CHAPTER II

THEORETICAL APPROACH AND FRAMEWORK

A. Theoretical Approach

Language is an important thing in our life as a means of communication. By language, people can give opinions, information, imaginations, express their idea etc. But sometimes people have difficulty to understand to implicate the purpose of language without the contexts. So to understand it, the people need knowledge about pragmatics. Because pragmatics is the study about the use of language which is determined by social contexts. Context is more than a matter of reference and of understanding what things are about: practically speaking is also what gives our utterances their deeper meaning (Mey, 1993:39).

Yule (1996: 10) simply defines pragmatics as a study of intended speaker meaning from the definitions, it can be concluded that pragmatics is a science that discusses meaning by regarding the relation between language and context. It means that the relation between the context and language becomes the main study in pragmatics.

Thomas (1995: 22) states the meaning of the utterance and its context is called pragmatics. This type of study necessarily involves the interpretation of what people mean in particular context and how the context influences what is said.

Fraser in Richard & Schmidt (1983: 28) state that pragmatics focuses on speaker meaning and the hearer effect and how the two are related. In other

words, pragmatics helps to investigate how this "meaning beyond the words" can be understood without ambiguity (Thomas, 1995:1).

In this study, the writer uses pragmatic approach because this study is the study about speech acts. The theory of speech act is the theory in the field of pragmatics. So it is suitable for this study to apply the pragmatic approach as its theoretical approach.

B. Theoretical Framework

In this chapter, the writer will describe: scope of pragmatics, speech acts, and the first Trump-Clinton presidential debate

1. Scope of Pragmatics

The scope of pragmatics includes the study of a) *deixis*; b) presupposition, c) speech acts; conversational implicature (Levinson, 1983: 9).

- a. *Deixis*: The term of deixis is borrowed from the Greek word for pointing or indicating, and has as prototypical of focal exemplars for the use of demonstratives, first and second person pronoun tense, specific time and place adverbs like now and here, and a variety of other grammatical features tied directly to the circumstance of the utterance (Levinson, 1983: 54).
- b. *Presupposition*: a presupposition is something the speaker assumes to be the case prior to making the utterance (Yule, 1998: 26).
- c. *Speech Acts*: Yule (1996) defines speech acts as an action performed by the use of utterances to communicate. Speech act consists of three

separate acts: an act of saying something, an act of doing something, and an act of affecting something. The kinds of speech acts are Locutionary act, Illocutionary act, and Perlocutionary act (Leech, 1983: 199).

d. *Implicature*: according to Mey (1995: 26), implicature is something which implied in a conversational, which is left implicit in actual language use. The term of implicature is proposed by Grice in Brown And Yule (1983: 31-32) to account for what speaker can imply, suggest or mean, as distinct from what a speaker literally says.

2. Speech Acts

a. Definition

Speech acts theory is the theory in the field of pragmatic. In general, speech acts are acts of communication (Bach 1979). To communicate is to express a certain attitude, and the type of speech act being performed corresponds to the type of attitude being expressed. As an act of communication, a speech act succeeds if the audience identifies, in accordance with the speaker's intention, the attitude being expressed.

Speech acts theory is theory which perceives that every utterance constituted some sort of act. Yule (1996) defines speech acts as an action performed by the use of utterances to communicate.

b. Kinds of Speech Acts

To develop the idea, every speech event constitutes a speech act. Speech act consists of three separate acts: an act of saying something, an act of doing something, and an act of affecting something. In *Principles*

of *Pragmatics*, the terminologies from Austin, the kinds of speech acts are Locutionary act, Illocutionary act, and Perlocutionary act (Leech, 1983: 199).

Locutionary act is the act of simply uttering a sentence from a language; it is description of what the speaker says (Leech, 1983: 199).

The examples of locutionary act are follows:

CLINTON: Well, thank you, Lester, and thanks to Hofstra for hosting us. (Datum 004)

The sentence is spoken by speaker (Clinton) to the hearer (Lester) Clinton thanked Lester Holt as the host in the presidential debate that night. Clinton also thanked Hofstra for hosting them. This is included in the illocutionary of expressive.

HOLT: Secretary Clinton, would you like to respond? (Datum 007)

Holt (speaker) is not only used to ask Clinton (hearer) but also to request to let him for the response of Donald Trump's argument.

CLINTON:and I am determined that we're going to get the economy really moving again, building on the progress we've made over the last eight years, but never going back to what got us in trouble in the first place. (Datum 022)

The sentence is spoken by the speaker (Clinton) to the hearer (Viewers) she said a vowing in her mission of making the American economy move again. He will deploy half a billion solar panels again, and he will build a new modern electricity network. This is included in the illocutionary of commissive.

Illocutionary act is the act in which the speaker intends to do something by producing an utterance. Illocutionary acts would include stating, promising, thanking, congratulating, apologizing, threatening, predicting, ordering, and requesting (Leech 1983:199). For the example if a girl says to her friend, "Take my bag!" the illocutionary act is the act of ordering. Illocutionary acts, unlike locutionary acts, are very hard to understand.

