

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

People produce utterances in daily communication. In communication there are speaker and listener. Speaker expresses his thought by produce utterances to the listener. By the utterances, the listener will take action to show to the speaker that they understood the meaning. Speech act is the action performs via utterance (Yule, 1996, 47).

In producing an utterance, speakers concern with the situation around and who listens to their utterances to understand the intention of the speakers. In a particular situation, the speaker says what he wants, and he expects the listener to do or give something to him. This phenomenon is called speech acts of request. Request is asking someone to do something.

An example of speech act of request can be found in Yule (1996, p. 54) “Could you lend me a pen, please?”. In this example, a speaker produces an utterance to a listener. The utterance contains a request of the speaker, the speaker needs a pen, and he expects listener will borrow him a pen. So, speaker requests the listener can the speaker borrows listener’s pen.

This study is important because people make requests to others every day in different ways. However, many of them do not understand why they use different ways to make a request. This study answers the mystery above by analyzing the forms of request and the factors affecting request.

In this thesis, the writer examines speech acts of request in the main characters in *Redeeming Love* movie. This movie has been chosen to be a source of data because the writer wants to see the form of request and also the factors affecting request in the *Redeeming Love* movie.

Redeeming Love is an American film in a romance genre. The film was published in 2022. The movie tells about a boy who falls in love with a prostitute in a city. The boy is a farmer in a place far from the city. At first, the girl does not want to accept the love from the boy. The boy always tries and ask the girl to marry him. At the end of the story, they are married and going to have a child.

1.2 Theoretical Framework

1.2.1 Pragmatics

Pragmatics as a branch of linguistics which deal with how language is used in communication. Yule (1996) examines the meaning of pragmatics in four explanations. First, pragmatics is the study of the speaker's meaning. Pragmatics focuses on the meaning of what the speaker said and interpreted by the listener. Then, the listener needs to analyze the meaning of the utterances produced by the speaker.

Second, pragmatics is the study of contextual meaning. Pragmatics is also interpreting what people say by their utterances in a particular context and how it influences the meaning of what they say. In this part, the speaker needs to pay attention to the situation around when he produces an utterance, such as to whom he talks, when, and where they produce an utterance.

Third, pragmatics learn about how more gets communicated than is said. Communication is not only about what people say by their mouths but also about the

unsaid one. The listener has to explore what the speaker means by the utterance they said and unsaid. The unsaid utterance by the speaker is also called communication.

The last explanation is pragmatics is learn about the expression of relative distance. The distance between a speaker and a listener determines the utterance produced by the speaker. Speaker can choose whether he uses said or unsaid utterances to get communication with the speaker. The distance can be physical, social, and conceptual.

Based on the definitions above, it can be concluded pragmatics is a study of the speaker's meaning, a study of contextual meaning, a study of how to get more communication than said, and a study of relative distance. It can be said that pragmatics learn about how language is used in communication.

Pragmatics creates a relationship between a speaker and a listener because both speaker and listener interact after the utterance said or unsaid by the speaker. According to Yule (1996), pragmatics is a way to learn a language with many benefits, and pragmatics teaches about people's intended meaning, people's purposes, and people's actions (for example, requests) that they do when they speak.

1.2.2 Speech Act

According to Yule (1996, p. 47), actions performed via utterances are generally called speech acts. Speaker expects listeners to get the point of what he said. Through speech, listeners will take action to showed to the speaker that they understand what the speaker meant so that the speaker and listener will build up their relationship.

