

CHAPTER I

INTRODUCTION

This chapter covers the research background, problem identification, research limitation, research questions, research objectives, and research significance.

1.1 Research Background

Language has an essential affect for life in order to build the communications or as a tool for communications used by people around the world. People will tried to create a communication as the purpose to understand the others speech (Ruben, 2017). Communication is transferring information from a speaker to a listener or other speaker. Everyone communicates to convey an idea. A speaker tries to convey his point or idea when interacting with others according to their style or way.

In communication or conversation, a listener sometimes does not understand the topic of the speaker's speech. The error often happens because of a miscommunication between the speaker and the listener. According to Dornyei (1997), the communication problem occurs in the target language. In other words, the problem might be from the speaker's performance. So that the idea to be conveyed is not obtained or not clearly understood by the listener. When The speaker encodes the message, the listener will decode that incorrectly. It will cause a breakdown in communication or a communication error.

The listener and speaker must be on related topik to create good two-way communications. On the other hand, we often meet where a speaker has more goals than what he stated. That should be an effort to create good communication. Language speakers tried to emphasize not only the quality but also the quantity of the conversation that they conveyed (Croft, 2004). The quality, for example, a speaker must provide factual information as needed in the conversation itself. Then when viewed in terms of quantity, the speaker is also expected to be able to make informative information according to the topic in the conversation. The context is closely related to what the speaker will say. All members are involved in conversation activities if the context is conveyed appropriately.

This phenomenon is what we know as pragmatics. Pragmatics is a study about the context that implied or contained in the language or speech that still has some connection with the surrounding. Many pragmatic phenomena appear in the learning process. Mostly in classifying or analyzing the context in the speech by the students. O'Grady, et al. (1997: 271). Then according to Dowty et al. (1981: 138), pragmatics is a science that studies presuppositions, conventional implicatures, conversational implicatures, and speech acts. According to Searle (1977: 16), "all linguistic communication involves linguistic actions including conversation in our lives, so it is crucial to focus on this study." From that definition, it has been stated that pragmatics is related to several things, one of which is speech acts.

Austin (1975) states that a speech can analyze from a different point of view, that is, through what actions are done when the speaker delivers the words. Austin (1955:94) said that we usually do something while communicating, and it is called speech acts. Austin identifies three levels of action beyond speech acts in communication: the act of saying something, which means what someone does in saying the words, and also what someone does by saying those words—then classified into locutionary, illocutionary, and perlocutionary acts. The act of saying something or a locutionary act is the ability to perform the act of saying a words. While illocutionary acts are the ability to do and act to say something or the words, we have a specific effect on the listener as a consequence of the interaction called perlocutionary acts.

A speech act is an action that is performed by the language (Searle, 1969). It has a purpose like editing or modifying the state of the object on which the action is performed. Searle also explained that speech acts are the meaning of the language that has relation to the action taken by the speaker. Searle (1981) proposes five illocutionary acts: (1) Assertive is used to bind a speaker (in varying degrees) to something that happened, to a truth of a proposition expressed, for example, boasting, complaining, and concluding. (2) Directive, i.e., where a speaker wants a listener to take any action in the future as directed, the verb for directive speech acts is to ask, command, command, request, plead, plead, pray, beg, invite, permit, and advise. (3) Commissive is where a speaker commits to act in the future (a promise).

(4) Expressiveness is about the expression of psychological states; The verbs accepted, congratulations, apologize, condolences, regret, and welcome. (5) Declarations are about changing states or conditions, including performative classes.

People usually use many ways to convey or express their thoughts in a speech. Sometimes the purpose or core of the speech is not understood well by the hearing. Because they sometimes say a request does not use a command expression. Now things like this not only appear in the real world but also in literary works, one of which is novel (Musyafir, 2015). Besides verbal communication, there is written data of communication. One of them is communication between characters in a novel. Novels are an excellent part of the literature used as teaching materials. Novels are rich in elements that can be a source of information in honing a student's various language skills. According to Musyafir (2015) in Susanti and Nugraheni (2019), speech acts are also found in literary works like prose, short story. According to Octadistio et al. 1 (2018), the main point of speech acts is an utterance as we know, the characters are involved in a conversation to describe the novel's content. So the conversation in the novel can be analyzed by speech acts.

Previous researchers have conducted many studies on speech acts on written data such as novels. Binthamie (2015), with his research entitled "Speech Act Of Directive Utterances In Sherlock Holmes "Scarlet." Researched speech acts regarding direct sentence forms in the novel entitled Scarlet. She found three kinds of directive acts used in the novel: declarative, imperative, and interrogative sentences. Then there were Suryanovika and Novita (2018). They aimed the research to identify the category of directive speech acts found in the utterances of six female characters in six of Jane Austen's novels. They found three kinds of directive acts used in the novel: imperative, declarative, and interrogative. Similar research was conducted by Rachmawati et al. 1 (2017) with a research entitled "Illocutionary Acts Of Main Characters In Dead Poet Society And Freedom Writers." The research focuses on illocutionary utterances in every conversation of the main character in the novel. The study by Rachmawati et al. 1(2017) found that Representative acts were the most current types of speech acts used in the novel. The other researcher was Petriandy and Marlina (2018); they studied the types of

