

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Pragmatics

Pragmatics is a subfield of linguistics that studies communication. It is the study of how people interact when using language and it explains language use in context including the effect that context has on an utterance and the goals the speakers intend to reach through the choice of means expression.

According to Horn and Ward (2004:198), a pragmatic theory that approaches the rigor and predictive power of formal semantics would presuppose a theory of the linguistic structures (syntactic, morphology, prosodic) of an utterance. It will include both a well-defined notion of linguistic context and a specification of how structure and context interact with semantic rules to field the felicity of and interpretations for particular utterances. Such a theory will be capable of making clear predictions about the meanings convey utterances in particular contexts.

In short, pragmatics is the study about the speaker means. A pragmatic look at the same words and grammatical use semantically, except within context. In each situation, the various listeners in the conversation define the ultimate meaning of the words, based on the other clues that lend subtext to the meaning.

According to Yule (1996:3) stated, pragmatics is concerns with the study of the meaning as communicated by a speaker (or writer) and interpreted

by a listener (or reader). Moreover, Kharthin (2013) said, pragmatic is a systematic way of explaining language use in context. Every context has a special meaning and it is the context which decides meaning. So the meaning is determined by the relative quality of language used and the intention of speaker to hearer.

However Levinson (1983:9) said pragmatics is the study of that relationship between a language and context that are grammaticalized, or encode in the structure of a language. In summary, pragmatic is a study about how the listener recognize what is mean even when it is not actually said because the speaker does not mention what her or his mean directly to the hearer. In additional, studying pragmatic is not only about the meaning of a language but also how someone can understand the meaning of a language based on the context and structure of language itself.

Pragmatic aspects of meaning involve the interaction between an expression of utterance and interpretation of elements within that expression. Leech (1983:36) states that pragmatics involves problem solving both from the speaker's point of view and from the hearer's point of view. The problem of speaker's point of view is how to produce an utterance which will make the result.

Therefore, pragmatics is the studied relationship between linguistics forms and the users of those forms. How the speaker uses language in communication give an impact to the hearer because of an utterance that his or her produce instantly influence an action of the speaker. If the speaker want the

hearer to act based on what his or her want, then the chosen of a language by the speaker determines it all.

Furthermore, pragmatics is a systematic way of explaining language use in context. It seeks to explain aspects of meaning which cannot be found in the plain sense of words or structures, as explained semantics. The context of an utterance consists of speakers, the sentence which is uttered, the act performed in the uttering of a sentence and the hearer.

On the other hand, Betty (2012) stated, pragmatics is closely related to the field of discourse analysis, because pragmatics concentrates on the use of language in context, and the surrounding discourse is part of context, the concerns of the two fields overlap significantly but differ in focus: pragmatics uses discourse as data and seek to draw generalizations that have predictive power concerning our linguistic competence, whereas discourse analysis focuses on the individual discourse, using findings of pragmatics theory to shed light on how a particular set of interlocutors use and interpret language in a specific context. In other words, pragmatics is the study of the relation between language and contexts that are basic to an account of language understanding. Pragmatics concern with certain aspects of meaning an utterance by the speaker. An utterance in pragmatic interpretation involves complex interaction between an expression context of utterance and interpretation of elements within that expression.

2.2 Context

Context commonly defined as a series of factors that contribute to reconstructing the meaning intended by a speaker in a communicative exchange. Unfortunately, such a definition is so general that it risks being useless; in particular, its pragmatic perspective is too vague, especially when it comes to the role played by the context in the reconstruction of a speaker's meaning (Bosco,2004).

In other words, Contexts have a very important role in understanding and interpreting an utterance, because the purpose of in the conversation is not just understanding of the word or sentences that the speaker said but also the meaning of the sentence. Context helps understand factors in producing and interpreting speech oriented in users and also Context influence the meaning when a context change the meaning also change as well.

Furthermore, Yi-Hua (2011) said, context is not limited to the preceding utterances or information about the immediate physical environment. Instead, it diversified as specific contextual potentials or contexts for short, referring to large arrays of notions that can include virtually any phenomenon conceivable by the human mind, such as co-texts, expectations, religious beliefs, social status, general cultural assumptions, the physical environment, etc.

If studying pragmatic there is no context in which it cannot be said that it is a pragmatic study because in the study pragmatic context must be contained in it. According to Horn and Ward (2004:452), the narrow of context is a small

package factors involving only very limited aspects of the actual situation of utterance: who speak, when, where, to whom, and so forth.

To conclude, when try to discover the meaning of an utterance, the hearer has to identify the meaning through the context of an utterance. Context refers to information that is required to make an utterance meaningful. With understanding the context, the hearer can understand what the ideas of an utterance without misunderstanding with the speaker.

