CHAPTER I

INTRODUCTION

1.1 Background of the Study.

It has already been known that language is used by us, human beings, as a means of having interactions among us. By using language, we can communicate with each other. Everything we say or think is then stated and understood through language. Language is always used in our daily life.

Language itself as Karl Buhler (1934:22) states, involves a two-way interaction between speaker and listener. It shows that in understanding each other, a listener reacts to the speaker's utterances whether the listener gives responses to what the speaker says or not. In that way, then, social member becomes close enough toward language as a means of communication. Jaffe (1976:4) claims that if language, our basic communication system, is taken away from us, we will feel lost and dependent. The language and communication cannot be separated from human beings.

As a process of transferring messages among people, according to Efendi (1991:67), communication then becomes a channel in which it is easier for us to communicate through one's thoughts, ideas, feelings, etc. in some kind of way. An example of communication channel is through written texts.

English is one of the international languages. We could find English almost everywhere around us. We learned English as one of the compulsory subjects from elementary school to senior high school. We use technological

instruments such as TV, computer, VCR, VCD, DVD, washing machine, and many others with English in their instructional-guide books. We watch movies with the stars speaking English. We listen to songs in English and sing them with our friends. Many companies open job vacation requiring persons who master English literally and/or orally. Teenagers write love letters in English, saying I LOVE YOU, and speak beautiful words flattering their lovers. Children play video games with English as the subtitle of the games. From the illustration above, we can say that English has been used in many aspects of our lives and one of them is game.

One of the popular games among teenagers recently is a collectible card-game called Magic the Gathering. In this game, players are demanded to know the cards with all their abilities written on them. They have to recognise all the cards in play and set up some strategic movements in order to beat the opponent and step up as the winner. The game involves fantasy and creativity since the players deal only with text, which is written on each card to run out the game and enjoy the thrills. Therefore, the writer is interested in analysing the illocutionary acts used in the Magic the Gathering.

Based on the reasons above, the writer would like to find speech act elements written on those cards. The writer would like to show the usefulness of using speech act theory in analysing the text from the aspect of the form and function of the texts.

1.2 Statement of the Problem.

With the reference to the background of the study, the writer formulates the following problem: "What kinds of illocutionary acts and illocutionary verbs are manifested in the Magic the Gathering?"

1.3 The Objective of the Study.

This study intends to find out the kinds of illocutionary acts and their illocutionary verbs in the text of the Magic the Gathering using Traugott's theory.

1.4 The Significance of the Study.

This study is expected to give some contribution to the field of Discourse analysis in analysing the communicative patterns, especially the illocutionary acts as the elements of Speech Acts. The writer believes that every text on the Magic the Gathering' cards has an illocutionary act and although it is only a little part of its function, it is still useful to be analysed.

Moreover, this study is also expected to be an inspiration for teachers to teach Speech Act theory especially the illocutionary acts in an enjoyable way.

1.5 Theoretical Framework.

There are some terms that are important for the limitation of the study:

1. Kinds of action of Speech Acts according to Austin (1976) are:

   a. Locutionary act, the physical act of producing an utterance

   e.g.: "The window is open" means that the window is not closed.

b. Illocutionary act, the act which is committed by producing an utterance: by uttering a promise, a promise is made; by uttering a threat, a threat is made.

e.g.: "The window is open" means that the speaker is asking somebody else to close the window.

c. Perlocutionary act, the production of an effect through locution and illocution, for example, the execution of an order by the addressees.

e.g.: the perlocution act of the utterance "The window is open" might be someone closes the window or someone says: "It's alright. Go back to sleep." which means that this person asks the other people not to worry about the open window because it is hot when the window is closed, and go back to sleep.

In this thesis, the writer is concerned with the illocutionary acts in analysing the Magic the Gathering.

2. The types of illocutionary acts according to Elizabeth Closs Traugott and Mary Louise Pratt (1980) are:

1. Representatives: illocutionary acts that undertake to represent a state of affairs, such as stating, claiming, hypothesising, describing, predicting, and telling, insisting, suggesting, or swearing that something is in the case.

2. Expressives: illocutionary acts that express only the speaker's psychological attitude toward some state of affairs, such as congratulating, thanking, deploring, condoling, welcoming, greeting.

3. Verdictives: illocutionary acts that deliver a finding as to value or fact, and thus that rate some entity or situation on a scale, such as assessing, ranking, estimating, and all other judgmental acts.

4. Directives: illocutionary acts that designed to get the addresses to do something, such as requesting, commanding, pleading, inviting, questioning, daring, and insisting or suggesting that someone do something.

5. Commissives: illocutionary acts that commit the speaker to doing something, such as promising, threatening, and vowing.

6. Declarations: illocutionary acts that bring about the state of affairs they refer to, such as blessing, firing, baptising, bidding, passing sentence, arresting, marrying.

1.6 Limitation of the Study.

This study is limited to find out the illocutionary acts, which are used in the Magic the Gathering. The writer, then, concentrated on the illocutionary acts in Planeshift, the latest edition of the Magic the Gathering.

1.7 The Definition of the Key Terms.

For better understanding of this study, the definition of the following terms will be given:

1. Collectible card game: it is a game consisting of cards, which build a special world. These cards can represent people, creatures, war machines, actions,

places, or many other things. For example, you could play soccer by using cards to represent soccer players, as well as common soccer actions such as a header or a corner kick.

2. Magic the Gathering collectible card game: it is a card game representing a world of imaginary creatures, exciting adventures, mysterious artifacts, and powerful wizards, which happen in the land of Dominaria. The Magic the Gathering collectible card game lets you play as one of the Dominaria's potent wizards. Using your creatures, artifacts, enchantments, or any other powerful spells, symbolised by cards, you can battle other wizards to control the Dominaria.

1.8 The Organization of the Study.

This study consists of five chapters. Chapter I is introduction. It explains the background of the study, the statement of the problem, the objective of the study, the significance of the study, theoretical framework, the limitation of the study, the definition of the key terms, and the organisation of the study. Chapter II then will deal with the review of the related literature and related study, which are relevant to this study. Next, chapter III talks about the research methodology of the study. The findings and data analysis will be discussed in chapter IV. Finally, chapter V is about the conclusions and suggestions.