

CHAPTER II

Review and Related the Literature

This chapter consists of two parts, namely review and related theories and review of the previous study. In the first part, the researcher presents the theories which are used to support the research which consist of six related theories. Whereas, the second parts, the researcher reviews the previous study that is conducted by the student of English Department Faculty of the Letters at Petra Christian University 2011 Surabaya named Shella Nanggoy, Reg No 11407052, with her thesis "Violation of Body Rights in Jodi Picoult's *My Sister Keeper*".

2.1 Review of the Related Theories

2.1.1 Discourse Analysis

Discourse analysis is analyzing text that is used to understand the purpose or the meaning of text. According to McCarthy (1991: 5), discourse analysis is the relationship between language and context to make the utterances or text making sense and others can understand the meaning within, whereas Brown and Yule (1983:1), discourse analysis is to commit the observational of what that language is used to communicate in every communication among the human in the world. Based on the definition above, it can be concluded that discourse analysis is the study of language that has relationship between context and language itself and to make both of them to be a unity until understanding the language is used for and making sense. Discourse is a text. Text consists of two forms: the written text and the oral text. The written text is a text that typed or written, such as: poster, newspaper, magazine, advertisement, etc. The oral text is a text that is produced by human in

the utterance form and the utterances can be recorded. The result of recording transcription. The transcription can be analyzed, such as conversation.

In discourse analysis, according to Brown and Yule (1983: 1-2), there are two functions of language, those are: transactional (dialog between 2 or more people) and interactional (speech in one way) whereas the language is used to communicate. The communication engages the speaker as the giver information and the hearer as the answerer, listener, and the supporter the information whereas language is used to tell the factual or non-factual information. It is called the primarily transactional language. The language is used in particular situation, such as: the student asks something to the teacher, the policeman gives information to the rider on the street. The interactional language only engages the speaker as informative person and the information is shared to the audience, such as: the professor speech in the university.

Discourse analysis has two contexts, that is: a linguistic context and nonlinguistic context. Linguistic context consists of the cohesion, coherence, grammar, sub junction, connection, etc. whereas non- linguistic context consists of background knowledge, etc. So if the researcher analyzes the discourse. The researcher must look at the linguistic context and nonlinguistic context to understand the meaning of it.

2.1.2 Context

Context is very important to analyze the story of movie because it makes the researcher easy to analyze the intrinsic and extrinsic element of the story. The definition of context itself according to Paltridge (2006: 53-54), context is the understanding of the relationship between the utterances of the speaker and the understanding of the hearer in every area of discourse. Furthermore, context is the important thing to understand what the speaker says and understanding the content in spoken and written discourse. The understanding of the

context in the story or discourse is important and very crucial to understand the intended meaning in the written or spoken discourse. Therefore, context is important and needed to support the discourse analysis. There are kinds of key aspects of the context that are important to interpretation of the discourse, as stated by Cutting (2002:3) in Paltridge (2006:53-54):

2.1.2.1 Situational context

Situational context is the context that relates with the situation around when the speaker is speaking. It means what people know about what they can see around them. According to Brown and Yule (1983: 85), the situational context consists of: a). contextual feature, b) co-text.

2.1.2.1.1 Contextual feature

Contextual Feature is the device to analyze the discourse and very important to understand the situation, setting, etc. In the discourse, contextual feature is used to support the analysis of the discourse and describe the situation, condition, place, character, etc., in conversation of story. According to Hymes in Brown and Yule (1983: 38), the feature of context can support the data and relevant to identification type of the event, such as:

2.1.2.1.1.1 Addressor and addressee

In conversation there are two or more members of conversation. The first person who produces the utterance can be called as the addressor. The addressor is the speaker who produces the utterances whereas the person who listens the utterances of the speaker can be called as addressee because the message or the utterance is showed to the listener. So, the addressee is the hearer of the speaker's utterance

For example:

Dracula :*[to shrunken head]* I got it covered. Please, relax. Just do your job. *[Opens the door][toMavis]* Good morning, MaveyWavey! Happy Birthday, my little mouse!

Mavis : Thank you, Dad. I know it's my birthday.

From the example above, the researcher can know about the part of addressee and addressor when they are talking. In this example, the researcher wants to explain about the part of addressee and addressor in one of dialogs of hotel transylvania film. Here, Mavis is the addressee and the addressor is Dracula. Dracula gave congratulation in Mavis's birthday "Good morning, MaveyWavey! Happy Birthday, my little mouse!" and Mavis answered "Thank you, Dad. I know it's my birthday".

2.1.2.1.1.2Topic

Topic is about what is being talked between the speaker and the hearer. The knowledge of addressor is important and needed to understand the addressor's utterances. For example: the addressor is the doctor, directly the addressor talks about the disease with the addressee (patient). So, the speaker and the hearer must know about the knowledge between each other and the listener knows the direction of the conversation,

Example:

Mavis : Dad, please, let me speak. There's something we have to talk about.