On the other hand, According to Searle (1979) he stated, it is important to notice however that the notion of the meaning of a sentence is absolutely context free. Even in the case of indexical sentence the meaning does not change from context to context, rather the constant meaning is such that it determines a set of truth conditions only relative to a context of utterance. The literal meaning of the sentence is the meaning it has independently of any context whatever and diachronic changes apart, it keeps that meaning in any context in which it is uttered.

In conclusion, the meaning of the context assume by the hearer but it is influence by the speaker. How the hearer assume what the meaning of an utterance that the speaker said, it based on the background knowledge assume to be share by the speaker. It is mean, both of the speaker or the hearer give the same contribution in a context of an utterance.

According to Karthik (2013), there are two primary forms of contexts important to pragmatic are:

A. Linguistic context

Linguistic context is the discourse that precedes that phrase or sentence to be interpreted whereas the situational context includes knowledge of world: including the speaker, the hearer, third parties and their beliefs. If the one example:

(a) Ramesh is thirsty

Both of word Ramesh and thirsty have certain linguistic meaning and it is in the state of being something. When these words combine, it give linguistic meaning.

B. Situational context

Situational context refers to every non-linguistic factor that effect the meaning of a phrase. For example:

(b) It's cold in here

Which can either be a simple statement of fact or a request to turn up the heat, depending on, among other things, whether or not it is believed to be in the list listener's power to effect the temperature. It depends on the intention and expectation of the speaker to the hearer.

In summary, Context is a notion that resists defining, to the point that there are exist different conceptions of context for different purposes. Context is about understanding the meaning of an utterance because the meaning of an utterance has some meaning. Whether it is a true meaning or the pragmatics meaning. Because of that, an utterance can be understanding without context.

Moreover, Requejo (2007) claim, context has typically been considered a posteriori. That is, the idea underlying most of these approaches to contextual meaning is that whenever a linguistic expression cannot be straightforwardly interpreted, we turn to context to find some extra cues in order to get the right meaning.

In context, the meaning of words is adjusted or 'modulated' so as to fit what is being talked about. Sense modulation is essential to speech because we use a (more or less) fixed stock of lexemes to talk about an indefinite variety of things, situations, and experiences. Through the interaction between the context-independent meanings of our words and the particulars is a talked about, contextualized, modulated senses emerge, appropriate to the situation at hand. Recanati cited by Fara and Russel (2012:71).

Furthermore, Shen (2012:2663) stated, in a narrower sense, context consists of the lexical items that come immediately before and after any word in an act of communication. In a wider sense, everything may belong to a context, such as geographical and cultural background, the discourse interpretation and production in a certain communication, the discourse participants, their individual experiences, encyclopedic knowledge and their special roles in the communication and the like.

In this case, the context of a conversation has to be match between content and situation while the conversation takes place. Use the proper context in an appropriate situation that will certainly affect the meaning an utterance of

the speaker to the listener. Because to get the real meaning of an utterance the listener has to understand the context properly.

Mey cited by Jucker (1995), presents a broad view of context as knowledge, situation, and co-text. He maintains that context is a dynamic rather than static phenomenon; therefore, contextual factors are in steady development during the process of social interaction. Besides, Mey holds that "any understanding that linguists can hope to obtain of what goes on between people using language is based, necessarily and uniquely, on a correct understanding of the whole context (my emphasis) in which the linguistic interaction takes place." He has also introduced the notion of 'wording the world' that has social and contextual implications. Thus, Mey maintains that "in order to understand another person's wording, I have to participate in his or her contexts, to word the world with him or her."

More explain, to understand the words spoken by the speaker, the listener must also understand a context from the perspective of the speaker. For that, in addition to understanding the context of the conversation, the listener must also understand the point of view of the speaker. So it can be concluded the real context of an utterance.

In addition, Priadi (2015) stated it is obvious now that context is necessary to make a precise presupposition; therefore, a linguistic expression can clearly be understandable. In other words, understanding context is a key to find out certain relationships among ideas since it is aimed to direct the listener or the

reader to have the same presupposition with the speaker or with the writer involving together within a particular action. Cutting classified context into four kinds, they are:

1. Situational context

The situational context is what the speakers know about what they can see around them. The situational context is immediate physical co-presence, the situation where the interaction is taking at the moment of speaking.

- a. Situation

Situation is composed of the setting and scene of speech situation. Setting is the physical circumstance in which a speech takes place. Scene is the physical setting which refers to the kind of speech event taking place according to cultural definition.

