CHAPTER I

INTRODUCTION

In this chapter, the writer is going to present the background of the study which contains the reason why the writer chooses this title in her study, the statement of the problem where the writer states the problems that are analyzed in this study, the objective of the study which describes some significant thing of this study to the readers and also to the writer herself, scope and limitation of the study and definition of key terms to define some terms used in this study.

1.1 Background of the Study

Language is used for communication in human life. Where people interact with each other in order to express or inform about something to someone. However the use of language depends on how people express their utterances and how the hearer accepts it. The form of utterances can involve in certain kinds of interaction.

It can be said that language is the most effective means of communication used by people to help them maintain relationship. As stated by Wardhaugh (1977: 77) "Language is used for communication. Language allows people to set thing to each other and express their communicative needs". It means that language gives many advantages for people that through language, there will be no gaps in saying things and express many things in mind.

The function of language are varieties and it is very useful for people in order to communicate and socialize with others to express their feeling to make social interaction. As stated by Holmes (1975: 2):

"We use language to ask for and give people information, to express something and annoyance as well as admiration and respect, information, and feeling expressed simultaneously".

It means that people present their message, desires and needs over time to another person through language. The use of language is realized in utterances. Each utterance performs many kinds of functions (e.g. indignation, annoyance, unlikeness, making statement, or to express their amazement). All of those are conveyed by the speakers for the specific purpose. Beside that, there are also some actions which express their desires.

This is related to what is called speech act. As stated by Clark (1981: 125):

Speech act is designed to serve a specific function. It may be means to inform listeners, warn them, ordering them to do something, question them about a fact for or thank them for a gift act of kindness. Speakers expect listeners to recognize the function of sentences they speak and to act accordingly.

From the quotation above we understand that people want to affect the listeners by making a statement and performing a several act at a time, that characterized by different aspects of the speaker's intentions. It can be called speech acts. In general, speech acts are the acts of communication. Communication is the expression of a certain attitude. The type of speech act is being performed corresponds to the type of attitude that being expressed. A

speech act in communication will succeed if the audience identifies, that relates in accordance with the speaker's intention, the attitude being expressed. In addition, when someone utters some words, they do not only say or utter a word but also do some acts. An act which is done also shows the desire of the people who utter the words. That is why the writer is interested in analyzing the act of someone.

There are two previous studies that focused on speech acts that had been conducted by some researchers before. They are Octavia (2001) and Afina (1999). The first review of the previous study is from Octavia (2001). The study focused on the illocutions and perlocutions of Ben's and Kate's utterances which triggered the conflict and which was the conflict happened. This study also researched whether the hearer's illocution conform to the speaker's perlocution. The previous study used speech act theories since the data involved illocutionary act and perlocutionary acts. Her procedures of data collection are listening to and watching the film several times and transcribing the whole conversations. She chose only on *Ben's and Katie's* conversations to be analyzed because they used many utterances that content of illocutions and perlocutions in this film.

The findings of the Octavia's (2001) study showed that Ben and Katie gave more explanation, suggestion, asked the hearer to do something and criticized others that caused miscommunications. Asking the hearer to do something and criticizing other were the main cause conflicts because the existence of the threat to the hearer's face.

In addition, Afina's (1999) her study focused on locutionary, illocutionary and perlocutionary acts produced and used by the main characters in *Peanut*

Comic. In her study Afina used data source taken from the conversation between the characters in Peanut Comic.

In analyzing the data, Afina (1999) used descriptive research method in order to describe the locutionary, illocutionary, and perlocutionary acts produced by the main character in *Peanut Comic* and how the acts were used by them.

The current research bears some similarities with all of researches above. The first similarity is on the scope of the study. The scope of their researches are discourse analysis. The second similarity is the method of research. Both of them use qualitative approach since the data are in the form of words. Almost all of the research used speech act theory by Clark to support their research.

On the other hand, the differences are in the source of data. Octavia (2001) got the data from "The Story of Us" film and Afina (1999) got the data from *Peanut Comic.* Both of them had analyzed speech act in different data sources.

