

Decoding Pragmatic Strategies in Ferdy Sambo's Plea: Seeking a Glimpse of Hope in the Claustrophobic Courtroom

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Abstract

The prevailing research inadequately explores the pragmatic strategies within courtroom discourse, particularly in non-Western legal systems such as Indonesia. This study embarks on bridging this gap by analyzing pragmatic strategies employed in Ferdy Sambo's plea within the Indonesian legal environment. Utilizing qualitative methods encompassing discourse and pragmatic analysis, this study scrutinizes the deployment of linguistic techniques and pragmatic strategies to meet communicative objectives. The investigation unveils a meticulous utilization of assertive and declarative illocutionary acts, demonstrating a narrative woven with assertiveness, seeking validation and empathy in the claustrophobic courtroom atmosphere. Furthermore, it revealed the significance of understanding the intricate relationship between societal norms, values, and the narrative crafted within a plea, especially in culturally rich contexts like Indonesia. This endeavor enhances the comprehension of the pragmatic strategies in Ferdy Sambo's plea and delineates the broader societal influences that dictate the narrative dynamics within the Indonesian legal discourse. Through this lens, the study contributes substantially to pragmatics, discourse analysis, and legal communication, inviting further nuanced research.

Keywords: Pragmatics, Ferdy Sambo, Claustrophobic Courtroom, Glimpse

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INTRODUCTION

The courtroom serves as a critical venue for the enactment of legal discourse, a domain where language is both a tool for justice and a medium through which legal outcomes are articulated and contested. Within this legal arena, the plea represents a pivotal component of attorney discourse, serving as both a defensive strategy and a persuasive narrative. Attorneys leverage the plea to assert their client's position, challenge opposing narratives, and influence judicial decisions. Despite the significant role of pleas in legal proceedings, there is a noticeable gap in scholarly research on the pragmatic strategies employed within such legal narratives, particularly in the diverse legal environment of Indonesia.

Pragmatics, as a field of study, has evolved substantially since Morris first introduced the concept in 1938, experiencing considerable expansion and refinement. Central to the development of this field have been scholars like Leech and Levinson, who have provided comprehensive theories on the nuances of meaning beyond mere sentence

structure. Leech's work, in particular, emphasized the distinction between "utterance meaning" and "sentence meaning," and elaborated on the complex interplay between language and context. Levinson's research furthered this by exploring various pragmatic elements such as deixis, implicature, presuppositions, and the structure of discourse itself.

The application of speech act theory, especially Austin's framework of locutionary, illocutionary, and perlocutionary acts, has been instrumental in advancing our understanding of pragmatic functions. However, Leech's critique of Austin's work and his subsequent proposal of a refined classification of illocutionary functions suggest that there is more to explore within the dynamics of speech acts, particularly within specialized discourse such as that found in courtrooms.

While the existing theoretical frameworks offer broad categorizations and insights into the nature of pragmatic strategies, their practical application in specific discourse types, like legal pleas, is not well-documented. This gap is especially evident in non-Western contexts such as Indonesia, where the interplay between local legal conventions and pragmatic discourse remains under-researched. Moreover, the potential of empirical studies to uncover the role of pragmatic elements such as implicature in legal narratives is an area ripe for scholarly exploration.

Given the complex nature of legal discourse and the critical role of pragmatic strategies within it, this study aims to bridge the gap by examining the use of pragmatic elements in Indonesian courtroom pleas. Through this research, we seek to contribute to the broader discourse on pragmatics by illuminating how these strategies are employed in a legal context, thereby enhancing our understanding of both legal discourse and the application of pragmatics in diverse settings. The problem of the study is formulated as follows, how is the pragmatic strategies in Ferdy Sambo's plea!. Legal Context and Jurisdiction: This study specifically focuses on the pragmatic strategies employed within courtroom discourse in the legal system of Indonesia. It encompasses both civil and criminal cases and considers various levels of the judiciary, including district courts, high courts, and potentially the Supreme Court. The scope does not extend to other legal settings, such as administrative hearings or alternative dispute resolution mechanisms. The objectives of the study are to find out and describe the pragmatic strategies in Ferdy Sambo's plea.

A study of Pragmatic Force has been done by Eko Widiyanto Entitled "Analysis on Pragmatic Force of Declarative Utterance in Film Entitled "Avatar". The results show that the context of an utterance determines the conduction of meaning from speaker to hearer. Every word, phrase, and sentence uttered has a different context. When a sentence is uttered in different places or at different times, it will bring different meanings. Next, this research also shows that the declarative utterances produced by Jake Sully in a film entitled "Avatar" have their own context; situation, participants, ends, act sequence, key, instrumentalities, norms, and genre. The hearer's response to Jake Sully's declarative utterances is any and varied. The responses are not only organized as words, phrases, or sentences, but some responses are formed in acts and some other do not give any response. The pragmatic force of declarative utterance in a film entitled "Avatar" reflected the function of the utterance, they are suggesting, appointing, reporting, requesting, claiming, thanking, complaining, apologizing, confirming, blaming, ordering, advising, and sentencing

Literature Review

Nowadays, pragmatics is one of the popular linguistics branches among people who want to study speaker meanings. Pragmatic scope reviews the speech act of the speaker. Pragmatics itself is different from semantics which study the meaning or sense of a sentence. Therefore, pragmatics now have been looked at by many researchers to be studied more deeply.