- b. Participant

Participant includes various combination of speaker-listener, addresser-addressee, or the sender-receiver. It deals with who is speaking and to whom he/she is speaking contextual background. The social factor, such as age, status, gender, social distance, and role or profession of the participants have to be considered as well.

- c. End

The ends of a speech event can be divided into outcomes and goals. Outcome is a conventionally recognized and expected purpose of an exchange

from a cultural point of view. Meanwhile, goal is the personal purpose that participants seek to accomplish on a particular occasion.

d. Act Sequence

Act sequence is the actual speech and context of what is said: the precise words, how they are used, and the relations of what is said to the topics at hand.

e. Key

Key is the tone, manner or spirit in which a particular message is conveyed: serious, precise, pedantic, mocking, sarcastic, and so on.

f. Instrumentalities

Instrumentalities include both the channel and the form of speech. The channel includes oral or written language and also telegraph, semaphore, smoke signal, or drumming. The forms of speech include the language and its subdivision such as dialect, codes, varieties, and registers.

g. Norms

Norms involve both interaction and interpretation. It refers to specific behavior and properties that are attached to speaking and also how these may be viewed by someone who does not share them such as loudness, silence, and gaze return.

h. Genres

Genres refer to the categories like poems, myths, proverbs, lectures, and commercial messages. The notion of genre implies the possibility of identifying formal characteristics traditionally recognized.

2. Background knowledge context

Understanding a whole meaning of speaker's utterances also depends on the local context and knowledge of the participants. As the basis for inference, it may crucially depend on familiarity with the local socio-cultural conventions that is cultural general knowledge that most people carry with them in their minds about areas of life. For example, if a person is in a hospital with an illness, then he or she can be identified by nurses via the name of the illness.

3. Co-textual context

The co-textual context is the context of the text itself. It can be in form of sound, words, phrases, and etc. That accompany each other in the particular sentence or utterance. An utterance can be understood from each word in the utterance.

Also, according to Sbis (2002:421) stated, I consider conceptions of context in the received speech act theory or authors influenced by it and discuss some main features that we may want a conception of context to possess. I also claim that the conception of context I favor enables us to describe speech acts as context-changing social actions.

Based on the explanation above, context can support to find the clarity meaning in an utterance by knowing the context that will make the sentence clear. Context give big contribution in an utterance, thus make context be one of the important parts in pragmatic. Context is a situation which is indelicate by the speaker performance of an utterance as a communication. The basic context of parameters an utterance which includes participants, rule, location, assumption and etc.

2.3 Speech Act

Speech act is an important contribution to the field of pragmatics by starting that language was a social activity and that “the meaning of a word is its use in the language”, said Wittgenstein (1953, cited in Bach, 2004; 463). According by Austin (1962), who suggested that people use languages not only to say things but also to do thing. It means speech act is an important contribution for people use language more than to say.

Furthermore, Blum-Kulka, House, & Kasper (1989; 1) state speech acts are important in pragmatics research , not only because of the influence of speech act theory in the history of the study of pragmatics, but also because speech acts can carry social implications (Ervin-Tripp, 1976) while still being discrete points of contrast and contact cultures and languages. So, speech act is an apparatus in social implication.

The speech act theory holds that people use language, the purpose is not only speak, or express a thought, but talking to achieve certain goals, that is words and deeds matter. People communicate not only must be good at understanding the speaker's "words in conduct" or "explicit performance" is more important to understand the speaker's "hidden meaning" and "indirect speech behavior."

2.4 Types of Speech Acts

Kinds of speech act theory was initiated by Austin (1962), he differentiated three kinds of acts when one produces an utterance. There are Locutionary act is act of saying, Illocutionary act is act in saying, Perlocutionary act is act by saying.

2.4.1 Locutionary Act

A locutionary is speech act that contain word, phrase, and sentence with meaning contain through the word, phrase, and sentence. Locutionary acts include phonetic acts, phatic acts, and rhetic acts. Phonetics acts are acts of pronouncing sounds, phatic acts are acts of uttering word or sentence in accordance with the phonological and syntactic rules of the language to which they belong, and rhetic acts are acts of uttering a sentence with sense and more or less definite reference, (Oishi, 2006).

In addition, locutionary acts are adherent to truth conditions and location needs sense and reference in order to be understandable. Austin stated, a locutionary act is an act of saying something, and to perform an act of saying something – in the full normal sense of saying something- involve uttering noises (the“phoetic”act) of certain types belonging to and as belonging to a certain vocabulary, conforming to and as conforming to certain grammar (the”phatic”act), and with a certain sense and reference, together are equivalent to meaning (the”rhetic”act”). For example:

It is cold outside.