The examples of Illocutionary act are follows:

TRUMP: Secretary, you have no plan. Datum 063

CLINTON: In fact, I have written a book about it. It's

called "Stronger Together." You can pick it up

tomorrow at a bookstore.

TRUMP: That's about all you've...

The sentence perform declaration. The utterence 'In fact, I have written a book about it. It's called "Stronger Together." uttered by Clinton she declarated that she has wrote a book called "Strong Together".

HOLT: Our next segment is called "Securing America." want to start with a 21st century war happening every day in this country. Our institutions are under cyber attack, and our secrets are being stolen. So my question is, who's behind it? And how do we fight it? Secretary Clinton, this answer goes to you. Datum 198

The sentence performs declaration. The utterance 'Our next segment is called "Securing America." uttered by Mr.Hold (the moderator dalam debat president) to the peserta debat. The speaker has specific institutional role in specific context, that they move to the next segment talking about securing America.

Perlocutionary act is the act done by the hearer affected by what the speaker has said. Perlocutionary acts would include effects such as: get the hearer to think about, bring the hearer to learn that, get the hearer to do, persuading, embarrassing, intimidating, boring, irritating, or inspiring the hearer (Leech 1983:199). For the example if the father utters this sentence to his school-age son, "You'd better do your homework", in that utterance the perlocutionary act might be one of irritating, especially if this speech act is a daily occurrence.

The examples of perlocutionary act are follows:

HOLT: Mr. Trump, this is Secretary Clinton's two minutes. (Datum 106)

In this speech, the speaker (Karen) says 'You have two minutes' for the listener. This means that the speaker is given two minutes to talk. So, Holt instructs Trump to use the best time possible. The effect is the speaker will do the command.

CLINTON: I don't think top-down works in America. I think building the middle class, investing in the middle class, making college debt-free so more young people can get their education, helping people refinance their -- their debt from college at a lower rate. Those are the kinds of things that will really boost the economy. Broad-based, inclusive growth is what we need in America, not more advantages for people at the very top. (Datum 110)

In this statement, the speaker (Clinton) said that investing in the middle class for young people to get education and helping to finance their debts is right and can improve the economy so as to make the listener think about what the speaker said.

In this research, the writer only wants to discuss two types of speech act. They are, Illocutionary act and Perlocutionary act.

c. The Function of Speech acts

According to Searle (1979) in Yule (1996: 53-55), the five general functions performed by speech act are:

a. Declarations are those kinds of speech acts that change the world via utterance. It means that the speaker must have a specific institutional role, in specific contexts, to show declarations exactly.

The example :

TRUMP: Secretary, you have no plan.

CLINTON: In fact, I have written a book about it. It's called "Stronger Together." You can pick it up tomorrow at a bookstore. Datum 063

TRUMP: That's about all you've...

The sentence perform declaration. The utterence 'In fact, I have written a book about it. It's called "Stronger Together." is uttered by Clinton she declarated that she has wrote a book called "Strong Together".

b. Representatives are those kinds of speech acts that state what the speaker believes to be the case or not. In using a representatives, the speaker makes words fit in the world (of believe). i.e. stating, suggesting, boasting, complaining, calming, and reporting.

The example of representative:

HOLT: The 90-minute debate is divided into six segments, each 15 minutes long. We'll explore three topic areas tonight: Achieving prosperity; America's direction; and securing America. (Datum 001)

This sentence is spoken by the speaker (HOLT) when the hearer (Audience and participants of the debate), that the debate will last for 90 minutes of debate will be divided into six segments, each 15 minutes. then explore the three areas of the topic tonight: Achieving prosperity; American Directives; and securing America. (meaning: Declare). So the effect is the listener and the debate participants can understand and prepare for the debate scheme that will take place later.

c. *Expressives* are those kinds of speech acts that state what the speaker feels (express psychological states and can be statement of pleasure, pain, likes, dislikes, joy, or sorrow. The speaker uses an expressive to make fit the world (of feeling). i. e. *thanking*, *congratulating*, *pardoning*, *blaming*, *praising*, *condoling etc*.

The example expressive:

CLINTON: Well, thank you, Lester, and thanks to Hofstra for hosting us..... Datum 004

This utterance expresses the speaker's feeling. The speaker (Clinton) says This speech reveals the speaker's feelings. as a thankyou for the banquet from lester and Hofstra. Speakers feel happy when in respect and given a banquet. So the effect for the listener is the listener feels confident.

d. *Directives* are those kinds of speech acts that speakers use to get someone else to do something (express what the speakers want).

The speakers attempts to make the world fit via the hearer. i. e. commanding, requesting, advising, recommending, and ordering.

The example of directive:

HOLT: Mr. Trump, this is Secretary Clinton's two minutes. (Datum 106)

In this speech, the speaker (Karen) says 'You have two minutes' for the listener. This means that the speaker is given two minutes to talk. So, Holt instructs Trump to use the best time possible. The effect is the speaker will do the command.

e. *Commissives* are those kinds of speech acts that speakers use to commit themselves to some future action (express what the speaker intends). *i. e. vowing, offering, threating, promising.*

The example of commissive:

TRUMP:I will bring back jobs. Datum 026

The speaker promised the audience when he was elected president. The speaker promised to bring back the work. The effect for the listener is that the listener believes it will be a hope for many people.

