CHAPTER 2
LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories are related to Pragmatic, Face Threatening Act (FTA), and Politeness Strategies

2.1. Illocutionary act

According to Austin (1962), the illocution speech act is a speech act that has meaning and function. Rahardi (2009) states that Illocutionary acts are acts of doing something with the purpose and specific function of truth speech acts. Illocutionary acts can be called with the phrase, the act of doing something. In addition, According to Wijana (1996), the functions of illocutionary acts are to say or give information, it can also be used to do something. For example: could you mind opening the window? This utterance means that the speaker wants the hearer to open the window.

1. **Category of Illocutionary**

   Searle (1969) enhances Austin's speech act theory by recognizing two kinds of discourse acts: direct and indirect speech acts. Searle puts illocutionary demonstration into five classes:

   a. **Assertive**

   These are statements that represent a situation on the earth that could be right or wrong. They commit a speaker to the truth of the propositions expressed.

   b. **Directives**

   These are statements that compel or make someone else's action fit the propositional element. It is generally used to give order in this way, making the listener make a specific move, request, command, or advice.

   b. **Commissive**

   These statements submit the speaker to certain future activities. It could be as a guarantee.

c. Expressive

Expressive statements aim to express the sincerity of the speech and act with sympathy.

d. Declarative

These statements are aimed to state something and make it so, for example, mentioning someone's mistake and declaring war.

2. The function of the Illocutionary Act

a. Competitive

Competitive was the function that the illocutionary goal competed with the social goal. In this function, politeness had a negative nature and aimed to reduce the unpleasant way between what the speakers want and what politeness should say. Here, etiquette is distinguished from manners.

b. Convivial

Convivial was the function that the illocutionary goal coincides with the social goal. The convivial function was more positive politeness and aimed to find opportunities for social time. In this context, politeness is utilized positively to make a pleasant relationship with society and aim to seek opportunities hospitable.

c. Collaborative

The collaborative function of the illocutionary goal was indifferent to the social goal. The collaborative illocutionary function did not contain politeness, for which politeness was irrelevant. It commits the speaker to the truth of an expressed proposition.

d. Conflictive

Conflictive was the function that the illocutionary goal conflicts with the social goal. This function did not contain elements of politeness at all, because the function was aimed at causing anger. Such as threatening, accusing, and reprimanding. Example: "If you do it again, I will say to your father".

2.2. Song Lyric

A song is a literary work whose lyrics are taken from language taken from everyday life so that it can make it easier for listeners to digest the language used. According to Maretta et al. (2019), a song is a literary work that uses language in its lyrics that is closest to everyday life. The song is considered to be a system of communication with other people using sounds and songs to express a feeling, sense, idea, emotion, or thought (Thao and Herman, 2020; Herman and Silalahi, 2020).

Songs can make listeners feel what the writer feels, songs are a means of communicating with listeners through lyrics in the form of words or sentences. Songs are often used as a medium for conveying messages. Song lyrics can be seen as a form of written art that is similar to poetry. The language in song lyrics is a language that is condensed, shortened, and given rhythm with coherent sounds as well as figurative and imaginative choices of words (Waluyo,2002). Lyrics are a language of human expression created through a creative process so they are full of meaning contained in them and need to be translated. In a song, some lyrics have certain meanings and implications.

Songs are very popular nowadays because people in general like to listen to them, from small children, teenagers, adults, and the elderly. Because there are so many song lovers of all ages, songs are also often used as a learning medium because they have a big influence on students' activities. According to Fadli (2008), There are several benefits of using songs in the classroom where songs can be used, the first is to present a topic, a language point, lexis, etc. The second is to practice a language point, lexis, etc. The third is to focus on common learner errors in a more direct way. The fourth is to encourage extensive and intensive listening. The fifth is to stimulate discussion on attitude and feeling. The sixth is to encourage creativity and the use of imagination. The seventh is to provide a relaxed classroom atmosphere. The last is to bring variety and fun learning. According to Kusnierek (2016), one advantage of using songs in English

classes is that they provide linguistic material, such as vocabulary, pronunciation, or grammar. Furthermore, Gottfried (2007) said that music connects students with new cultures and opens up a whole new world, which is just one of the reasons why songs are an important component of teaching world languages.

2.3. Study of the Relevant Research

Several studies have been conducted to investigate illocutionary acts in song lyrics. In this regard, Safitri (2021) conducted a study that aims to describe the types of illocutionary speech acts contained in the song lyrics of Doo-Woops & Hooligans Album. Based on the findings and data analysis, this study found that the types of illocutionary speech acts contained in song lyrics Doo- Woops & Holligans Album are representative with 108 data (62%), directive with 29 data (38,2%), commissive with 20 data (11,5%), expressive with 16 data (9,8%) and declarative with 1 data (0,6%), it's can be concluded that the song lyrics of DooWops & Hooligans Album by Bruno Mars use most of the representative illocutionary acts. In addition, the functions of the illocutionary act found in the song lyrics Doo-Woops & Hooligans Album are collaborative with 15 data (39,5%), followed by convivial with 14 data (36,8%), competitive with 6 data (15,8%), and conflictive with 3 data (7,9%), it's can conclude that the song lyrics of Doo-Wops & Hooligans Album by Bruno Mars use most of collaborative illocutionary act's function.

In addition, Wijaya et al. (2021) used a Seringai album song lyric to identify the forms of perlocutionary speech acts, the purpose of the perlocutionary speech acts, and the relevance of the perlocutionary speech acts to critical character education. The result of this study found 30 types of sentence examples can be categorized as perlocutionary speech acts which cover: 8 angry or upset with persons and circumstances; 6 informing/informing about social conditions, 4 advising everyone and irresponsible individuals, 4 satires on irresponsible individuals, 3 complaining because the situation is deteriorating, 2 ordering to fight, 2

praising someone, and 1 calling for individual freedom. The Song lyrics from the album Seringai have relevance to the value of critical characters.

Another study was conducted by Gawa (2023) who tried to investigate the illocutionary act and function of the illocutionary act in three song lyrics of Taylor Swift. The representative act was found as the most dominant category of illocutionary act with 67 data (70,52%), followed by directives with 16 data (16,84%), commissions with 10 data (10,52%), and expressive with 2 data (2,1%). Moreover, there are four types of functions of illocutionary acts found in the song lyrics of Taylor Swift. They are Collaborative, conflictive, competitive, and convivial. Collaborative was the most dominant function of an illocutionary act with 16 data (69,56%) followed by conflictive with 5 data (21,73%), competitive with 1 data (4,34%), and convivial with 1 data (4,34%). Lastly, the speech act used in ELT has some implications for the students' skills.

Furthermore, Setiawan (2021) tried to investigate illocutionary acts in the song lyrics of Pamungkas single 'Flying Solo'. This study is conducted by using a descriptive qualitative method. The data in this study is all utterances that are uttered in written form by Pamungkas in the song lyrics from his single 'Flying Solo'. The total number of data is 39 data. In this song, lyrics found five categories of illocutionary acts which are representative (9 data), directive (12 data), commissive (9 data), expressive (8 data), and declaration (1 data). In conclusion, there are 39 data found in this song lyric.