From the statement above, it refers to it, is refer to is, cold refer to cold, and outside refer to outside. The statement has a real meaning, so the listener can find in a dictionary. Speaker informed to the hearer about the weather outside. Whether the speaker wants to go out or not, the speaker just wants to give the information without attending any the actions of the hearer.

From the definition above, the researcher concludes that locutionary act is the act that could be said that the meaning of a sentence is equal with what the speaker utterance without considering the context. So, in locutionary act, the speaker just inform to the hearer about something without any purpose or ask for the action of the hearer.

2.4.2 Illocutionary Act

Illocutionary act is an utterance with some kind of function mind. Someone might utter to make a statement, an offer, and an explanation or for some other communicative purpose. According to Alston (2000:23), he said, illocutionary act is specified in the way locutionary (rhetic) act was specified in the earlier passage, while the illocutionary act is specified in the way indicate by the definition of the term. For examples are:

(1) What time is it?

From that utterance, the hearer could not assume that the speaker asking for time, but first the hearer must take looked from what context and who say it. When a lecture asking for time for the students who are late it means the lecture are asking why that student is late or asking that student may not join the class because the student is already late.

(2) It is cold in here.

The meaning of that sentence is to show a request to close the door. From an example the speaker ask for action by an utterance that performed by the speaker, it depends on the context.

According to Ibid cited by Nuccetelli and Seay (2008:351) stated, an illocutionary act is an act one performs in saying something, as opposed to an act of saying something. There are certain illocutionary acts which can be performed by nonverbal means, but even here the illocutionary act is an act one performs in doing something.

2.4.3 Perlocutionary Act

A perlocutionary act is an act performs by saying something, and not in saying something. Perlocutionary acts contrast with locutionary and illocutionary acts, which are govern by conventions, are not conventional but natural acts. A perlocutionary act is the achieving of certain effects by saying something (Austin, 1962:121). For example:

(1) It is cold in here.

From a statement above, if the hearer closed the windows it is meant the speaker succeeded on performed perlocutionary act, but if the speaker did nothing it is meant the speaker failed in preformed perlocutionary act.

2.5 Illocutionary Act

According by Searle's (1976), illocutionary act has five basic categories. They are representative, directive, commissive, declaration and expressive. The first, representative is speakers commit themselves to something being true, for example: to boast or to deduce. Second, the directive is attempts by speakers to get hearers to do something, for example: to request or to beg. Third, the commissive is speakers commit themselves to some future course of action, for example: to promise or to threaten. Fourth, the declarative is speakers bring about correspondence between propositional content and the reality, for example: to christen or to appoint. The last, expressive is speakers express their psychological state, for example: to thank or to apologize.

2.5.1 Representatives

According to Searle (1976), a Representative speech act commits the speaker to the truth of an expressed proposition. It represents the speaker's belief of something that can be evaluated to be true or false. These types of speech acts were less common in our data set, but some cases did exist. In the veterinary domain, we considered sentences to be a Representative speech act when a doctor explicitly confirmed a diagnosis or expressed their suspicion or hypothesis about the presence (or absence) of a disease or symptom. For example, if a doctor writes that "*I suspect the patient has pancreatitis.*" then this represents the doctor's own proposition/ belief about what the disease might be.

2.5.2 Directives

According to Searle (1976), a directive speech act occurs when the speaker expects the listener to do something as a response. For example, the speaker may ask a question, make a request, or issue an invitation. Directive speech acts are common in message board posts, especially in the initial post of each thread when the writer explicitly requests help or advice regarding a specific topic. Many directive sentences are posed as questions, so they are easy to identify by the presence of a question mark. However, the language in message board forums is informal and often ungrammatical, so many Directives are posed as a question but do not end in a question mark (e.g., "*What do you think.*"). Furthermore, many Directive speech acts are not stated as a question but as a request for assistance. For example, a doctor may write "*I need your opinion on what drug to give this patient.*" Finally, some sentences that end in question

marks are rhetorical in nature and do not represent a Directive speech act, such as *“Can you believe that?”*

Directive is the kind of speech acts that the speaker uses to get someone else to do something. The speaker tries to get the listener to act in such a way or to do a future action according to the intention of the speaker. The relationship between the word and the world will fit the word and the listener is responsible for the realization of the changes. The typical expression of this type usually use imperative structure; however, there are so many ways of expressing this type, they are not only imperative but also interrogative and declarative structure are often used to perform a directive illocutionary act.

