

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In daily activity, communication is the most important aspect. It is the way to communicate. In communication, a person has a certain purpose to convey some information or to express something to the hearer and the hearer can get information and understood about what is actually being said by the sentences or utterances.

The action performed through the utterances is known as speech acts. According to Austin (1962: 94), Speech act theory, as proposed by J.L. Austin in his (1962) work "How to Do Things with Words," posits that language is not merely descriptive but performative. According to Austin, when we speak, we are not simply making statements about the world, but we are actively doing things with our words. Every utterance, he argues, performs three simultaneous acts: the locutionary act (the actual words spoken and their literal meaning), the illocutionary act (the intended meaning or force behind the words), and the perlocutionary act (the actual effect produced by the utterance on the listener or the world). Simply, speech acts is the action performed by the utterances. There are three types of speech acts. The first is locutionary acts (an act of saying something) which merely delivers the literal meaning of utterances. In other words, locutionary is the meaning of the utterances produced by the speaker explicitly. The second is illocutionary acts (an act in saying something) which sets a function to perform the intended meaning in utterances. It can be said that

illocutionary is the implicit meaning produced by the speaker. The third is perlocutionary acts (a certain effect of utterances may have on the hearer) which is the effect of illocutionary acts. Thus, perlocutionary acts is the effect of the utterances produced by the speaker to the hearer in order to do something or perform act. Illocutionary acts is interesting to be analyzed in order to know the intended meaning of the utterances. According to Searle (1976: 10) illocutionary acts has some types. They are directives (A command or request), representatives (A speech acts that states what the speaker believes), commissives (The speakers express what they intend; such as: a promise, threats, a refusal, pledges), expressives (A speech acts that expresses on the speaker's attitudes and emotions toward the proposition), and declaratives (A speech acts that changes the reality in accordance with the proposition of the declaration). Illocutionary acts not only happen in real life, but also in literary works such as movie.

There are many movies have dialogues as real as real life conversations. One of them is the series season 2 entitled *The Summer I Turned Pretty*. In this series a lot of illocutionary acts could be analyzed, for example, Taylor: "Can you tell me what has you all in your feelings?" The utterance contains about illocutionary acts and it can be categorized as directive because the speaker gives a request to the hearer that to this utterance. In this case, the speaker Taylor is asking the listener to reveal or explain what has caused them to be in an emotional state or "in their feelings". Therefore, it can be classified as a Directive speech act within the broader categories of speech act theory. Therefore, this movie is interesting to be analyzed because a lot of illocutionary acts in. The researcher

wants to explore the utterances contained illocutionary acts. The choice to analyze illocutionary acts in the series season 2 "The Summer I Turned Pretty" as a thesis research topic can be based on several compelling factors. This film, as a popular contemporary work, presents a rich context for examining modern communication through various relationships and social situations. Its wealth of dialogue allows for in depth exploration of different types of illocutionary acts, while the coming of age theme and the complexity of character relationships provide a solid foundation for analyzing language development and interactions. This research also has the potential to offer new insights in the field of pragmatics, especially in the context of popular media, and allows for the application of classical speech act theory to contemporary material.

1.2 Problem of the Study

Based on the background of study above, the problems of this study are divided into two questions, as follow:

1. What types of illocutionary acts are implied in "The Summer I Turned Pretty Series Season 2"?
2. What are the implied meanings of illocutionary acts in "The Summer I Turned Pretty Series Season 2"?

1.3 Objectives of the Study

In conducting of this research, the aims of this research are able to help in gaining the objective of it. The aims of this study are:

1. To find out the type of illocutionary acts in Series Season 2 “The Summer I Turned Pretty”
2. To find the types of the meaning of illocutionary acts found in Series Season 2 “The Summer I Turned Pretty”.