Pragmatics is the study of the meanings of utterances in relation to speech situations (Leech, 1983; Isabella et al., 2022). It also gives an understanding of what people say mainly on implicit meaning. When the speaker says to the hearer they always have other meanings in their utterances. The meaning can be different from the literal meaning.

According to Yule (1996: 3), there are four areas that pragmatics is concerned with :

1. Pragmatics is the study of speaker meaning.
2. Pragmatics is the study of contextual meaning.
3. Pragmatics is the study of how to get communicate than is said.
4. Pragmatics is the study of the expression of relative distance.

From Yule's definition, pragmatics is concerned with the study of the four aspects above. From the first aspect, it can be concluded that pragmatics is concerned with speaker meaning. Afterward, context can influence the speaker's meaning, especially on what people mean in a particular context. Then, it concerns how listeners can make inferences about what is said in order to arrive at an interpretation of the speaker's intended meaning. Then, the last is concerned with relative distance and closeness. Meanwhile, Levinson (1983:9) states that pragmatics is the study of those relations between language and context that are grammaticalized, or encoded in the structure of a language. It means that the relationship between language and context is relevant to the use of grammar in the study of pragmatics. According to Leech (1983:13), there are some aspects of speech situations in communication dealing with pragmatics studies:

1. Addressers or addressees. Both of them refer to addressers and addressees, as a matter of convenience, as s ('speaker') and h ('hearer').
2. The context of an utterance. Context has been understood in various ways, for example, to include relevant aspects of the physical or social setting of an utterance. It also considers the background knowledge that shared by s and h.
3. The goals of an utterance. The goal or function of an utterance is the intended meaning of the speaker's utterance.
4. The utterance as a form of act or activity: a speech act. Pragmatics deals with verbal acts or performances that take place in particular situations, in time (illocutionary act).
5. The utterance as a product of verbal act. The utterances discussed in pragmatics can refer to the product of a verbal act. For instance, the words "Would you please to get away from here?", spoken with a polite rising intonation, might be described as a sentence, or as a question, or a request.

According to Parker (1986: 11), pragmatics is distinct from grammar, which is the study of the internal structure of language. Pragmatics is the study of how language is used to communicate. It means that pragmatics is not like grammar which studies the structure of language which is context independent but pragmatics emphasizes communication based on the context dependent. Mey (1993) states that pragmatics is the study of utterance meaning, the sentence which is used in communication, and also the study of meaning in language interaction between a speaker and hearer. It means that pragmatics is the study of understanding the meaning of utterances and sentences that are used in communication between the speaker and hearer. From the definitions above, pragmatics is the study of speaker meaning, between language and context that are grammaticalized, or encoded in the structure of a language which is the study of the internal structure of language between the speaker and hearer.

Pragmatics has some domains as a branch of linguistics. According to Horn and Ward (2006), those domains are implicature, presupposition, speech acts, reference, deixis, and definiteness and indefiniteness.

- a. Implicature.

Implicature is a component of speaker meaning that constitutes an aspect of what is meant in a speaker's utterance without being part of what is said. What a speaker intends to communicate is characteristically far richer than what she directly expresses; linguistic meaning radically underdetermines the message conveyed and understood (Horn and Ward, 2006:1). For the example is when the speaker said "A hamburger is a hamburger". The speaker means that she has no option, either good or bad to express. Depending on the other aspect of context, additional implicature (for example, the speaker thinks all the hamburgers are the same) might be inferred. That something must be more than just what the words mean. It is an additional conveyed meaning, called an implicature (Levinson, 1996: 35).

Grice in Brown (1983: 31) argues that conversational implicatures is acquired from a general principle of conversation plus a number of maxims which speakers will normally obey. The general principle in the statement is called the cooperative principle. Based on Grice's theory in Yule (1983: 37), the cooperative principles are as follows:

- 1) Maxim of Quantity. It means that the speakers make their contribution as informative as is required (for the current purposes of the exchange). The speaker makes their contribution more informative than is required
- 2) Maxim of Quality. It means that the speakers make their contribution one that is true. The speaker doesn't say what they believe to be false.
- 3) Maxim of Relation. It must be relevant to the condition.
- 4) Maxim of Manner. The characteristics of the maxim of manner are being perspicuous, avoiding obscurity of expression, avoiding ambiguity, being brief, be orderly.

