

## 2. REVIEW OF RELATED LITERATURE

### 2.1. Review of Related Theories

In the related theories, there were main theories and supporting theories that the writer used to analyze the Geico's insurance advertisements. The main theories, which was Speech Acts theory, was divided into the two big notions, locutionary act, illocutionary speech act. There was also theory about indirect and direct speech acts. As for the supporting theories, there was background knowledge about short stories and nursery rhymes and also persuasive speech act theory in advertisement. At the end of this chapter, the writer then elaborated further about the use of all the theories above to analyze all the data in this research.

#### 2.1.1. Main Theories

This sub-section of review of related studies consists of all the main theories that the writer uses in this study.

##### 2.1.1.1. Speech Act Theory

Austin (1962) and Searle (1969) came up with very influential works related to Speech Act theory. Their works were *How to Do Things with Words* (Austin) and *Speech Acts* (Searle). "They argued that language is used "to do things" other than just refer to the truth or falseness of particular statement" (Paltridge, Discourse Analysis 2nd Edition, 2012, p. 40). Furthermore, the statement that people had said may meant literally or could go beyond the literal meaning. "Austin and Searle observed that we perform physical acts, we also perform acts by using language." (Paltridge, Discourse Analysis 2nd Edition, 2012, p. 40). There are three kinds of speech acts, locutionary acts, illocutionary acts and perlocutionary effect. The example about the bus driver below would explain about three kinds of acts further (Paltridge, Discourse Analysis 2nd Edition, 2012, p. 40).

(Example 1) *Bus driver: This bus won't move until you boys move in out the doorway.*

The bus driver's utterance obviously had underlying meaning behind it. The locutionary act of his utterance was he stated that he would not start the bus unless all people have already moved from the doorway. The illocutionary act in that utterance was to order the boys to move from the doorway. Although the bus driver's utterance was a declarative sentence but actually what he meant it as imperative sentence. The perlocutionary effect of that utterance was the boys moving inside the bus

- Types of Locutionary Act

Locutionary Act referred to the literal meaning of the actual words" (Paltridge, Discourse Analysis 2nd Edition, 2012, p. 40). Therefore, the grammatical form in a sentence was very important in locutionary act. There were four sub-types of a sentence (Kisno, 2012, p. 100):

1. Declarative sentence was used to make statement or assertions
2. Imperative sentence was used to give orders
3. Interrogative sentence was used for questioning something
4. Exclamatory sentence was used to express surprise, alarm, and strong opinion

- Types of Illocutionary Act

Illocutionary Act referred to the speaker intention in uttering the word (Paltridge, Discourse Analysis 2nd Edition, 2012, p. 40). Both Austin (1962) and Searle (1969) had come up with the classification in the illocutionary act. However, in this research, the writer chose to use Searle's classification. "Searle goes further than Austin in providing not only the general framework of speech act theory but also richer specification of the detailed structures of the speech acts themselves." (Smith, 2003). Therefore, Searle's classification was more detailed and practical. Searle specified Illocutionary act in five groups, namely (Kaburise, 2011, p. 80):

1. Representatives

Representatives was often called as assertive. This type was the assertions which represent the state of affairs or represent reality. The speaker intention of uttering representative was to show the commitment that indeed the utterance that they had said was true. The subcategories of this type were assertions, suggestions, claims, statements and conclusions.

- (1) Potatoes are very nutritional

By uttering the example (1), the speaker tried to convey his/her believe was indeed the reality and also true. It represented the reality that the speakers believed.

## 2. Directives

Directives was used when the speakers try to get the hearers to do some future actions. This type of illocutionary act was usually uttered by someone who had more power such as boss to employee, parents to children or teacher to student. This way, the speaker had the power to make someone to do something for him or her. This type could include commands, requests, invitation, dares, challenges and so on

(2) Do not barge into my room

The utterance above was clearly showing that the speaker commanded the hearer not to do some future action which was not to barge into his/her room.

## 3. Commissives

This type was used when the speakers tried to commit themselves to some future actions. These acts were like obligations that the speaker had to do. They might be in the form of promises, vows, offers, and threats

(3) If it is a fine day tomorrow, we will go to beach

By saying the utterance above, the speaker was committing himself/herself into some future action which was going to the beach if the condition had been fulfilled

## 4. Expressives

This type was used to show the speaker's psychological state regarding his or her attitude to some prior action or state of affairs. Expressives could be found in greetings, apologies, congratulations, condolences, and expression of giving thanks.

