

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents Background of the Study, Formulation of the Research Problems, Objectives of the Research, Significance of the Study, Scope and Limitation of the Research, and Definitions of Key Terms.

A. Background of Study

A language is a signaling system which operates with symbolic vocal sound, and which is used by group of people for the purpose of communication (Susanto, 2007:2). Language is an object of use, with words one can do something as stated by Ehlinch & Rehbein as cited in Titsoher, s. & Meyer, M. et .all (2000: 172) . Language is as purely human and non instinctive method of communicating ideas, emotions, and desire by means of systems of voluntarily produced symbol (Sapir, 1931:7). Langauge is a system of sounds, words, pattern used by human to communicate thoughts and feeling (Hornby, 1989:700).

From many theories above, it can be concluded that language is the main key or way to communicate with other people, either symbolic, written or orally. Without language we cannot communicate, express feeling and convey the meaning with others. On any account, communication not only depends on recognizing the meaning of words in every utterance, but also recognizing what speakers mean by their utterance. Then, the meaning of each utterance itself is not only seen from lexical meaning but also from the situation and context. Context is

very important to be understood, because the meaning of each utterance will be different if the speaker and the situation is different too. That why every language produced is not as simple as its lexical meaning but also depends on the context. The study about contextual meaning is called pragmatics.

According to Yule (1996: 3) pragmatics is concerned with the study of meaning communicated by speaker and interpreted by a listener. It has a consequently, more to do with the analysis of what people mean by their utterances than what the words or phrases' in those utterances might mean by themselves. Therefore, pragmatics is the study of speakers meaning. While Yule (1996:47) adds that actions performed via utterances are generally called speech acts. In other word we can say that speech act is act behind utterances. To know the meaning that is said by the speaker's language we must know the meaning of speech act from the speaker's language earlier. Because, actually when someone saying something, they also do something. On any occasion, the action performed by producing an utterance will consists of three related act (Yule, 1996:48). (1) Locutionary act is to say something is doing something. (2) Illocutionary act is 'in saying something is doing something'. (3) Perlocutionary act is 'by saying something is doing something'.

In our daily lives we use language for many purposes to communicate our thoughts or feelings to others. We tell to others what we know or think we know such as express feeling, ask device, make request, deliver complaining, ask apologize, make offering, say hello, etc. language seems have many different functions as there are occasions for using language, but for all the apparent

diversity the basic uses of language are rather limited. Cruse D. Alan (2000:331)

states as follows:

Communication is not just a matter of expressing proposition cannot communicate at all so to communicate we must express proposition with particular kinds of illocutionary force by performing particular kinds of action such as stating, promising, warning, refusing and so on, which come to be called speech act. It is, however, important to distinguish between three sorts of things that one is doing in the course of producing an utterance. These are usually distinguished by the terms locutionary acts, illocutionary act, and perlocutionary acts. Illocutionary acts are acts which are internal to the locutionary act, it is the sense that, if the contextual conditions are appropriate. Once the locutionary act has been performed, so has the illocutionary act.

Illocutionary act is the way the speaker to convey his/her utterance to the hearer by using such of proposing the expression as the example: express feeling, ask questions, make request, make criticism, ask apologize, make promise, give thank, state idea, etc. the objective of studying illocutionary acts is in order to make both of the speaker and the hearer act and speak appropriately using proper and polite expressions when they are speaking to others. These kinds of expressions are used by both of the speaker and the hearer in order to minimize FTA. It is fully significant between the speaker and the hearer to act and speak properly using such kind of expression in the illocutionary acts in hope that communication can be more effectively delivered using appropriate acts.