Dracula : You want to go out into the world. You can.

Mavis : Aha! I knew you were gonna say that. But, Dad, you gave me your word, you know that I know that a Dracula's word is sacred. That our trust is the core of our- Wait, what?

Dracula : I said you can go.

Mavis : You're just playing with me.

Dracula : No, no, no, no. You're old enough to drive a hearse now, you're old enough to make your own choices. You can go.

Mavis : Holy Rabies! Holy Rabies! *[rushes to the closet and packs her suitcase and turns into bat form and starts to fly out the window but...]*

After discussing about the addressor and addressee, the researcher discusses about the topic in the dialogue. In the example dialogue, firstly, Dracula and Mavis talked about the birthday party but it was just not important. Here, the important topic that was said by Dracula and Mavis was about Mavis's wish to go to the world out there.

2.1.2.1.1.3 Setting

Setting is when the speaker and the hearer talk in a place and that time and also using the expression or gesture to limit the expectation of the hearer. So, setting relates the place and time when the speaker and the hearer talk, for example:

Dracula : *[to shrunken head]* I got it covered. Please, relax. Just do your job. *[Opens the door][to Mavis]* Good morning, MaveyWavey! Happy Birthday, my little mouse!

Mavis : Thank you, Dad. I know it's my birthday.

Dracula : I have so much fun planned. Whoo-hoo! But first, we go catch some scorpions together, just the two of us, yes, Dead Ums?

Mavis : Dad, please, let me speak. There's something we have to talk about.

Dracula : You want to go out into the world. You can.

Mavis : Aha! I knew you were gonna say that. But, Dad, you gave me your word, you know that I know that a Dracula's word is sacred. That our trust is the core of our- Wait, what?

Dracula : I said you can go.

The next discussion is about the setting of the dialogue above. From this dialogue, the researcher can know where the dialog happened. The dialogue took places in Mavis bedroom. They talked about Mavis's wish to go to the world out there.

2.1.2.2 Background of Knowledge Context

According to Cutting (2002) in Paltridge (2006:54), the background knowledge context includes cultural knowledge and interpersonal knowledge. It means that the knowledge of culture and interpersonal are the aspect of important to see the background knowledge to understand the content or the history of discourse

2.1.2.3 Co-textual context

Co-textual context identifies the words or sentence, phrase that are used in the spoken or written discourse. Co-textual context relates the statement (word, phrase, sentence, etc.) the speaker said to make the listener know about the message of speaker's utterance.

2.1.3 Illocutionary Act

Illocutionary act has function in this research because there are many of utterances that are used to speak or make conversation by the characters and it has the intended meaning which is searched by the researcher to know about the utterances of characters contain misleading or not. Definition of illocutionary act is the meaning or message that is contained in the speaker's utterance and it shows to the hearer. According to Searle (1979:12-16) the illocutionary act has five categories, those are:

2.1.3.1 Assertives

This act are assertion about a state of case around the world that has values "true" or "false". Assertion always represent a subjective state of mind. So, if the speaker believes that the case is true maybe the belief can become true because the hearer only believes to speaker's utterance. Actually, the assertives is to commit speaker to believesomething being case by using the values "true or false" or the speaker tell someone or people how things are believed about the something being case. However, the point of speech act remains the same. These are a kinds of a verb that consists of assertives, such as: describing, claiming, hypothezing, insting, and predicting. To support this statement, the researcher give the example, For example: I predict the score of your toefl is 450

The chicken can fly

2.1.3.2 Directives

This act is about the speaker to get the hearer to do something, to direct the hearer to the goal of the speaking. It means that the utterance of the speaker influence the hearer to do something appropriately to the speaker's utterance, such as: commanding, requesting, inviting, and suggesting etc.

For example: I command you to go to Irak!

Don't sleep on the street!

2.1.3.3 Commissives

This act has a point to commit the speaker to do an action by using the speaker's word, such as promising, offering, refusing, threatening, and etc. As promising, the speaker has to do something in the future course of action. So, commissive is to commit ourselves to do things.

For example: I promise to come in your birthday party

2.1.3.4 Expressives

This act is used to express the psychological of the speaker exactly the feeling and the attitudes of the speaker. The words that is involved in the expressive speech act are: thank, congratulate, apologize, condole, deplore, and welcome etc.

For example: I'm sorry about that

2.1.3.5 Declaration

This act is used to change state of affair in the world with their utterances. It means that the speaker can determine their affair by using their utterances. The words that is involved in the declaration speech act are: bet, resign, declare, baptize, and hereby, etc.