1.4 Limitation of the Study

This study is limited to analyze the illocutionary acts found in the Series Season 2 “The Summer I Turned Pretty” mentioned in the researched problem. The limitation of the study will be applied on the types of illocutionary acts based on the theory by Searle (1979) and the types from Yule (1996) in order to analyze the implied meaning of illocutionary acts appearing in The Summer I Turned Pretty Series Season 2.

1.5 Significance of the Study

This study is beneficial for the researcher to improve the understanding of speech acts. Especially, the illocutionary acts and the types of illocutionary acts. Therefore, the researcher also expects that the study will be beneficial to the others theoretically and practical from the types of speech acts in the Series Season 2 “The Summer I Turned Pretty”. Theoretical significance is a significant, useful, or relevant academic quality that can help improve a particular theory used by other scholars. However, practical significance, which is always associated with results used by institutions, organizations, or society, takes precedence over useful value. Therefore this study can be divided into two categories, theoretical significances and practical significance.

1.5.1 Theoretical Significance

This study is expected to give more understanding and improve the understanding of speech acts in communication data in the Series Season 2 “The Summer I Turned Pretty”. The emphasis is on illocutionary acts, which are verbal behaviors that express the speaker's intent. In addition to showing that existing theories have successfully developed solutions to this problem, this study is also intended to serve as a reference, especially for those who wish to conduct similar research, the understanding of which is also expected to provide tangible benefits, especially facilitating verbal and written communication between individuals. Thus, it can be useful to understand the purpose and the meaning behind the utterances.

1.5.2 Practical Significance

The practical significance, this study is expected to be useful and beneficial for those who want to learn more about speech acts, both the types and meanings of speech acts. As a medium for learners, teachers, or faculty to contribute to learning and teaching activities concerning speech acts, especially illocutionary acts in the Series Season 2 “The Summer I Turned Pretty”. Practically, this research is also expected to be able to make it easier for the community who will do or understand speech acts. However, this study is also expected to be able to be wider, especially for the general public who want to

learn it so that it is easy and able to understand and practice speech acts in their daily life.



CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS, AND THEORETICAL, FRAMEWORK

In this chapter contains at least three sub topics, there are review of related literature, concepts and theoretical framework. First is review of related literature which has two theses and three articles which related to this research. Second is concept that explained about the definition of illocutionary acts, series, and The Summer I Turned Pretty. The last one is theoretical framework presents the theories that support the researcher to analyze this study.

2.1 Review of Related Literature

Research on speech acts has been conducted by many researchers, the previous study was conducted from Irananda (2023) the data was taken about illocutionary from movie entitled “Love, Simon”. This data from the movie was examined in this study for its illocutionary behavior. This data was used theory proposed by Searle (1979) regarding types of illocutionary acts and the theory from Halliday and Hasan (1989) about the context of situation. Based on the data, there are 50 utterances found in the movie. It holds 40% of the percentage and takes 20 utterances out of 50 utterances. The type of illocutionary act used the characters is directive. It consists of 16 utterances and holds 32% of the whole percentage. Assertive, with a total of around 10 utterances, or 20%, the commissive type accounts for approximately 6% of all utterances, or about 3

utterances and the last type is declarative has the lowest percentage, with 1 utterance, or about 2%.

The similarities between this study and the previous study can be seen based from on the data and based from the theory. This previous study and this study, the data source for both theory used is the theory from Searle (1979). On the other hand this previous study focused on types of illocutionary acts, and used theory from Halliday and Hasan (1989), this study focused on the type illocutionary acts from Yule (1966).

The second research entitled *The Incredible 2*, was conducted by Sihombing (2021) and the concepts author conducted data is qualitative. In order to gather the data, the researchers first downloaded “Incredible 2” from Google, watched it several times, then looked up the movie's script online, watched the movie while reading the script, found a few sentences that were deemed to have illocutionary act needed for the analysis, and discovered the dominant types of illocutionary act. After gathering the data, it classified the illocutionary behavior by using the data to inform their analysis identifying the prevalent illocutionary act. The results of this study are as follows: According to Searle’s thesis, there are five different forms of illocutionary acts. These include: From those, the film *Incredible* discovered the following sorts of illocutionary act: Directives make up 8 data (32%), whereas forceful and expressive words make up 7 data (28%), commissive words make up 2 data (8%) and declarations make up 1 data(4%).

