CHAPTER I
INTRODUCTION

A. Background of the Study

Communication is closely related to the use of language. Human language is the most exclusive one. It has several elements which are divided in several skills, aspects, and functions or notions. The elements of language skills are listening, speaking, reading, and writing. Language functions or notions are commonly founded in functional texts: transactional and interpersonal texts, and they focus on the usage of language itself, for example, greeting. Language aspects deal with some elements such as phonology, morphology, syntax, semantics, and pragmatics. This research will be further related to pragmatics.

The listener sometimes does not understand the meaning of the utterance. It is caused of miscommunication between the speaker and the listener. This phenomenon is called pragmatics phenomenon. In the case of two-ways communication, a speaker and a listener are supposed to engage each other. However, sometimes a speaker aims more than s/he stated. This is what we are known as a term pragmatics. Pragmatics concerns on the study of what is implied on someone’s utterance when it is associated to the context or condition surrounding it. O’Grady, et al (1997: 271). Furthermore, Dowty, et al (1981: 138) states that pragmatics is the study which deals with presupposition, conventional implicature, conversational implicature, and speech act.
Considering this definition, it is clear that pragmatics is related to the some aspects, and one of them is speech act.

Speech act is an action performed by the use of an utterance to communicate. In his book entitled *How to Do Things With Words*, John Langshaw Austin (1975) declares speech can be analyzed from the point of view not just of what information it conveys, but of what acts it performs. He, then, proposes three levels of acts which are performed when an utterance is produced. Those three levels are: (1) locutionary act, an act of producing a meaningful linguistic expression (“the utterance of certain noises, the utterance of certain words in a certain constructions, and the utterance of them with a certain “meaning” in the favorite philosophical sense of that word, i.e. with a certain sense and a certain reference”. Austin, 1962: 94); (2) illocutionary act, an act of utterance with some kind of function mind, such as informing, predicting, begging, requesting, promising, prohibiting, advising, greeting, apologizing, thanking, ordering, commanding, etc; and (3) perlocutionary act, an act performed by means of saying something: convincing, provoking, persuading, etc. Moreover, Searle (1969), in his book entitled *Speech Act: An Essay in the Philosophy of Language*, develops Austin’s work by specifying the different classes of illocutionary act, by elaborating the nature of felicity conditions for these classes, and by relating the account of speech act to wider issues in the philosophy of language. He further classifies speech act into five forms of utterance, one of them is directive utterance.
Directive utterance is the type of utterance which is stated in order to get someone to do something. Directive utterance is intended to create certain effects for the listener. This kind of utterance has several functions, such as to command, to request, to suggest, and many more. Regarding its various meanings, understanding a directive utterance comprehensively is very important to avoid misunderstanding between speakers in an either spoken or written communication, such as in daily conversations, short stories, poems, movies, and novels.

In conducting this research, the writer attempts to analyze the use of directive utterances in the one of the most popular detective novels, *Sherlock Holmes: A Study in Scarlet*, written by Arthur Conan Doyle. The writer chooses this novel as the main data source because this is a super famous novel, it even has its own fan from all over the world named *Sherlockian*. *Sherlock Holmes* is one of kind old novel which inspire other detective novel. The story is set in London 19th century. Besides, *A Study in Scarlet* is the first serial of Arthur Conan Doyle’s *Sherlock Holmes* novel which introduces Sherlock Holmes as a detective with great deduction skill to the people. This is a must-read novel which is very entertaining and educating at the same time. It contains knowledge from some fields of study, such as chemistry, physics, history, and politics. The directive utterances studied in this research are those said by Sherlock Holmes as the main character of the novel and those which are in the form of positive, interrogative, and imperative utterances. The directive utterance is chosen regarding of Holmes’s characteristic, which often teases his friends and clients.
by not telling what he knew and just keep ordering or commanding them without saying his purpose.

The writer acquires some directive utterances from the novel. Here is one of them:

CONTEXT: Sherlock Holmes is a consultant detective who is famous with his deduction ability. His eccentric personality makes him have a very few friends, one of them is Watson, a doctor. One day, Sherlock Holmes got a letter from a police officer of Scotland Yard, Lestrade, who begged his (Holmes’s) help to reveal a mystery of murderer in Brixton Road. Sherlock Holmes and Watson were in their living room discussing whether they go or not to the case scene of the murder in Brixton Road. After long debating, Holmes hustled on his overcoat and decided to go.

(H: Holmes; W: Watson)

H : “Get your hat.”

