CHAPTER I

INTRODUCTION

This chapter explains background of the research. It also describes formulation of the problem, objective of the research, significance of the research, and previous study.

A. Background of the Research

Meaning seems to be the most obscure aspect to study and the most obvious feature of language. It is obvious since language is what we apply to communicate with each other, to convey 'what we mean' effectively. Pragmatics is one of linguistics studies discussing language meaning depending on the context. Semantics is a study concerning meaning as well, but the significance of that study is context-free, which means that the utterance does not depend on the situation when it is uttered.

Yule (1996, p. 3) mentions four pragmatics definitions, that is, the study examining the meaning of the speaker; the study examining the meanings according to its context. The study exceeding the study of meaning uttered; examining the meaning communicated by the speaker; and the study examining forms of expression by limiting social distance of participant involved in a particular conversation. According to Levinson (1983, p. 9), pragmatics is the study of the relation between understanding and language underlying context description of language.

In the following is some examples of the use of the words capable, pure and famous:

1. She is <u>capable</u> to make her art work more than this now.
2. The baby is just as <u>pure</u> as white milk.
3. That football player was very <u>famous</u>.

The word capable in the first sentence internally has a meaning "have the capability necessary for something". The word pure in the second sentence has a meaning internally as "morally good", and the word famous in the third sentence means internally "known by many people".

Dari uraian di atas, dapat disimpulkan bahwa makna yang digeluti cabang ilmu pragmatik adalah makna yang terkait konteks, sedangkan makna yang digeluti oleh kajian semantik ialah makna bebas konteks (Kaswanti Purwo, 1990, p. 16) (From the description above, it could be concluded that the significance of linguistics in the branch of pragmatics is context dependent, while the significance discussed in the branch of semantics is context-free.)

Here, the understanding and significance of the fact of a language is to understand something or the speech-language expression is needed as well as understanding beyond the meaning of the grammatical relations and words, the relations with the context of language use. While then, semantics is the study of meaning in a language which could be applied to a single word or to entire text. For example, the words 'very cold' and 'Freezing' technically mean the same thing, but semantics analyzes them to be subtle shades of meaning.

Semantics and pragmatics have similarity, that is, a linguistics study examining the meaning of language unit. However, the difference between pragmatics and semantics is, semantic examines the meaning of a language internally and context-free, while pragmatic examines the meaning of a language externally and depends on its context.

In everyday life, human could not be separated from the interaction with each other. In communicating the purpose of function, it could be expressed in various forms, one of the studies is pragmatics. It is one of the studies examining the various phenomena occurring in the language of public communication. Thus, this research applies the study of pragmatics as the basic theory. In pragmatics study, the analyzed object is associated with the use of language in communication occasion.

In this undergraduate thesis, the object of the occasion is an emotional state expressed by the characters in *Hamlet* drama.

This research applies the theory of speech act developed by Searle (1975) and Yule (1996). Speech act has a pivotal role in the study of pragmatics as a unit of analysis. In every communication, there are called speech event and speech act in a speech situation. Austin (1962) points out that we must consider the total situation in which the utterance is issued if we want to know the parallel between performative utterance and statements and how each could go wrong. According to Austin, we must take into consideration of the speaker's intentions and goals, the circumstances of utterance when we assert something.

When we speak, our words do not have meaning of themselves, they are very affected by the situation (between the speaker and the listener). Getting a glass of water is the example of an action. Asking someone else to get one is also the example of an action. The theory of speech act is the idea that every use of language carries out a performative dimension (in the familiar slogan, "to utter something is to perform something.") The theory of a language is part of the theory of an action. The basic emphasis of the theory of speech act is on what the speaker means by her or his utterances rather than what the utterance means in a language. The attitude of the person performing the linguistics action (feelings, thought, or intention) is paramount importance.

Speech act is a sentence used to state the speaker's purpose known by the hearer psychologically and determined by the language capability of speakers in dealing with particular situation. Speech event is more focused on the purpose of the event, while speech act is emphasized to the significance or meaning of an action. In telling a sentence, someone does not solely utter something, but there is a significance to take an action.

A boss said to an employee, *"you are late!"*

The boss does not solely want to tell the employee that she or he is late, but instead of that the boss is giving a command to him or her to be immediately doing his or her job.

The theory of speech act is first proposed by J. L Austin (1962) and later it is developed by John Searle in 1969. Austin states that the theory of speech act is not just a statement concerning something, but it is also an action. The human's words could cause a change and result the action for the others.

For example, someone says, *"can you turn off the television?"* and their interlocutor hears, understands and reaches his or her hand out to the television switch to turn it off. From the aforementioned utterance, there is a communicative purpose. The intention of the speaker is to get an effect to the interlocutor so the interlocutor performs something about what the speaker has uttered. Both the speaker and the interlocutor, they have performed an act. Thus, it could be said that the speech act is the essence of communication.