These descriptions of the problem were based from the data for some similarity this study and the previous study was conduct qualitative method. In

addition the similarity in this study and the previous study is the used of theory from Searle (1979). The difference between this study and the previous study can be seen the data, this study used series from application name is LOKLOK to collect the data, meanwhile the previous study the data was conducted using Google to search to collect the data.

The third review of related literature was obtained from an article by Hery Ricca (2022), entitled “Illocutionary Act in The Character in The Queen’s Gambit drama series” the previous of this study is to identify the types of illocutionary act and the function of illocutionary act. The object used in this study is the dialogue of the character in The Queen’s Gambit drama series. The theory used for analyzing the types of illocutionary acts is the theory of Searle (1979). Next, the method used in this study is a qualitative descriptive. The process of analyzing the data are: (1) preparing the data, (2) analyzing the data, (3) discussing the data, and finally (4) making data conclusions. The data of this study resulted in the conclusion that from thirty four dialogue analyzed, there are fifty six of the five type of illocutionary acts found from the characters’ utterance in The Queen’s Gambit drama series, Representative (26,78%), Directive (41,07%), Expressive (30,35%), Commissive (1,80%), Declare (0%). In brief, the writer found that there are many characters that perform illocutionary acts.

From the data that has been reviewed, there are differences and similarities. The difference between this study and previous study, difference can be seen in the data source, the previous study was collected the data from platform thirty four dialogue analyzed. Meanwhile, this study will be collect the data from

an application name is LOKLOK. The similarities between this study and the previous study is the type of illocutionary, which mean this study was be focused the type of directive illocutionary acts the types of illocutionary acts is the theory of Searle (1979), not only focusing on one type of illocutionary but all types of illocutionary acts.

The four related to the speech act were by Manalu (2023) entitled “Speech Act in Mulan movie” conducted the article focuses on the analysis of speech acts in the movie the tittle name “Mulan”. The previous study used qualitative method, applied the theory of speech act proposed by John R. Searle and further. The result of the research showed that all the type of Speech Act can be found in the dialouge movie. The utterances which belong to locutionary act reach four (4) occurrences. The illocutionary, there are five (5) utterances. The utterances of Assertives acts occur most dominantly with (58.7%) occurrences. The utterance of Directives act reaches (23.91%) of occurrences in the movie dialouge.

There are similarities and differences between this study and the previous study. The similarities both in the study focused on the observance of words supported by Searle. Meanwhile, the difference between this study and the previous study based on platform, which distinguishes the previous study was conducted from the spoken script from Mulan movie for collect the data. Meanwhile, this study will be taken the data from dialouge an application in LOKLOK based on series.

The last related literature was taken from a published article by Sherina 2022 entitled “Black Monday” this previous study was done to find out types of

illocutionary acts produced by four main characters in episode 5 in season 1 of Black Monday the series, and to reveal the perlocutionary acts reacted by the interlocutors in responses to the illocutionary acts of four main characters in episode 5 in season 1 of Black Monday the series. In this study, the writer used the speech acts theory by Cutting (2002) and Paltridge (2012), the theory of locution, illocution and perlocutionary act by Paltridge (2012). Besides that, this study was done using a qualitative approach. The result of this study showed that the main characters mainly used representative, expressive, and directive when talking to their interlocutors and the perlocutionary acts followed the main characters' utterances. The conclusion is that status and ethnic superiority on Black Monday influenced the utterance when main characters said their utterances.

