CHAPTER I

INTRODUCTION

1.1 Background of the study

Language plays a crucial role in human life. Halliday (1994:106) says, “Language enables human to build up a mental picture of reality to make sense what is going on around them and inside them”. Language as a means of communication has been used and become a significant part of human life. This means that language is used to express thoughts, human’s needs, wishes, intentions and desires. Hornby (1995: 473) says, ‘Language is feelings and desires by means of a system of sounds and sound symbols.” Then Sapir (1921:8) adds, “Language is purely human and non instinctive method of communication ideas, emotions and desires by means of system of voluntary produces symbols”. While Robin (2001: 1) states “Language is related to linguistics, and linguistics itself is the scientific study of language”.

It has been mentioned that linguistics is scientific study of language. It is only fairly recently that linguistics has been accepted as independent discipline. Linguistics now covers as wide field with different approaches and different areas of investigation, for example: sound system (Phonetics, Phonology), sentence structure (Syntax), meaning system (Semantics, Pragmatics). In recent years, new branches of linguistics have developed in combination with other disciplines such as: Psycholinguistics, Sociolinguistics, Applied linguistics, Systemic Functional Linguistics and so on.
Systemic Functional Linguistic (SFL) is a theory of linguistics developed by Halliday. In this term, language is regarded as a social phenomenon. It views language as form of doing than knowing. Halliday (1978:40) also states, “…any text represents an actualization (a path through the system) at each level: the level of meaning, the level of saying (or wording to use the folk of linguistic term for the lexicogrammatical system) and of course the level of sounding or writing. In other words, language consists of three levels or strata, namely phonology/graphology (sounding or writing), lexicogrammatical (saying or wording), discourse or semantic (meaning).

Halliday (1978:21) also defines language as unit of Semantics, related to meaning and discourse. Language is a system of meanings. That is to say that, when people use language, their language acts the expression of meaning. Halliday views language learning how to mean; that is learning how to make meaning. Sinar (2002:39) states, “When human beings express their needs through language, they are making meanings”. All languages are organized around three kinds of meanings, “Ideational, Interpersonal, and Textual”. According to Halliday (1978:60) these are called “Metafunctions” which are the manifestations the linguistic system of meaning which underlie all uses of language:

1. Ideational function is language as representation or reflection.
2. Interpersonal function is language as exchange or action
3. Textual function is language as message or relevance

This study is concerned with one of the Metafunctions only, that is the interpersonal function. The interpersonal function is realized by mood system of language. It is an interpretation of language in its function as an exchange. Most people do not know that
the language which they use in daily life is divided onto two main parts of mood system, mood and residue. They, especially fans of Shakespeare do not know that when they read Romeo and Juliet, a play by William Shakespeare the sentences they read there consist of mood and residue according to systemic grammar view. Reading the Romeo and Juliet’s text about the pattern of mood elements has motivated me to carry out this study because I was sure that I could understand and evaluate the written text and also could identify which the most dominant mood types in those text.

Discourse analysis is another focus of SFL. A discourse contains a complete unit of meaning that is the main object of the analysis. There are many writers who give definition of discourse. Followings are some of the definitions:

1. Cook (1989:6) states, “This latter kind of language-language in use, for communication is called discourse…”

2. Stubbs (1983:1) says, “Discourse is a language above the sentence or above the clause”.

3. Kredilaksana (1972:27) says, “*Wacana adalah bahasa terlengkap; dalam hierarki gramatikal merupakan satuan gramatikal tertinggi atau terbesar. Wacana ini direalisasiakan dalam bentuk karangan yang utuh (novel, buku, seri ensiklopedia, dan sebagainya) paragraph, kalimat, atau kata yang membawa amanat yang lengkap.*”

4. Mc. Carthy (1995:5) says, “… discourse is concerned with kind of languages that the speaker or writer really use they it in particular context…”
We may conclude that *discourse* is written or spoken passage, it has the highest and complete grammatical unit, coherent and cohesive in meaning, it is formed from clauses, sentences and other units. The kinds of discourse are literary works, education fields, pedagogical sciences, sciences, children compositions, communication in the class between teacher and students, language in text books, translations, semiotic codes, films, symbols, comic strips, dramas, TV programmes etc. In this study, I analyze Romeo and Juliet’s conversations by applying a systemic functional approach. A drama usually consists of several acts then an act also consists of several scenes. In Romeo and Juliet, it consists of five acts. And each act consists of several scenes.