illocutionary act found in the novel *The Never Girls Bell: Before the Bell* by Kiki Thorpe. They also found that the current speech acts type used in the novel was Representative acts. Next was Susanti (2019) also examines the speech act entitled "An Analysis of The Speech Acts in Anthology of Short Stories" 9 from Nadira" by Leila S. Chudori." They prove that this novel is very rich in pragmatic elements. They found that there were five types of speech acts involved in the characters' conversation. Then Setiawan (2021) conducted research entitled "Illocutionary And Perlocutionary Acts In The Novel "The Book Of Lost Things" By John Connolly." He found that the characters in the novel used many speech acts. Their research found that directive acts were the dominant types of speech acts used in the novel.

The researcher chose to analyze the speech acts in one of the most popular novels, *The Witches* by Roald Dahl. The writer chose this novel as the primary data source because this is a super famous novel; this novel was even adapted into two films in two decades with the same title, *The Witches*. This novel is a fantasy novel about a witch. This novel has the theme of losing, where the good characters in this film are excellent to emulate. This novel tells about unexpected events that repeatedly occur in the life of a small child who is still a student. Losing his parents, he turned into a rat and lost his tail but remained strong and enthusiastic in living his days. The researcher chose to analyze the speech act in the novel because the researcher wants to know the language used in literary work. The researcher analyzed the witches' novel using the theory of Speech act by Searle (1967). Besides novels being very useful for reading comprehension skills, the students of English can understand the use of speech acts in a dialogue or conversation produced by characters in *The Witches* Novel by Roald Dahl.

1.2 Problem Identification

A communication breakdown or communication error often occurs in the conversation. Two or more people who exchange ideas in communication sometimes experience a failure. The context of what the speaker conveys to the listener is not interpreted well, so communication is not connected correctly. An understanding of how to analyze speech acts is essential to master. The ability to analyze speech acts is helpful for making communication run smoothly and capturing a conversation's intent. Conversation in a story such as a novel is essential

as deep knowledge for a foreign language learner. Conversations between characters in a novel are very similar to human conversations in the real world. Reading and analyzing the characters' conversations in the novel will improve reading comprehension skills. So that later how the implementation in conducting a conversation will be better with understanding speech acts that have mastered. Students were expected to be able to use a language based on the context and situation when they already understand the used of speech acts analysis. This research will used the speech acts theory by Searle (1969), that this theory used to deal with the context or meaning of the speech between the speaker to build a clear and smooth communications.

1.3. Research Question

The question of this research was:

- 1) What types of speech acts are used in The Witches Novel by Roald Dahl?
- 2) What are the dominant types of speech acts used in The Witches novel by Roald Dahl?

1.4 Research Limitation

The limitation of the research was on the utterances of the Witches' story. Those utterances were analyzed based on the speech acts used and the functions.

1.5 Research Objectives

Based on the research questions, the objectives of this research are:

1.5.1 General Objectives.

The general objective of this research was to analyze the types of speech acts used in The Witches Novel by Roald Dahl.

1.5.2 Specific Objectives

The Specific stated in the following:

1. To describe the speech acts produced by the characters in The Witches Novel by Roald Dahl
2. To describe the dominant types of speech acts uttered by the characters in The Witches Novel by Roald Dahl

1.6 Research Significance

The research significance can be divided into theoretical significance and practical significance.

1.6.1 Theoretical Significance

This research is expected to build a relationship between language learning the literary work in this modern era. Literature helps the student learn the language with a story (Siaj & Farrah, 2018). An exciting work will give students two things or a double benefits simultaneously not only about knowledge but also the pleasure during the learning process. Bland (2013) states that literature can be very influential in linguistic creativity development. Students can study the development of pragmatic studies, especially in analyzing texts using speech act theory.

1.6.2 Practical Significance

The practical significance expected from this research are:

1. Teachers

The significance of this research for teachers who teach language courses in Senior High schools and University use novels as a learning source or teaching material for language teaching to improve students' skills. Especially the communication skill to minimize the error by understanding the speech act. Driscoll (2013) stated that the stress faced by the students in the learning process can be fixed by choosing a novel as the media or material for the learning activity.

2. Students

The significance of this research for students, especially at the Senior High School and University level. Students are expected to be able to minimize miscommunication or minimize communication errors. Besides that, students are expected to understand the speech act classification very well. In addition, students are also expected to be able to learn the language context of a novel. Senior High School and University students can feel that learning a language is exciting and fun with a novel. The Witches by Roald Dahl is well known worldwide and has proven to increase

students' reading interest, making it the suitable reading material for learning English.

3. Other Researchers

The significance for the future researchers also could use the current research findings to design research in the area of speech act analysis or communication analysis. The future researcher might use a sophisticated research methodology, including research design, subjects, data gathering processes, and data analysis method.