For example: I resign from this zamrud company

There are many of utterances which are said by minor character that have the intended meaning but the main character does not do the intended meaning of the minor character because there are the reason why the main character doing it.

2.1.4 Cooperative Principle

Cooperative principle is one of the theories in pragmatic. Cooperative principle is the principle for basic assumption to cooperate the meaning from the utterance of the speaker. So, the cooperative principle is important to understand the meaning of the message by using assumption. From the assumption the hearer can construct the meaning of the utterance of the speaker. Based on the Grice in Paltridge (2006:61),

Cooperative principle says we should aim to make our conversational contribution such as is required, at the stage which it occurs by the accepted purpose or direction of the talk exchange in which you are engaged.

It can be concluded that the cooperative principle is used to make conversation and always understands what the speaker meaning and engages the talk which has the exchange meaning. It means that the speaker tries to contribute the meaningful and productive utterances in conversation whereas the listener's assumption appropriate to the speaker utterances, so the conversation can be cooperative. Based on the cooperative principle theory, there are four sub principles or maxims, those are:

a. Maxim of Quality

Do not say untrue for which lack enough evidence

Do not say what you trust information to be false

b. Maxim of Quantity

Make a contribution as informative as is required.

Make the information is accurate

c. Maxim of Manner

Saying be clear, not ambiguity

Be brief

Be orderly

d. Maxim of Relation

Saying be relevant appropriate the topic

Thesetheoriesare needed by researcher for the case of the research. The researcher uses the theories to understand the relevant of question and answer, the true information, not ambiguity information, not too much or bit statement that is said between the speaker and the listener in conversation. Using cooperative principle the researcher understands the principle to make conversation. There are some conversations between main character and minor character which is not appropriate to those principles, for example:

1. *Mavis: what out of there? [look at the outside from her house]*

Dracula: we never go out there, never!

From this example, the researcher understands the mistake in that conversation. In that conversation, there was a mistake which was done by Dracula. Dracula gave irrelevant answer in Mavis question. Dracula did it because Dracula had some reasons to say it. From that conversation, the researcher will know the mistake of Mavis and Dracula conversation. Mavis and Dracula conversation has violated in maxim relevant because Mavis question and Dracula's answer was irrelevant. Mavis and Dracula's conversation is said relevant if Dracula's answer is appropriate to Mavis's question, such as:

2. *Mavis: what out of there? [look at the outside from her house]*

Dracula: the human village.

The second conversation is relevant and include in the maxim relevant. Therefore this theory is very important to identify and correct the error conversation.

2.1.4.1 Violating

In cooperative principle, there are some cases that violate the conversation of maxim. According to Grice in his theory "*Logic and Conversation*" in Martinich (1996:119), there are some of ways to identify and correct the error utterances of conversational maxim that is used in conversation: 1. By violating of maxim, 2. By Opting out of the maxim, 3. By Flouting of the maxim, 4. By Clash of maxim, but this thesis talks about the violating. According to Paltridge (2006: 65), violating is the violation of cooperative principles with the aim to mislead the people (the partner of conversation). According to Martinich (1996: 119), violating of maxims is that the listener's assumption is not appropriate to the speaker's assumption. The listener violates the conversation deliberately because the listener wants to show the figure out what the meaning is or maybe the listener lies to just get the across meaning such as in hotel Transylvania movie. There are two characters that is used in the research, they are father (main character) and the daughter (minor character). Dracula violates his utterance by lying to his daughter about the human because Dracula is worry about the human who will kill his daughter. Dracula has the traumatic about the human because in past, the Dracula's wife had been killed by human, therefore Dracula violates his utterance to his daughter when the daughter wants to go out from the hotel and asks the world out there.

2.1.5 Psychology of Literature

Psychology of literature is the literary work that relates to the psychology. According to Minderop (2010:54), psychology of literature is the study of the literary work that relates the psychology of problem substance in the process of literary work. According to Minderop (2010:54) in literary work there is something that influences the literary work that relates to the psychology:

- a. Understanding of the psychology of author
- b. Understanding of the psychology of the fiction character in literary work

c. Understanding of the psychology of the reader or the audience.

But according to Ratna in Minderop (2010:54), the psychology of literature focuses to the psychology of fiction character problem that is contained in the literary work. The psychology of literature is very interesting for researching because the researcher can understand the psychology of the human problem in literary work through the fictional characters. The characters in this research are the main character or the major character whereas the supporting characters are not too dominant but it has a part to support the main character to act in the literary work. The character is very important in literary work because the character is the application of the author in it. Usually, the author gives psychological substance for showing the psychology of the author itself or the psychology problem in around the world through the character as stated by Ratna. Based on the Minderop (2010: 76), to determine the character in literary work, there are two methods, those are:

1. Telling Method

Telling method is the method that is used to determine the character by the author. This method uses the character of figure and the author gives statement in literary work

2. Showing Method

Showing method is the method that shows the character of the figure through dialog and action in the story or film. Using this method the reader or the audience can understand the literary work through the dialog and action of the character in the literary work.

