

CHAPTER II

UNDERLYING THEORY

A. Related Theory

This research uses pragmatic approach to analyze the meaning of questions. Pragmatic meaning is what the speaker means to their listener in a context. Dealing with this, there are some elements of pragmatics are involved as underlying theories, such as the notion of pragmatics, principle of pragmatic, speech acts theory, context of speech, questions, and the synopsis of *Frozen* movie.

1. The Notion of Pragmatics

In conducting this study, the researcher applies pragmatic approach. Pragmatics is a branch of linguistics that focuses on meaning. According to Yule (1996:4) “Pragmatics is the study of relationship between linguistic forms and the users of those forms”.

Levinson (1983:6) states that “Pragmatics is the study of those principles that will account for way a certain set of sentence are anomalous or not possible utterances” and Yule argues that “pragmatic is the study of contextual meaning”, the study interprets what people mean a particular context and how the context impacts on what is said. It needs a consideration of how the speakers organize what they want to say in accordance with whom they are talking to, where, when and under what circumstances. The study of pragmatics cannot be separated from the study of context.

Based on Leech (1983) the scopes of pragmatics are divided into two, they are pragmalinguistics and sociopragmatics. Pragmalinguistics related to the grammar but sociopragmatic related to the sociology. “Pragmalinguistics is particular linguistic resources which a given language provides for conveying particular illocution” (Leech, 1983). Meanwhile, Kaper and Rose (2001) said that “pragmalinguistics is the linguistics resources available for conveying communicative acts and performing the pragmatic functions”. The resources

“include pragmatic strategies such as directness, indirectness, routines, and large range of linguistic forms which can intensify or soften communicative acts”. It can be concluded that pragmalinguistics is a review of the general conditions applied in communicative language. Pragmalinguistics can be applied in pragmatics to express illocutionary.

According to Trosbog (1995) sociopragmatic is focused on the analysis of significant pattern of interaction in particular social situation and particular social system. Thus sociopragmatic contains an analysis of the speech act that relates with social situation and the social functions of the language. Sociopragmatics refers to the condition of language use in the social situations. So it can be concluded that it is the study of the forms and functions of language in social setting.

Based on the explanation above, the researcher concludes that pragmatic is the study of meaning in context and how the language is used. Or the interpretation that is got by the listeners or the readers. The following are some aspects of linguistics on pragmatics:

a. Deixis

Renkema (1993:76) states that, “deixis deals with connections between discourse and the situation in which discourse is used”. According to Yule (1996:9) deixis is a form of referring that is tied to the speaker’s context, with the most basic distinction between deitic expressions, being ‘near speaker’ versus ‘away speaker’.

b. Pre Supposition

According to Yule (1996:25), pre supposition is something the speaker assumes to be the case prior to making an utterance”. It means that pre supposition can be described as constancy under negation. Basically, it means that the pre supposition of a statement will remain constant even when that statement is negated.

c. Speech act

Yule (1996:47) states that, “actions performed via utterances are generally called speech act”. In Linguistic pragmatic speech acts remain, along with pre supposition and implicature particular, one of the central phenomena that any general theory must account for.

d. Implicature

Implicature is reference that cannot be made from isolated utterance. It depends on the context of the utterance and shared knowledge between the speaker and the hearer. Yule (1996:35) states that implicature is something that must be more than just what the word mean, it is an additional conveyed meaning. Implicatures are primary examples of more being communicated than it is said, but in order for them to be interpreted, some basic cooperative principle must first be assumed to be in operation.

2. Speech Acts

Austin (1962:5) stated that speech act is an expression of the language which can be used to perform actions through connotative and performative utterances. Austin (1975:109) classifies speech acts into three, they are locutionary, illocutionary, and perlocutionary.

- a. Locutionary act is called as locution, it is the actual form of what utterance is said by the speaker. The meaning of it is directly taken from the utterance itself. For example:

Novita speaks to Ibnu at the Ibnu’s house: “I am so hungry.”

Lucotion: Novita just tells Ibnu that she is hungry

- b. Illocutionary act deals with what the speaker does by uttering that sentence. It focuses on the intention of the speaker by uttering the utterance. For example:

Novita speaks to Ibnu at the Ibnu’s house: “I am so hungry.”

Illocution: Novita gives a hint hint to Ibnu to give her some meals.