The similarities between this study and the previous study could be found in the problem. The similarities of this study and the previous study from the theory, both study use qualitative method. Meanwhile, the difference between this study and the previous study in the data source, the previous study was used from series from TV to collect the data, where this study was be conducted from application based series to collect the data.

2.2 Concepts

A concept is some explanation about something related to the topics of the research. To support data analysis there are three concepts related to this study such as illocutionary Acts, film, The Summer I Turned Pretty Series Season 2.

2.2.1 Illocutionary Acts

Illocutionary act refers to the act of saying something or the actual utterance itself. According to Peccei (1999: 44), an illocutionary act is what the speaker does by saying the following words: Orders, offers, promises, intimidation, gratitude, etc. According to Yule (1996: 48), the majority of people generate utterances with a specific objective in mind rather than just producing well-executed statements without any other purpose. Representatives (or assertives), directions, commissives, expressives, and declarations are the five fundamental types of illocutionary acts.

2.2.2 Series

Series, encompassing both television shows and film franchises, have become a cornerstone of the entertainment industry, evolving from early cinema serials to complex, multi-platform narratives. These serialized stories, whether episodic TV shows or interconnected films, allow for expansive storytelling, character development, and world-building that captivate audiences over extended periods. The production of series involves multiple stages, from concept development to distribution, and has adapted to changing technologies and viewer habits, particularly with the rise of streaming platforms. Successful series often spawn franchises, expanding into spin-offs, merchandise, and cross-media storytelling. They significantly impact the industry economically, influencing production strategies, attracting top talent, and contributing to local economies where filming occurs. Series have also shaped popular culture, influencing fashion, language, and social discourse. As the entertainment landscape continues

to evolve, series face challenges in maintaining quality and relevance, while also exploring new frontiers such as interactive storytelling and immersive technologies. Their enduring popularity and economic importance have cemented series as a dominant force in modern entertainment, bridging traditional broadcasting and innovative digital platforms. Mittell, J. (2015). *Complex TV: The Poetics of Contemporary Television Storytelling*. NYU Press. Thompson, K. (2007). *The Frodo Franchise: The Lord of the Rings and Modern Hollywood*. University of California Press.

2.2.3 The Summer I Turned Pretty

"The Summer I Turned Pretty" season 2 continues Belly Conklin's story at Cousins Beach, focusing on the evolving love triangle between Belly, Conrad, and Jeremiah, while exploring themes of grief, growth, and first love. The series is based on Jenny Han's novel trilogy, with Han serving as showrunner and executive producer. Season 2 was released on July 14, 2023, on Amazon Prime Video, with episodes released weekly. The main cast returns, including Lola Tung as Belly, Christopher Briney as Conrad, and Gavin Casalegno as Jeremiah. New additions to the cast include Kyra Sedgwick and Elsie Fisher. The season consists of 8 episodes, directed by various directors including Jeff Chan and Megan Griffiths. The show's popularity led to its renewal for a third season even before the second season aired. This season delves deeper into character development and emotional complexity, expanding on the coming-of-age story established in the first season. As with many adaptations, while it follows the general plot of the books, there are some changes to keep the story fresh for both new viewers and

fans of the novels. The Conklin and Fischer families are followed throughout the narrative as they enjoy Cousins Beach over the summer. It centers on Belly Conklin, who has been friends with Conrad and Jeremiah Fischer since she was a young girl. Conrad seems more distant and icy than normal as the Conklins travel to the Fischers for their vacation as he approaches his sixteenth birthday. Belly has been smitten with him since she was a small girl, butsss she decides to give up on the idea of them ever being together. However, despite a situation that threatened their connection when Belly was fourteen and involved her best friend, she and Jeremiah become closer overtime. (“The Summer I Turned Pretty Study Guide: Analysis,” Anonymous, 2022).