In addition, all of the researches that had been conducted by researchers above, focus on speech act. While in the speech act, there are some discussions such as locution, illocution, and perlocution. A speech act can happens in the form of the utterence.

In English, there are some specific classification for illocutionary act; namely apology, complaint, invitation, promise or request and command. The difference kind of speech act applies to the speaker's communicative intention in producing an utterance. The speaker normally expects that the hearer will understand his or her intention. The circumstances around the speaker and the hearer are usually the factor that helps the hearer to know the meaningful

utterance of the speaker. One of the speech acts used to convey speaker's thoughts, feelings, intentions and desires to others is known as commands Yule (1996: 84). Discussing about the speech act In this research the writer chooses part of the illocutionary acts whic is called commanding act. Which can make the listener understand about the speaker wants. It is more specific than researching speech acts in general.

Commands are used when the speaker wants the hearer to do something directly or indirectly for the sake of the speaker. In conducting indirect commands, the speaker cannot just command the hearer, but he or she has to expect positive result from the hearers in the form of compliance. That is why the speaker has to consider several factors; such as when the situation is, where the conversation happens, and to whom he or she speaks. By considering those factors the speaker will be able to maintain his or her social relationship with the hearer (Mey, 1993: 164).

Commands also usually threat someone's face where individual's feeling should be respected and appreciated and not to be imposed. When a speaker employs commands, it may sound offensive for the hearer. Therefore, a speaker has to use some strategies to employs the commands that will not be offensive to the hearer. In using the strategies, it will be different when he or she commands someone who is in higher position or not. He or she may employ politeness to lessen the offense.

The writer analyses what kinds of commanding acts used by main character in the drama and how are those commanding acts used by the main character. Moreover, on the source of data, the previous study uses a film *The Story of Us and Peanut Comic*. While the writer uses a drama The Tempest.

Giving command is a kind of acts that interesting to be analyzed. In this case commanding act is one of the actions that can occur in the communication among people. Language is not just a matter of utterance or sentence but it has functions to perform an action. Command is the rules we need to show how things are done with words and how we interpret these utterances as actions. In other words, it is relating what is done to what is said and what is said to what is done. It's mean that all of the utterances need some expression especially utterances on the commands.

In this study, the writer uses a drama as her source of data. She chooses a drama because literary works may contain many conversations. Drama was represented in action. These conversation texts also represented in action, too. The conversations are needed by the writer because it is easy to analyze and can help her to analyze her topic, giving commands.

The writer chooses drama *The Tempest* by William Shakespeare as her source of data because through that drama the writer finds many kinds of commanding strategies used by Prospero as the main character in the drama. In this drama the writer does not only finds the kinds of commanding strategies but also there are many ways that the Prospero's character utters commanding.

The Tempest drama written by William Shakespeare on 1610-1611 in England and the first published in 1623 in renaissance period. The play has been variously regarded as a highlight of Shakespeare's, drama as a representation of the essence of human life. The Tempest drama is a script that Shakespeare wrote as his autobiography at the time. (Shakespeare, 2004, *the tempest*, Rohan Book Company. Delhi)

The drama itself has an interesting story. It tells about the process where Prospero who was overthrown by the Duke of Milan was framed and exiled to a desert island with his daughter. While in exile, they can only depend on each other. Prospero becomes a magician and started to revenge. The main character, Prospero represents Shakespeare himself. The end of *The Tempest* Prospero and his daughter is free from the island and they come back to the kingdom.

The writer would like to analyze the kinds of commanding strategies which are used by Prospero as the main character in this drama because in this drama Prospero is a magician. A magician usually uses some commands when he / she is doing the magic. But in this drama, prospero has a good spirit to help him and his daughter. For example in this film, the commands can be seen when Prospero as the duke of milan and employer commands his servant when he ashore from in that island, how Prospero commands his good spirit, and how the servant and order the employer.

As mentioned before, as the employer, the main character in *The Tempest* Drama often command other people around him. He employs some types and

some strategies in commanding his people. It can help the writer to know how someone uses the words to command.

