CHAPTER I

INTRODUCTION

This chapter covers background of the study, statement of the problems, objective of the study, significance of the study, scope and limitation of the study, and definition of the key terms. All sections which have been mentioned above will be discussed as follows:

1.1 Background of the Study

Generally, everyone in this world uses language in communication and interaction with each other. It is difficult to imagine what life would be like without language. Through language, people can transmit messages, communicate ideas, thoughts and their opinions. According to Forrester (1996: 10), even if we could visualize such a state of affairs, our imaginations and thoughts would themselves depend upon the language we are brought up with. Therefore, language is inseparable part of our everyday life.

Further, in a conversation, it is also hoped to achieve the aim of successful communication. That can be reached if the speaker can deliver his/her messages correctly and the hearer can catch what the speaker's mean based on the context of the situation around them in which the utterances are performed. Moreover, people mostly do not just produce utterances with no purposes. They perform an utterances with some kinds of functions in mind. Therefore, understanding about language and certain contexts of communication is important to be studied.

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The study of language in certain context can be studied in the area of pragmatics. According to Levinson (1983:9), pragmatics is the study of those relations between language and context that are grammatically or encoded in the structure of language. Whereas, Yule (1996: 3) defined pragmatics as the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). Thus, it means that pragmatics is focused on the study about the speaker's meaning and contextual meaning of communication.

Further, the study about utterance can also mean the study about speech acts. That study is used to express what people means and perform actions via those utterances. Actions performed via utterance are generally called as speech acts. Austin in Cutting (2002: 16) said that speech acts is the actions performed in saying something. Meanwhile, Searle in Bayat (2013: 214) also highlighted that speech act is presented in real language use situations. He also stated that the basic assumption of the speech act theory should be the smallest unit in human communication which is the implementation of certain types of acts.

Further, the theory of speech acts is mainly based in Austin and Searle. Before Searle's theory, there is speech act theory from Austin. He defined that speech acts is divided into three different levels. Those are locutionary acts, illocutionary acts and perlocutionary acts. According to Cutting (2002: 16), locution is the form of the words uttered; Illocutionary acts are the specific purpose that the speakers have in mind. Then, perlocutionary act, as what is done by uttering the words or the hearer's reaction.

Later, Austin classified speech acts into five groups, which are verdictives, exercitives, commissives, behabitives and expositives. However, Searle criticized Austin's taxonomy in several ways, including the criticism that Austin was just classifying speech act verbs rather than speech acts. He also gave critic to Austin taxonomy, which was not constructed on the basis of any clear or consistent principle or set of principles. Afterwards, Searle in Mann (2009: 317) said that there are five macro-classes of illocutionary acts. Those are representative, directive, commissive, expressive, and declaration. Thus, Searle's theory is a reform for Austin's taxonomy.

One type of speech acts which commonly happens in conversation is representative. According to Searle in Levinson (1983:240) representative or assertive is kind of speech acts that commit the speaker to the truth of the expressed proposition. It means, of performing this type of speech acts, the speaker represents the world as he or she believes it is, thus making the world fit on the world to believe. For Example: Jennifer told James, *"It's raining out"*. It means that Jennifer was trying to get him believed it was raining out. Further, representative ranges includes: *asserting, concluding, describing, claiming, hypothesizing, swearing, suggesting predicting, reporting, telling, insisting, swearing, suggesting, believing, explaining, convincing, affirming, announcing, forecasting,* and so on.

Furthermore, the study of speech acts has been popular. Numerous studies on speech acts have been conducted by researchers using various sources of data and with a different topic and focus. Here is several examples of previous study about

speech acts, such as: Emma Aryndani Sartika (2005), Irvan Hadinata (2008), Si Liu (2011), Andrew Sutjiadi (2011) and Ghanbaran et al (2014).

