

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is an important aspect in human life which is used as communication. Keyton (2011: 2) states that communication can be defined as the process of transmitting information and common understanding from one person to another. All people around the world use the language for communication and interaction to each other. People can express their ideas or feelings through the language. Therefore, language is a mediator used by people to transfer what they have in their mind to others. They use it to avoid misunderstanding and miscommunication. So, they can deliver and express their thoughts without there isn't misunderstanding.

Language as an important tool of communication is used by people to exchange information, such as ideas, opinions, and news. People who are the addressers have different ways in using their language and it can develop different interpretation of context for different people. The different of context can influence the meaning in communication with others. So, the most important in language as communication is a context. Language is highly related to context. The meaning of a word, sentence or utterance is determined by the context. Without people know the context of communication, the meaning will be blurred. Besides context, there are other aspects of speech. There are participants and purpose of speech.

Hymes (1974:8) explains the ethnography of speaking for describing aspects of speech. It is acronym of SPEAKING. Those are setting and scene, participants, end, act sequence, key, instrumentalities, norms of interpretation and interaction, the last is genre. S is setting and sense, which refers to the time and place of speech. P is participants, which refers to speaker and hearer. E is end, which refers to the conventionally recognized and expected outcome of speech. A is act sequence, which refers to the actual form and content of what it said. K is key, which refers to the tone, manner, or spirit in which a particular message is conveyed. I is instrumentalities, which refers to the choice of the channel and to the actual form of speech employed. N is norms of interpretation and interaction, which refers to the specific behaviors and properties that attach to speaking and also to how these may be views by someone who does not share them. G is genre, the final term, which refers to clearly demarcated types of utterance.

From the Hymes' statement, the writer sees the importance to study about speech act. It occurs in our daily lives to communicate with others. Therefore, the speech act is very important to explain misinterpretation and to understand the meaning of the utterance in communication. Austin (1962:94) states that speech acts is a theory in which to say something is to do something. It means that when someone says something, he or she is not only saying something but also uses it to do things or perform act.

According to Austin (1962:103), there are three types of speech act. The first is the locutionary, the physical act of producing an utterance. Second is the illocutionary, the act that is committed by producing an utterance, for example by

uttering a promise, a promise is made and by uttering a threat, a threat is made. Third is the perlocutionary, the production of an effect through locution and illocution, for example, the execution of an order by the addressee.

In this study, the writer focuses her study on the theory of illocutionary act. There are five classification of illocutionary act proposed by Searle (1976:10) which are representative, directive, commissive, expressive and declarative. The classification has its own condition to occur. The first is the representative. It commits the speaker to the truth of the expressed proportion, "*It is hot in Surabaya*". The second is the directive. It attempts by the speaker to get the addressee to do something, "*Bring your book, please*". The third classification is the commissive. It commits the speaker to some future course of action, "*I will go to grandfather's house*". The fourth is the expressive. It is express a psychological state, "*You are very beautiful*". The last classification is the declarative. It is affect immediate changes in the institutional state of affairs, "*You are free*".

In this study, the writer wants to analyze the type of illocutionary acts in drama of George Bernard Shaw. She chooses George Bernard Shaw because he established himself as a leading music and theater critic in the Eighties and Nineties. As a great writer, all his works is very popular. One of his works is Pygmalion. Pygmalion tells about Eliza Doolittle, she is main character and still very young. She is an object to bet between Mr. Higgins and Colonel Pickering. Mr. Higgins wants to change Eliza's utterance.

Pygmalion has become by far Shaw's most famous drama, mostly through its movie adaptation in 1938. In addition, this drama is very famous because the

drama tells about a bet. Therefore, this drama gives inspiration to change a person to be better in life.

The writer chooses *Pygmalion* drama by George Bernard Shaw as her source data because the writer wants to analyze Mr. Henry Higgins's utterances. This is an example conversation between Eliza and Mr. Henry Higgins at Mr. Henry Higgins' class room, exactly act II in the drama.

ELIZA : How do you do?
HIGGINS : Bad, bad, bad.
Do it again!!

This conversation shows the context of participants between Mr. Henry Higgins and Eliza. Mr. Henry Higgins talks with Eliza in the class room. He feels angry with Eliza's performance. He disappoints with Eliza's utterance. Based on the context, illocutionary act in Mr. Henry Higgins' utterance is Directive. Directive describes that Higgins' desire for Eliza to do again her pronunciation. Higgins asks Eliza to repeat her utterance about "how do you do". It is clear that his utterance is ordering, which includes in Directive of Illocutionary. And this utterance shows direct illocutionary, it is a fact that Mr. Henry Higgins asks Eliza with a direct way and he says "do it again" to Eliza.

From the example above, it is very clear that the writer is very attractive to analyze about Mr. Henry Higgins' utterance in *Pygmalion* drama. She finds many of type illocutionary acts in this drama. Therefore, the writer uses title "Illocutionary Acts Used by Mr. Henry Higgins on George Bernard Shaw's *Pygmalion*" to represent the contents of this study.

1.2 Statement of the Problems

Based on the background above, the writer formulates the following problems:

- 1) What types of illocutionary acts used by Mr. Henry Higgins in the *Pygmalion* drama?
- 2) What are the contexts of illocutionary acts used by Mr. Henry Higgins in the *Pygmalion* drama?

1.3 Objective of the study

After the statement of the problem above, the writer wants to describe the objective of the study or the purpose as follows:

- 1) To describe the types of illocutionary acts that used by Mr. Henry Higgins in the *Pygmalion* drama.
- 2) To describe the context of illocutionary acts that used by Mr. Henry Higgins in the *Pygmalion* drama.

1.4 Significance of the Study

The writer of this study hopes that this study will give the readers a better understanding of illocutionary acts and contexts are used in study of pragmatics. She also hopes it can be benefit for the readers who have interest in speech act theory, especially to students in State Islamic University Sunan Ampel Surabaya.

1.5 Scope and Limitation

The scope of this investigation is the study of pragmatics, and the writer limits the theory on the speech acts theories, especially the illocutionary acts. This study focuses on the illocutionary which are used by Mr. Henry Higgins when he speaks with other characters in the *Pygmalion* drama.

1.6 Operational Definitions

The following term in this study is necessary for the analysis for the study:

1) Speech Acts

Rankema (2004:12) states that in speech act theory, language is seen as a form of acting.

2) Illocutionary Acts

Illocution is an act which is performed by saying something, it is like warning and asking. According to Austin (1962: 99) states that illocutionary act is “performance of an act in saying something”.

3) Context

Hymes (1964) in Brown and Yule (1983:38) state that features of context which influence the interpretation of the intended meaning into 9 components.