

CHAPTER 2

LITERATURE REVIEW

2.1 Speech Acts

Speech act is a branch of pragmatics that studies the meaning of actions carried out by speakers with the language used. Language as a communication tool is generally used to carry out several specific actions or speech acts (Koutchadé, 2017). Speech act theory was first published by John Austin, a philosopher of language, whose book "How to Do Things with Word" was published in 1962 and was later expanded by his student, Searle.

In Austin's lectures, which were collected and presented under the title "How to do Things with Words," it was said that any sentence form would carry a message that requires action from the recipient. Austin (1962) explained further that when people state or say something, they do something or carry out a speech act. Yule (1996) defines speech as actions carried out through speech that contain action as an utterance that has action as a functional unit in communication that considers aspects of the speech situation. Austin (1962) added that many things can be done by talking. Anyone can promise, order, or ask someone to do something, ask, threaten, declare someone husband and wife, and so on (Austin, 1962). Each of them reflects a particular speech act. As stated by Searle (1976), the unit of linguistic communication generally considered is not a symbol, word, or sentence but rather the production of words or sentences in implementing a speech act. The aim and purpose of an utterance can be identified by observing the utterance situation accompanying it.

In pragmatics, an utterance situation is critical because the speaker can identify and understand an utterance situation. Situations related to an event and become a means of explaining a meaning can be called context (Dewi, 2019). Pragmatic views context as shared knowledge between the speaker (speaker) and the hearer (listener). The same knowledge will have an impact on avoiding misinterpretations in communication. Austin (1962) said speech acts integrate into locutionary, illocutionary, and perlocutionary acts.

2.1.1 Locutionary acts

A locutionary act is the act of simply uttering a sentence from a language or the description of what the speaker says. The locutionary act is the act of saying something in which each word uttered is precisely the same as its meaning in the dictionary. According to Yule (1996), locutionary acts are bare speech or producing meaningful linguistic expressions. Austin (1962) stated that locutionary acts refer to specific meanings and speakers' references to their meanings.

2.1.2 Illocutionary acts

The illocutionary act is the most significant action level in a speech act determined by the speaker's desired force. Illocutionary acts are utterances for certain powers, such as telling, ordering, warning, or doing (Austin, 1962). A similar definition was also put forward by (Yule, 1996), that illocutionary acts are carried out through the communicative power of an utterance. In other words, illocutionary acts can be interpreted as the hidden message of a word or statement. Austin (1962) divided illocutionary into five types: vindictive, exercitive, commissive, explosive, and behabitive. However, Searle (1976) critiques Austin's classification due to the difficulty distinguishing within the category. He added that there needs to be more clarity due to too much overlap and heterogeneity within the categories. Therefore, Searle (1976) redeveloped illocutionary acts into five categories: assertive, directive, commissive, expressive, and declarative (Searle, 1976).

2.1.3 Perlocutionary acts

According to Yule (1996), perlocutionary effects refer to assumptions that listeners will recognize. Perlocutionary acts are a result or influence on the listener's feelings, thoughts, or actions, in contrast to locutionary acts. Perlocutionary acts can take the form of inspiration, persuasion, consolation, promises, encouragement, etc. Perlocutionary actions can impact the other person's beliefs, attitudes, or behavior.

Austin's (1962) classification of speech acts is summarized with examples of utterances, which are divided into three parts, locutionary, illocutionary, and

perlocutionary, in Table 1 below.

Table 1 *The Speech Act Classification*

Locutionary	Illocutionary	Perlocutionary
We have become the 5th largest economy in Asia and a key member of the G20. Indonesian people are wise and resourceful. Therefore, I am telling you that with one hundred percent confidence, Indonesia will prevail.	Assertive (Telling)	The hearer knowing something. The perlocutionary effect from the utterance is the hearer knowing something from what the speaker conveyed.
Allow the two of us to return this mandate back to the people of Jakarta.	Directive (Asking)	The hearer giving permission. The perlocutionary effect of the utterance is the hearer allows the speaker to return the mandate for the position to the residents of Jakarta for the next election.
Don't be careless in obeying health protocol. COVID-19 is still threatening.	Commissive (Threatening)	The hearer fear of something. The threat mentioned has an effect on speech partners in the form of fear and anxiety about the threat of COVID-19. From the utterance, the perlocutionary effect on the hearer is changing behavior to become more concerned about the social environment, disciplined and independent to keep competing to comply