- c. Perlocutionary is the result acted by hearer from the utterance spoken by the speaker. It can be defined as the addresser's reaction. It is the effect of the utterance to the addressers or others. For example:

Novita speaks to Ibnu at the Ibnu's house: "I am so hungry.

Perlocution: Ibnu gives Novita some meals.

There are some basic role of speech act from Searle, they are:

- a. Propositional content: the word that is used to make a promise must describe the future action of the speaker.
- b. Preparatory rules: the person who makes the promise and the person to who the promise is made, both of them must be acting smart.
- c. Sincerity rule: the person who makes the promise must intend to perform the act being promised.
- d. Essential role: the person who makes the promise must intend their utterances of their promise to put them under must be carrying out of propositional content.

3. Classification of Illocutionary Act

An illocutionary act is the performance of act in saying something that is intended significance as a socially valid verbal action. It means that what speaker to convey. For example if Andy asks "Do you smoke?" to someone while Andy is smoking it means that Andy offers his cigarettes to the hearer.

Austin (1975) classifies illocutionary acts into five types as follows:

- a. Verdictives: they are classified by the giving of a verdict by a jury, arbitrator or umpire, such as the words "acquit, grade, estimate and diagnose"
- b. Exercitives: verbs with the exercising power, rights, or influence, such as the words "appoint order, advise and warn"
- c. Commisives: verbs which commit the speaker to do something, but also include declarations or announcements of intention, such as the words "promise, guarantee, bet, and oppose"

- d. Behabities: a miscellaneous group concerned with attitudes and social behavior, such as the words “apologize, bless, challenge”
- e. Expositives: verbs which clarify how utterance fit into on-going discourse and how they are being used, such as “argue, postulate, affirm and concede”

Meanwhile Searle (1969) classifies five types of illocutionary act as follows:

- a. Assertive: an illocutionary act that represents a state of affairs. E.g. stating, claiming, telling, describing, suggesting, asserting, or swearing that something is the case.
- b. Directive: an illocutionary act for getting the addressee to do something. E.g. ordering, commanding, daring, defying, challenging.
- c. Commissive: an illocutionary act for getting the speaker to do something. E.g. promising, threatening, intending, and vowing to do or to refrain from doing something.
- d. Expressive: an illocutionary act that expresses the mental state of the speaker about an event presumed to be true or expresses how speaker feels about the situation. E.g. congratulating, thanking, deploring, condoling, complaining, welcoming and apologizing.
- e. Declaration: an illocutionary act that brings into existence the state of affairs to which it refers. E.g. blessing, bidding, baptizing, passing sentence, excommunicating.

4. Context of Speech

Nunan (1993:8) states that there are two types of context, first is Linguistic context. Nunan (1983:8) states that “linguistic context is the language that surrounds and accompanies the pieces of discourse under analysis”. Second is Non Linguistic Context or Pragmatic Context. Nunan (1983:8) states that pragmatic context includes implicates the type of communicative event, the topic of the event, the purpose of the event, the

setting of the event including location, time of the day, season of year, and physical aspect of the situation (for example, the size of the room, the arrangement of the furniture, etc), the participant and the relation among them, and the background knowledge and the assumption underlying the communication event.

Context gives many contributions both written and spoken language. The speakers and the hearers, and the writers and the readers will not misinterpret the intended meaning by understanding the context.

5. Questions

According to Frank (1972) in questions the subject and predicate are often reserved or sometimes it is started with auxiliaries, question word, and modal. They are used to ask question and some of them ended with a question mark in writing. There are some types of questions, they are:

a. Yes-No Question

Yes-No question is the simple question which a 'yes' or 'no' answer. There are two types of this question, they are positive and negative question. The positive question is a kind of yes-no question that has a positive form of question. As opposite, the negative question is a kind of yes-no question that has negative form of question. It is negative because there is a 'not' word in it. For example:

Is Novita beautiful?

Aren't you going to the campus?

b. Attached or Tag Question

These alternatives for yes-no questions consist of two parts. The first part is a statement and the second part is a question that expresses agreement with the statement. For example:

She looks so gorgeous, doesn't she?

You didn't do the homework, did you?

c. WH Questions

This is a question that begins with interrogative adverbs (why, when, where, and how) or interrogative pronouns (who, what, and which). For example:

How many ex boyfriends do you have?