The main directive verb are direct, request, ask, argue, tell, require, demand, command, order, forbid, prohibit, enjoin, permit, suggest, insist, warn, advise, recommend, beg, supplicate, entreat, beseech, implore, and pray. The typical examples of them as:

1. Ordering: to give an order or command to somebody to do something.
Ordering is more polite than commanding.

(1) Would you help me to close the door?

In utterance (1), is a directive illocutionary act, especially ordering. In that utterance, the speaker gives an order to the hearer to close the door. By saying ‘would you’ the speaker orders the hearer to do something. That utterance may seem like a question, but the context of that utterance is not

asking someone to do something but to order someone to do something. The speaker gives an order in politely way.

2. Commanding: to tell somebody that they must do something.

(2) Clean the floor!

In utterance (2), is a directive illocutionary act, especially commanding. If utterance (1), the speaker gives an order in politely, the utterance (2), the speaker tells the hearer must do something. In that utterance, the speaker tells the hearer to clean the floor. By saying that utterance, the speaker intends to make the hearer to do something without politely utterance and the hearer cannot admit that command, so the speaker must clean the floor as the command of the speaker.

3. Warning: a statement, an event that warns somebody about something.

(3) Watch your move!

In utterance (3), is a directive illocutionary act, especially warning. In that utterance, the speaker gives warn to the hearer. With saying 'watch your move' the speaker makes a statement to warn the hearer to be careful with his or her step.

4. Suggesting: to put an idea into somebody's mind.

(4) You had better take a rest.

In utterance (4), is a directive illocutionary acct, especially suggesting. In that utterance the speaker tries to put an idea into the hearer minds. The speaker tries to give a suggestion to the hearer is saying 'you had'. The

speaker put an idea into the hearer minds with that statement. The speaker tells the hearer to take a rest because the hearer fell sick.

5. Request: an act of politely asking for something.

(5) Could you please turn on the light?

In utterance (5), is a directive illocutionary act, especially request. In that utterance, the speaker asks for something to the hearer but in politely. In saying 'could you please', the speaker make a request to the hearer with politely way. As the context of the utterance, the speaker asks the hearer to turn on the light.

6. Forbidding: to order somebody not to do something.

(6) You are not allowed to smoking here.

In utterance (6), is a directive illocutionary act, especially forbidding. In forbidding, the speaker orders the hearer not do something. In saying 'are not', the speaker does a forbidding. In that utterance, it clear the speaker order somebody who read the statement to not smoking because that area is not a smoking area.

7. Inviting: to ask somebody in a friendly way to go somewhere or do something.

(7) Let the games begin!

In utterance (7), is a directive illocutionary act, especially inviting. In that utterance, the speaker wants to ask the hearer to begin the game in friendly

way. The speaker says 'let' do an inviting. In inviting, the speaker asks the hearer to do something or to go to somewhere in friendly.

Based on the example above, it can be conclude that directive is an illocutionary act for getting the hearer to do something. The speaker wants to achieve a future situation in which the world will match the words.

The classification of these directive speech acts based on the classification which was proposed by Bach & Harnish (1979:47). Bach & Harnish divided the directive speech acts into six types, they were; requestives, questions, requirements, prohibitives, permissives, and advisores. In this research, the writer uses grand theory from Searle (1976).

2.5.3 Commissives

According to Searle (1976), a Commissive speech act occurs when the speaker commits to a future course of action. In conversation, common Commissive speech acts are promises and threats. In message boards, these types of Commissives are relatively rare. However, we found many statements where the main purpose was to confirm to the readers that the writer would perform some action in the future. For example, a doctor may write "*I plan to do surgery on this patient tomorrow*" or "*I will post the test results when I get them later today*". We viewed such statements as implicit commitments to the reader about intended actions. We also considered decisions not to take an action as Commissive speech acts (e.g., "*I will not do surgery on this cat because it would*

be too risky.”). However, statements indicating that an action will not occur because of circumstances beyond the writer’s control were considered to be factual statements and not speech acts (e.g., “*I cannot do an ultrasound because my machine is broken*”).

2.5.4 Expressives

According to Searle (1976), an expressive has typical cases. There are when the speaker says thanks, apologizes, or welcomes to the listener. Expressive speech acts are common in message boards because writers often greet readers at the beginning of a post (“Hi everyone!”) or express gratitude for help from the readers (“I really appreciate the suggestions”). We also found expressive speech acts in a variety of other contexts.

Types of expressive by Norrick (1978) and the methods for inter-language pragmatic assessment by Yamashita and Yoshitake-Strain. There are nine different kinds of expressive illocutionary acts. These are:

1. Apologizing, where an agent-speaker expresses negative feelings towards a patient-addressee to appease them.
2. Thanking, where the speaker expresses positive feelings to the addressee, who has done a service to the speaker.
3. Congratulating, where the speaker has observed that the addressee has either benefitted from or carried out a positively valued event.