		with the health protocol so the hearer will not be exposed to the deadly virus.
Mr. President, let me congratulate you on your well-deserved election as the President of the 71st General Assembly.	Expressive (Congratulating)	The hearer feels delighted. The hearer expresses his psychological satisfaction or happiness about the compliment of achievement or progress on behalf of winning the election.
I will now be an American president.	Declarative (Declaring)	The hearer feels hopeful. The perlocutionary effects of the utterance manifest in social reactions and subsequent political discourse. The hearer is full of hope for the new journey of America.

2.1.4 Searle's Classification of Illocutionary Speech Act

The illocutionary act is doing something, or this is the response of the locutionary act. Searle (1976) categories illocutionary acts into five classes:

2.1.4.1 Assertive

The point or purpose of the member of the assertive classification is to commit the speaker to something's being the case (Searle, 1976). This statement describes a state of the world that can be true or false. They bind the speaker to the truth of the proposition being expressed. Assertive is a speech act expressing what the speaker believes (Yule, 1996). The speaker's speech aims to make his words fit the world. When someone talks about assertive speech acts, it usually talks about asserting, denying, concluding, etc.

2.1.4.2 Directive

A speaker utters a directive speech act to make the interlocutor do what

he is saying through his statement (Searle, 1976). It is a statement that compels or makes the other person's actions conform to a propositional element. Usually used to give orders, causing listeners to take specific actions, such as request, order, command, beg, pled, invite, permit, and advise. The directive can be positive or negative. This action expresses the speaker's intention, and the speaker makes the world according to his words (Yule, 1996).

2.1.4.3 Commissive

Commissive is the act that commits the speaker to some future course of action. If someone says promising words or does something through words, that is the purpose of commissive speech acts. Commissive is a type of speech act that tells an action related to what will be done in the future. There will be essential conditions that imply the intention to perform an obligation. Using commissive speech acts, speakers try to make the world according to their words (Yule, 1996). Searle reports performative verbs that show commissive speech act as promises, guarantees, refusals, voluntary, threats, and oaths (1976).

2.1.4.4 Expressive

The expressive is to express the psychological state specified in the sincerity of the state of affairs. Expressive speech acts are where the speaker intends to be interpreted as an evaluation of the things mentioned in his speech. It concerns the speaker's feelings (Yule, 1996). Usually, when a speaker says expressive acts, it describes his feelings. According to Searle (1976), the paradigms of expressive verbs are thanked, congratulated, apologized, condoled, lament, and welcome.

2.1.4.5 Declarative

By uttering words, one can change the status of one's listeners. Speech acts like this are classified into declarations. The speaker changes status only through his Speech (Yule, 1996). These statements are used to say something and make it happen, such as declaring someone guilty and declaring war.

2.2 The Importance of Studying Speech Acts

In studying language, students tend to have difficulty understanding the

intended meaning of communication using appropriate language and manner in the language being learned. Milleret (2007) stated that speech acts are an essential marker of the communicative competence of the students because they represent critical points of linguistics when the speaker's intention must be communicated. The appropriate usage of language in context can help learners at all levels of learning reduce communicative failure when speaking the target language (Gómez, 2015). Moreover, pragmatic failure in communication may result in embarrassment, laughter, misleading, misunderstandings, or even outrage (Milleret, 2007). For example, the student opens the door while the teacher teaches in front of the classroom.

Teacher : What time is it?

Student : It's 07.30, Ma'am.