b. Presupposition

Yule (1983: 26) states that presupposition is pretended as a relationship between two propositions. Keenan in Yule (1983: 177) describes pragmatic presuppositions as a relation between a speaker and the appropriateness of a sentence in a context.

c. Speech acts

The theory of speech act is actually introduced by an Oxford philosopher, J.L. Austin, in the late 1930s. Austin in Levinson (1983: 236) states that there are three basic acts in saying utterances, locutionary act, illocutionary act, and perlocutionary act.

d. Reference

Frege in Horn and Ward (2006: 76) states that reference is a kind of verbal "pointing to" or "picking out" of a certain object or individual that one wishes to say something about. According to McGinn in Horn and Ward (2006: 76), "Reference is what relates words to the world of objects on whose condition truth hinges."

e. Deixis

Yule (1983: 9) states that deixis is a technical term (from Greek) for one of the most basic things we do with utterances (Saragih et al., 2022). It means 'pointing' via language. The linguistic form used to accomplish this 'pointing' is called a deictic expression. Just like when we ask 'What's that?', we are using the deictic expression (that) to indicate something in the immediate context.

Deictic expressions are also sometimes called indexicals. These forms are the first to be spoken by very young children and can be used to indicate people via person deixis (me, you), location via spatial deixis (here, there), or time via temporal deixis (now, then). All these expressions depend, for their interpretation, on the speaker and hearer sharing the same context.

a. Definiteness and Indefiniteness.

According to Abbott in Horn and Ward (2006: 122) in English, the prototypes of definiteness is for article the and indefinite is for article a/an, and singular noun phrases (NPs) are determined by them. Implicature, presupposition, speech acts, reference, deixis, and definiteness and indefiniteness are the domains of pragmatics. In this research, the

focus is on the speech acts mainly on the declarative. The object of the research is the conversation that contains declarative utterances.

The first theory of speech acts was introduced by J.L. Austin, the Oxford philosopher in his book "How to Do Things with Words" (1962: 94). Speech acts is one of the domains in pragmatics, and it deals with action performed via utterance by the speaker. Claiming, denying, making a request, or offering something are examples of actions performed via utterance.

According to Yule (1996:47), the speech act is a part of pragmatics that studies utterances as an action performed via utterances such as apology, complaint, compliment, invitation, promise or request. It means that a speech act is an action performed via utterance uttered by the speaker, and the utterances can be apology, complaint, compliment, invitation, promise or request. Austin (1962) states that speech act is a theory of performative language in which to say something is to do something. It means that speech acts is the theory that is studied in action via utterance. Meanwhile, according to Trask (2007:267), speech acts is an attempt at doing something solely by speaking. It means that speech acts is happen by doing an act with speaking. Speech acts is the study of utterances as an actions performed via utterances

Austin in Horn and Ward (2006: 54-55) substituted a three-way contrast among the kinds of acts that are performed when language is put to use, namely the distinction between locutionary, illocutionary, and perlocutionary acts (Simaremare, Nainggolan and Herman, 2021). In this case, there are three kinds of act in language namely; illocutionary force, illocutionary force, and perlocutionary force:

1. Locutionary acts

Sari (1998: 24) defines elocutionary act as the act of simply uttering a sentence from language. According to Austin in Horn and Howard (2006: 54), illocutionary acts are acts of speaking, acts involved in the construction of speech, such as uttering certain sounds or making certain marks, using particular words and using them in conformity with the grammatical rules of a particular language and with certain senses and certain references as determined by the rules of the language from which they are drawn. It means that illocutionary acts an act that involve the construction of speech just like uttering certain utterances same with the grammatical rules of a particular language. Meanwhile, (Yule, 1996: 48) defines the elocutionary act is the basic act of utterance, or producing a meaningful linguistic expression. It means that the illocutionary act is the main utterance that has the literal meaning of the sentence. Locutionary acts are the actual words uttered by the speaker in communication.

2. Illocutionary acts

Coulthard (1985; 18) argues that illocutionary act is performed by saying something, the act is identified by explicit performative. It means that illocutionary act happens by performing in speaking from the speakers. According to Austin in Horn and Howard (2006: 54), acts are done in speaking (hence illocutionary), including and especially that sort of act that is the apparent purpose for using a performative sentence: christening, marrying, and so forth. In this case, an illocutionary act happens in an apparent purpose when using a performative sentence. Meanwhile, Levinson (1983: 236) says that an illocutionary act is the making of a statement, assertion, offer, promise, etc., in uttering a sentence, by virtue of the conventional force associated with it (or with its explicit performative paraphrase). It means that an illocutionary act happens when the speaker makes of statement like assertion, offer, promise, etc related to an explicit performative paraphrase. Illocutionary acts is an implicit meaning in the utterance that the speaker utters to the hearer.