4. Condoling, which resembles congratulating, except that the experienced event is negatively valued.
5. Deploring or censoring, in which the addressee is criticized for an event which had a negative impact on the speaker or a third person.
6. Lamenting, where the speaker expresses his or her own misfortune, either at their own or somebody else's doing, the speaker is also the main observer.
7. Welcoming, where the speaker expresses positive feelings towards the arrival of the addressee, to the conceptual similarity with thanking.
8. Forgiving, which is found to have a similar conceptual set-up as deploring, except for the fact that the speaker does not resent the addressee's action.
9. Boasting, where the speaker expresses positive feelings about his or her own actions towards and addressee.

In describing expressive, Clark (1996:134) refers to thanking, apologizing, congratulating and greeting. Four different events of speaker-hearer interaction lead to the use to expressive speech acts. First, this is a hearer being offended by something, which calls for the expressive speech act of apologizing. Second, a hearer achieving something positive, which leads to the speech act of congratulating. Third, a hearer doing a favor to the speaker which leads to the act of thanking and finally a hearer approaching the speaker which leads to the expressive act of greeting by Clark (1995: 193).

2.5.5 Declaratives

Austin and Searle said that declarative is a speech act that changes the reality in accord with the proposition of the declaration. This kind of speech act is quite special because the speaker utterance or statement can change the world, it can change the reality. Declarative includes declare, resign, adjourn, appoint, nominate, approve, confirm, disapprove, endorse, renounce, disclaim, denounce, repudiate, bless, curse, excommunicate, consecrate, christen, abbreviate, name and call. For example:

I pronounce you husband and wife.

The utterance used by a priest to declare a man and a woman marriage and become a husband and wife. In saying 'I pronounce' by the priest, his or her change the world by the word. After the priest declare, the live of that man and that women change as well. The man become a husband and has a responsibility as a husband of his wife and for the women also has a responsibility that she must keep as a wife. To sum up, declarative is an illocutionary act that bring into existence the state of affair to which it refers. In declarative, the speaker changes the world by the word.

2.6 Function of Illocutionary Act

Leech's (1983:104) purposes the illocutionary acts based on its functions. It is according to how illocutionary acts relate to the social goals or purposes of establishing and maintaining politeness. The form types of illocutionary acts functions are as follows:

1. Competitive aims at competing with the social purposes, such as ordering, asking, demanding, and begging. It is intended to produce some effects through action by the hearer. For instance:

(i) I ask your cookies.

The utterance in (i) has a competitive aims at competing with the social purpose especially asking. In saying 'I ask', the speaker asks the cookies of the hearer. From that utterance, the speaker intends to produce an effect through action by the hearer.

2. Convivial aims in compliance with the social purposes, for instance offering, inviting, greeting, thanking and congratulating. Such as,

(ii) Do you want these cookies?

The utterance in (ii) has a convivial aims in compliance the social purpose especially offering. In that utterance, the speaker show or express his or her willingness to give something to the hearer. In saying 'do you want', the utterance seem like a question but that is not asking but his or her offering to give a cake to the hearer.

3. Collaborative aims at ignoring the social purposes as like asserting, reporting, announcing, and instructing. It is commit the speaker to the truth of expressed proposition. For instance,

(iii) I like this book.

The utterance in (iii), has collaborative aim at ignoring the social purpose especially asserting. In that utterance, the speaker states that his or her like

that book. The speaker commits the truth of express proposition as the truth about his or her fell to that book. The speaker really likes that book, so that way the speaker states something like that to make the hearer believe in what his or her say.

4. Conflictive aims at conflicting against the social purposes. Such as threatening, accusing, and reprimanding.

(iv) If you say again, I will say to your father.

That utterance in (iv), has a conflictive aim at conflicting against the social purpose especially threatening. In that utterance, the speaker says something that threat the hearer if his or her keep saying that the thing that the speaker do not like to hear. So the speaker makes a threat with saying that he or she will kill the hearer.

2.7 Interlanguage Pragmatics

Interlanguage has been defined as a discipline concerning the study of non-native speakers' comprehension, production and acquisition of linguistic action in second language (L2) by Kasper (1998: 184) or as Kasper herself briefly summarizes, Interlanguage Pragmatic (ILP) investigates how to do things with words in a second language. In other words, it studies how non-native speakers

understand and perform linguistic action in a target language and how they acquire L2 pragmatic knowledge.