2.3 Theoretical Framework

In this study there are some theories used to solve the problems of the study. The first theory proposed by Searle (1979) put forward an important theory in language studies that can be applied in movie analysis. Meanwhile, the second theory by Yule (1996), this theory can also be used to reveal the meaning of utterances containing illocutionary acts in the context of the series season 2 “Summer I Turned Pretty.” Searle contributions related to language in the context of film can provide a deeper understanding of how messages and meanings are conveyed through language in film narratives and dialog. By combining these two theories, researcher can dig deeper into the meaning and significance of illocutionary acts in the speech of the characters in the series season 2 “Summer I Turned Pretty.”

2.3.1 Speech Acts

A speaker must have a purpose when speaking to a listener for the discussion to proceed. The speech act is a component used to perform the utterance. According to Searle (1979:12), speech act is in which by saying something or in saying something we are doing something. It can be concluded that a speech act is an utterance in which there is an action. By saying something, the speech also does something. By telling an utterance, the narration has a goal to be achieved by its interlocutor mentioned there are three types of speech acts: locutionary act, illocutionary act, and perlocutionary act. The explanation of those acts as follows:

1. Locutionary Act

Leech (1993) explains that locution speech act means that the speaker speaks to his/her partner with spoken words that have meanings and certain references. From that limitation, it can be concluded that locution act is only an act that informs something without any effects on the partner. Example: "The book is blue" based from sentences a locutionary act occurs when the speaker utters the sentence, conveying information about the color of the book which is literally blue.

2. Illocutionary Act

According to Searle (1979) classified types of illocutionary act into five, they are representatives, directives, commissives, declarative, and expressive. In performing illocutionary act, the speaker should utter something with intended meaning to the hearer based on the situation and real condition.

Example: “I will be on time for tomorrow’s meeting.” The illocutionary act here is to make a promise to be on time for tomorrow's meeting.

3. Perlocutionary Act

A perlocutionary act is stating, questioning, commanding, promising, and so forth; and he performs a perlocutionary act by achieving some effect on the actions, thoughts, and so forth, of his hearer (Searle 1979, pp. 24-25).

Example: A teacher says to his student, “I believe you can do well in this exam.” The main purpose of the utterance is to motivate the student. The perlocutionary effect of the act is to increase the student's confidence, which will affect his performance and success in the exam.

2.3.2 Illocutionary Act

In the theory of speech acts, the term illocutionary acts refers to the use of a word to express an attitude called an illocutionary force with a certain function, which differs from locutionary acts in that they carry a certain urgency and appeal to the speakers sense and purpose (Yule 1979) an illocutionary act is about the communicative force of expression Although illocutionary acts are typically made clear by the use of performance verb such as “promise” or “request” they may also be ambiguous as in someone saying “we'll do whatever you want tomorrow,” where the listener does not decide whether or not the speaker has made a promise.

2.3.3 Types of Illocutionary

Speech acts, particularly illocutionary acts, can be classified into the assertive, directive, commissive, expressive, and statement speech acts. The following is the description of those categories:

2.3.3.1 Assertive

Whether the speaker believes it to be true or not, assertive speech states or conveys that belief. It displays the speaker's utterance's real and misleading sense of intent (Searle, 1979). Examples of this type of statement are agreed, deny, affirm, allege, announce, believe, boast, complain, conclude, forecast, inform, insist, predict, and report, for example: "I state that it is raining". This sentence expresses the belief or assertion that it is raining. While the sentence may be true or false, the point lies in the speaker's assertion about the state of the weather.

2.3.3.2 Directives

A directive speech act is used to persuade another person to take an action. It occurs when the speaker asks the listener to take a certain action. The verbs advise, ask, beg, bid, command, demand, forbid, order, recommend, and request all signify members of this kind (Searle, 1979), for example, "Don't waste your time on that". The sentence contains an order or request to the listener not to waste time on something.