- c. Perlocutionary act

Sari (1998; 25) says the perlocutionary act is the effect on the hearer of what the speaker says. It means that the utterances uttered by the speaker often have an effect or

influence on those who listen. The effect of knowing the effect of this influence can occur intentionally or unintentionally by the speaker.

According to Austin in Horn and Howard (2006: 55), the perlocutionary act is a consequence or by-product of speaking, whether intended or not. Perlocutionary acts consist of the production of effects upon the thoughts, feelings, or actions of the addressee(s), speaker, or other parties. In this case, the perlocutionary act is the effects of the speaker's utterances to the hearer. Meanwhile, Van Dijk (1977: 198) says that a perlocutionary act is the act made to have an effect on the hearer as a consequence of the illocutionary act. It means that perlocutionary act only in a case that the hearer is affected by the speaker's utterance and the hearer, then, changes his knowledge about the man's status. Perlocutionary acts are an effect of the utterance that uttered by the speaker on the hearer. The following examples will classify about an act performance in language.

Example:

Locution (the utterance): I don't have any money now. Illocution (the meaning): The speaker asks the hearer to borrow some money. Perlocution (reaction): The hearer will lend the money to the speaker. From the example above the researcher gives a brief explanation of how to understand an act in pragmatics.

Yule (1996: 47) says, that when people express themselves, they don't produce sentences that contain grammatical structures and words, but they perform actions via those sentences. These actions are explained by two types of speech acts – direct and indirect.

A. Direct Speech Acts

Rahardi (2009: 18) states that direct speech acts are speech acts that are expressed according to the sentence mode. In this case, direct speech act reflects the conventional function of a sentence. Meanwhile, Searle (in Cutting, 2002: 19) states that the speakers use direct speech acts to communicate the literal meaning that the words conventionally express; there is a direct relationship between the form and the function (declarative, imperative, and interrogative). It means that direct speech acts happen when the form and the function have a direct relationship (Sianturi et al., 2021). According to Yule (1983: 54-55), direct speech acts happen when there is a direct relationship between a structure and a function. In this case, direct speech acts have a similar relationship between the structure and the function of utterance. A direct speech act is an utterance whose literal meaning has the same direct relationship between the form and the function.

Example:

It's hot outside

I hereby tell you about the weather.

The utterance in (a) is declarative. When it is used to make a statement, as paraphrased in (b), it is functioning as a direct speech act.

b. Indirect Speech Acts

Parker (2009: 17) states that a speech act is to be indirect when the illocutionary pressure of a speech is not in accordance with its syntactic form. In this case, an indirect speech act happens when illocutionary force is not related to syntactic form (van Thao, Purba and Herman, 2021). Meanwhile, Searle (in Cutting, 2002: 19) also explains that someone who uses an indirect speech act wants to communicate a different meaning from the apparent surface meaning; the form and function are not directly related (statements, question, command/request). It means that indirect speech acts happen when the form and the function don't have a direct relationship. According to Yule (1983: 54), indirect speech acts happen when there is an indirect relationship between a structure and a function. In this case, the indirect speech act doesn't have a similar relationship between the structure and the function of utterance. An indirect speech act is an utterance that has a different meaning from the apparent surface (the form and function are not directly related). Example:

Do you have to stand in front of the TV?
You're standing in front of the TV.
You'd make a better door than a window.

The interrogative structure in (a) is not being used only as a question, hence it is an indirect speech act. The declarative structures in (b) and (c) are also indirect requests. Searle in Yule (1983: 53-54) classifies speech acts into five types of general functions. Those types are:

a. Declarations

Declarations are those kinds of speech acts that change the world via their utterance. In using a declaration, the speaker changes the world via words. The speaker has to have a special institutional role, in a specific context, in order to perform a declaration appropriately. Declarations bring about the correspondence between the propositional content and reality; eg resigning, dismissing, christening, naming, excommunicating, appointing, sentencing, apologizing, blaming, etc. Here are the explanations:

- 1) Resigning. An expression used to declare resign. The speaker can commits to declare something dealing with resigning. Example: My position is terminated.
- 2) Dismissing. An expression used to assert deposing. The speaker can assert deposing on the hearer. Example: Now, you are fired from this job.
- 3) Christening. An expression used to declare baptizing. The speaker can declare baptizing on the hearer. Example: I baptize you being a Christian from now.
- 4) Naming. An expression used to declare naming on the hearer or anything else. The speaker can give naming to someone or anything else. Example: Right now, I call you as my lil buddy.
- 5) Excommunicating. An expression used to assert excommunicating. The speaker can assert excommunicating on the hearer. Example: No one will love you.
- 6) Appointing. An expression used to assert deciding. The speaker can assert deciding on the hearer. Example: I appoint you as the new manager of this company.
- 7) Sentencing. An expression used to declare a verdict on the hearer. The speaker can declare verdicts. Example: Jury Foreman: We find the defendant guilty.
- 8) Apologizing. An expression used to ask for an apologizing on the hearer. The speaker can ask for an apologizing. Example: I apologize for stepping on your toe.
- 9) Blaming. An expression used to assert blame. The speaker can assert blaming on the hearer. Example: You are the one who makes it become complicated.

