

CHAPTER I

INTRODUCTION

This chapter presented background of study, research problem, research objective, scope and limitations of the study, research significance, and definition of key terms.

1.1 Background of Study

Pragmatics focused on how people communicated using language in a variety of social settings and circumstances. It entailed comprehending how language was used to communicate intentions, social nuances, and implied meanings in addition to its literal meaning. Yule (1996, as cited in Trihanto, 2022) mentioned that one branch of linguistics called pragmatics studied meanings as they were expressed by a speaker (or writer) and understood by a listener. An approach known as pragmatics is a method of contextual language learning. According to Maharani and Sari (2023), the study of pragmatics examined how language functioned in context and how meaning was influenced by it. Despite the linguistic structure, context played a crucial role in providing background information on how the speaker shared their utterances by constructing the hearer's interpretation.

There were many studies in pragmatics, one of which was speech acts. Speech acts, especially directive speech acts, were utterance acts that needed to be studied because they were commonly encountered in everyday communication and had an impact on readers' comprehension of the form and function of speech in a

movie context. Speech acts served five general functions, according to Yule (1996, as cited in Khair, 2021): (1) declarative, where speakers used their speech to change the world; (2) representative, where speakers used their speech to state what they believed to be reality or not; (3) expressive, where speakers explained their feelings; (4) directive, where speakers explained or commanded others to do something; and (5) commissive, where speakers demonstrated future actions, such as making promises or treating someone.

Directive speech acts were speech acts in which the speaker or hearer did something such as inviting, permitting, prohibiting, and recommending (Santoso, 2023; Khair, 2021). One of the early theories on directive speech acts was proposed by Searle (1976, as cited in Della, 2018; Syaufa and Ambalegin, 2022), who classified there were five different categories of directive speech acts; command, request, question, permission, and prohibition. This classification had been used in various research studies to analyze the use of directive speech acts in different contexts.

The movie were one of the most well-liked artistic mediums in the community. They were another example of audiovisual pieces of art made with the intention of entertaining viewers. According to Kaiser (2011, as cited in Maharani and Sari, 2023) films can also educate viewers about a particular language and the cultural background in which it was spoken. It could be said that watching a movie is also a great way to become well-versed in a particular language. The researcher had chosen *The Hunger Games* movie to serve as the material analysis in this study because the main story of this movie centered on teenagers, and the cast's directive

speech acts were highly applicable to the everyday lives of teenagers and the community. This movie also had a lot of lessons about sacrifices, struggles, and survival strategies that we can use in our everyday lives.

The researcher analyzed Katniss more relevantly because she was the protagonist of *Mockingjay*, and she represents the issue of women's exploitation in political and social conflicts. As the symbol of the revolution, Katniss faces immense pressure and is used for others' agendas, reflecting how women are often exploited emotionally and symbolically. Focusing on Katniss allows for a deeper exploration of women's struggles against exploitation, their efforts to regain agency, and gender roles in the context of revolution. Katniss was a strong, resourceful, and principled young woman. Thus, the researcher chose the character Katniss over other characters as the object of this research.

It was not, however, the first study on directive speech acts in motion pictures. Several pertinent studies had been conducted. First research by Muhamad and Meilasari (2022) entitled "Directive Speech Act in The Hunger Games Movie". In her study, she analyzed the types of each directive speech act contained in the movie *The Hunger Games* using qualitative method, using the same method as this research. There are some differences occurred among this research and hers. It started from different investigated objects, in his research analyzing all film characters while in this research only analyzes Katniss as the main character.

The second study inspiring this research is a study conducted by Sitanggang and Afriana (2022) who analyzed the analysis on movie "Joker 2019". The differences in his study, he focused on analyzing the classifying directive act

according to Allan's theory classified six types directive speech act, while this research used Searle's theory classified five types of directive speech acts. His research only identified and categorized directive speech acts, while this research identified, categorized, and interpreted each type of directive speech acts used by Katniss. For the similarities in his study, he analyzed the types of each directive speech act contained in the movie using several and the same qualitative method as this research.

1.2 Research Problem

Based on the background of the study above, the writer decides to formulate the research problems as follow, how did Katniss use various types of directive speech acts in the Hunger Games: Mockingjay Part 1 movie?

1.3 Research Objective

According to the problem formulation above, this study was intended to identify the aims of each type of directive speech act used by Katniss in The Hunger Games Movie: Mockingjay Part 1.

1.4 Scope and Limitation

There were many aspects that could have been analyzed from the film, but this research focused specifically on the directive speech acts contained in the movie. The method employed to analyze directive speech acts in this research involved watching the film and reading the film scripts. Searle's theory (1979) classification system was used to categorize these speech acts, which will be discussed in more detail in the literature review. This facilitated the process of identifying directive speech acts in the movies and analyzing their different types.

The limitations of this study only focused on Katniss's utterances that had responses or performed actions from listeners in the movie "The Hunger Games: Mockingjay Part 1". The researcher chose that film to analyze Katniss' directive speech acts depicted without dealing with other aspects mentioned in the film.

1.5 Research Significance

Theoretically, the results of research on the study of speech acts were expected to be useful and could increase understanding of linguistics, especially in the chapter on directive speech acts and their variations.

Practically in real life is:

1. The teacher

For the English teacher, the result of this study were expected to provide additional information and references about directive speech acts in literature.

2. The students

The researcher hoped that this would provided enough knowledge about the world of movies and could offer moe information about the types of directive speech acts in movies.

3. The researcher

The results of this study were expected to be used as a reference for further research in the future.

1.6 Definition of Key Terms

To avoid reader misunderstandings, there were several terms used in this research regarding the title of the research that need to be defined for better understanding:

1. Directive Speech Acts : Directive speech acts were employed by speakers to persuade their audience to take action. By using the hearer to try to make the world fit the words, the speaker attempted to communicate what they want through these actions (Yule, 1995).
2. Movie : A movie was a type of entertainment that consisted of more than just visual and narrative components but also acts as a platform for exploring how language is used in society (Maharani and Sari, 2023).