2.3.3.3 Commissive

According to Searle (1979), in reference to Austin, commissives are used to "commit the speaker to a certain course of action" ¹. In other words, commissives are a way for a speaker to make sure that they will do (or not do!)

something in the future, or “Commissive” is one of the several illocutionary act kinds that can be carried out utilizing language while discussing illocutionary activities. These illocutionary behaviors frequently involve a future pledge or commitment, for example, “I want to be able to explain them, some of them”

From the utterance above, the speaker say to explain something when the speaker said “I want to be able to explain them, some of them” which is one of commissive speech acts function and it's mean here the speakers say for fulfillment of promise.

2.3.3.4 Expressive

Searle (1979) explained expressive is kind of speech acts that state what speakers feel. Can be statement of please, pain, likes, dislike, joy, or sorrow express the psychological states or about the speakers experience. “Expressive” illocutionary acts are one of the many forms of illocutionary acts used to convey speakers' individual sentiments, feelings, or attitudes. The purpose of expressive illocutionary acts is to communicate the speaker's subjective emotional experience or assessment of a circumstance or incident.

Example: “Your cake is delicious and I truly like it.”

The speaker is say about like that to hearer. As expressive acts as showing the speaker's feeling of sorrow and happiness because it is a function of what the speaker feels is a expressive speech acts.

2.3.3.5 Declaration

Searle (1979) conveyed declaration is speech acts that change the word via their utterance. In order to make a declaration, the speaker needs a special role in specific context. A “declarative” illocutionary act is one that is used to express claims or information in the context of illocutionary acts. This act is typically used to describe or communicate the speaker's facts, views, or beliefs. Declarative illocutionary activities frequently serve to educate or instruct the listener, for example, “You know, this shit is so boring. Can we go somewhere?”

A declaration, the sentence serves as an expressive means for the speaker to communicate her displeasure with her feelings of boredom and to ask the listener to go somewhere more fascinating or enjoyable.

2.3.4 The Types of Meaning

According to Yule (1996), illocutionary acts are performed through the communicative force of an utterance, and they can be analyzed based on their meaning. The types of meanings associated with illocutionary acts are:

1. Conceptual Meaning

According to Yule (1996), conceptual meaning, also known as denotative or cognitive meaning, is the clear and logical definition of a word based on its structure, form, and constituent elements. This type of meaning is essential for effective communication and is the foundation of word, phrase, and sentence meanings. It is based on the cognitive structure of human concepts and the need to learn words. Word meanings are decomposed into functions and features, but some of the features and connectives among them do not lend themselves to standard definitions in terms of necessary and

sufficient conditions. Phrase and sentence meanings are compositional, but not in the strict Fregean sense. Many aspects of meaning are conveyed through coercion, ellipsis, and other linguistic devices. The study of semantics, which includes conceptual meaning, is crucial for understanding how language conveys meaning. The relationship between language and meaning can be indirect and sometimes complicated, leading to confusion, frustration, or even humor. Definitions help us narrow the meaning of particular symbols, which also narrows a symbol's possible referents.

Example to illustrate connotative meaning word “Home” Conceptual meaning: A place where one lives especially with family, connotative Meaning: A place of comfort, safety, and belonging.

In this example, the word “home” has a conceptual meaning that refers to a place where one lives, especially with family. However, the connotative meaning of the word can vary depending on the context and the speaker's intention. For example, if someone says “I'm going home,” the connotative meaning of the word might be a place of comfort, safety, and belonging. On the other hand, if someone says “I'm homeless,” the connotative meaning of the word might be a place of insecurity, danger, and isolation.

2. Social meaning

Sosial meaning refers to the shared understanding of a word or phrase within a particular social or cultural group Yule (1996). It includes the social norms, values, and attitudes that the group has towards the word or phrase. It is a concept that reflects the way the meaning of a word or phrase can vary or

change depending on the social and cultural context in which the word or phrase is used. Therefore, a full understanding of the meaning of a word or phrase depends not only on its lexical definition, but also on the social and cultural context in which the word or phrase is used. Social meaning is an important aspect of linguistic analysis and cultural studies.