Therefore, it is fully important to the speaker and hearer to know the use appropriate and proper utterance while he/she is talking with other. As we know that speech act is the study of how we do things with utterances. In this study we aware about the important of the context of the utterances. Speech act is usually performed within a situation that provides contextual elements that help interpret

the speaker's intentions as stated by Muria, M. as cited in Samawati; (2012:3). By knowing the speech act, people could understand the notion of speech act. It describes about what the speaker's means, what the speakers intends, what the utterances means, and what the hearer or listener understands. It makes people realize that an utterance has different communicative functions when it is used in different context.

The pragmatic approach seems the most appropriate to describe the representative act in film "*Harry Potter and the Philosopher's Stone*" because pragmatic is a branch of linguistics deals with the study of relationship between linguistics form and the human being who use these form. (Muria, M.C, 2000:24) it is concerned with people intention, assumptions, beliefs, goals, and the kinds when they are using language.

Austin as cited in Huang (2007:102) introduced a threefold distinction among the acts one simultaneously performs when saying something. They are: 1) Locutionary act is the production of a meaningful linguistics expression, 2) Illocutionary act is the action intended to be performed by a speaker in uttering a linguistic expression, by virtue of the conventional force associated with it, either explicitly or implicitly, and 3) Perlocutionary act is the bringing about of consequences or effects on the audience through the uttering of a linguistic expression, such consequences or effects being to the circumstances of the utterances.

According to Searle as cited in Cruse, D. A, (2000:342), the most basic category of illocutionary act consist of five types, they are:

- 1) Assertive, commit the speaker to the truth of the expressed proposition: *state, suggest, boast, complain, claim, report, warn (that)*. Notice that *boast* and *complain* also express an attitude to the proposition expressed other than a belief in its truth.
- 2) Directives have the intention of eliciting some sort of action of the part of the hearer: *order, command, request, beg, beseech, dvice (to), warn (to), recommend, ask, ask(to)*.
- 3) Commissive, commit the speaker to some future actions: *promise, vow, offer, undertake, contract, threaten*.
- 4) Expressive make known the speaker's psychological attitude to a presupposed state of affairs: *thank, congratulate, condole, praise, blame, forgive, pardon*. What seems to distinguish these from *boast* and *complain* is that the attitude expressed by the latter primarily an attitude towards the state of affair.
- 5) Declaratives are said to bring about a change in reality: that is to say, the world is in some way no longer the same after they have been said. What is special about declarative? The point about these is, first, that the cause a change the world over and above the fact that they have been carried out. The act includes: *resign, dismiss, divorce* (In islam), *christen, name, open* (e.g. an exhibition), *excommunicate, sentence* (in court), *consentrate, bid* (at auction), *declare* (at cricket).

This study analyzed about representative acts in *Harry Potter and the Philosopher's Stone* Movie. A representative act is very important to be studied.

By studying representative acts, we will know many utterances in informing, asserting, claiming, assuring, arguing, predicting, complaining and etc that are taken from Native in this movie. There are various types in representative act that can be analyzed from its sentence pattern too. The researcher is interested to analyze the structure of conversational fragments containing representative in *Harry Potter and the Philosopher's Stone*. Behind nine types of representative, there are different analyses on the pattern of sentences. Like the example “The boy will be famous” as predicting type that uses “will be” to show what will happen in the future. Besides, the sentence “I think she heard you” uses verb “think” to predict something. The different is indicated on the word after the subject. The first example used modal that followed by “to be” and it is make strong prediction. The speaker believes about his/her prediction will be the case. From the second example, we can see that verb “think” only predicts but does not make strong prediction. The speaker is only predicting.

This study was conducted because the language of the native speaker film is an ideal manifestation of language use. By knowing and studying the realization of representative act of the language used in “*Harry Potter and the Philosopher's Stone*” film, we can have good model on how to realize English whenever we want to make some expressions and the teachers can take some samples to teach their students in having communication based on its situational context. Moreover, the reader can enrich their knowledge about pragmatic especially representative act in having communication and the result of this study can be used as source in studying pragmatic deeply. On the other hand, the variation of

pattern in representative acts will make students learn more about uttering English especially in representative naturally.

