

## CHAPTER II

### LITERATURE REVIEW

This chapter highlights the explanation about the theory of interjection, which helps in answering the research questions. It is including the meaning of interjection, the characteristics, the types and also review of related studies about interjection.

#### 2.1 Definition of Interjection

The meaning of interjection has become a controversial point of discussion in the literature. There are eight parts of speech in English such as verb, pronoun, noun, adjective, adverb, conjunction, preposition and interjection. According to Oxford English Dictionary, the term interjection is coming from Latin. *Inter* means *between* and *jacere* which means *to throw*. Then, interjection means thrown between sentences. An interjection interrupts to show emotion or reaction. While according to literature, interjection is a part of speech that usually has no grammatical connection to the rest of the sentence and simply expresses emotion.

Interjection, according to Ameka (1992a) are words which syntactically independent to signify state of mind. As independent word, interjections do not modify anything like adjective and adverb, or connecting anything like conjunction, and not acting any special sort of job in sentence like noun and pronoun. The use of interjections in a sentence does not affect other words or change the form of that sentence.

With the advent of corpus linguistics and conversation analysis, interjection has recently begun to attract serious attention. Everything in language has meaning which can be interpreted and so does interjection. The study of interjection in the English language can be seen from the point of view of formal, semantic and pragmatic. As Ameka (1994; 743) points out:

From a formal point of view, an interjection is typically defined as a lexical form that (a) conventionally constitutes a non-elliptical utterance by itself, (b) does not enter into construction with other word classes, (c) does not take inflectional or derivational affixes, and (d) is monomorphemic.

From semantics' point of view, interjection may be defined as conventionalized linguistic signs that express a speaker's current mental state, attitude, or reaction toward a situation. While, in terms of pragmatics, interjections are context-bound linguistic signs. That is, they are tied to specific situations and context. The pragmatic meaning of interjections is more prominent than their lexical one. Consequently, their interpretation depends on a large extent on the context in which they are uttered (Cuenca, 2009).

"One of the more intriguing characteristics of interjections is their multifunctionality: the same word may express praise or scorn, excitement or boredom, joy or despair. Unlike the comparatively straightforward denotations of other parts of speech, the meanings of interjections are largely determined by intonation, context, and what linguists call pragmatic function. "Geez," we might say, "you really had to be there."" (Nordquist, 2014)

It is true that in our daily communication the meaning of interjection is based on context or situation and conveyed with the intonation. Different intonation with the same interjection may bring different meaning and interpretation. For instance:

- 1.) *Oh...* he is so cute!
- 2.) *Oh,* really? I can't believe that!

### 3.) *Oh!* I know it mom!

The three examples above have different meaning. The first one happened because there is something sweet or cute. Compared to the first example, second example aims to show surprised feeling after hearing something. The third example is used to express a knowing feeling. Because some interjections have a versatile meaning like that, Jovanovic (2004) grouped the interjections according to their meaning rather than their characteristics and functions like Ameka (1992a) did. For instance, *damn!* is used to show anger, *yippee!* to show delight, *ouch!* to show pain, etc. He grouped interjections into six classes; formulae, echoism, oaths, commands, encouragement and attention seeking.

## 2.2 Characteristic of Interjection

Interjections have heterogeneous characteristics. The nature of interjections has a varied member. These might make difficult to define what word belong to certain class of interjection. It also makes interjections varied in class among varied authors. However, interjections as word class have different characteristics with other item such noun or adverbs. Ameka (2006) includes (a) words that are used to express emotions such as disgust and its related feelings; (b) words and expressions for greetings, leave-taking, thanking, apologizing, etc.; (c) swear words; (d) attention-getting signals; (e) some particles and response words; (f) words directed at animals; and (g) onomatopoeic words as interjection.

Wharton (2000; 173) commented on the heterogeneous character of interjections:

“According to various definitions in the literature, interjections are a fairly heterogeneous class of items. Examples in English include wow, yuk, aha, ouch,

oops, ah, oh, er, huh, eh, tut-tut (tsk-tsk), brrr, shh, ahem, psst, and even, according to some, bother, damn, (bloody) hell, shit (etc.), goodbye, yes, no, thanks, well. I will assume for the sake of argument that many of the above items do form a class, but will end up suggesting interjections are very disparate and should not all be treated as contributing to communication in the same way.”

Interjections as independent utterances almost appear in the beginning of the sentence. In written text, it is separated from main sentence. When followed by an exclamation mark, it gives the sentence a strong emotion. However, not all words followed by exclamation mark is an interjections. For example, “*Stop! It is dangerous!*” The word *stop* is showing an action rather than emotion.

Interjections can be followed by a comma or even with question mark. If interjection appears in the middle, a comma is needed to separate the main sentence. Consider the following example:

When singing that song, *darn*, I always forgot the lyrics.  
When singing that song I always forgot the lyrics.