Firstly, the previous study about speech acts was done by Emma (2005), she was focusing on the miscommunication that took conversations between *Agus and Rita* in *Aditya Mulya's* novel entitled *Jomblo*. Further, her study was to reveal the illocution and the perlocution used by Agus and Rita, which can trigger conflict and occur within the conflict itself. Secondly, a previous study by Irvan (2008) is a study about a speech act of persuasion in a movie entitled *"Runaway Jury"*. Thirdly, Si Liu (2011) examined about how Chinese speakers categorize speech acts and whether their utterance comprehension involves speech act recognition. Fourthly, Andrew (2011), focused on the application of the illocutionary act in the speech on Primary Night Speech by Hillary Clinton. Last, the study of Ghanbaran et al (2014) was an attempt to investigate the proportion by which intensifiers are used in the two speech acts of apology and compliment.

Based on the previous studies above, it can be concluded that there are a lot of researchers which have discussed about speech act, especially illocutionary acts over several years. Their studies were done with a different topic and research object. Those studies above mostly has done in a variety of media such as novel, movie, political speech, and data from interviews. Those research object has received a quite good researcher's attention, but not much has been paid to fairy tales. As such, the present study is carried out with the aim of examining 10 fairy tales by Hans Christian Andersen. He is a Danish author who is considered as one of the best fairy tale's authors. His stories have been translated into more than 125

languages in the worldwide. Hans's popular stories are such as the little mermaid, snow queen and so on.

Furthermore, the researcher took 10 selected fairy tales for this present study. That is selected based on the existence of representative in its stories. Meanwhile, the researcher only chooses 10 fairy tales in order to save time and simplify the analysis. Then, the researcher also takes a specific topic of illocutionary acts, which is representative. The topic is chosen in order to get a deeper understanding about how the interpretation of what character means in a particular context and how the context influenced what is said through their representative utterances. Moreover, the writer applies Searle's theory about illocutionary acts to determine the paradigm cases of representative. Then, the reason of the characters states certain representative is explained by Leech and Holmes's theory about the context and aspects of speech situation.

At last, the researcher is interested in discussing about representative illocutionary acts in Hans Christian Andersen's selected fairy tales.

1.2   Statement of the Problems

Based on the background described above, the researcher can formulate the problem as follows:

1. What are representative illocutionary acts performed in Hans Christian Andersen's selected fairy tales?

2. Why are the representative illocutionary acts used in Hans Christian Andersen's selected fairy tales?

1.3 Objective of the Study

Based on the problem of the study above, the objectives of this study are as follows:

1. To describe the representative illocutionary act performed in Hans Christian Andersen's selected fairy tales.

2. To describe the reasons why representative illocutionary acts are used in Hans Christian Andersen's selected fairy tales.

1.4 Significance of the Study

This research will be important in both theoretical and practical contribution as follows:

1. **Theoretically**, this research can enrich linguistics research, especially in the field of pragmatics. Moreover, it gives supplementary contribution to students who study speech acts, especially speech acts of representative.

2. **Practically**, this research is expected to give valuable information for other researchers and public as follows:

   2.1 Next researchers

   This research can be used as references and additional information dealing with representative illocutionary acts, especially for English Department student.

2.2   Public

The researcher hopes that it will enrich reader's knowledge about the use of representative illocutionary acts through literary work and it also can be used as literary comprehension.

1.5   Scope and Limitation of the Study

This research limited only on the part of representative illocutionary act which is taken from all utterances between characters in Hans Christian Andersen's fairy tales. Here, the utterance limited only on the spoken words that is used by the characters to express his/her ideas or feelings. Further, the data source for this research is taken from 10 fairy tales of Hans Christian Andersen. Those fairy tales was published in 1983 in USA by Anchor Books and Colophon.

1.6   Definition of Key Terms

1.6.1 Act: to do something for a particular purpose, or to behave in the stated way.

1.6.2 Illocutionary acts: what is done in uttering the words; the function of the words; the specific purpose that the speakers have in mind. (Cutting 2002: 16)

1.6.3 Representative Illocutionary acts: speech acts that commits a speaker of the truth of the expressed proposition. (Levinson, 1983:240).

1.6.4 Fairy tale: a traditional story written for children which usually involves imaginary creatures and magic.