Yule (1996, p. 48) states that on any occasion the action performed by producing an utterance will consist of three related acts. The three related acts are:

a) Locutionary Act:

Locutionary act is the utterance itself that is produced by the speaker. It can be a word or sentence containing meaning. Locution is the speaker's expression that he wants to tell the listener. According to Yule (1996, p. 48), locutionary act is the basic act of utterances or producing a linguistic expression. The listener must understand the utterance made by the speaker because both speaker and listener will share the meaning of the utterance. So, the utterance that produced by the speaker must have some meaning as the listener understands. The example can be found in the example from Mey (1993, p. 95):

“ it's cold in here”

The locutionary act from the utterance above is the utterance itself. Speaker expresses his feeling in an utterance. In this context, the speaker states that here is cold.

b) Illocutionary Act

An utterance performed via communicative force called Illocutionary act. An utterance contains some purpose related to some situation, including to whom, when, where, and others. Speaker produces utterances for a certain goal and purpose. According to Yule (1996), the speaker does not produce utterance without any purpose. Speaker makes utterances with some purpose in mind. When creating an utterance, the speaker expects the listener to get the aim of what he said. Speaker might produce a statement, wish, promise, and others. An example can be found in Mey (1993, p. 96) ;

“ It's cold in here.”

The speaker says that the room is cold. By making that utterance, the speaker implies that he wants the listener to close the window.

c) **Perlocutionary Act**

The utterance produced by the speaker will affect whether intended or not. Perlocution consists of effects upon the utterance made by the speaker. Speaker assumes that the listener knows the effect that she or he intended. An example can be seen in Mey (1993, p. 96) ;

“ It’s cold in here.”

The utterance above will give an effect based on the listener's interpretation. The effect of the utterance is the listener thought that the speaker wants him to close the window or turn on the radiator.

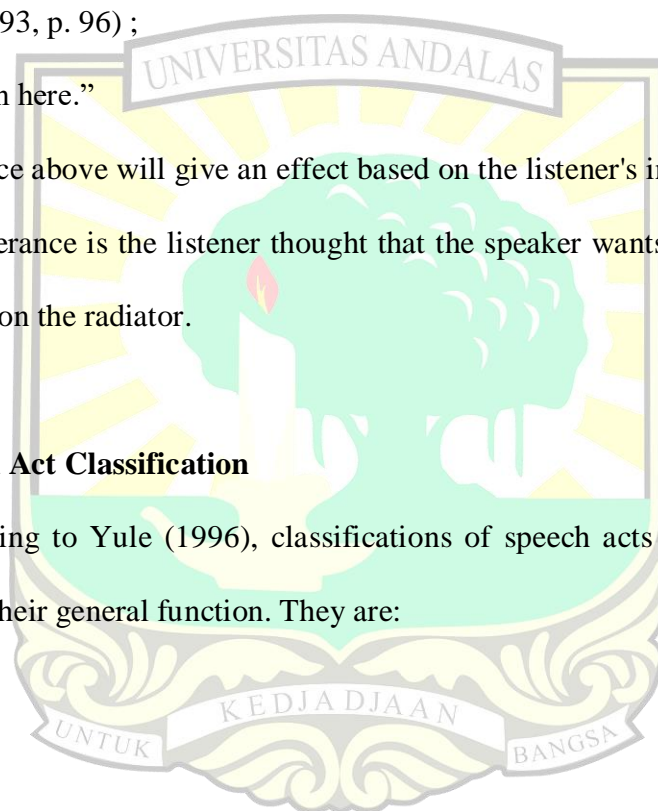
1.2.3 **Speech Act Classification**

According to Yule (1996), classifications of speech acts divided into five types based on their general function. They are:

A. Declaration

Declaration is an utterance produced by a speaker which can change the world through the speaker's utterance. Declaration is the type of speech act that changes the world through an utterance. In a particular context, a speaker must have an institutional role to declare something to the listener. For example, the speaker is a boss, and the listener is an employee, the speaker says:

“ you are fired.” Yule (1996, p.47).



By that declaration, the speaker changes the world. The listener will leave the office and stop working at the office.

B. Representative

Representative is a kind of speech act produced by a speaker who states what he believes. Representatives are categorized into a statement of fact, assertion, conclusion, and also a description. It means the speaker will produce an utterance that she or he believes. For example:

“The earth is flat.” Yule (1996, p. 54)

Speaker said the fact that she or he believes. Speaker stated that the earth is flat. When producing a representative speech act, the speaker will fit the world (of belief) with words.