When will you date me?

6. The Synopsis of *Frozen* Movie

Frozen was released in 2013. It was a 3D computer-animated musical fantasy comedy-drama. It was produced by Walt Disney Animation Studios and released by Walt Disney Pictures. It was the 53rd Disney Animated feature film. This film told about the story of a fearless princess who sets off on an ice journey alongside a rugged iceman, his loyal pet reindeer, and a snowman to find her estranged sister whose icy powers have inadvertently trapped the kingdom in eternal winter. The eternal winter was caused by Elsa. It started by Anna asking for Elsa's blessing on her marriage. Elsa did not give the blessing because Anna wanted to get married with Hans, the man she just met at that time. Anna was a little bit angry then they started arguing why Elsa shut Anna out. Elsa got emotional and could not control herself. Elsa showed her icy power that she has concealed since very long time to all people in the kingdom accidentally. She was afraid and did not know what to do. She ran away to the woods. She did not realize that she just froze the kingdom and everything surrounded it. Anna and all people there got surprised because they did not know that the queen had that kind of power. Anna felt guilty and then she decided to look for Elsa in the woods. She went there alone, but at her journey on looking for Elsa she met Kristoff and his donkey Sven. They helped Anna to find Elsa. At the way Anna, Kristoff and Sven met Olaf, a snowman that was built by Elsa and he was alive. They finally could find Elsa. Anna tried to ask Elsa to go back to home with her and try to stop the winter. It turned out Elsa froze Anna's heart accidentally. Kristoff asked Anna to meet the trolls that could make her well before but at that time the troll could not help her and then

the troll told them that only true love could help her. They got an idea about kissing Hans, the man that Anna wanted to get married with. Unfortunately Anna got Hans wrong, he never loved her. He just wanted to be a king in Arendelle kingdom. At the end of the story it was Elsa's love that could heal Anna, it's family love.

B. Previous Study

The study of the interrogative has ever been conducted by Schmerse, Lieven, and Tomasello (2013). They studied about the error patterns in young German children's wh-questions. They focused on the analysis of errors in wh-questions from six German-learning children and an analysis of the prosodic characteristics of wh-questions in German child-directed speech. The result of their study showed that the wh-word was is much likely to be accented than the wh-word wo, indicating a relationship between children's omission of wh-words and the stress patterns associated with wh-question.

Basuki and Purwarianti (2016) examined about statistical-based approach for Indonesian complex factoid question decomposition. They focused on proposing a method to decompose complex factoid question into several independent questions. The result of this study showed that the complex factoid question classification accuracy reached 93.80%.

Hasan and Zakaria (2016) studied about the question classification using support vector machine and pattern machine. They focused on question classification for Arabic question answer. The result showed the score of F-measure is 95.2%, 84.6%, and 83.6% respectively for "who", "where", and "what". The result showed that the SVM classifier is useful to classify question in Arabic language.

Ciubotarasu-Pricop (2013) examined the interrogative strategies communication between doctor and patient. This study focused on the approach of doctor-patient communication starting from the communication paradigm,

supporting the possibility of convergence of communication theory based on interrogative strategies essential to any kind of communication. The result of the study showed that interrogative questions created a reductionist effect: the questions, the answers agglutinate problems.

Valin (2002) observed about the development of subject-auxiliary inversion in English wh-questions. He focused on the wh-questions which were produced by children when they started learning English. In this study, he found that the initial position of the tensed auxiliary signals interrogative illocutionary force, and the auxiliaries which are most reliably inverted are those that are overtly tensed morphologically as a result.

Genot (2009) studied interrogative approach to inquiry and belief revision. This research focused on the interrogative inquiry games proposed by J. Hintikka. He extended the framework to represent explicitly (multiple sources of answers, and apply it to discuss the recovery postulate. Then he concluded with some remarks about the potential extensions of interrogative games, with respect to some issues in the theory of belief change.

Vangnes (2008) observed about the interrogative noun phrase across North Germanic .The paper focused on three main types DPs: (i) phrases involving a cognate of English which, (ii) phrases involving the same element as manner “how”, and phrases involving “what” with or without an overt kind noun. The result showed that the general development path was not confined to Scandinavian/Germanic: it seemed to have parallel in Romance at least in that Latin *qualis* queried for KIND whereas its descendants in Italian and Spanish, *quale* and *cual*, now only for TOKEN

Tsimpli and Dimitrakopoulou (2007) observed the interpretability hypothesis of wh-interrogatives in second language acquisition. They focused on the use of resumptive strategy in wh-subject and object extraction by intermediate and advanced Greek learners of English. The result of the study was the resumptive

use of agreement on the verb or clitic pronouns in the L1 were transferred as parametric options to the developing L2 grammar.