The situation context in the dialogue is when the student came late to school. The teacher is not really asking the students about a time, yet she is asking about the reason why the students come late. The student in the dialogue is considered to be misunderstood for not understanding what the teacher intended meaning through the utterance. According to Thomas (2014), misunderstanding in communication is not always because we do not hear the speaker or because his words are not grammatical. However, instead, it is the inability to comprehend "what is meant by what is said." Therefore, in learning a language, it is important to study the speech act to understand the intended meaning of what the speakers want to say. The students have to understand whether it is asking, requesting, praising, apologizing, or other.

2.3 Political Speech

Political speech was delivered to understand the dynamics of elections and the relationship between democracy and social action in many people (Dickson et al., 2005). Political speeches are not always successful because of the truth but rather an argument problem (Sofian, 2021). They are usually created and compiled by a team of professional speech authors adept at using persuasive language. Political speech functions as text, output, and processes that can be spoken or written. Most politicians need to be made aware that there is a relationship between

what is said, what is meant, and the actions conveyed through what is displayed (Sofian, 2021). Political speeches are usually used to deliver government programs to deal with political issues (Koutchadé, 2017).

2.4 The C40 Virtual Forum

The C40 climate leadership group comprises 97 cities worldwide, representing one to twelve of the world's population and a quarter of the global economy, including Jakarta (Sancino et al., 2022). This global network of nearly 100 mayors in the world's leading cities united in action to confront the climate crisis. The group is committed to using inclusive, science-based, and collaborative approaches to address climate change and promote urban actions that reduce greenhouse gas emissions and climate risks while improving urban residents' health, well-being, and economic opportunities (Sancino et al., 2022). In April 2021, C40 held a virtual forum. In the C40 virtual dialogue, the event was guided by former C40 chairman David Miller. On that occasion, Anies Baswedan, Deputy Chairman of the C40 Network Supervisory Board, was given approximately two minutes to deliver a speech.

2.5 Study of the Relevant Research

Before the researcher decided to do this research, the previous study of speech act analysis on political speech had been studied. The prior studies will be discussed in the following order.

The study from Ulum and Warsono (2018) studied commissive speech acts to compare Trump's and Clinton's in America's presidential campaign speeches. The study used the descriptive qualitative method. Promise speech act becomes the most dominant type of commissive employed in two speeches. Ulum and Warsono (2018) believed that promise is a central feature of the language of political campaigns, mainly used to tell the audience the future actions and policies of the candidates if they become the President as the solution to problems they face at that moment.

Other related research is research conducted by Sofian (2021). This research analyses the use of speech acts in Joe Biden's Speech. This research investigates the role of language in conveying messages from political speeches as discourse. The

results of this research show that five types of speech acts were found, 56% of which were assertive. According to the author, the speech acts used in a speech play a role in ensuring that the message of the speaker message can be conveyed to the public. By frequently using Assertive words in his speeches, Biden reinforced the fact that he won and told the public how legitimate his victory was by providing factual information and explaining how Americans would fare under his leadership through his suggestions for the Democratic Party.

Attamimy et al. (2020) analyzed Jacinda Ardern's speech on policies regarding Covid-19. This study attempts to analyze the illocutionary act of Jacinda Ardern speech using Fairclough Critical Discourse Analysis. The types of speech used in Jacinda Ardern's speech acts are representative and commissive illocutionary speech acts. Jacinda Ardern's utterances use straightforward, concise, and easy-to-understand language. Jacinda Ardern's utterances do not use figurative language that might be used to disguise the actual language of the situation at hand. The language used by Jacinda tends to be straightforward, reveals facts that occur in the field, and provides sufficient explanation for the consequences that will occur in the future.

Muqoffa et al. (2019) aimed to investigate the utterances that contain an illocutionary act and to find out the ideology of Jokowi as the seventh president of Indonesia. It followed Fairclough's framework of critical discourse analysis, and Searle's speech acted as an analysis tool. The study's data source involved two of Joko Widodo's speeches at the Annual session of the People's Consultative Assembly. The result of the study showed four types of illocutionary acts employed by Joko Widodo: representatives, directives, commissions, and expressive. The representatives were mainly reflected in the speech. It can be concluded that Jokowi tried to report the results of government and higher-state institutions through his speech. This study also found that Jokowi expressed his alignment with the high-state institutions.