C. Expressive

According to Yule (1996, p. 53), speaker uses expressive to express his feeling to the listener. The utterance states the feeling of sadness, happiness, pleasure, pain, like, and dislike. The expression from the speaker might come from the speaker's situation or the listener's situation, but the expression itself is the speaker's experience. For example, the listener wins a competition, and the speaker congratulates the listener.

“Congratulations!” Yule (1996, p. 53)

The utterance above is expressive. Speaker expresses her or his feeling by saying congratulation to the listener. The expression above is said by the speaker, but it comes from the listener's situation. In producing expressive speech act, the speaker will fit the world (of feeling) with words.

D. Directive

Directive is an utterance produced by a speaker to make the listener do something for him. Directives express the speaker's wants, and the listener is expected to do it for him. Directives are categorized into requests, commands, suggestions, and orders. Example:

“ Could you lend me a pen, please?” Yule (1996, p. 54)

The utterance produced by speaker is directive. The kind of directive above is a request. Speaker requests the listener about something. Speaker needs a pen and expects the listener to lend him a pen. Speaker uses direct speech acts with a clear meaning or explicit because he needs a pen. In producing directives, the speaker will fit the world (via listener) with words.

E. Commissive

Commissive is a speech acts produced by the speaker to commit himself to do an action of something in the future. Commissive categorizes into promises, threats, and refusal. Commissive is used by the speaker to express her or his intentions. Example:

“I’ll be back.” Yule (1996, p.54)

Speaker produced an utterance with the intention to the listener. Utterance above is commissive in promise. Speaker promises to the listener that he will be back. It means that the speaker will take action in the future.

1.2.4 Speech Act of Request

Request is used in daily communication frequently. When speaker produces a request, it means he wants the hearer to do something for him. Request is part of

speech acts. Request is asking someone to do something. A request is utterance produced by the speaker that intended her or his wants to the listener, and the listener is expected to show something that the speaker wants. Request is one of the examples in directive speech acts. On the directive side, the speaker uses speech acts of request to express what the speaker wants.

In creating a speech act of request, the utterance depends on the situation of both the speaker and listener. So that the listener can understand the request from the speaker even, whether it is direct or indirect.

1.2.5 Structural Forms of Request

In producing a request, speaker needs to understand the structural forms of request. According to Yule (1996) there are three structural forms of request. The forms are declarative, interrogative, and imperative.

Table 1 Structural forms of request by Yule (1996)

Structural Forms	Direct Speech Acts	Indirect Speech Acts
Declarative	Statement	Request
Interrogative	Question	Request
Imperative	Request/command	

A declarative form is used by the speaker to request the hearer. A declarative is used to make a request by producing a statement.

According to Yule (1996), interrogative form is used when a speaker requests a hearer by using a question. Interrogative is a form of sentence that is closed by a question mark. Interrogative form is not only a type of sentence used by the speaker

to ask a question to the hearer because the speaker expects action from the hearer, not an answer.

The imperative form is used when the speaker wants to make a request to the hearer by using a command. A command is identical with an exclamation mark. A command is an Imperative structure that use a direct speech act to represent the request.

Table 2 Example of forms of request by Yule (1996)

Structural Forms	Direct Speech Acts	Indirect Speech Acts
Declarative	You wear a seat belt.	I was curious that you wear a seat belt.
Interrogative	Do you wear a seat belt?	Could you please wear a seat belt?
Imperative	Wear a seat belt!	

In the examples above, a speaker uses two ways to request a hearer. In the table above, the speaker uses direct and indirect speech acts. In the example “you wear a seat belt.” is used by the speaker to make a statement. The example “I was curious that you wear a seat belt.” means that the speaker requests the hearer to use the seat belt. Yule (1996) states that the structural form of declarative is shown in the example “You wear a seat belt.” which contains subject + verb + object.

Interrogative form is used by the speaker to make a request to the hearer by using a question. The speaker expects the hearer would do an action. In the table above, the speaker requests the hearer to wear a seat belt by making a question. The structural form of interrogative is shown in the example “Do you wear a seat belt?”, which is contains auxiliary + subject + verb.

