CHAPTER I

INTRODUCTION

1.1   Background of the Study

Language is how humans communicate, and social interaction facilitates communication. During communicative events, people express their thoughts, ideas, intentions, and feelings to each other directly. When two people communicate, the communication aim is accomplished if both parties can grasp the expressed meaning. The study of pragmatics in linguistics is limited to deciphering the speaker's meaning. According to Wijana (1996), pragmatics is a branch of linguistics that looks at how language is utilized in communication and its outward structure. This is not the same as grammar, which examines a language's internal organization. In every communicative process where language is employed as a tool, strong pragmatic competence is required to understand the underlying intents of speech acts, and speakers frequently communicate their intentions indirectly.

Therefore, pragmatics is a subfield of linguistic research that studies how meaning is conveyed through the interaction of non-linguistic elements including knowledge, context, communication, and the circumstances surrounding language use by both the speaker and the listener. The main focus of pragmatic meaning is on the objectives and intentions of the speaker behind their speech acts. This kind of research, according to Yule (1996, p. 3), entails figuring out what individuals mean in a particular situation and how that context affects what they say. This

requires taking into account how speakers arrange their communication according to the who, where, when, and conditions of each conversation. Contextual meaning is the subject of pragmatics. Based on these pillars, it is evident that pragmatics is a subfield of language science that looks at the outward structure of language with an emphasis on communication. Pragmatics basically looks into the meaning that speaking acts have within the context that surrounds them and goes beyond language. This implies that more than just a remark is meant while communicating in a given situation. Humans use their behaviors to convey their statements when they communicate. Therefore, speech acts or events are a part of any communication process.

One of pragmatics' primary subfields is speech acts. Speech acts are important in pragmatics because they are concrete results of the communication process. Speech acts are the actual expression of language functions in concrete form. J. L. Austin's theory that "saying something is doing something, or, in saying something, we are doing something" (Austin, 1965, p. 54) is where the idea of speech acts first emerged. Austin's theory established the groundwork for a more thorough comprehension of speech acts. Austin's student Searle expanded on the idea of speech acts. According to him, speech acts are a theory that looks at how language is understood about the speaker's actions and their utterances (Searle, 1969, p. 16). Speech acts are defined by Yule (2014, p. 82) as activities that are typically carried out in the following forms of speech: command, invitation, request, apology, complaint, ask, or promise. Meaning is often expressed by speakers in a variety of speech formats. Speech acts are classified by

Searle (in Chaer, 2010, p. 27–28) into three categories: locutionary acts, illocutionary acts, and perlocutionary acts. In his book Pragmatics, Yule (1996) claims that Pragmatics categorizes the five general function strategies used by speech acts. They are commands, commisives, expressives, representatives, and declarations.

Speech acts are divided into two types: direct and indirect speech acts. According to Yule (1996, p. 55), a direct speech act happens when there is a direct relationship between the structure and function of an utterance, whereas an indirect speech act occurs when the structure and function of an utterance are indirectly related. For example, when someone says, "It's cold outside," the direct speech act of this utterance informs the listener about the current weather conditions on the outside. The speaker is requesting something from the listener or interlocutor, such as "please close the door" or "please make a hot drink," but the speaker is also subtly alerting them of the cold outdoors. The author of this study is particularly interested in speech actions and the ways that human language and words have meaning and the power to affect someone.

The meaning of direct utterances can be accurately understood by the conversational partner, while the meaning of utterances conveyed indirectly can cause misunderstandings because the message is delivered implicitly. This is because the meanings of the words forming an indirect sentence can be quite different from what the speaker intends. To avoid errors in interpreting indirect utterances, the conversational partner should pay attention to the context surrounding the utterance. In pragmatics, this kind of communicative

phenomenon is referred to as a speech act. One kind of speech act that can be given both directly and indirectly is a directive speech act. A direction is a verbal act that is employed by the speaker to persuade another person to do something, according to Yule (2014, p. 93).

There are several differences and similarities between previous research and current research. The similarities include that most previous research analyzed illocutionary speech acts, specifically directives, using a pragmatic approach, and some previous research also analyzed the speech act strategies used namely, speech acts that are both direct and indirect. Regarding the distinctions, direct observation and linguistic phenomena were the main data sources utilized in the majority of earlier studies, such as illocutionary speech acts in Indonesian language learning interactions, "prohibiting" speech acts in Indonesian, and one study that used a novel as the data source. The data was also analyzed using a variety of directive speech act theories. To study and characterize the many sorts of directive speech acts, some research employed Baryadi's theory, others Austin's theory, and yet others Searle's theory.

In this research, the researcher chose the film titled The Fault in Our Stars as the data source. This romantic drama film, released in 2014, is adapted from a novel by John Green with the same name. The story revolves around a teenager named Hazel Grace Lancaster, played by Shailene Woodley, who suffers from thyroid cancer that has spread to her lungs. In a cancer support group, she meets Augustus Waters, played by Ansel Elgort, a teenager who has lost one of his legs to bone cancer. Their love story develops amidst their struggles against the deadly

disease. They travel together to Amsterdam to meet Hazel's favorite author, where their love deepens. However, difficulties arise when Augustus's health deteriorates, and they must face the realities of life and death. In this film, many directive utterances are found, conveyed in various forms and intentions within the characters' dialogues. Especially in the two main characters, Hazel and Augustus, this research aims to analyze the directive speech acts performed by the main characters in the film The Fault in Our Stars. Using Yule's theory (1996) as a guide, the aim is to categorize directed speech acts into several functions, such as orders, requests, commands, and suggestions. Furthermore, it seeks to evaluate the employed speech act strategies direct and indirect speech acts by Yule's theory (1996).

1.2   Limitation of the Problem

This study takes a pragmatic method to examine directive speech acts. The interlocutor must carry out specific actions in order to comply with directive speech acts (commands, orders, requests, and suggestions). The researcher's analysis is limited to the directive speech actions delivered by the main characters in the film The Fault in Our Stars. Furthermore, the researcher analyzes the speech act strategies, particularly direct and indirect speech acts. The researcher employed Yule's (1996) theory of categories of directive speech acts and speech act strategies using the same theory as a primary framework to investigate directive speech acts and speech act strategies.

1.3   Research Questions

The problem formulation used in this study is based on the problem's background and is as follows:

1. What are used types of directive speech acts performed by the main characters in the movie script "The Fault in Our Stars"?

2. What are used strategies of directive speech acts performed by the main characters in the movie script "The Fault in Our Stars"?

1.4   Objectives of the Research

The following are the objectives of the research, as stated in the problem descriptions above:

1. To describe the types of directive speech acts performed by the main characters in the movie script " The Fault in Our Stars,"

2. To describe the strategies of directive speech acts performed by the main characters in the movie script " The Fault in Our Stars,"