(4) Wow! What a brilliant speech

The example (4) above showed the psychological state of the speaker which was amazed. It could be seen from the expression "wow".

## 5. Declarations

This type required extralinguistic institutions for their performance (e.g. appointing a new director). They could take forms of blessings, christenings, weddings, firing and so on.

(5) You are hired

The utterance above showed the assignation of an employee which clearly required the authoritative person to do that.

#### **2.1.1.2. Illocutionary's Keywords**

Searle (1976) had listed the keywords of illocutionary acts in his original paper (Searle & Vanderveken, 1985). The following section consisted of all the keywords that could help to categorized each utterance in GEICO's four mentioned advertisements.

##### 1) Representatives keywords:

- Inform: giving someone information about something that he/she had known before
- Assert: stating something clearly, confidently and forcefully. It was sometimes used in the stronger sense of positively asserting, as opposed to denying, in which case it was a strong assertive relative to its primitive use.
- Claim:
  - 1) Saying something was true or a fact, although you could not prove it and other people might not believe it: e.g. The company claims that it has not done any illegal shipping.
  - 2) Asking something for its value because you thought that it belonged to you or because you thought that you had the right of it: e.g. after his father died, he wants to claim his father's company.
- Affirm: stating something confidently that it was indeed true
  - 1) To say positively, declare firmly, assert to be true
  - 2) To make valid, confirm, uphold, ratify (a law, judgement and decision)
- State: saying or writing something very clearly and carefully
- Predict: saying something will happen in the future
- Tell: communicating something in written or spoken words. It had both assertive and directive use. One could tell someone that something was a case (assertive) or tell him or her to do something (directive)
- Retell: telling as story, possibly in different way
- Call: calling somebody's name

- Conclude: bringing something to an end
- Answer: responding to someone's call
- Suggest: putting an idea to someone's mind; it also had directive and assertive use. In assertive use, one's just put an idea to others' mind without explicitly putting a strong commitment to the truth of it. To suggest was to assert with a weak degree of strength. However, sometimes there were times that the speaker implicitly said an implicit mode of achievement.
- Admit: admitting as state of affairs meant that someone was to recognize it openly and presupposing that it was bad and was in some way connected to the hearer.
- Hypothesize: making an assumption or a theory; making a weak assertion with the presuppositions that although it was not certain, it was nonetheless reasonable and it might be proved to be useful for to further discussions or investigations
- Describe: making some series of assertions about something, in general in the context conversation when that thing was the subject of discussion, more assertions were required and was deemed relevant. Therefore, often, a description was a speech activity that involved more than a single isolated assertive illocutionary act.
- Recognize: asserting that a proposition was true with a preparatory condition to the effect that it had been proposed by someone else and might run against what the speaker would had thought.
- Admit: recognizing a state of affair openly and presupposing that it was related to the hearer.
- Remind: causing someone to remember something, to remind something was to assert while presupposing that he had known it and had forgotten it.

## 2) Directives

- Encourage: in directive senses, requesting someone to do something with the perlocutionary intention of inspiring him to with courage while presupposing that the course of action advocated required courage and the speaker must somehow lend or inspire this needed courage.

- Urge: a speaker who urge someone to do something must therefore presuppose that he had reasons for the course of action urged.
- Ask: one could ask someone to do something or to ask a question. In the first use, “ask” had the same meaning as request. Therefore, to ask here meant that the speaker could make the hearer to do some future action for him or her. “Ask” in the second use meant that the perlocutionary effect that the speaker expected for the hearer to do was just to answer his or her question correctly.
- Request: a request is a directive illocutionary act that allows refusal.
- Question: asking for the right answer that was often include an element of justification or explanation
- Interrogate: questioning someone formally on suspicion that something important to some goals (perhaps simply discernment of truth) had been kept hiddenly.