Searle (1979) states that some members of the class of declarations overlap with members of the class of representatives. This is because in certain institutional situations we not only ascertain the facts but we need an authority to lay down a decision as to what the facts are after the fact-finding procedure has been gone through. Representative and declarative assessable in the word-to-world dimension and at the same time, representatives have the force of declarations. The existence of this class may be called "Representative declarations". This kind of speech act is used by the speaker, to tell the truth of the expressed proposition: eg stating, suggesting, boasting, complaining, claiming, reporting, warning, rejecting, insisting, informing, etc. Here are the explanations:

1. Stating. An expression used to assert something such as beliefs and viewpoints on the hearer. Example: I hereby fry an egg.
2. Suggesting. An expression used to give suggestions on the hearer. Example: If I was you, I will do my best for my test.
3. Boasting. An expression used to assert boasting. The speaker can assert boasting on the hearer. Example: I have traveled around the world in one day.

4. Complaining. An expression used to complain dealing with beliefs and perspectives from the speaker. Example: I don't enjoy having conversations with you.
5. Claiming. An expression used to assert a claim on something. The speaker can assert claiming on the hearer. Example: I have four kittens in my home.
6. Reporting. An expression used to report in certain circumstances on the hearer. Example: There will be 250 students who visit the museum today.
7. Warning. An expression used to warn and give prohibition in certain circumstances. The speaker can warn and give prohibition on the hearer. Example: I warn you to stay away from my wife!
8. Rejecting. An expression used to reject or refuse someone's beliefs and perspectives. Example: I don't want to read a romantic story this morning.
9. Insisting. An expression used to insist or deny on someone's beliefs and perspectives. Example: I'm not a murderer.
10. Informing. An expression used to inform a fact or information about something. The speaker can inform a fact or information on the hearer. Example: I will come at 09.00 PM on your party tonight.

From above, it can be concluded that the function of the representative speech act can be used as the goal of declarative utterances uttered by the speakers at a certain time and context.

b. Representatives

Representatives are those kinds of speech acts that state what the speaker believes to be the case or not. Statements of fact, assertions, conclusions, and description. Example: It was a cold rainy day. In using a representative, the speaker makes words fit the world (of belief).

c. Expressives

Expressives are those kinds of speech acts that state what the speaker feels. It expresses psychological states and can be statements of pleasure, pain, likes, dislikes joy, or sorrow. It can be caused by something the speaker does or the hearer does, but it's about the speaker's experience. Example: Oh, yes, great, mmmmmm, shhh! Thank you!. In using an expressive, the speaker makes words fit the world (of feeling).

d. Directives

Directives are those kinds of speech acts that speakers use to get someone else to do something. It expresses what the speaker wants, it can be orders, requests, suggestions, and they can be positive or negative. Example: Don't touch the lamp. Could you give me a cup of hot water, please? In using a directive, the speaker attempts to make the world fit the words (via the hearer).

e. Commissives

Commissives are those kinds of speech acts that speakers use to commit themselves to some future action. It expresses what the speaker intends. It can be promises, threats, refusals, or pledges, and it can be performed by the speaker alone, or by the speaker as a member of a group. Example: I will be back tomorrow. We will not come to the meeting. In using a commission, the speaker undertakes to make the world fit the words (via the speaker).

Each utterance has its own meaning according to the context of the situation. It means that utterance meaning is also depending on context. When the speaker utters utterance it has more than one meaning. To find the right meaning in each utterance the speaker must understand how to conduct his illocutionary force appropriately so, that the hearer can catch the meaning easily. According to Cutting (2002: 16) illocutionary force means, 'what is done in uttering the words', the function of the words, and the specific purpose that the speaker has in mind. In this case, force and meaning is quite similar, so it is not easy to distinguish the meaning and force. But the one distinction that may help is

that meaning is used in the notion of locution, while force is used in the notion of illocution. For example "I don't have any money" literally means a statement. On the other hand, the force may indicate that the speaker wants to borrow some money from his friends. This example gives a clear difference between meaning and force. Therefore, the illocutionary force can be called as pragmatic force. Meanwhile, according to Leech (1993: 23), pragmatic force is formed by illocutionary force and rhetorical force together. Rhetorical force is the meaning of speech seen from the adherence of the speaker to rhetorical principles (eg the extent to which the speaker speaks the right, speaks politely, or ironically). Illocutionary force is the function of the utterances and the rhetorical force is the effective use of language in communication. Rhetoric refers to the speech situation in communication. It means that pragmatic force is the combination between the goal/function in speaker performance and the speech situation in communication.

