

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, formulating research question, purpose of the study, significance of the study, scope and limitation of study, definition of key terms, and organization of the study.

A. Background of The Research

Communication is inseparable from human's life. People as social beings are always triggered to communicate with others in their life. Conventionally, they communicate in order to express what they think or feel to others by using speech, writing, gesture, facial feature and more. In speech aspect, people often use a language to make clear and understandable what they said. Language is a symbol of social interaction or human capability in making communication. Without language, people will be difficult to communicate with others well. Cruse (2000:6) believed that language is a complex sign system that design to ensure infinite expressive capacity, that is to say, there is nothing that is thinkable which cannot in principle be encoded (provide no limit is placed on the complexity of utterances). A simple definition from Rahmawati (2015:1), she said that language is an instrument to express an idea, opinion, mind and feeling of people in the world.

Those definitions give an understanding that language is a system of human's freedom to express what they are thinking or feeling without any restriction. To achieve this goal, they need some capabilities in communication in which the message of the speaker may be accepted well by the listener. This intention will be accepted well by the listener if the speaker's words are understandable and settled.

In linguistics, study that concerned about the interpretation of the listener to the speaker meaning known as Pragmatics. Yule (1996:3) defined pragmatics as a study of meaning as communicated by a speaker and interpreted by a listener. This study focused on the interpretation of what people means when they are saying something based on its context. Therefore, pragmatics is very important to be learned in order to get a successful communication. Without pragmatics, communication between the speaker and the listener can be ineffective.

When the speaker utters something, he doesn't just performing an act of speaking. Horn et al (2004: 53) said that when people do a communication, they can do all sorts of things, from aspirating a consonant, to constructing a relative clause, to insulting a guest, to starting a war. These are all, pre-theoretically, performing speech-acts in the process of speaking. Some actions like commanding, apologizing, asking, ordering, requesting, promising and etc. are classified into this point. Speech acts as a branch of pragmatics focused on learning utterances which performed some action.

There are two basic classifications in speech acts; directness level and general function. In directness level, speech acts are divided into two types, direct speech act and indirect speech act. Consideration in the terms of politeness, using indirect speech act is more polite than the direct one. Meanwhile, based on its general function, Searle in Yule (1996:55) classified speech acts into five categories; they are: declarations, representatives, expressives, directives, and commissives. In this study, the researcher focused on directive speech act called request.

The researcher decided to use this category which is called request because of some reasons. *First*, request as a part of speech acts is the way of people making others do something. Differ from command, in request the speaker gives a chance to the listener to comply or refuse his wish. *Second*, in learning process especially in speaking class, students often practice a conversation including delivering requests. In delivering request, students used to utter their request in common ways or formal ways as they have learned on textbook. For example: ‘Can you help me to clean this room?’ or ‘would you mind to give me attendance list?’ These examples are true in English, but native speakers have a plenty of many ways to conveying request in their conversation. As Leech (2014:134) said, “English has an amazing range of ways of conveying requests, and it exhibits a tendency to favor indirectness of requests more than most other languages.” So, here the researcher wants to show some variant of conveying request that can be used in speaking activities.

Variations in way of the speaker tend to make a request as known as request strategy. Blum-Kulka (1989:202) categorized request strategies into nine classifications: mood derivable, performatives, hedge performatives, obligation statement, want statement, suggestory formulae, preparatory condition, strong hints and mild hints. Each classification has its own characteristic, especially in its sentence pattern.

English as lingua franca is the most language used by people around the world. Patel and Jain (2008:6) said that International English is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language. Therefore, learning English is very important for students. In learning English, we always found the common way of conveying request by using imperatives or grammatical mood like ‘can/could you’ or ‘will/would you’ in textbooks or even speaking class. This common way is polite and understandable. But, the native speaker often use the different ways while they are making a request. For example, a girl said, “I’m a nun” to the persistent boy. She may not intend to introduce herself as a nun, but she may ask the boy to stop bothering her and get away from her because he always forces her to be his girlfriend. From this situation, we know that there are many ways of conveying request and it needs a deep interpretation to get the intended meaning.