There are two studies focused on giving command. The first study conducted by Pontoh (1998). The studies focused on command and request that influence in Tombulu Language. The study was a qualitative research. The intention of the study is to describe commands and requests in Tombulu Language. The data were collected in natural setting were taken from native speaker's informal conversations.

The second previous study is from Turangan (2008). In this studies focus on Indirect Command in Manado Malay. This study also researched whether identifying the types and function of indirect command and Manado Malay. The study was qualitative research.

There are some similarities of Turangan's (2008) study and Pontoh's (1998) study. The topic conversed of the research was same. Both of them indicated that command as a research topic. Turangan (2008) had studied indirect command applied some people in Manado Malay. Pontoh (1998) researched focus on command and request of the language can be expressed in a number of sentence forms which are generally influenced by social and situational factors in the culture of Tombulu. but the previous researcher did not analyze about the function of indirect command.

On the other hand, the differences are in the source of data. Turangan (2008) got the data from the Malay society in Manado. He analyzes indirect command applied by some people in Manado that used Malay languages. Then

Pontoh (1998) got the data from natural setting in Tombulu languages. He had studied command and request applied in Tombulu Languages.

The writer also found one study by Turangan (2008) that has similarity with her study. The similarity can be found in the topic. Turangan (2008) researched indirect command and how are those indirect command used in Manado Malay language. While the writer analyses about what kinds of commanding acts used by Prospero, and how those commanding acts are express by Prospero's. Moreover, on the source of data, the previous study used a society in some place in Manado city. While the writer uses a drama *The Tempest* by William Shakespeare.

Based on the phenomenon above the writers consider that it is valuable to find the research strategies. The writer conduct the research entitled "*Strategies in Giving Commands Applied by Prospero as the Main Character in the Tempest Drama by William Shakespeare*". In this research, the researcher focuses on what types of commanding act that are used, and how the main character expresses the commands.

1.2   Statement of the problem

From the background of study above, the writer wants to analyze the following problems:

1.2.1   What types of commanding act are used by Prospero in *The Tempest drama*?

1.2.2 How are the commands expressed by Prospero as the main characters in *The Tempest drama*?

1.3   Objective of the study

Dealing with the statement of the problem above, the writer wants to describe the objective of the study as follow:

1.3.1   To classify the kinds of commanding act used by Prospero in *The Tempest* drama.

1.3.2   To know how commands express by Prospero as the main character in *The Tempest* drama.

1.4   Significance of the study

The writer hopes through this study, she can understand about commanding strategies deeply. Furthermore, the writer also hopes that this research can be used as a reference for other students or researchers who are interested in doing further study about the related topic. Moreover, the writer also hopes that this research can be useful for the readers who have curiosity in knowing what the directives speech acts, especially speech act of command.

1.5   Scope and limitation

The scope of this study is The *Tempest Drama* script, while the data are the utterances by Prospero as the main character in *The Tempest Drama*. And the limitation of this study is only focuses on the speech act of command, which

includes in directives, used by the Main Character in *The Tempest Drama.* The writer limits her research by focusing the object of the study only in the conversation that is used by Prospero characters in the *Tempest Drama*, because their performances are mostly appearing in the drama.

Meanwhile, in doing this research, the limitations are the weaknesses of this analysis. The analysis of the writer on this research is not totally true or right, because it is just a prediction (of course by using a theory) of the writer and it can be different from the drama script writer purposes.

1.6   Definition of key terms

In this part the writer defines the key terms as follow:

1.6.1   Speech act is the action performed in saying something (Austin in cutting, 2002: 16).

1.6.2   Illocutinary act: an act perfomed in saying something;making a statement or a promise, ussuing a command or a request, asking a question, etc (Lycons, 1977: 730).

1.6.3   Commands are expressions of desire something to another that should be done by the hearer {Lyon (in Tsui, 1994: 92- 93)}

1.6.4   Politeness can be defined as a means to show awareness of another person's face (Yule, 1998: 60).

1.6.5   Drama: a story told inaction by actors who impersonate the characters of the story in which spoken dialogue presents (Holman and Harmon, 1986: 154).