According to Searle in Yule (1983: 53), declarations are those kinds of speech acts that change the world via their utterance, the speaker has to have a special institutional role, in a specific context, in order to perform a declaration appropriately. It means that declarative is a kind of speech act that equals with illocutionary force. Meanwhile, according to Hindun (2012: 6), declarative speech acts are kinds of speech that relate the content of utterances with reality. The content of the declarative speech is to inform information. It means that declarative is a kind of speech act that informs information related to reality. Cruse (2000: 337) states that declarative structure may express a wide range of illocutionary force. For example, the sentence "He's not coming" can be used to simply inform someone, but also to ask whether it is true (with a proper intonation), or if it would be meant as a threat. Declarative commits the speaker to the truth of the expressed proposition and thus belongs to the same family of illocutionary meaning as assert, state, declare, claim, etc. Cruse concludes that a commonly declarative sentence is formed in a statement. It means that the meaning of a declarative utterance is different from the literal meaning.

For examples:

(1) You are fire (Richard and Jack, 130: 1980)

This utterance means is the hearer must start to search for a new position. This utterance is said by the boss to the employer.

(2) Your food seems delicious.

This utterance means is the hearer shares his food with his friends. This utterance is said by the student to their friends.

In conclusion, a declarative utterance is an act that changes the world via their utterance which has the same family of illocutionary meaning as assert, state, declare, claim, etc. that relates the content of utterances with reality. According to Sperber & Wilson (2001: 39) context is a set of assumptions acquired from the communicator's cognitive environment, including not only the co-text of an utterance but also the contextual factors such as the immediate physical environment, the participants' background knowledge like all the known facts, assumptions, beliefs, and cognitive abilities. It means that context also contains a physical environment, the participants' background knowledge, assumptions, beliefs, and cognitive abilities that the speaker has. Meanwhile, Sinclair, et al. (2000: 353) state that context consists of the ideas, situations, events, or information that relate to it and make it possible to understand it fully. It means that the combination of ideas, situations, events, and information that is related will help the speaker to find the context of communication. According to Leech (1983) explains that context is one component in a speech situation. Context is interpreted as aspects related to the physical and social environment of a speech. This definition also added that the context is a background knowledge shared by speakers and context will help the hearer interpret or understand the intent of the speaker. It means that context is the background knowledge shared by the speakers.

Cutting (2002: 3) classifies three types of context in communication:

- a. The situational context; is what speakers know about what they can see around them.
- b. The background knowledge context; what they (speaker and hearer) know about each other and the world.
- c. The co-textual context; what speakers know about what they have been in saying. Hymes in Wardhaugh (2006) proposes context into several factors. Hymes uses the word SPEAKING as an acronym for the various factors he deems to be relevant. These factors are:
 - a) The Setting and Scene (S). Setting refers to the time and place, i.e., the concrete physical circumstances in which speech takes place. The scene refers to the abstract psychological setting or the cultural definition of the occasion.
 - b) The Participants (P). Participants include various combinations of speaker-listener, addressor- addressee, or sender-receiver. A two-person conversation involves a speaker and hearer whose roles change; a 'dressing down' involves a speaker and hearer with no role change; a political speech involves an addressor and addressees (the audience), and a telephone message involves a sender and a receiver.
 - c) Ends (E). Ends refers to the conventionally recognized and expected outcomes of an exchange as well as to the personal goals that participants seek to finish on particular occasions. The example is from the moment in the shoe store between the buyer and the seller. When the buyer asks for the size of the shoes to the seller, the seller gives a confirmation about the size of the shoes in the store to the buyer. The goal of this conversation is to clarify whether the shoe store has the appropriate size that the buyer asks for or not.
 - d) Act sequence (A). Act sequence refers to the actual form and content of what is said: the precise words used, how they are used, and the relationship of what is said to the actual topic at hand. Public lectures, casual conversations, and cocktail party chatter are all different forms of speaking; with each go different kinds of language and things talked about.
 - e) Instrumentalities (I). This refers to the choice of channel, e.g., oral, written, or telegraphic, and to the actual forms of speech employed, such as the language, dialect, code, or register that is chosen.
 - f) Norms of interaction and interpretation (N). This refers to the specific behaviors and properties that attach to speaking and also to how these may be viewed by someone who does not share them, e.g., loudness, silence, gaze return, and so on.
 - g) Genre (G). Refers to clearly demarcated types of utterance; such things as poems, proverbs, riddles, sermons, prayers, lectures, and editorials. In conclusion, context is a set of ideas, situations, events, or information in a speech situation, and help the speaker interpret or understand the intent of the speaker which includes the setting & scene, the participants, ends, act sequence, instrumentalities, norms of interaction & interpretation, and genre.

Communication is the primary necessity needed by humans. Every human being communicates to fulfill the needs for information and socialization. Humans as social beings, cannot escape from communicating with other people. By communicating the existence of humans as social beings will be easier to be recognized in the community.