### 3) Commissives

- Pledge: committing oneself strongly to do something. Thus, the illocutionary force of pledge could increase from the commitment’s degree of strength. In some cases, a pledge could be solemn, as in a pledge of allegiance.
- Engage: engaging oneself in a task or a direction was to commit oneself to immediate action (as a prepositional context condition). The beginning of engagement was the beginning of an enactment of the commitment
- Promise:
  - 1) Always made to someone, it was essentially hearer directed and had the special preparatory condition to the effect that it was good for the hearer
  - 2) It involved a special kind of commitment, namely a special undertaking of an obligation that might remain tacit in other types of commitment. This explicit undertaking of an obligation increased the degree of strength of the sincerity conditions

- Agree: in commissive use, to agree was to accept with the added sincerity condition to the effect that one is “in the agreement with” something or someone.
- Undertake: in commissive use, to undertake was to commit oneself to perform a clearly defined task at hand (propositional content condition).
- Guarantee: performing a complex speech act that was both an assertion and a conditional promise.
- Threaten: committing oneself to do something to someone with the sense that it was bad for the hearer and to intimidate the hearer.
- Accept: to accept, in relevant sense, was to respond favorably to an offer, invitation, a request, and so on.
- Contract: making a mutual commitment by two or more parties. These commitments were related to at least in the sense that the commitment was reciprocal and that if one party failed the commitment, the other was released from this (presupposition condition).

#### 4) Expressives

- Compliment: expressing approval to someone or something they had done. Complimenting did not necessarily always relate to someone’s action since we could compliment someone because of his or her looks or intelligence.
- Praise: expressing a higher degree of approval while not necessarily always related to the hearer
- Cheer: calling to an individual or a group (mode of achievement) personal or collective cries of support and encouragement (sincerity condition).
- Apologize: expressing sorrow or regret for something that was judged bad and the speaker was responsible (preparatory condition).
- Thank: expressing gratitude (sincerity condition). There was a preparatory condition where the hearer was responsible to the state of affairs that was good for the speaker.
- Greet: expressing courteous acknowledgement of his/her presence upon entering him/ her.
- Condole: expressing sympathy (sincerity condition)

- Congratulate: expressing happiness to some good fortunes that had come to the way of the hearer.
- Welcome: to welcome was similar with greet, but except that it added the preparatory conditions that it was the hearer who had arrived (whereas it could be the hearer or the speaker in former cases), and the sincerity condition that was one was genuinely happy to see him or her.

#### 5) Declaratives

- Ratify: confirming, officially, or legally ( in the required form) an important previous declaration such as a treaty, an agreement or a pact that had been formally submitted for approbation.
- Bless: declaring that one accomplished the religious act of calling God's benediction upon someone or something (prepositional content condition). The person who had been bless was in the state of grace. Normally the act of blessing was performed by a person with a special authorization, such as a clergy or the head of the family, etc.
- Name: calling someone or something a certain name was to give the name of declaration.
- Baptize: declaring that one was a member of the Christian belief, by the way of a ritual act (mode of achievement) that included naming.
- Deny: making a declaration, to the effect that a putative claim was void.
- Sanction: confirming a previous declaration legally or officially, thus making it necessary (by virtue of the declaration) for someone or something to comply with legal obligations. This additional mode of achievement increased the formality and the strength of the approval.
- Disavow: declaring that one was in disagreement with someone or something. For example, to disavow paternity of a child was to declare that one was not the father.

#### **2.1.2. Supporting Theory**

This sub-section consisted of the supporting theories in this thesis. All of these theories were included to support and make this study to become a whole and an in-depth study.

### **2.1.2.1. Theory of Persuasive Speech Acts in Advertisements**

The last supporting theory that the writer used in this study was the theory of persuasive speech acts in advertising. “Persuasion is becoming important in advertising” (O’Shaughnessy & O’Shaughnessy, 2004, p. 1). Persuasion had become the key of the success of the selling of the product through the advertising itself. Persuading was deliberately aimed to mold beliefs, values and action in direction favored by the persuader (O’Shaughnessy & O’Shaughnessy, 2004, p. 6). Therefore, persuading was also a matter of gaining trust and when added with sentiment, it would create loyalty.

Making a persuasive advertisement was also related with using the right speech act. It was because the aim of speech act was to gain the desired action from the addressees from the speaker’s utterance. There was obviously a correlation between the use of speech act and adding the persuasive touch in the advertisement. “The perlocutionary speech act in advertising should not be transparent” (O’Shaughnessy & O’Shaughnessy, 2004, p. 144). It was because that the audience should not feel manipulated but rather autonomous in decision making (to buy or not to buy). Thus, the approach usually used indirect approach consisting of rhetoric with vivid imagery, using a good metaphor that stick in the mind to challenge the existing perspective (O’Shaughnessy & O’Shaughnessy, 2004, p. 144).

In addition, the rhetorical that was used for persuading are repetitions, question, and exclamations (Janoschka, 2004, p. 123). Those could be categorized expressives, directives, representatives and commissives. Those notions in speech acts were some of the examples that have been usually used by the advertisers to indirectly persuade the audience.