Furthermore, Interlanguage pragmatics (ILP) is an “action-theoretical” interdisciplinary field informed from second language acquisition (SLA) research, which focuses on the developing pragmatic competence of L2 learners. ILP examines, for instance, pragmatic transfer from the native language to the L2, and explores the phenomenon of pragmatic failure by Kasper & Blum-Kulka (1993).

Talking about pragmatic competence is an indispensable component of overall language competence. It is ability to use available linguistic resources (pragmalinguistics) in a contextually appropriate fashion (sociopragmatics), that is, how do things appropriately with word by Kasper & Rose (1999). It is the appropriateness in communication, which includes all kinds of knowledge needed in discourses and based on context by He & Chen (2004).

2.8 Measuring of Interlanguage Pragmatics

The researcher have investigated at least six types of methods for Interlanguage pragmatic assessment, there are the Written Discourse Completion Tasks (WDCT), Multiple-Choice Discourse Completion Tasks (MDCT), Oral Discourse Completion Tasks (ODCT), Discourse Role Play Talks (DRPT), Discourse Self-Assessment Talks (DSAT), and Role-Play self-assessments

(RPSA) (Yamashita, 1996a, 1996b; Hudson, 2001; Liu, 2006; Rover 2005). In this research, the writer use written discourse completion tasks (WDCT).

2.9 Written Discourse Completion Tasks (WDCT)

Written Discourse Completion Tasks (WDCT) as the testing tool for Interlanguage Pragmatic (ILP) competence, because WDCT is easy to administer with a large sample, and with both qualitative and quantitative data include, it could help deepen the understanding of language learners' ILP competence. WDCT has been proved to be a reliable instrument in testing EFL learners' ILP competence on speech acts by most researcher (Yamashita, 1996a, 1996b; Hudson, 2001; Liu, 2006; Rover 2005).

WDCT are written questionnaires including a number of brief situational description, followed by a short dialogue for speech act under study. Participants are asked to provide a response that they think is appropriate in the given context:

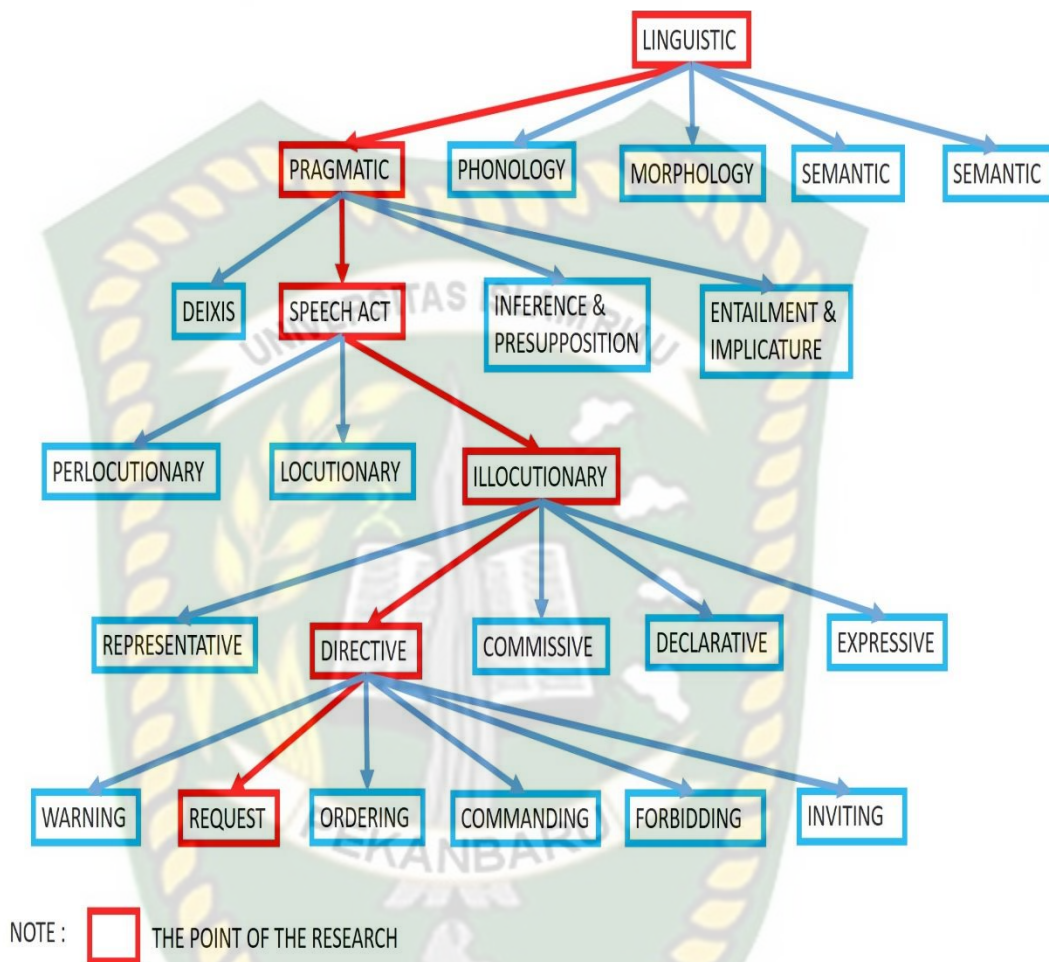
Context: Your roommate plays music very loudly, so you can't go to sleep. You ask him/her to turn down the music.