The example above shows that interjection does not affect the whole sentence when it is erased. It still has the same meaning. The different is the first one has an emotion. Interjections emphasize the speaker’s emotion, simply talking about mental acts. Thus, when followed by comma it shows a mild or weak feeling.

Therefore, interjections not only appear in the beginning or in the middle of the sentence but also could be in the last sentence. See this example:

A: do you like him, *huh?*  
B: not really.

The word *huh* belongs to interjections even it in the last sentence and followed by question mark. That is because it is mental express emotion. Interjection *huh* has the same function with the idea of Ameka (1992) about conative interjections which is directed to the hearer and aimed to get attention.

So far we assume that interjection is only single word. Ameka (1992) proposed that interjection not only could be monomorphemic or single word but also could be formally complex. There are multimorphemic or complex interjections and also multiword expressions or simply called as interjectional phrases. Complex interjection; such '*goddamnit*' and interjectional phrases; *bloody hell!*, *oh my god!*, etc. still can be independent utterances and it refers to mental acts. See the following example:

A: I won the race yesterday.  
B: *Good heavens!*

The interjection '*good heavens*' are equivalent to a sentence like '*I am really surprised and also happy for you*'. Although correspond to a phrases, it is no longer functioned as phrase because it used to express a feeling. The speaker expresses the basic information by substituting a long sentence by only a word or a phrase.

### 2.3 Types of Interjection

Interjections have been studied by many authors (Ameka 1992; Wierzbicka 1992; Wilkins 1992, Jovanovic 2004, Cuenca 2003, Libert 2011). The heterogeneous characteristic of interjections makes interjections varied in class among various researchers. Previous researchers have their own classification of interjections. The category of interjections by Ameka (1992a) is made to distinguish it from the other part of speech

### 2.3.1 Main Classes of Interjections

Based on lexical structure, interjections can be real words or even non-words. Ameka (1992) divided interjection into two main classes: primary interjections and secondary interjections.

#### 2.3.1.1 Primary Interjections

Primary interjections are non-words which do not belong to any other word classes, for example, *Aw!*, *Ouch!*, *whoops!*, etc. Some of it does not contain any vowel like *Shh!*. There would be confusion between interjections and other class like filler word or onomatopoeia. Interjections, filler words and onomatopoeia are made of sounds that are not belonging to language system. However, interjections are different from all of them.

There is an overlap between interjections and filler words. Interjection 'Ah' could be used as filler word. See the following sentence:

I want pizza for supper, *ah...* maybe spaghetti too  
*Ah!* I found your ring.

The definition of filler words is actual words or sounds used to pause a conversation. The first example above is filler words because it is only the sounds come up when people are thinking of something. It does not carry any emotion. The second example is interjection because it shows a feeling of surprised. Filler words show hesitation while interjections show a feeling or emotion. To understand which word that belongs to interjection, we must pay attention to the context and the situation.

Ameka (1992) argues that some onomatopoeia could be interjections. Onomatopoeia refers to words based on sound, for example the sound when someone knocks the door '*knock-knock*'. It tends to be descriptive while interjections are expressive. Yet, some onomatopoeia has the same functions as interjection. For instance, the word *shh!* which belongs to onomatopoeia is used directly to the hearer to demand an action to the hearer to be quiet. It has the same idea with the definition of conative interjections by Ameka (1992a) which deals with the hearer. Different from *knock-knock* which is only word based on sound and has no meaning. When it uses to demand an action, it is an interjection.

### 2.3.1.2 Secondary Interjections

Interjections could be non-words but also a real word. Secondary interjections actually are words that belong to other word classes based on their semantics. It is still called as interjections because they still can occur by themselves as independent utterances and express mental states. Thus, they do not have to be integrated in another construction, although they might (Cuenca, 2009).

As secondary interjections, the interjections are separated from the main clause because as an interjection it becomes an independent word and does not play any role in a sentence. For example:

*"God, I am so glad you were here last night!"*.

The word *god* in that sentence does not act as noun as its semantic meaning, but only used to convey an emotion or feeling.

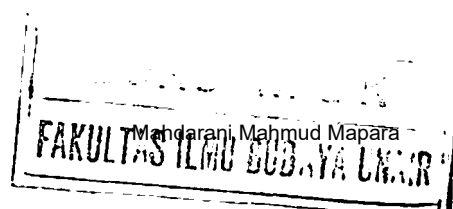
Recognizing what kind of word that belongs to secondary interjection is difficult. Many researchers are arguing about secondary interjections whether some words belong to this class or not. Ameka's theories about secondary interjections are contrasted with the idea of Wierzbicka (1992). She assumed that the word *hell!* or *damn!* should not be categorized as interjections since the semantics meaning belongs to other word class. Therefore, the writer agrees with the theory of secondary interjections proposed by Ameka (1992a) since it actually depends on how people use it. When it is used to show a feeling or emotion, it is an interjection. Some interjectional phrases consist of primary interjections like '*oh god*' but *oh* always precedes secondary interjections when occur together at the head of a phrase (Norrick, 2007).