## **2.2. Review of Related Study**

There were two related studies that the writer had reviewed. They were an undergraduate thesis from Fenny Miranda Liyanto entitled *A Study of Speech Acts in “Ceriwis” Talk Show* (2006) and bachelor thesis from Linnaeus University alumnus, Alissa de Aquino Carlsson, entitled *Persuasion in Social Media: a study of instagram influencer’ usage of persuasive speech acts* (2017). In this review, the

writer would explain about the similarities and the differences between those studies mentioned above with the writer's study and also the benefits that the writer had gained from both related studies to develop the writer's own study.

### **2.2.1. Liyanto's Thesis A Study of Speech Acts in "Ceriwis" Talk Show (2006)**

The first study that the writer had reviewed was the study of speech acts on a famous talk show in Indonesia, entitled "Ceriwis". In her study, Liyanto sought to know the speech act from the conversation of the male and female host in that talk show. She used three episodes of *Ceriwis* and used speech act theories, locutionary act, illocutionary act and perlocutionary act to analyze those three episodes. The episodes that she analyzed had been aired on September 2<sup>nd</sup>, September 3<sup>rd</sup> and September 4<sup>th</sup> 2005. She then divided all the conversations on those three episodes into fragments based on Moves theory. She then analyzed those fragments with Speech acts theories. The result that she got from her study was she managed to find four types of speech act from the talk show. There were expressives, directives, representatives, and commissives.

The difference between Liyanto's Study and the writer's study was she just analyzed the speech act from her data. She took conversations or the spoken data from three episodes from that talk show and just analyzed it based on locutionary act, illocutionary act and perlocutionary act theories. Whereas the writer who used advertisements as her data, analyzed both visual and also the spoken data. Liyanto's goal was just only revealing the speech act from the *Ceriwis*'s hosts. However, the writer sought to identify the speech act in the chosen advertisements to reveal the hidden message behind it and how this hidden message was conveyed in the data that she analyzed.

From Liyanto's study, the writer could learn the use of speech act theories which were the same theories that the writer also used in her study. The conversations between the hosts in the talk show had many hidden meanings. The writer could learn to how to use the speech act theories for solving this hidden meaning. It was important to understand the speaker's intended meaning in a conversation in order to successfully interact with other people.

### **2.2.2. Carlsson's Thesis: Persuasion in Social Media: a Study of Instagram Influencer' Usage of Persuasive Speech Acts" (2017)**

The second study that the writer would like to review was the study of the use of persuasive speech acts in social media, Instagram by Alissa de Aquino Carlsson. Her study was conducted to investigate the persuasive speech acts used in the marketing posts of fitness Instagram influencers. Another purpose of her study was to find the differences and the similarities of the linguistics strategies used by each influencers. The base theory that she used in analysing her data is speech acts theory proposed by John Searle (1979). Then later, she connected Searle's theory with the marketing purpose, which was to persuade the customers to buy a product. The marketing purpose that was discussed in her study could be related with the study of the persuasive speech acts. Based on that purposes, she chose four fitness Instagram influencers (2 males and 2 females) as her interviewees who are very popular and active on Instagram. From her research she was able to collect 638 speech acts from 200 Instagram posts from the interviewees. She just analyzed posts that had marketing purpose in it like endorsing a brand or promoting the influencer's own brand. The finding of her study was directive was the most common speech acts type that was used in the influencers' posts and also often representative type was usually used as indirect speech acts. Directive was used to requesting or encouraging the influencers' followers to buy their products. Representative often used to state or claim something. From this speech acts type, the influencer's was not just stating something but also persuading their followers to buy their products.

The first difference that could be found in the study of persuasive speech acts in social media and the writers' study was the source of data. The previous study used data that were collected from the Instagram account used by the four interviewees. The writer's source of data were taken from advertisement of an insurance company, Geico. The next difference was in the online and offline communication theory that the previous used. The writer said that in using internet, it was important to use a certain qualities of language in order for the readers to immediately catch the meaning message that the writer wanted to convey. It was because there would not be a immediate feedback in internet.

From Carlsson's study, the writer was able to gain some benefits from it. Firstly, the writer could gain a more in depth understanding regarding the main theory that Carlsson's had used in her study, which was Speech Act theory. The writer also could adapt the theory of the "Persuasive Speech Act" into her own study because both studies had the same purpose which was to dig deeper into a particular indirect marketing tool using a discourse analysis theory, speech act theory.