In this research, the subject analyzed by the researcher was some representative speech act in conversational fragment of the “*Harry Potter and the Philosopher’s Stone*” film. This film was chosen for its contextual characteristic’s with today’s setting which can be suitable to be used as language model and this movie includes fantasy, so it can be watched by all people although the children.

B. Formulation of the Research Problems

Based on the background of the study above, the research problems were formulated as follows:

1. What types of representative acts are found in the conversational fragments in film “*Harry Potter and the Philosopher’s Stone*”?
2. How are the formal patterns of those representative acts?
3. What is the frequency of each type of representative act found and its formal patterns in conversational fragments in film “*Harry Potter and the Philosopher’s Stone*”?

C. Objectives of the Research

Based on the research problem this study is intended to:

1. To know what type of Representative acts found in the conversational fragments in film “*Harry Potter and the Philosopher’s Stone*”.

2. To know the formal patterns of representative acts in the conversational fragments in film "*Harry Potter and the Philosopher's Stone*".
3. To find out the frequency of the type of representative acts and its formal patterns as found in conversational fragment in film "*Harry Potter and the Philosopher's Stone*".

D. Significance of the Study

This study was significant to enrich the understanding about pragmatics, especially about illocutionary acts focusing on representative act through literary work such as film or can be novel. By reading and watching literary work and analyzing the illocution used in the speech or dialog, we can understand the use of illocution and how to apply it appropriately in our daily life.

In addition, the researcher hopes this study will give contribution for:

1. English teacher

Understanding the illocution can motivate the English teacher to create various learning based on context, especially in speaking class. It is because the teacher will know the use of illocution and can relate it with the context, so it will be helpful to the teacher in the class especially speaking. On the other hand, the teacher will have a new standard of English learning in order to create pragmatic competence of the students.

2. English learner

This study will lead the learners to speak based on the context. It is because by knowing and understanding the illocution especially representatives' acts

can make the English learners will improve their ability in using English, especially speaking. On the other hand, the learners will get the good example took from native speaker through movie when express representative act.

3. The reader

The reader can learn the illocution especially representative acts and how to realize or apply it in daily life. Later, they will know that knowing representative act is important to speak based on the context and avoid misunderstanding each other.

4. The others researcher

The result of this study can be used by other researcher as guidance to conduct the research about illocutionary acts especially representative acts.

E. Scope and Limitation of the Study

The scope of this study was speech acts. According to Searle (1979) in Nuraini (2014:8), speech act is divided into five categories. They are representative, directive, commissive, expressive, and declarative. This study focused on the representative speech acts and focused on the variation of pattern occurred in the movie. This study limited to the analysis of the types of act in representative in conversational fragments of film "*Harry Potter and the Philosopher's Stone*". The researcher limits the data of the study only in conversational fragments of the film along with the situational of the contexts of the act.

F. Definition of Key Terms

In order to give clear definition and as guidance for the readers to understand the whole study, the definition of the key terms was given here.

1. Representative acts

Representative/ Assertive act is commit the speaker to the truth of the expressed proposition: *state, suggest, boast, complain, claim, report, warn (that)*. Notice that *boast* and *complain* also express an attitude to the proposition expressed other than a belief in its truth as stated by Searle as cited in Cruse, D. A, (2000:342).

2. Film

A film also called a movie or motion picture is a movie series of still or moving images. It is produced by recording photographic images by camera, or by creating images using animation techniques or visual effects. Films are cultural artifact created by specific cultures, which reflect those cultures, and in turn, affect them. Film is considered to be an important art form, a source of popular entertainment and a powerful method for educating or indoctrinating citizens.

3. Conversational fragment

Conversational fragment is a part of film, novel or play that consists of dialogue between the characters. It explain what the character intends to do and built the plot of story.

4. Formal Pattern

Formal pattern that is a composing part of word by word became sentences.

This sentence formed from formula.