### 2.3.2 Communicative Function of Interjections

The main classes of interjections can be grouped again by the communicative functions they fulfill. Ameka (1992) divided the communicative functions of main classes of interjection into three types: Expressive, Phatic, and Conative interjections.

#### 2.3.2.1 Expressive Interjections

Expressive interjections are used to express emotions, feelings or states of mind. It may be subdivided again into two groups: the emotive and the





cognitive. The emotive is used to express speaker's state about emotion towards something that they have experience. For example:

*'Wow! This is really good!'*

The word 'wow' is showing 'I am surprised!' after the speaker got impressed by something. In other words, it indicates the speaker's feeling towards something.

The cognitive refers to word that state people's knowledge or thoughts. For instance, *'Aha! I am brilliant!'*. The word 'aha!' is showing speaker's 'I know it!' thought.

### 2.3.2.2 Phatic Interjections

Phatic interjections are used in the on-going conversation. Thus, a vocalizations feedback such as *mh-hh* or backchannelling such as *yeah* are included in this class. Phatic interjections is basically related to people's understanding to the previous utterances from previous speaker. Some particles and response words belong to phatic interjections. The word *yes* might refer to phatic interjections based on context. For example:

A: this vase is really expensive ... [continued]

B: *yes*

A: ...you should not touch or play around here

When it is used as feedback the word 'yes' is a mental act, showing the second speaker's understanding. In the contrary, the word 'yes' is a speech act when it is used as a response (Ameka, 1992a).

### 2.3.2.3 Conative Interjections

Conative interjections are expression used to demand action or reaction from the hearer. The usage is directed to the hearer. For instance, when we cannot understand conversation, we usually use interjections ‘*huh?*’. The idea is to demand other to repeat the previous word by implicitly saying ‘*what did you say?*’. Attention-getting signals like ‘*hey!*’ or ‘*oi!*’ are considered as conative interjection. ‘*Hey!*’ can be paraphrased as ‘I ask you to pay attention’, and the action requested is for the hearer to pay attention to the speaker.

Not only apply for human, call for animal also belongs to conative interjections. Example:

*Shoo*

I want you [animal] to go away from me

I don’t want you [animal] here

The function is same as for human, to demand an action to animals. They involve a wish on the part of the speaker for the animal to do something, either to go away or to come to him/her (Ameka, 1994).

## 2.4 Review of Related Studies

Some researchers have done a study about interjections. The studies that are closely related to this study are Matrood (2010) from University of Al Qadisiyah, Iraq; Fauziah (2011) from The State Islamic University Maulana Malik Ibrahim, Indonesia; and Rifai (2012) from State College for Islamic Studies, Indonesia. The descriptions of their researches are explained below.

First is Matrood (2010) whose research focuses on the pragmatics significance of teaching ESL or EFL learners of how to use interjections appropriately according to the context. The finding shows that teaching interjections is a way to contextualize language that aims at having a situational competent of ESL or EFL speakers. Interjections play communicatively significant receptive and productive roles; learners are able to recognize the use of interjections. Teaching interjections can help learners understand how language users construct language in a given context and also improves learners' pragmatic ability in a second or foreign language imitating the fluent or natural native speaker's use of language.

Another researcher is Fauziah (2011) who examines the use of interjections used by the character in *Kung Fu Panda* movie. She uses some of interjections found in the main character as the data of analysis. She concludes that various interjections appear based on the context and situation. She also argues that face expression also influence the meaning of interjections itself. Glaring eyes when uttering the interjections means that the speaker is feeling shock.

The last, Rifai (2012) also studies about the use of interjections in *School of Rock* movie. He investigates interjection from discourse point of view. In his finding, interjections in the movie he observed have many implicit meanings. It can be seen through their acts and speakers' intention. He also describes the meaning of interjections using pragmatic approach and classifies the meaning to the categorization of illocutionary acts.

From those several studies that are related to the discussion of this study, there are similarities and differences amongst them. Firstly, comparing to Rifai (2012) and Fauziah (2011), the main difference between both studies is the object of the study. The object of Rifai's study is taken from School of Rock movie while Fauziah's study is taken from Kung Fu Panda movie. This study observes television series namely Top Gear which is more natural than movie since the presenters tend to use spontaneous words during the show similar to our daily communication. Although those studies and the writer's study use interjection as the study subject, yet it differs in analysis. Rifai's study uses discourse analysis, Fauziah's study uses semantic analysis, while this study uses semantic-pragmatic analysis. Secondly, unlike Matrood's study (2010) in which examines pragmatic significance of teaching learners how to use interjection, this study generally investigates the use of interjection in television series. Nevertheless, the similarity of these studies is that all of them use interjection as the topic of the study.

# **CHAPTER III**

## **RESEARCH METHOD**