Austin considers three components or level of speech acts. Kempson offers this summary of the three interrelated speech acts is originally presented by John L. Austin in How to do Things with Words (1962); a speaker says sentences by a particular meaning (locutionary act), by a particular force (illocutionary act), in order to attain a certain effect on the hearer (perlocutionary act).

Furthermore, Searle describes five general categories of using language. There are five general ways of illocutionary act (John Rogers Searle, 1969); We tell people how things are, commit the interlocutor to something being the case (assertive). We try to make the addressee performs an action or try to get people to do something (directives); speakers commit to perform something in the future (commissive); we express our attitudes and feelings concerning the situation (expressive); and bringing out the changes in the world by means of our utterances (declarations).

One of the speech acts that is often found in our daily life is emotional state. Emotional state is one of many reactions of human beings in their life. Emotional state could happen if there is an interaction between two or more people. Normally,

humans have their emotional state which they have since baby. When the process of getting older, they get and have more experiences with others. Thus, when they are getting older and they experience the same thing with others, they would express their emotional state to them.

Emotional state is actually one realization in the daily life of society and it is closely dealt with speech act since it involves the feeling in which a speaker performs the act by means of his or her utterance. When the speaker expresses his or her emotional state to someone, actually he or she does not only have a certain aim, but also performs the act.

The phenomena of speech act do not only happen in real life situation, but also in drama because it is a reflection of human's real life. The dialogues of characters reflect human communication consisting of speech act. They apply speech act in their utterances to convey their intended purposes such as when the characters express their emotional to their interlocutors or when the characters express their feeling.

In conducting the research, the researcher has chosen a drama as the source of data. Because drama is the representation of human life, the researcher determines it is acceptable so as the researcher chooses drama as source of data. A drama entitled *Hamlet* is chosen as the object of the research since it reflects the life of society naturally. Besides, the characters in Hamlet frequently apply speech act of emotional state in their dialogues so as the utterances could be analyzed easily. For this reason, it could provide a good example of the occurrence of speech act of emotional state.

In *Hamlet* drama, the researcher discovers that there are some interesting symptoms containing emotional state. There are some variations of emotional state expressed by the characters in the drama. Regarding to the phenomenon above, the researcher is interested in investigating emotional state in *Hamlet* drama. In that drama, there are many different speech acts of emotional state expressed by the

characters. The following is one of the examples of how the characters express their emotional state in the drama:

Datum I/Act I/ Scene I/Page 3/Line 4

HORATIO

Well, let's sit down and listen to Barnardo tell us.

BARNARDO

Last night, when that star to the west of the North Star had traveled across the night sky to that point where it's shining now, at one o'clock, Marcellus and I-

The GHOST enters.

MARCELLUS

Quiet, shut up! It's come again.

BARNARDO

Looking just like the dead king.

MARCELLUS

(*to* HORATIO) You're well-educated, Horatio. Say something to it.

The participants of the conversation were Barnardo and Marcellus. They were as two watchmen. The conversation above took place on the post when they were guarding in the night as their routine job. Emotional state was expressed by Marcellus to Barnardo for the emergence of ghost. Marcellus thought that the ghost would harm and kill them if both of them make a noise to it. Therefore, he told Barnardo to be quiet by uttering *"**Quiet, shut up! It's come again**."* By uttering so, he wanted Barnardo not to talk too much to him, especially by having a conversation with the ghost. From the analysis, it could be concluded that Marcellus applied the speech act Directives in form of Command to express his emotional state and it could also be identified that the emotional state was Anger and Fear.

There are two factors influencing Marcellus to express the kind of speech act of his emotional state to Barnardo. The first, he did not want the ghost intended to harm and kill them. Next, he wanted to find out what the ghost would perform in front of them. Based on the previous phenomenon, the researcher is interested in investigating speech act of emotional state expressed by the characters in *Hamlet* drama since there are some characters with different situations, also different topics, and setting in the drama. Therefore, the researcher conducts the research entitled **SPEECH ACT OF EMOTIONAL STATE EXPRESSED BY THE CHARACTERS IN THE *HAMLET* DRAMA**.

B. Formulation of the Problem

Based on the background of the research above, the researcher formulates the problems in the following:

1. How is the context of speech act of emotional state delivered by the characters in *Hamlet* drama?
2. How are speech acts of emotional state applied by the characters in *Hamlet* drama?
3. How do the characters express their emotional state to their interlocutors in *Hamlet* drama?

C. Objectives of the Research

Based on the formulation of the problems above, the objectives of the research are:

1. To describe the context of emotional state delivered by the characters in *Hamlet* drama.
2. To identify speech act of emotional state applied by the characters in *Hamlet* drama.
3. To find out the reason why the characters express their emotional state to their interlocutors in *Hamlet* drama.