The people communicate to each other must consider with the function of speech act, it can be seen from explanation above. When people make communication with the other, the conversations refers to the expressives and the directives functions, meanwhile, the others functions are irrelevant.

d. Meaning

What is the meaning?" the meaning is idea. And idea is everything formed by thought/ thinking/ suggestion (oxford dictionary). When someone says something, usually he/she has certain intention and he/she hopes the listener recognize his/her intention.

Yule (1996:3) defines pragmatics as the study of contextual meaning. Contextual meaning appears as the result of the relation between utterance and context. Context include: (1) goals context, like to ask/offer something, (2) the speaker or hearer's feeling, etc.

The examples of meaning:

CLINTON: Nine million people -- nine million people lost their jobs. Five million people lost their homes. And \$13 trillion in family wealth was wiped out. (Datum 018)

The meaning of the sentence is stating. The speakers (Clinton) state about the economic crisis. Many people lost their jobs at the time.

CLINTON: How are you, Donald? (Datum 002)

The sentence is spoken by speaker (Clinton) when entering the Clinton debate stage greets his debate opponent Donald Trump.

TRUMP: Good luck to you. (Datum 003)

The speaker (Trump) expresses his feeling. He congratulated Clinton.

Based on the classification of kinds and function of speech act above, the writer concludes that the speech acts have various meaning such as: stating, promising, thanking, congratulating, apologizing, threatening, predicting, ordering, requesting, get the hearer to think about, bring the hearer to learn that, get the hearer to do something, persuading, embarrassing, intimidating, boring, irritating, or inspiring.

C. The First Trump-Clinton Presidential Debate

1. Definition

Debate is a formal discussion on a particular matter in a public meeting or legislative assembly, in which opposing arguments are put forward and which usually ends with a vote (oxford dictionaries.com).

Debate The United States presidential election is a debate between the Democratic presidential and Republican presidential candidates. The themes discussed are usually controversial themes at the time, and the outcome of this debate can affect the outcome of the election. After each party chooses a candidate, they usually meet in a hall in front of the audience, and take turns answering questions posed by a host or audience. This debate is also broadcast live by radio and television. The first debate in 1960 was witnessed by 66 million people from the current population of 179 million (Anthony Zurcher BBC Amerika Utara).

2. The participants of debate are :

- a. Donald Trump : A business people, reality television figure, and politician. In this debate Trump serves as the 45th United States presidential candidate of the Republican party.
- 2) Hillary Clinton: A United States junior senator from the state of New York, a post that began on January 3, 2001. In this debate Clinton

served as the 45th United States presidential candidate of the Democratic party.

3) Lester Holt: The moderator of debate.

3. Contexs of pragatics

The term context was first introduced by Malinowski (1923: 307) as the context of the situation. He formulated the context of the situation as below. Exact as in reality of spoken or written languages, a word without linguistic context is a regulation and stands for nothing by itself, so in reality of spoken living tongue, the utterance has no meaning except in the context situation. In line with Malinowski's opinion, Firth (Brown and Yule, 1996) also mentions the context of the situation to understand an utterance. According to Firth, the context of the situation for linguistic work connects three categories, namely.

- a. Relevant characteristics of the participants: people, personalities.
 - 1) verbal actions of participant.
 - 2) nonverbal actions of participants
- b. Relevant goals.
- c. As a result of verbal actions.

The context of the situation introduced by Malinowski and Firth was then further developed by Hymes (1974) which links the speech situation. In these speech situations, there are eight speech components that are abbreviated as SPEAKING. The eight components of speech can affect one's speech. The eight speech components include the

physical and psychological background (setting and scene), participants (participants), speech goals (ends), acts of acts (speeches), keys, channels, speech norms (norms)), and type of speech (genres).

Leech (1983) describes the context as one component in the speech situation. According to Leech, context is defined as aspects related to the physical and social environment of speech. Leech adds in his definition of context that as a background knowledge shared by speakers and speakers and this context helps speakers interpret or interpret the speaker's speech intent.

A rather long explanation related to the context put forward by Levinson. Levinson (1983: 5) suggests the context of the definition of Carnap, a term that is understood to include participant identity, parameters of space and time in speech situations, and participants' beliefs, knowledge and intentions in speech situations. Furthermore Levinson (1983: 22-23) explained that in order to know a context, one must distinguish between actual situations in utterances in all the diversity of their speech characteristics and the selection of these cultural and linguistic characteristics related to speech production and interpretation. To find out the characteristics of the context, Levinson took the opinion of Lyon which lists universal principles of logic and language usage, namely as below:

(i) Knowledge of rules and status (rules include rules in speech situations such as speakers or speakers, and social rules, while status

includes the nativity of social standing). (ii) Knowledge of spatial and temporal locations. (iii) Knowledge of the level of formality. (iv) Knowledge of the medium (roughly the code or style of a channel, such as the difference between written and oral variations). (v) Knowledge of the accuracy of something discussed. (vi) Knowledge of the accuracy of the field of authority (or the determination of a domain registering a language).