Kao, Dietrich and Sommer (2010) studied Interrogative Sentence Mood at the Semantic-Syntactic Interface in Chinese, German and Polish. They focused on the native speakers' responses to the experiments they have made. The finding of their study suggested that semantic encoding the interrogative mood is temporally consistent across languages despite its disparate syntactic specification.

McAffee (2015) studied about the Hebrew negative interrogative particle *hl'*. The researcher found that the traditional etymology of interrogative (h) + negative particle *lo'*, some scholars propose an asseverative particle **hallu*, now lost in the Masoretic leveling of all forms to *halo'*.

Dekydspotter (2001) studied about domain-specific mental organization in the comprehension of combine interrogatives in English-French interlanguage. This study focused on the interpretation of French-type and English-type cardinality interrogatives in the task of sentences comprehension, as a function of universal parsing algorithm and hypotheses embodied in French-type vs English type functional lexicon respectively. He found that the interpretation of cardinality interrogatives in English-French interlanguage that second language comprehension appears to require this view of mental organization in which a universal parsing algorithm interacts with an interlanguage lexicon.

Doyle (2008) examined about the historical observations on sarcastic interrogatives. He focused on suggest that, like most proverbs, sarcastic interrogatives have a metaphorical aspects: just as proverbs in general tend to paraphrase one experience or situation in term of another standard one, implying an equivalency, so a sarcastic interrogative implies that the original question, the stimulus, is equivalent to the interrogative response in the excessive obviousness of its yes or no answer.

Enqvist (2009) studied the interrogative belief revision in modal logic. He focused on an interrogative extension of Krister Segerberg's system DDL, and

then a similar extension of Giacomo Bonanno's modal logic for belief revision. In this research he found that some of interrogative utterances could be represented using the methods of modal logic.

Raluca (2009) studied employed and unemployed interrogatives in the area of maritime communication. She found that under the International Convention on Standards for Training, Certification and Watchkeeping for Seafarers (STWC) the ability to understand and apply the Standard Marine Communication Phrases is required for the certification of Officers of the Watch (OOW) on vessels of 500 Gross Tonnage or more. The result of this study showed that the yes/no questions, wh-questions and alternative questions were recommended to be used when there was communication between ships and shore stations as well as intraship and intership communication.

Spector and Egge (2015) observed a uniform semantics for embedded interrogatives. This study focused on the use of predicate in sentences or utterances. By this research, they found theory that generated the meaning of responsive predicates on the basis of meaning of the declarative counterparts. The theory was: if V was a verb that took both declarative clause and an interrogative clause as a complement, the truth-conditions $X V Q$ are just '*X was in the relation V to some complete answers to Q*'.

Gupta and Gupta (2012) studied text question answering techniques. This research focused on question answering system that mainly on four kinds of questions of type What, Where, How many, and what time. The result of the study showed that the overall efficiency of the system was found to be significant.

Tsui (1992) studied about the definition of questions. She found that the term of questions has been used in the linguistics and speech act literature as though it is generally understood what a question is. Unfortunately, an examination of the studies of questions shows that the term has never been clearly defined. It has been used as semantic category, as an illocutionary act, and as a kind of request or

directive. Sometimes an utterance is identified as a question because it is interrogative in form and sometimes because it expects an answer or some verbal performance from the addressee. In other words, the term question is sometimes taken as a syntactic category; as a result, the term remains vague and ill defined.

Based on the previous studies above the writer found that all of them discussed about questionss through the syntax. However none of them discuss about interrogatives through pragmatic theory and none of them discuss about illocutionary meaning as well. So, this research analyzes questions in *Frozen* Movie Manuscript in the scope of pragmatics. The objectives of this research are to describe the types and the illocutionary meanings of questions in *Frozen* Movie Manuscript. The title of this research is **“QUESTIONS USED BY CHARACTERS IN *FROZEN* MOVIE MANUSCRIPT”**.