

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents (1.1) the background of the research, (1.2) statements of the problems, (1.3) purposes of the research, (1.4) significance of the research, (1.5) Scope and limitation, (1.6) definition of key terms and (1.7) organization of the research.

### **1.1. Background of the Study**

Language is one of important parts in social environment. In daily, people also use language as a tool to do things. Language is a sound symbol system which is agreed to use by the member of society in cooperation, communication, and self-identify (Kridalaksana:2009). Moreover, language has function as human communication tool, in verbal and non verbal (Chaer:2010). Thus, people use language to build communication with each other and produce the utterances.

Language serves a great many functions; giving and getting information to support the performance of social activities and social identities and to support human affiliation within cultures, social groups, and institutions (Gee, 2011:2). In addition, the utterances (including sentence or sentences) brings concepts (thought, suggestion and soon which is uttered by the speaker to hearer (Chaer:2010).

Linguistics is one of diciplines about language and one of important of linguistic field is pragmatics. In linguistics, communication is also studied as one of pragmatic concerns. A pure pragmatics would be concerned with concepts like belief, utterance, and intension and their inter-relation (Levinson, 1983:3). Communication is the simple act of transferring to

communicate from one person to another, when we think about how we can communicate the subject becomes more complex. Additionally, pragmatics as the study of the way humans use their language in communication, based itself on a study those premises and determines how they affect human language use. Specifically, pragmatics is concerned with the use of language and what the speaker and the hearer utter in communication.

Pragmatics is the study of belief that is communicated more than what it is said. It has 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 (Yule, 1996: 3). Here, what Yule wants to emphasize is that meaning that the speakers have is more than the words they say. To understand speakers' meaning, we might also pay attention to the context. Thus, pragmatics also concern with context. More clearly, Yule (1996:3) continues that pragmatics should also consider aspects of context such as who people are talking to, when, where, and under what circumstances that will determine the way they say and what they want to say.

One of pragmatic studies which is related to the communication and also the utterance is speech act. A speech act is an action performed by means of language, such as requesting something, complaining about something, or refusing something. According to Yule (1996), speech act is the actions performed via utterances. In speech act, Austin (1962) states that there are three kinds of different acts; Locutionary act, Illocutionary act, and Perlocutionary act. The locutionary act refers to the literal meaning of the actual words (such as 'it's cold in here' referring to the temperature). The illocutionary act refers to the speaker's intention in uttering the words (such as a request for someone to close the door). The perlocutionary act refers to the effect of this utterance has on the thoughts or actions of another person (such as someone else getting up and close the door).

In performing speech acts, there are three related acts as what Yule (1996) suggest. They are locutionary, illocutionary and perlocutionary. In line, Austin suggest that in uttering a sentence, a speaker is generally involved in three different acts: locutionary acts, illocutionary acts, and perlocutionary act. Locutionary acts is roughly equivalent to uttering certain sentence with the certain sense and reference, which again is roughly equivalent to meaning in traditional sense (Austin, 1962: 108). In line with this, Cutting (2002:16) states that locutionary act is what is said. From those utterances, then, we might also have some purpose such as offering, inviting, requesting, and some other purposes. Those purpose are then the dimension of illocutionary. More clearly, Austin (1962:108) states that utterances have certain conventional force which is called illocutionary act. Look at the example belows:

- (1) MM: I think I might go and have another bun.  
AM: I was going to get another one.  
BM: Could you get me a tuna and sweet corn one please?  
AM: Me as well?

(In Joan Cutting, 2002:16)

Joan explains that the first level of analysis is the words themselves: "I think I might go and have another bun.", "I was going to get another one." ,and soon are locutionary act; the form of the words uttered or the act of saying something. Contually, what the speakers, MM and AM are the part of illocutionary effect. Joan states that illocutionary effect is, "what is done in uttering the words", the function of the words, the specific purpose that have in mind.

In the other hand, there are some categories of illocutionary act which has been stated by Yule (1996); Declarations, representatives, expressives, directives, commisives. The illocutionary act above can be classified based on Yule's theory. Therefore, these categories divide every utterance which is uttered by the speaker. After the illocutionary act

is uttered by the speaker, there would be the result of the words: MM gets up and brings AM and BM a tuna and sweet corn. This act is known as perlocutionary effect. It is the effect on the hearer, the hearer's reaction. (Cutting,2002:16).

Austin realised that often the implicit performatives, ones without the performative verbs, as in the original version of this dialogue, sound more natural. He also realised that implicit performatives do not always have an obvious explicit performative understood. Take the expression, "I'll be back!" It can mean either "I promise that I'll be back" or "I warn you to that I'll be back."