In this study, the researcher intends to analyze requestive act since request as the one of pragmatic phenomena that inseparable used by people in

their daily communication. One language into other language will be different in the way of uttering requests. It might have different linguistic and non-linguistic strategies and also may differ in their perceptions about which strategy is appropriate in which situation. (Flock, 2016:1). As second language learners, we have to know this requirement to get a good quality in our conversation and to avoid misconception because we often transfer the first language into the second language literally. Thus, it is important to know any kind of strategy that the native used to conveying request in their daily life and we can practice it in our speaking class to get a better conversation.

Request can be found in many aspect of human life. In daily conversation among native speakers, speaking class or conversational section performed by English learners, mass media such as; TV program, any videos, movies, songs and etc. in this study, the researcher choose movie as the data source to be analyzed.

Nowadays, movie is not just as a media of entertaining but also for learning. It can be used as an authentic material for learning. It produced not only the sounds of the conversations but also the illustrations which really helpful for understanding the context in every scene of the movie. Thus, by using movie, the learner can understand the context better and easily. It also represents daily conversation among the native that can be used by learners to practice it in speaking class.

In this study, the subject analyzed by the researcher is any request act in conversation employed by the characters in Cinderella (2015) movie. This movie was chosen for it fulfills the requirements related to the situational characteristic and context used by the native speaker in daily conversation. Thus, we as the second language learner can practice many ways of conveying request as natural as the native says, especially in speaking class.

Some previous studies also used by the researcher for supporting the research about requestive acts. The previous studies that the researcher used are:

Rifa'i (2015) presented his study about request used by the characters in Divergent movie subtitles. The similarity of this research and my research are using the same research design (descriptive qualitative method). The gap between this research and my study are in the objectives of research, in which this research used the subtitle of the movie and my research is using the transcript of movie. The result of this research shows that mood derivable are mostly applied on 166 utterances (71.86%), suggestory formulae applied on 19 utterances (8,23%), obligation statement 17 utterances (7.35%), mild hints applied on 9 utterances (3.28%), want statement 7 utterances (3.03%), strong hints applied on 5 utterances (2.17%), query preparatory applied on 4 utterances (1.73%), hedged performative applied on 3 utterances (1.30%), and the least, explicit performative applied on 1 utterance (0.44%). The realization of request strategies were: in mood derivable, 160 utterances applied positive verbal pattern and 6 utterances applied negative verbal

pattern. In explicit performatives is only 1 utterance applying declarative mood especially positive verbal pattern. In hedged performative strategy, 1 utterance using WH-Question, 1 utterance applying question tag, and 1 utterance employing declarative mood (embedding if-clause). In obligation statement strategy, 16 utterances using positive verbal patterns and 1 utterance applying negative verbal pattern. In want statement strategy, 5 utterances using positive verbal pattern, and 2 utterances applying negative verbal pattern. In suggestory formulae, 12 sentences using positive verbal patterns, and 7 sentences employing negative verbal patterns. In query preparatory strategy, 4 utterances are applying interrogative mood especially in yes/no question pattern. In strong hint strategy, 3 sentences using positive nominal patterns, and 2 sentences applying positive verbal patterns. In mild hint strategy, 5 sentences applying positive verbal pattern, 2 sentences using positive nominal pattern, and 1 sentence employing negative verbal pattern.

Jalilifar (2009) presented his study about request strategies used by Iranian learners of English as a Foreign Language and Australian native speakers of English. The difference of this research with my research is based on the research design, where this research is a cross-sectional study and my research is a descriptive qualitative research. The result of this research shows that Native speakers used more variant of request strategies when requests are made toward the addressees who are familiar superiors. They preferred to use both direct and conventionally indirect strategies as the way of delivering request. Moreover, native speakers change their level of directness based on

the social distance between interlocutors. On the contrary, EFL learners show less in the proportion of Imperative and mostly used conventional indirectness. Without looking by the social distance between interlocutors, they are producing more indirect strategies in English which is traditionally described to them as being more polite in delivering request. Therefore, it seems that EFL learners overgeneralize stereotypes in the way of delivering request by focusing on conventionally indirect strategies.