Shakespeare's tragic drama of the "star-crossed" young lovers *Romeo Montague* and *Juliet Capulet* is best remembered for the famous balcony scene. Romeo Montague and Juliet Capulet are teenagers who fall deeply in love but their families are bitter enemies. They seize the moment and marry in secret, they make every effort to conceal their actions but these end in tragedy when Romeo, Juliet, Tybalt, Mercutio and Paris all die. The themes running through the play address the issues of the consequences of immature blind passion, hatred and prejudice. Romeo and Juliet who’s ultimately unite their feuding households. The play has been highly praised by literary critics for its language and dramatic effect. It was among Shakespeare's most popular plays during his lifetime and, along with Hamlet, is one of his most frequently performed plays. Its influence is still seen today, with the two main characters being widely represented as archetypal young lovers. Romeo and Juliet belongs to a tradition of tragic romances stretching back to Ancient Greece. Its plot is based on an Italian tale, translated into verse as Romeus and Juliet by Arthur Brooke in 1562, and retold in prose in Palace of Pleasure
by William Painter in 1582. Brooke and Painter were Shakespeare's chief sources of inspiration for Romeo and Juliet. He borrowed heavily from both, but developed minor characters, particularly Mercutio and Paris, in order to expand the plot. The drama was first published in a quarto version in 1597. This text was of poor quality, and later editions corrected it, bringing it more in line with Shakespeare's original text. Shakespeare's use of dramatic structure, especially his expansion of minor characters, and the use of subplots to embellish the story, has been praised as an early sign of his dramatic skill. Characters frequently compare love and death and allude to the role of fate. Since its publication, Romeo and Juliet has been adapted numerous times in stage, film, musical and operatic forms.

1.2 The Problems and the formulation of the problems

In accordance with the title of this thesis, there are two problems as the object of the present study:

1. The types of mood found in Romeo and Juliet

2. The most dominant type of the mood in the drama

As the problems can be formulated as follows:

a. What types of mood found in the drama of Romeo and Juliet?

b. What type of mood is the most dominant in that drama?

1.3 The Objective of the study

The objectives of doing this study are:

1. To find out the types of mood in the drama of Romeo and Juliet.

2. To find out the most dominant mood types occurs in that drama.
1.4. The Significance of the study

The significances of this study are expected to help the learners of SFL theory to analyze the mood elements found in text especially text of literature such as drama. Since Romeo and Juliet is a famous drama by a well-known play-write, it will be advantageous for us to know how dialogues are structured in the drama based on mood of various types.

1.5 The Scope of the study

It is very important to limit the analysis and the object of the analysis in order to get a clear and satisfied result. Therefore, in this study the analysis has been focused on the mood elements only. Whereas as the object of the analysis is drama text of *Romeo and Juliet* by William Shakespeare. The text chosen was only the conversations that occurs between Romeo and Juliet as the major characters in the play, excluding other characters. Their conversation only occurs in Act II of scene two.

1.6 Method of the study

Usually, data can be collected either by doing a field research or doing library research or the combination of both. In this study, only the library research was done. It was done by selecting some books which are relevant to the analysis.

In analyzing the data, have been taken. Firstly, the texts from was collected from Romeo and Juliet’s conversation in the Act II of scenes two, then chose those related to mood elements. Secondly, the conversation text is divided into clauses then classify them into mood. A clause is the highest and complete unit of language since this unit can be
analyzed in terms of the metafunctions; Ideational, Interpersonal, and Textual. For example:

ROMEO:
“He jests at scars that never felt a wound”. (Act II, Scene 2)

This sentences consist of two clauses, they are:

1. he jests at scars
2. that never felt a wound

After dividing them into clauses, each clause was classified into mood element and the mood type of each clause was defined. As exemplified below:

1. “He jests at scars”

<table>
<thead>
<tr>
<th>He</th>
<th>jests</th>
<th>at scars</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>F</td>
<td>P</td>
</tr>
<tr>
<td>Mood (Indc, decl)</td>
<td>R</td>
<td></td>
</tr>
</tbody>
</table>

2. “that never felt a wound”

<table>
<thead>
<tr>
<th>that never</th>
<th>felt</th>
<th>a wound</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>P</td>
</tr>
<tr>
<td>Mood (Indc, decl)</td>
<td>R</td>
<td></td>
</tr>
</tbody>
</table>

Finally, after all clauses had been analyzed, the most dominant mood types in those conversation text could be determined.

In order to get the most dominant mood types, the following formula from Bungin (2005:172) was used:

\[ n = \frac{f_x}{N} \times 100\% \]

- \( n \) = percentage of types
- \( f_x \) = total types of the sub-category
- \( N \) = total of all categories
1.7 Review of Related Literature

In completing this thesis some books related to SFL had been used. The books used are listed below:

“Phasal and Experential Realizations In Lecture Discourse : A Systemic Functional Analysis” (Dissertation) written by Teungku Silvana Sinar (2002). This dissertation is about the phasal and realizations in lecture discourse by using the approach of systemic Functional Theory. It explains that relational process as the most prominent transitivity and existential process as the least prominent. This dissertation is used to support in completing the thesis.

“An Analysis of Six Types of Transitivity Process in Kangguru Radio English Scripts” (Thesis) by Rahma W.Mandasari (2005).This thesis analyzes six types of transitivity process based on Systemic Functional linguistics theory. This thesis states that the material process is the most dominant in Kangguru Radio Scripts which the scripts as the object of the analysis.

“An Analysis of Mental and Behavioral Process in When My Girl Comes Home By V.S Pritchet : A Systemic Functional Approach” (Thesis) by Evelyn Diana R.N (1995).The writer analyzes the mental process and behavioral process in a novel by V.S Pritchet based on the systemic theory. As the result of her analysis behavioral process is a process of behaving where this kind of process is put between the material and mental process.

provides the Systemic Functional Linguistics theory using Indonesian language as the model and applies it into Indonesian social context.