said. The sum of obliqueness will pressure the raise of the cost to the speaker and the decline of the advantage to the hearer. In this case, the higher indirectness means the higher politeness.

1.7. The Theory of Movie

Now, at the beginning of the 21st century it is easy to think that movies have been with us forever, but in fact they have just popped over the historical horizon. Not only that but movies have been followed so quickly by other still newer ways of moving ideas around, using some combination of words, moving pictures and music, that the original cinematic paradigms have become the stuff of archaeology (Barnett, 2008, p.9). With movies, the acquisition and dissemination of new kinds of knowledge and entertainment entered a very new kind of flow. Movie is a part of art which sometimes adopted from literary works for example from a novel. In addition Monaco (1981, p.126) defines that “movie is not a language but it is like a language and since it is a language, some of the method that we used to study language might profitably be applied to a study of movie”. It can be concluded that movie is a part of art which grew day by day. It is a sequence of photograph projected to create the illustration of motion and a part of entertainment.
Movie as a part of art and culture has its own function and benefit of the extensive and well in social, economic, in culture in order to preserve and maintain the diversity of value in implementation state and nation. The movie serves as the wider community empowerment tool, as the expression and development of arts, cultures, education and entertainment, as a source of illumination and information, and as the part of commodity economy. Movie also contains fiction. In the movie there is also contains character, plot, theme and dialogue.

1.8. The Synopsis of “Dear John” movie

The “Dear John” movie is about a joy and a challenge movie which adopted from Nikolas Sparks’ Novel. The script is written in 2006 by Jamie Linden. It was directed by Lasse Hallstrom. The story is about a boy, John that lives in North Carolina. After finishing his high school education John enlisted in the army. While home on a leave, John meets Savannah who is in North Carolina doing mission work. Their attraction is mutual and they hastily fall in love. John has to go away two weeks after they met to go back to the army. Savannah decided that she would wait for him to end his tour of duty. They write letters to each other and picked up where they left off when he comes back on another leave. However they start to drift apart when 9-11 occurs and John is forced to reenlist in the army. They begin to grow apart and eventually Savannah sends him a letter that says she is in love with someone else. John was heartbroken and stops communicating with her. A little while later, John's father died and left John all the coins from his coin collection that is worth a lot of
money. While John is home for his father’s funeral, he decides to go visit Savannah. It turns out she married her best friend she grew up with, Tim, who John became friends with when he met Savannah. Tim has Melanoma and there is nothing the doctors can do anymore. Savannah wants to send him to a better hospital that can run experiments and tests on him but she can't afford it. Before John leaves to go back to Iraq, he donates all the money of his father's coin collection was worth to Tim's fund. He never spoke to Savannah again and goes on living his life in the army. As long as they miss each other, finally they meet again and love each other in the end of this story.

1.9. The Previous study

There were several study discussed about pragmatic study. One of them is from Ayu Jamila Achmad (2009) who focused on An Analysis on Politeness Principles Used In “Spartacus”, that were based on Brown and Levinson (1987) theory. She used qualitative method in her research. This research focuses on the concepts of pragmatics and politeness. This study is designed to find out the kinds of politeness strategies used by Spartacus and David and to find out the functions of using those kinds of politeness strategies in their conversation. The results of this study show that the main characters (Spartacus and David) use four kinds of politeness strategies to invite other slaves to fight against the Oppression of Rome.

The other previous study is from Eko Purwanti (2006) who focused on the flouting of politeness maxims in humor discourse of “Extravaganza” comedy. He used the qualitative research design in his analysis. The humor in Extravaganza comedy is created interpersonally by flouting the maxims of politeness. The
participants in Extravaganza comedy flout the maxim of politeness by minimizing benefit to other to make comic effect.

The other one is the research that has been conducted by Fitri Mokoagow (UNG, 2012). The title is “The Analysis of Maxim politeness in Othello Film”. She analyzed the six maxim politeness in that movie. Her findings are some conversation which contains of six politeness principles that is tact, generosity, approbation, modesty, agreement, and sympathy maxim. She also explains why the conversation called as a politeness maxim.

Both studies mentioned above have the same field with this research that is in linguistic field. The similarity of these studies and my research is the same as linguistic field. Achmad’s study focus on Politeness Principles Used In “Spartacus” which designed to find out the kinds of politeness strategies used by Spartacus and David and to find out the functions of using those kinds of politeness strategies in their conversation, flouting of politeness maxims in humor discourse of “Extravaganza” comedy and Fitri’s focus on maxim politeness in Othello. Whereas in my research has analyzed politeness maxim principle in “Dear John” movie, which focus to find out the modesty and agreement maxim that apply in “Dear john” movie and describe the aspects that make the utterances of the participants less or more polite in relation to Leech’s politeness principles.