Example In certain societies, happiness may be measured by material achievements, such as owning a big house or a fancy car. In other groups, happiness may be more emphasized on social relationships and emotional well-being, the word “success” In some cultures, success may be measured by professional achievements, such as a successful career or a high salary. In other cultures, success may have more to do with personal relationships, life balance and overall happiness. the meaning of the word or phrase is heavily influenced by the social and cultural context in which they are used. Therefore, it is important to understand the social meaning of a word or phrase to avoid misunderstandings in intercultural or intergroup communication.

3. Connotative meaning

According to Yule (1996), fundamental aspect of language and communication, encompasses the nuanced, secondary layers of meaning that envelop an utterance or word. These supplementary meanings extend beyond the strict, dictionary-definition or denotative meaning of a term, offering a deeper and often more subjective dimension to the message being conveyed. Connotations can be profoundly shaped and influenced by various factors, including the immediate context in which a word is used, the overarching

culture in which communication takes place, and the unique life experiences of the individuals involved in the exchange.

4. Affective meaning

Is the meaning related to the emotions or personal associations that a word or phrase carries for an individual speaker or listener. It includes the feelings, memories, or emotional responses associated with the word or phrase. Affective meaning is highly subjective and can vary from one individual to another, based on their personal experiences and associations. Examples of the affective meaning of the word “home” may vary from individual to individual: An individual may have positive emotional associations with the word “home” because it connects them with happy memories and family warm. The affective meaning of the word “home” is heavily influenced by each individual's personal experiences, emotions and associations.

5. Reflective and collocative

Meaning are associations that a word or phrase has with other words or phrases in the language, which can affect the way the word or phrase is interpreted and used in a given context. According to Yule in this context, “reflective” refers to the association of words with words that are similar or opposite in meaning, while “collocative” refers to words that often occur together in the same context, for example: “After the soccer game, he shines his own shoes.

The verb “polish” is reflexive because the subject (he) and object (his own shoes) refer to the same person. The action of shining is directed back to the person performing the action. The collocative expression is “shining shoes.” The words “shoes” and “shining” naturally go together, forming a collocation that characterizes the activity of taking care of shoes. Thus, this sentence combines the concepts of reflexive and collocative by presenting an action that reflects back to the subject (reflexive) and using words that are often together to convey a specific meaning (collocative).

6. Thematic meaning

This type of meaning is the central or organizing idea that a word or phrase contributes to a larger discourse or text, which can help to structure and guide the interpretation of the overall message (Yule, 1996), for example, in a short story about friendship, the word “loyalty” may have thematic significance because it is the central idea that helps organize the plot and the overall message of the story. In the story, loyalty may be a major theme that guides the relationships between the characters and the development of the narrative. In a political speech, the word “justice” may have thematic meaning because it is the central idea that guides the entire speech and helps understand the political message conveyed by the speaker. In each instance, thematic meaning is the central idea that helps organize and guide the understanding of the overall message within the larger text or discourse.

7. Intended and interpreted meaning

According to Yule (1996), this type of meaning is the speaker's intended message and the listener's interpretation of that message, which can be influenced by the context, the participants, and the communicative goals of the interaction. The intended meaning is the message that the speaker wants to convey, while the interpreted meaning is the way the listener interprets the message. This interpretation can be influenced by the context, participants, and purpose of communication in the interaction, for example, intended meaning: Someone says, "I'm running late. Can you take my son to school?" Interpreted Meaning, the listener may interpret the message as a request for help to take the speaker's child to school. Context and Interpretation, context: The speaker is running late and may not be able to drive her child herself. Participant: The speaker wants to talk to the listener and the purpose of Communication to ask for help to take the child to school.

In this example, the intended meaning is a request for help, while the listener's interpreted meaning is the understanding that the speaker needs help to take her child to school. This interpretation is based on the context, participants, and purpose of communication in the conversation.