1. Definition of Communication

According to Anderson (1959: 78) communication is a process where we can understand and can be understood by others. In this case, communication is a process where we understand people and other people understand us. Meanwhile, Syaiful Rohim (2009: 8) states that communication is the center of interest and behavior situation where a source conveys a message to a recipient by trying to influence the behavior of the recipient. It means that communication is a condition when information is transferred to

the recipient by affecting the recipient's perspective. Arni Muhammad (2011: 4) states that a process by which verbal and nonverbal symbols are sent, received, and given meaning is called communication. In this case, communication happens when people keep sending and receiving verbal and nonverbal symbols to others. Communication is a process where a source conveys a message to a recipient by trying to influence the behavior of the recipient, received and given meaning.

2. Characteristics of Communication

Adler & Rodman (2006: 4) reveal some important characteristics of communication as follows :

- a. Communication is human. Communication is done by human.
- b. Communication is a process. Communication is a continuous, ongoing process.
- c. Communication is symbolic. Symbols are used to represent things, processes, ideas, or events in ways that make communication possible.

3. Types of Communication

Adler & Rodman (2006: 6-8) state that inside the domain of human interaction, there are several types of communication. Each occurs in a different context. Despite the features that all share, each has its own characteristics.

a. Intrapersonal Communication

Intrapersonal communication can be meant as "communicating with oneself." The speaker can tune in to one way that each of us communicates internally by listening to the little voice that lives in our mind.

b. Dyadic/Interpersonal Communication

Social scientists name two persons interacting in a dyad, and they often use the term dyadic communication to explain this type of communication. Dyads are the most common communication setting. The study revealed that college students spend almost half of their total communication time interacting with one other person.

c. Small Group Communication

In small group communication, every person can participate actively with the other members. Small groups are a common feature of everyday life. A family is a small group. So are an athletic team, a collection of fellow workers, and a group of students working on a class project.

d. Public Communication

Public communication occurs when a group becomes too large for all members to contribute. One characteristic of public communication is an unequal amount of speaking. One or more people are likely to deliver their remarks to the remaining members, who act as an audience.

e. Mass Communication

Mass communication consists of messages that are transmitted to large, widespread audiences via electronic and print media: newspaper, magazine, television, radio, and so on.

4. Function of Communication

There are four main functions of communication according to Robbins and Coulter (2007: 20) as follows:

a. Control

Communication acts to control member behavior in various ways. Every organization has authority, hierarchies, guidelines, and regulations that employees are required to follow, for instance, employees know how to communicate their grievances and know which procedures to use to enjoy certain amenities or privileges and structures laid on how to process various requests.

b. Motivation

Communication encourages motivation by explaining to employees what needs to be done, how well they do it, and what can be done to improve performance if it is not aligned.

c. Emotional Expression

Communication that occurs in groups is a fundamental mechanism by which members share frustration and feelings of satisfaction. Communication provides a channel for feelings for emotional expression and for meeting social needs.

d. Information

Individuals and groups need information to get things done in the organization. Communication provides that information.

METHOD

The present study adopts a qualitative descriptive research design, in alignment with Aminudin's (1990) framework. This approach is chosen as it is well-suited for exploring phenomena without the need for hypotheses, providing detailed and descriptive results (Andayani et al., 2023). Given the research question, which focuses on decoding the pragmatic strategies in Ferdy Sambo's courtroom plea, this design allows for a nuanced and context-rich examination of the discourse and its functions.

The primary subject of this study is Ferdy Sambo's plea, titled "A Glimmer of Hope and the Constricted Space of the Courtroom," which was presented at the South Jakarta District Court on January 24, 2023. The research delves into various dimensions of the plea, including locutionary, illocutionary, and perlocutionary acts, as well as associated maxims. The specificity of the subject matter provides ample detail for a rigorous analysis.

In addition to a comprehensive literature review, this study utilizes note-taking and observational techniques for data collection. Arikunto's (2006) conceptualization of research instruments, where relevant books and scholarly articles are considered primary instruments, is applied (Purba et al., 2023; Nainggolan et al., 2023). The quality and relevance of these resources are carefully assessed to ensure data validity. The data analysis in this study follows a structured approach based on identification methods. Subroto (1992) outlines the process of breaking down linguistic units into their constituent elements (Prasetya et al., 2023). This includes categorizing the data based on speech act types and maxims, grouping similar items, summarizing key points, and discarding irrelevant information (Batubara et al., 2023). This method ensures a comprehensive and in-depth analysis of the discursive strategies employed in Ferdy Sambo's plea.

Hence, this section provides sufficient details to allow the work to be reproduced by an independent researcher. Methods that are already published should be summarized and indicated by a reference. If quoting directly from a previously published method, use quotation marks and also cite the source. Any modifications to existing methods should also be described. Indicate the participants observed, including demographic data, number of respondents, the rationale of respondents selection, etc. Describe the design of the experiment, such as the experiment procedures, surveys, interviews, observation characteristics, etc. Write the complete research procedure. Be sure that explanations made in the article will allow other researchers to reproduce the work, or make future work out of it.