Macaulay (1998) presented her study about differences between male and female speakers employing indirect request of information. The difference of this research with my research is in the research design, where this research used correlational study design and my research is using descriptive qualitative study design. The result of this research revealed that the male interviewers employ direct requests for information in 40% and 41% of all their speech acts respectively, while the female interviewers employ direct requests for information in 35% and 35% of their all their speech acts respectively. The male interviewers employ direct requests with approximately 5% greater frequency than do their female counterparts. In contrast, indirect requests are employed by the two male interviewers in 19% and 21% of all their speech acts respectively, while they are employed in 37% and 31% of all their speech acts by the female interviewers respectively. The female interviewers employ indirect requests with approximately 14% greater frequency than do the males.

Blum-Kulka (1987) presented her study about differences between indirectness and politeness in performing requestive act. The difference this research with my own research is based on the research design. Where, this research used correlational research design and my research uses descriptive qualitative research design. The result of this research indicated indirectness is different from politeness. The most indirect request strategies were not referring to the most polite way to make requests. The strategies rated as the most polite on a scale of politeness were conventional indirect requests, and the strategies rated as the most indirect were hints used for requests. Politeness is defined as the interactional balance achieved between the need for pragmatic clarity and the need to avoid coerciveness. This balance is achieved where conventional indirectness received the highest ratings for politeness. Thus, direct strategies can be perceived as impolite because they are lack of concern with face, and nonconventional indirect strategies (hints) can be perceived as impolite ways because they are lack of concern for pragmatic clarity.

Based on the explanation above, the researcher decides to conduct a research entitled “An Analysis On Requestive Acts Used By The Characters In Cinderella (2015) Movie Transcript”

B. Statement of Research Problems

Based on the background of the research above, the research problems are stated as follow:

1. What request strategies are used by the characters in “Cinderella (2015)” movie transcript?
2. How are the realizations of request used in the characters conversations in “Cinderella (2015)” movie transcript?

C. Objectives of The Research

The objectives of this research are:

1. To know what request strategies are used by the characters in “Cinderella (2015)” movie transcript.
2. To know how the realizations of request are used in the characters conversations in “Cinderella (2015)” movie transcript.

D. Significance of The Research

The result of this research is expected to give contribution for:

1. For future researchers

The researcher is expected the result of this research can give meaningful contribution to the future researchers who have the same interest in requesting act. They can use this research as a reference to conducting their research.

2. For the reader.

After reading this study the researcher hopes that the reader can know and understand about any kind of requesting acts used by native speaker. As we know that Cinderella (2015) movie is an American romantic-fantasy movie that were adapted from animated movie “Cinderella” in 1950 by the same production company, *Walt Disney Pictures*. The screenplay is co-written by Aline Brosh McKenna and Chris Weitz. Hence, the researcher hopes after read the study the reader can know about speech acts especially requestive speech acts used variously by native speaker in this movie transcript. Requestive act in this movie represent any kind of request strategy that are used by native in their daily lives.

The researcher hopes students of IAIN Tulungagung and others that read this research will know and understand about request strategy. The researcher hopes for the reader, that after reading this research, they will use this kind of speech acts when they are practising English, especially in delivering requests to others in any situation.

E. Scope And Limitation of The Research

The scope of this research is on request strategies and its sentence pattern performed by the characters in “Cinderella (2015)” movie subtitle. The limitation of this research is only focused on the directness scale not about the

politeness terms of request strategies. It's only limited on the description of the data not about generalization of the request strategy usage.

F. Definition of Key Terms

1. Request

Request is an utterance that produced by the speaker to make the listener doing an action that he wants, ask or suggest. The utterance is followed by the action.

2. Request strategy

Request strategy is a strategy in delivering request. While the speaker producing some utterances, he may use a strategy to make the listener doing his instruction.

3. Main Character

Main character is a character through whose eyes we experience the story.

4. Cinderella (2015)

Cinderella is an American romantic fantasy movie that released by Walt Disney pictures in 13 February 2015. The main reason of selecting this movie is about the contextual terms; the conversation applied the example

of nineteenth-century period English also the background and setting are presenting a nineteenth-century period context.

5. Transcript

Transcript is a written or printed copy of words that have been spoken in a play, film/movie, broadcast, talk etc.