Imperative form is used by the speaker by using a command to request the hearer. In the table above, the speaker requests the hearer to wear a seat belt by using

a command. The command above is closed with an exclamation mark. The structural form of imperative is shown in the example “Wear a seat belt!”, which contains verb + subject + object.

1.2.6 Factors Affecting Request

People are not using requests in the same way. There are some factors affecting the speaker's way of using requests. According to Thomas (1995) there are four factors affecting people in applying requests. They are:

A. Power

Thomas (1995) argues that in using requests, people prefer to use indirect ways to convey their wants or their feelings to people who have power over them. For example, when the employee tries to tell to the boss that he is annoyed because the boss always comes late. The employee does use indirect ways to convey it because the boss has power over him. Thomas (1995) divides power into three types:

- a) Legitimate Power: People who have power because of his status, age or, role.
- b) Referent Power : People who have power because another wants to be like them or respect them.
- c) Expert Power : People who have power because they have special knowledge that other needs.

B. Social distance

When people feel close to someone or they know him well in terms of age, social class, sex, occupation, and ethnicity, they will use less indirect speech acts in

requesting their wants (Thomas, 1995). They prefer to use direct speech acts in requesting their wants. The examples can be found in Thomas (1995, p. 129) :

1. ‘ Got change of fifty pence, DB?’
2. ‘ Excuse me, could you change fifty pence for me? I need tens or fives for the coffee machine’.

Both examples use different ways of requesting. The first request is used by a speaker to his friend. A speaker uses direct speech acts to his friend because he feels close to him and knows him well. So, the speaker uses direct speech acts to request his wants. The second request is indirect speech acts. This request was intended for a stranger. Speaker uses indirect speech acts because he does not know the stranger. So, the speaker can not use direct speech acts in requesting his wants.

C. Size of Imposition

Size of imposition means how great the request that the speaker makes. For example, when someone wants to borrow another’s money, so he would probably use a great indirect speech act in requesting it (Thomas, 1995).

D. Rights and Obligation

Thomas (1995) argues that in a particular situation, the speaker uses a minimal degree of indirectness because the speech acts involve major imposition. For example, there are two women on the bus. The bus is only allowed to stop at the official stopping place. Then, the first woman wanted to stop at the next stopping place, and she said, ‘next stop, driver!’. In this case, the driver would stop the bus because he has an obligation to do that. The other woman wants to stop where there

is no stopping place. She said, ‘do you think you could possibly let me out just beyond the traffic lights, please?’. in this case, the driver had no obligation to do it.

1.2.7 Context

According to Leech (1983, p. 13), context is any background information considered to be known by both the speaker and the hearer and that aids in the hearer's interpretation of the speaker's meaning. Context is used to analyze requests by observing the circumstance, setting, and intent of the communication between the speaker and the hearer.

Context and pragmatics are inseparable since pragmatics is the study of meaning based on context. Context aids the speaker and the hearer in comprehending the request's message. As a result, context allows speakers and listeners to convey background information.

1.3 Review of Previous Studies

In this part, the writer would like to present some related studies about speech act of request, which is relevant to this research. This thesis title is “Speech Act of Request in Redeeming Love Movie”. Some related studies are chosen because they are helpful and relevant to this thesis.

The first study is a student’s thesis about request by woman in Little Women Movie (Putri, 2022). This thesis analyzed how all women characters in Little Women movie produce speech acts of request. The researcher uses the theory by Blum-Kulka, House, and Khasper (1989) to analyze the data. This research’s aim is to analyze and

identify the strategies of request and the factors affecting requests that are used by all women characters in Little Women movie.

The weakness of this thesis is in the background. The background is too complicated to be a background that has many quotations and theories. All the theories could be put in the theoretical framework. The strength of this thesis is in analyzing data the writer wrote the data (utterances) in bold and italic mode, which helps reader to differentiate the data and the explanation.

The second thesis is a thesis from Putri Raudhatul Fajri (2020). The research's focus is on the speech act of request acquired by junior students of English Department of Andalas University. The aim of this research is to find out the forms of request and the request strategies of it.