One of the ways to study about speech acts is analyzing *All My Sons* play script. In this study the writer focuses in speech acts used by the main character in the *All My Sons* play. *All My Sons* is a play in 1947 that written by Arthur Miller. *All My Sons* was one of Miller's earliest plays and his first commercially successful one. Inspired by worldwar II and the true life story of a women who alerted authorities to her father's wartime wrong doing. The play focuses on the story of a businessman who once narrowly avoided financial ruin by shipping cracked machine parts to the military. He blames his business partner and builds an empire, but eventually his crime comes back to haunt him.

The writer considers analyzing the dialogue that is used in the play because of several reasons. First reason is the writer interested in analyzing *All My Sons* play because the writer tends to analyze the speech act by influential or famous people as president, governor or major. Occasionally, some writers analyzed the speech by dialogue in comic or movie. Second reason is the writer interested in analyzing the main character in *All My Sons* play because another writer tends to analyze the speech act by all characters in the comic or movie.

This study is expected to know what kind of speech acts in the script. The writer considers to use Yule's (1996) theory to support this study and find out the types of speech act that used in main character of *All My Sons* play. The main character is Joe Keller as the father in this script. The speech acts that would be analyzed is locutionary act, illocutionary act and perlocutionary act in *All My Sons* play. Thus, the writer chose the title "A Study of Speech Acts Produced by Main Character in *ALL MY SONS* by Arthur Miller"

## **1.2. Statements of the Problems**

Based on the research background, the writer identifies some research question:

- 1.2.1 What are the types of speech acts uttered by the main character in "All My Sons" by Arthur Miller?
- 1.2.2 Which are the most dominant speech acts frequently used by character in "All My Son" by Arthur Miller ?

## **1.3. Objectives of the Study**

The purposes of the study are:

- 1.3.1. To determine the types of speech act uttered by the main character of the script.
- 1.3.2. To find out the most dominant speech acts frequently used by character in All My Son by Arthur Miller.

## **1.4. Significance of the Research**

The purpose of this study is to analyze the character in “All My Sons” by Arthur Miller using speech act theory. Hopefully, the result of the research can refer and provide some contributions for the readers, and for those who are interested in study linguistics. It will be able to be used as a consideration in studying speech act in general. The readers can also studying illocutionary and locutionary act in particular in different way of study such as from an one act play.

Moreover, this study is useful to enrich our insight in linguistic and also become a reference and comparison from other students who want to research about speech act analysis.

### **1.5. Scope and Limitations**

The scope of this study is Speech acts. This study will analyze the speech acts which utter by main character in All My Sons by Arthur Miller. The writer focuses on the types of speech acts by George Yule (1996). To support this research, the writer uses the type of speech act; locutionary act, illocutionary act, and perlocutionary act by George Yule. This study also awares with the way of each conversation.

### **1.6. Definitions of Related Terms**

Some items of terminology are defined to avoid misinterpretation:

#### **1.6.1 Pragmatics**

Yule (1996:3) state that pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). From the definiton above, pragmatics means the aspects of meaning and language use that are dependent on the speaker, the writer and other features of the context of utterance.

#### **1.6.2 Speech Act**

According to Yule's statement (1996:47) speech act is the action performed by a speaker with an utterance. From the definition above, speech act can be defined as the action performed by the speaker to hearer via utterance.

### **1.6.3 Locutionary Act**

Yule (1996:48) says that locutionary act is the basic act of utterance, or producing a meaningful linguistic expression. Thus, from the definition above, it can be defined that locutionary act is the actual utterance that is produced by the speaker to the hearer.

### **1.6.4 Illocutionary Act**

Yule (1996:48) illocutionary acts is an utterance with some kinds of functions in mind. To put it briefly, in uttering something, people have other function or purposed in their mind more than the words themselves as their own intention such as asserting, requesting, ordering, promising and so forth.

### **1.6.5 Perlocutionary Act**

Yule (1996:48) says that speaker produce utterances with some intention to have some effect. Thus, it means perlocutionary act is then the effect of the utterances produce. It is what people bring about to achieve by saying something, such as convincing, persuading, deterring, and even, say, surprising or misleading.

## **1.7. Organization of the Research**

This thesis is divided into five chapters. Each chapters have different discussions. The first chapter is introduction. In this chapter explains the background of the research, statements of the problems, purpose of the research, significance of the research, scope and limitation, definition of key terms and organization of the research. The second of the

research is the review of literature. This chapter describes speech act theory, types of locutionary act , illocutionary act and perlocutionary act. The third chapter is method of the research. This chapter involves research design, the source of the data, data collection technique, and data analysis technique. The fourth chapter is analysis and finding. The analysis and the findings are presented separately between locutionary act, illocutionary act, and perlocutionary act. And the fifth chapter is conclusion and suggestion.