Response: _____

*I don't want to complaint but I can't stand you playing music (for complain statement).

*Would you like to turn down the music (for request statement)?

2.10 Conceptual Framework



In this research, inter-language pragmatic competence concerns foreign language learners' ability to comprehend and develop pragmatic knowledge. It has many indicators, one of them is speech act. Speech act is seminal work in natural language processing that opened up a new way of thinking about conversational dialogue and communication. Speech act has many

type, one the other is illocutionary act. Illocutionary act is an act of doing something, the utterance that utterance by the speaker not only to say or state something but also it is used to ask someone else to do something. That has five basic categories, which one is Directive speech act. Directive speech act is the instruction from the speakers to the hearers to get doing something. Request is one of directive indicators. That is an act of politely asking for something.

So, this research analyses the students' language proficiency level of request in interlanguage pragmatic competence with using written discourse completion tasks (WDCT).

2.11 Relevance Studies

There are several studies relate to the research that was conducted:

The first, the research is "The Design and Analysis of Pragmatic Competence-based Assessments for Improving Linguistics Skills of EFL Learners" by Ebrahim Sheikhzadeh (2016). Following a through survey of the available literature and concentrating on the wax and wane of testing pragmatic competence so far, the present study firstly is an attempt to develop a comprehensive test of interlanguage pragmatics mainly focusing on academic situations in the Iranian context. Secondly, the study aims to investigate the criteria required for the selection of speech acts of academic situations. Reliability, expert judgment validity, internal validity, and content validity of the test will be obtained through analyzing the data gathered through

administering the test to native and non-native participants. Various methods of calculating reliability and validity of a MCDT employed in the present study could also pave the way for further research in the domain of assessing interlanguage pragmatics and developing more valid and reliable tests. The present study findings could contribute to the fields of second language testing and assessment in general and testing interlanguage pragmatics in particular.

The second, Aufa (2013) conducted a research in which entitled “The Assessment Tool of L2 Learners’ Pragmatic Competence: Written Discourse Completion Test (WDCT)”. In this research studies have shown that pragmatic competence is teachable. The importance of teaching pragmatics has also been recognized, but still foreign language teachers are reluctant to teach pragmatics in their classrooms. This might be partly due to the lack of some valid methods for assessing pragmatic competence. This essay contends that while the Written Discourse Completion Test (WDCT) has some pitfalls, the WDCT effectively assesses learner’s pragmatic competence. The WDCT has some limitations, this tool can be used effectively to assess learners’ pragmatic competence. In other words, although the WDCT cannot facilitate to capture the complete interaction of natural speech, the WDCT is able to represent learners’ pragmatic competence with regard to the communicative aspect of language testing. Moreover, the WDCT does not only reflect the learners’ linguistic competence, but also show how the learners use the language in the communicative context based on sociocultural variables. Regarding the development of the WDCT as

one of the pragmatic tests, there are five stages that should be considered in constructing the test, namely exemplar generation, situation likelihood investigation, metapragmatic assessment, situational pilot test, and test development stages. These stages should be conducted in constructing and developing a good quality of the assessment tool of pragmatic competence. Therefore, the teacher can use the WDCT effectively to assess learners' pragmatic competence and minimize the limitations of the test.

The third, research under title "Reliability and Validity of WDCT in Testing Interlanguage Pragmatic Competence for EFL Learners" at 2015. Interlanguage pragmatic competence is of vital importance for the EFL learners because misunderstanding always occurs among people from different cultures. The study aimed to develop an interlanguage pragmatic competence test in the field of speech acts with WDCT. The result showed that WDCT had both high reliability and validity in the Chinese context in testing the interlanguage pragmatic competence in speech acts performance. Examining the EFL learners' ILP competence will be of great help in understanding their levels in this field. The learners could recognize their problem in pragmatic in English, and they pay attention to them in the process of learning and in communication with native speakers.