The participants of this research are 45 students of 80 English Department students in of Universitas Andalas. In analyzing the data, Trosborg's theory is used and helped by Blum-Kulka and Olshtain theory. The writer chose these participants because she wanted to see their competence in making a request.

The strength of this research is in the background. In the background, the writer focused on the phenomenon. The writer explains the phenomenon in easy way to understand by the reader. In her background, she does not put any quotation to explain the phenomenon by theory. The writer connects the phenomenon with the problem that would be investigated in this research. The writer also put an example to be connected with the problem. The other strength of this thesis is the theoretical framework has an example in each part. It helps the writer to get more understanding of speech act of request.

The third study was conducted by Yola Mariska from English Department of Universitas Andalas (2018). The aims of this thesis is to find out the request used by

speakers in Learn American English Conversation-Funny TV Show on Youtube. The study focuses on the forms of request and the factors affecting the request that used by the characters in Learning American Conversation-Funny TV Show.

In the collected data, the writer used Kothari theory and followed the step based on the theory. In analyzing data, the writer used the pragmatic identity method conducted by Sudaryanto (1993). The result of the research writer found 25 requests in 16 conversations. Their form is categorized into 15 interrogative forms, 5 declarative forms and, 5 imperatives forms. Their factors affecting request can be found In 9 utterances of power, 7 utterances of social distance, 8 utterances of size imposition, and 2 utterances of rights and obligation.

The weakness of the research is the background. The writer does not explain the phenomenon of her research. The first sentence in the first paragraph of her background immediately contains theory. The theory should be written in the theoretical framework. This research's strength is in the result and discussion part. In this part, the writer uses a table to present the result of analysis to make reader easier to understand the result. The table makes the data analysis can be read easily.

The next study is an educational journal about directive speech acts in Sleeping Beauty movie script (Della, 2018). This research analyzed directives speech acts that are most frequently used by the characters in Beauty Sleeping movie script. Searle's theory is used to analyze the data. The aim of the research is to find out the types of directive speech acts in the movie.

The strength of this research is in the result and discussion. A table is used to make summarize the directive speech acts found in the movie script. The writer found out the most frequently directive speech act that used by the characters is a

command. The writer explains the genre also affects the use of directive speech acts by the characters.

The last study is conducted to an academic journal by Ajeng Fala Intan Kumala. The journal classifies the utterance found in *Coords* movie. There are 15 data to be analyzed. The study analyzes the locution, illocution, and perlocution found in the *coords* movie.

The weakness of this study is in conclusion. Kumala (2019) states in her study, she finds the classifications of speech acts that are often used in *coords* movie are directive and representatives, but in analyzing data, she did not provide any explanation about the classification of speech acts.

The difference between Fajri (2020), Putri (2022), and this research is in the collecting data. Both Fajri (2020) and Putri (2022) use a technique named DCT, which picks random data to be analyzed. Meanwhile, the other research use some steps in doing research. First is collecting data, analyzing data, and presenting the result of analysis. Those steps are similar with this research method.

1.4 Research Questions

Based on the explanations above, the related research questions are conducted to study about speech act of request. The study is elaborated based on the questions:

- A) What are the structural forms of requests that are used by the main characters of *Redeeming Love* movie.
- B) What are the factors affecting requests that are used by the main characters in *Redeeming Love* movie.

1.5 Objective of the Research

Based on the question above before, this research's aim is to analyze the request of the main characters in *Redeeming Love* movie.

A) To identify the form of request used by the main characters in the *Redeeming Love* movie.

B) To explain the factors affecting requests by the main characters in *Redeeming Love* movie.

1.6 Scope of the Research

The analysis of this research will focus on the form and the factors affecting requests found in the *Redeeming Love* movie. In analyzing data, the writer would like to find out the forms of request and the factors affecting request in the *Redeeming Love* movie when the characters make a request. This research uses the theory from Yule (1993) about forms of request and Thomas (1995) about factors affecting request. The analysis is only limited to the speech act of request that is frequently used by the main characters in the movie *Redeeming Love*.