W : “You wish me to come?”

H : “Yes, if you have nothing better to do.”

Locution : The speaker (Sherlock Holmes) asked (Watson) to get his (Watson's) hat.

Illocution : The real intention of the speaker stating this utterance is to offer an invitation. Sherlock Holmes receives a letter from Lestrade, a police officer of Scotland Yard, stating that he (Lestrade) needs his (Holmes’s) help to reveal a murder in Brixton Road. After long debating with Watson, Holmes’s
friend and a doctor, whether he (Holmes) should come or not, eventually, Watson’s persuasion can convince him (Holmes) to fulfill the request. As the result, the speaker (Holmes) offers an invitation to Watson to accompany him to go to the case scene in Brixton Road.

Perlocution: Watson is surprised with the sudden invitation from Holmes, so he (Watson) responds it by confirming whether he (Holmes) is serious or not about his (Holmes’s) invitation.

Based on the example above, *Sherlock Holmes* shows that he is an arrogant man. He uses command to invite someone. Sherlock Holmes is a man who never beg someone for any reason. The writer realizes that it is important for us to understand what people say and what they implicate. This case ignites the writer’s interest in studying speech act involved in utterance, especially directive utterance. As the result, the writer holds a research entitled **SPEECH ACT OF DIRECTIVE UTTERANCES IN SHERLOCK HOLMES "SCARLET"**.

**B. Previous Study**

The research in which the writer is not the first research which concerns with speech act. Nevertheless, this research has a close relationship with some other researches. Two of them are the study which is conducted by Syaiful Anwar from Muhammadiyah University of Surakarta entitled *A Pragmatic Analysis on Directive Utterances Used in Donald Duck Comics Manuscript*. The second study which is written by Nurul Janatin from Muhammadiyah University

The first research written by Syaiful Anwar (2012) analyzes *Donald Duck* comics manuscript. The result of the study is that the writer finds 45 number data of directive utterances used in *Donald Duck* comics 7th and 21st edition and *The Very Best of Donald Duck* comics part two, the data are in the form of declarative sentence (40%), imperative sentence (42.23%), and interrogative sentence (17.77%). From those data, he finds that there are some intensions, such as commanding/ordering (33.33%), requesting (37.78%), prohibiting (6.67%), and suggesting (22.22%). Furthermore, related to the politeness strategy, there are bald on record (42.22%), positive politeness (26.67%), negative politeness (24.44%), and off record (6.67%).

The second research conducted by Nurul Janatin (2009) examines *Harry Potter and the Goblet of Fire* movie. The result of the study is that the writer finds 9 kinds of linguistic forms used in the data source. They are adjective, noun, verb, interjection, noun phrase, verb phrase, declarative sentence,
exclamatory sentence, and interrogative sentence. The most dominant sentence is declarative sentence, up to 15 items (24%). Not only that, she also finds 15 kinds of functions of expressive act, which are anger, annoyance, commiserate, confuse, disappointed feeling, uneasy, pain, pleasure, proud, regret, scare, sorry, surprise, thanks, and unbelievable. The three most dominant expressive act found are thanks, 10 items (14%), pleasure, 12 items (17%), and surprise, 16 items (24%). In addition, the writer also finds that a speaker can produce utterance opposite with their feeling, but not the facial expression.

The third research conduct by Lidya Oktoberia (2012) examines *Harry Potter-The Deathly Hallows* and *Bride Wars* movie script. This research used *Harry Potter-The Deathly Hallows* 97 data of utterances and *Bride Wars* used 86 data. The result of the research is that the writer finds 5 kinds of directive utterances used in the data source. They are request, suggestion, command and order. In *Harry Potter-The Deathly Hallows* show that 97 data of utterances in *Harry Potter-The Deathly Hallow* film used by characters. They are included into request type (24, 7 %), 9 suggestion type (20,6 %), command type (49,5 %) and order type (5,2%). From the data findings, command type (48, 96%) is the most used in *Harry Potter-The Deathly Hallow* film. In *Bride Wars* show 86 data of utterances used by characters in *Bride Wars* movie, are included into request type (35,3 %), suggestion type (25,9 %), command types (25,9 %) and order type (12,9 %). Based on the data, request type (35,3%) of directive speech act is mostly used by characters in *Bride Wars* film.
The fourth research written by Hidayati Sholihah (2013) analyzed *Breaking Dawn Part I* movie. The object of the study are (1) to identify the linguistic form of directive utterances in *Breaking Dawn Part I* movie, (2) to clarify the intentions of employing directive utterances in *Breaking Dawn Part I* movie. The result of the study for the linguistic form of directive utterance, the writer finds 23.68% for declarative sentence, 17.76% for interrogative sentence, and 58.55% for imperative sentence. The result for intention of directive sentence, the writer finds 34.87% as command, 26.97% as request, 17.11% as prohibition, 5.92% as suggestion, 5.26% as warning, and 9.87% as invitation.