D. Significance of the Research

The results of the research are expected to give both theoretically and practically benefits. Theoretically, the research is expected to enrich the understanding and comprehension of pragmatics, especially concerning speech act of emotional state to other linguistics researchers. Practically, the research is able to give some contributions as follows:

1. English Department Students

The research gives a comprehension and understanding regarding how speech act applied by means of emotional state. By conducting this research, the researcher expects that the students of English Department are more aware in studying concerning the speech act of emotional state in daily conversations so as the research is able to help them to study deeply.

2. Other Researchers

The research is able to give some contributions for other researchers in conducting deeper research of related study. This research is expected to be able to help other researchers in investigating the same topic of speech act as a reference for further research.

3. Public

The research is able to give some information regarding how to apply the kinds of speech act. By conducting this research, the researcher expects that the public could have an understanding and comprehension concerning how a certain speech act used by considering the context of situation related to the topic.

E. Previous Study

There are several studies discussing the same drama and topic. Hopefully, the previous studies could help the researcher to discover more comprehensive things for the research is being discussed. This research has some relationship with the previous studies as follows:

The previous first study is research entitled "*Pragmatics Analysis of Anger Expressions on An Enemy of The People Manuscript*". Wikandari (2015) conducted this research. The objectives of this research were to describe the causes of anger in "An Enemy of the People manuscript by Hendrik Ibsen" and to explain the differences of anger expression in stress, intonation, dirty word, irony, and direct expression between a man and a woman, old woman and young woman, and politicians and scientists on "An Enemy of the People" manuscript by Hendrik Ibsen. The researcher used pragmatics approach as the way of the analysis. The researcher focused on the use of words and sentences of anger expression on "An Enemy of People" Manuscript by Hendrik Ibsen.

This research has similarities and differences with the first previous research. The similarities are both previous research and this research are to study the same study, that is the study of pragmatics. Meanwhile, the differences are the focus analysis and the object of the research. In the first previous research, the researcher focused on the use of words and sentences of anger expression. Then, the object was "An Enemy of People" Manuscript by Hendrik Ibsen. While, in this research, the researcher focuses on the scene of speech act containing emotional state. Then, the object of this research is *Hamlet* drama.

The previous second study is research entitled "*An Implicature Analysis on Anger Expression in Aristocratic Movie Manuscript*". Rosyadi (2010) conducted this research. The objectives of this research were to elaborate the implicature of anger expressions in aristocratic movie manuscript and to elaborate the politeness pattern of anger expressions in the Aristocratic Movie Manuscript. The researcher used pragmatics approach as the way of the analysis. The researcher focused on the identification of the implicature and the politeness of anger expression in the aristocratic movie manuscript.

This research has similarities and differences with the second previous research. The similarities are both previous research and this research to study the same study, that is the study of pragmatics. Meanwhile, the differences are the focus analysis and the object of the research. In the second previous research, the researcher

focused on the identification of the implicature and the politeness of anger expression. Then, the object was "Aristocratic" Movie Manuscript. While, in this research, the researcher focuses on the scene of speech act containing emotional state. Then, the object of this research is *Hamlet* drama.

The third previous study is research entitled "*Hamlet's Major Depression in Shakespeare's Hamlet*". Assaji (2012) conducted this research. The objectives of this research were to describe the general description of Hamlet in Shakespeare's Hamlet, Prince of Denmark, to describe conflicts experienced by Hamlet in Shakespeare's Hamlet, Prince of Denmark, and to describe Hamlet's depression in Shakespeare's Hamlet, Prince of Denmark. The researcher used psycholinguistics approach as the way of the analysis. The researcher focused on the process of the depression of Hamlet as the protagonist while seeking the truth about the death of his father and attempt to avenge to his uncle, King Claudius.

This research has similarities and differences with the third previous research. The similarities are both previous research and this research to study the same object, that is *Hamlet* drama as the object. Meanwhile, the differences are the focus analysis and the study of the research. In the third previous research, the researcher focused on the process of the depression of Hamlet as the protagonist while seeking the truth about the death of his father and attempt to avenge to his uncle, King Claudius. Then, the study was psycholinguistics. While, in this research, the researcher focuses on the scene of speech act containing emotional state. Then, the study of this research is pragmatics.

The last previous study is research entitled "*Hamlet's Depression in Shakespeare's Hamlet*". Stiawan (2016) conducted this research. The objectives of this research were to reveal the reason why Hamlet experience of expression and to know the causes and Effect of Hamlet's depression in Shakespeare's Hamlet. The researcher used psycholinguistics approach as the way of the analysis. The researcher focused on Hamlet's depression as the main male character in Shakespeare's Hamlet play in terms of its causes and effects on the behaviors.

This research has similarities and differences with the last previous research. The similarities are both the research and this research studying the same object, that is *Hamlet* drama as the object. Meanwhile, the differences are the focus analysis and the study of the research. In the last previous research, the researcher focused on Hamlet's depression as the main male character in Shakespeare's Hamlet play in terms of its causes and effects on the behaviors. Then, the study was psycholinguistics. While, in this research, the researcher focuses on the scene of speech act containing emotional state. Then, the study of this research is pragmatics.