Based on the two methods above, it can be concluded that the showing method is appropriate to this research because in hotel Transylvania film the researcher finds a case through dialog and action the character in that movie. After that, the researcher talks about the method and something of the character. The definition of characterization according to

Minderop (2010:98), the characterization is the thinking and feeling the character that is showed in the literary work that covered the behavior, action, and performance.

2.1.6 Psychology of Child Development

Psychology is the science of the psyche. According to Atkinson in Minderop (2010: 3), Psychology is the science of the learning about the behavior of the human especially in psyche whereas the child development relates to the change of the baby until adult. According to Hurlock (1990:3), child development only focus to the pattern of the child development than the other aspect development itself. The child development also focus to the process of child development itself, the relationship between the experience and social environment, the changing from the baby until puber, etc. The children can amend to be good children when the children get the good family. The good family can give the children motivation and support to the children and give direct to the good direction in their life. Therefore, to make good development children, firstly, the family or parent must make good relationship to their children and has good characteristic for their children to rear and control their children.

2.1.6.1 The Characteristic of the Parents

In this world, every parent always wants to keep their children from the dangerous thing. The parent has right about their children and protectstheir's children, cause the developing of their children will not get the problem, for example: the children can be a bad child, the children are not brave, loneliness, etc. If the parent is overprotective to their children maybe the parent's characteristic can be called authoritative. According to Hurlock (1990:204), there are kinds of the parent's characteristic in the relationship of the family and one of the parent's characteristic appropriate with this research, that is protecting excessively, the protecting the children excessively include in upbringing and controlling the children excessively, for example: following their children when their child hangs out with their

friend, the children cannot make relation with other same age friend because the parents will control when their children has a girlfriend or boyfriend, the children cannot dig the new knowledge in there because the parent does not admit their children to go out from their house except the parent follows their children to go out with their friend, the children will be shy and egoist with their friend, and etc. So, that parent's character can break the mental and the behavior of the children. This case can be seen in hotel Transylvania movie

2.2 Review of the Previous Study

The previous study is important in every research because it can be compared between the idea of researcher with other researcher. From the previous study, the differences and similarity of idea can be found. In Shella thesis, she discussed about body rights of the Anna that became the keeper of her sister. In Shella chapter one, the question of the research consists of two question, those are: 1) How Anna's parents violate Anna's body rights, 2) How Anna regains her body rights. The purpose of Shella's study consists of two purposes, those are: 1) To reveal the ways Anna's parents violate Anna's body rights, 2) To find Anna's way of regaining her body. The significance of Shella's thesis discussed about the story of my sister keeper. In Shella thesis, she used the theoretical framework in chapter one and she discusses about the theory of ownership of the human body by Henk A.M.J ten Have and Jos V.M Welie. the last chapter one, she discussed about organization of the study. It consists of 6 sub chapter in the first chapter, 2 sub chapter in second chapter, third chapter discussed about the solution of the problem, and the last chapter discussed about the conclusion of the research.

In second chapter, Shella used two theory approach. First, she used the "Seemingly Democratic Approach" by using this approach, she related to the violation of Anna's body right. The second theory is force. By using the force approach, she discussed about the force of Anna's parents exercise to Anna. In third chapter, Shella discussed about the solution of

the problem in her research. She told about the Anna's effort to regain the rights of her body. And the last chapter, she gave conclusion by telling the story again and relating the problem to the theory. The result of Shella's chapter, Anna can not live freely. She had to be a donor for her sister because her parents wanted Anna to be a donor for her sister without caring the Anna's right as the owner of her body.

After analyzing Shella's thesis, the differences of Shella and the researcher is very different. In Shella's thesis, she did not use the theory of linguistic, such as: discourse analysis, pragmatic, conversational maxim, and etc whereas the researcher uses the theory of linguistic. In third chapter, Shella did not tell about the method of the research but she discussed about the solution of the problem whereas the researcher tells the method of the research in third chapter. The fourth chapter, Shella told the conclusion of the research but in the researcher's research discusses an analysis of the research and the last of chapter, the researcher talks about the conclusion and suggestion. It shows the structure of thesis between Shella's and the researcher is different.

After comparing the structure of the research, the differences of structure can be seen between the Shella thesis and the researcher's research. The idea of Shella thesis is close with the researcher idea. The idea of Shella thesis talked about the violation that relates to the Anna's body rights whereas the researcher's research talks about the violation that relates to the overprotective attitude.