The last study is written by Merdana, Seken K, and Adi Jaya Putra N (2013) analyzed elementary school teachers and students. This study was intended to describe, analyze, and explain types, functions, instructional functions of speech acts produced, and politeness strategies employed in the classroom. The subjects of the study were the teachers and the students. The data for this naturalistic qualitative study were collected through observation, interviews, and note taking that were then analyzed by following Miles and Huberman’s (1994) interactive cyclical model. The type of speech act that occurred frequently in the classroom was assertives speech act (47.79%), that was followed by directives (44.11%), expressives (5.56%), and commissives (2.54%). This study found that the teachers produced more utterances (72.59%) than students did (27.41%). The teachers mostly produced directives type of speech acts, while the students’ speech acts were mostly assertives namely, responses to the teachers’ directions. Furthermore, the teachers were found to use
more direct directives than the indirect ones in the form of declarative, interrogative, and imperative. Those directives speech acts created in types of requestive, requirement, and advisory. The functions of the teachers’ directives were question directives, bald imperatives, embedded imperatives, need statements, hint directives, and permission directives (Tripp, 1976). The instructional functions of the teachers’ speech acts were of three modes, namely control, organization, and motivation modes (Johnson, 1997). The authority role of the teacher indicated the vertical status difference in the classroom. However, politeness linguistic devices also appeared as indication of the teacher’s efforts to reduce the imposition effect of certain acts on the students.

The similarity between this research and the first previous research is that it also conducts the language based on classification of speech act, especially directive utterances. However, this research also has a difference dealing with the data source. The first previous study used Donald Duck comics manuscript which is a funny story for children as the main data, however, the present research uses Sherlock Holmes novel entitled A Study in Scarlet which is classified as a detective novel. This novel is a serious novel with the more complexity in its story and characterization. Moreover, the similarity with the second previous research is both of them conduct a study dealing with utterance, however, the present research analyzes directive utterances found in the Sherlock Holmes novel entitled A Study in Scarlet while the previous one analyzes expressive utterances found in the Harry Potter and the Goblet of Fire film. The differences between the present researcher and the previous researcher are the
third previous researcher used *Harry Potter-The Deathly Hallows and Bride Wars* movie script. The subjects of the study of the last researcher were the elementary teachers and the students.

**C. Problem Statement**

Based on the background of the study, the writer proposes some problems as follows:

1. What are the forms of directive acts stated by Sherlock Holmes in *Sherlock Holmes: A Study in Scarlet* novel?
2. What are the intention of directive acts stated by Sherlock Holmes found in *Sherlock Holmes: A Study in Scarlet* novel viewed from Searle’s theory?

**D. Objective of the Study**

Based on the problems proposed, the objectives of the study are:

1. To describe the forms of directive acts said by Sherlock Holmes in *Sherlock Holmes: A Study in Scarlet* novel.
2. To describe the intention of directive acts said by Sherlock Holmes found in *Sherlock Holmes: A Study in Scarlet* novel viewed from Searle’s theory.

**E. Benefit of the Study**

This study is expected to contribute some benefits as follows:

1. Theoretical Benefit

   The result of the study can be used as the reference for those who want to conduct a research in English linguistic especially speech act.
2. Practical Benefit
   
a. For Teachers
   
The result of this research may become a reference for teachers in teaching directive act to students.

b. For Other Researchers

   This research is expected to enrich knowledge and experience of other researchers who are engrossed in analyzing directive utterances.

F. Research Paper Organization

   This research paper consists of five sections: Chapter I is introduction dealing of background of the study, previous study, problem statement, objective of the study, benefit of the study, and research paper organization.

   Chapter II is underlying theory covering some points. They are the notion of pragmatics, the notion of speech act, classification of speech act, directive utterances, context, language form, and novel.

   Chapter III is research method. It portrays type of the research, object of the research, data and data source, technique of collecting data, and technique for analyzing data.

   Chapter IV is research finding and discussion. The research finding will be broken down into two main parts. They are directive utterances, and the role of directive utterances.

   Chapter V is conclusion and suggestion.