RESULTS AND DISCUSSION

In this study, Ferdy Sambo's speech acts in his plea have undergone a thorough analysis across 11 comprehensive parts. The primary objective was to decode the pragmatic strategies employed by Sambo, focusing on the categories of locutionary, illocutionary, and perlocutionary acts, along with the felicity conditions and types of speech acts based on illocutionary function.

A. Type of Sentence

Across the multiple segments of analysis, it was consistently observed that the sentences used were predominantly declarative. The study found occasional interrogative and imperative sentences, but these were the exceptions rather than the rule.

1. Illocutionary Force:

The illocutionary force was mainly assertive. Sambo expressed statements more than he posed questions or requests. The assertive acts conveyed Sambo's stance, on various matters related to his case.

2. Direct vs. Indirect Speech Acts

Most speech acts were directly matching the explicit content with the speaker's intention. Some indirect speech acts were noted, but they were minimal.

3. Formality

Throughout the plea, a formal tone was maintained. This is in line with the courtroom decorum and the severe nature of the trial.

4. Politeness and Distance

A distant, polite tone was consistently utilized throughout the discourse. His distance is pragmatic and is meant to adhere to the formality of the courtroom setting.

5. Code-switching

No evidence of codeswitching was found in any segment of the plea. The language was exclusively in Bahasa Indonesia.

6. Additional Insights

Emotional states and strategic thinking were apparent as was an effort for his wife. However, these are not part of the speech act criteria but are worth noting for a contextual understanding of the plea.

Comprehensive Use of Politeness Maxims: Across different parts of the analysis it was consistently found that Sambo meticulously used all six of Leech's politeness maxims: Tact, Generosity, Approbation, Modesty, Agreement, and Sympathy-in his plea. **Complex Linguistic Strategies:** Sambo navigated between linguistic pragmatism and courtroom decorum, employing a complex set of strategies. His plea sought to evoke sympathy and understanding while remaining within the formalities and expectations of the courtroom setting.

Multifaceted Narrative: The plea aimed at defending Sambo's innocence and introduced doubt in Richard Eliezer's testimony. The immediate post-shooting reaction was brought into focus as potential evidence of remorse. **Conflict and tension:** Tension was observed between the need for explicit clarity, as outlined by Grice's Cooperative Principles, and the need to maintain social etiquette and politeness as guided by Leech's Politeness Principles. **Cultural anti Contextual Sensitivities:** The principled elements that highlighted societal values of honor and reputation, particularly within the framework of Indonesian culture.

Speech Act Analysis: Dissecting the Pragmatic Strategies. The narrative of Ferdy Sambo's plea in the courtroom is brimming with rich, pragmatic strategies. The comprehensive analysis of his speech acts lends insights into his intended messages and the perception he desires to cultivate in his audience.

In the summarized account of Ferdy Sambo's plea, there's a consistent emergence of four main illocutionary acts: Assertive, Expressive, Directive, and Declarative. It becomes evident that Sambo's primary aim was to defend himself and evoke empathy and understanding from his listeners. This is manifested in the dominant use of expressive and assertive acts across the various sections of his plea.

The locutionary acts, more about verbal content, were meticulously constructed to present a narrative that challenges the court's preconceived notions. For instance, the constant use of formal addresses such as "Majelis hakim Yang Mulia" and direct addresses to court officials emphasize respect and acknowledgment of the court's authority. While

seemingly straightforward, this method could be seen as a strategy to ensure that his words do not come off as defensive or confrontational but rather respectful and seeking justice.

CONCLUSION

The study into Ferdy Sambo's plea within the Indonesian legal system provided invaluable insights into the rich and intricate world of pragmatic strategies employed in courtroom discourse. Through meticulous analysis, the pragmatic use of speech acts was evident in Sambo's plea, emphasizing its critical role in shaping the plea's narrative and persuasive power. Assertive and declarative illocutionary acts emerged prominently, painting a picture of a defendant keen on presenting his perspective assertively while seeking validation and empathy. The integration of Grice's Cooperative Principle and Leech's Politeness Maxims revealed a conscious effort by Sambo to adhere to both clarity and decorum, a delicate balance that showcases the sophistication of his linguistic choices. These choices, coupled with the emotional undertones, not only defend his actions but also humanize him, starkly contrasting the usually impersonal and procedural nature of courtroom settings. This research project focuses on the pragmatic strategies employed within courtroom pleas in the Indonesian legal system, with a primary case study of Ferdy Sambo's plea. It encompasses linguistic and pragmatic analysis, acknowledges the influence of cultural norms, and may include comparative elements. This study hoped enhance our understanding of legal communication within a culturally diverse context and contribute to the fields of pragmatics, discourse analysis, and legal communication.

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