CHAPTER I
INTRODUCTION

1.1 Background of the Study

Language used in conversation contains meaning, form and expression. As Halliday said that language is interpreted as a system of forms to which meanings are then attached (Halliday, 1985: XIV). Furthermore, language is functional, so study of language form alone cannot fully explain systematic language use. Language use, though unique, can be explored, and linguistic elements and specific language events can be systematically examined from a functional point of view. In short, we ‘make meaning’ through our choice and use of words, and systematic study of language in use is how we make sense of our meaning (Gerot, 1994: V-VI).

Meaning of language used can be interpreted within its context. The term of context had been purposed by Malinowski (1923/46, 1935), as it is stated in Eggins’s book, language only makes sense (only has meaning) when interpreted within its context (Eggins, 1994: 50-51).

There is different description towards the word context. In Song’s journal, Widdowson (2000: 126), when focusing his study on language meaning, thought “context” as “those aspects of the circumstance of actual language use which are taken as relevant to meaning.” While according to Yule (2000: 128), “Context is the physical environment in which a word is used.” These definitions have an important point in common: one main point of the context is the environment (circumstances or factors) in which a discourse occurs (Song, 2010: 876).

Language and context have a close relationship that is in the realization of language as a social semiotic system. In other word, language is formed in context and there is no language without social context. Thus, when reviewing a language, the focused on the interpretation of the text, must pay attention to the social environment, which are context of situation (register), context of culture (genre) and context of ideology. All these contexts are associated with the linguistic
characteristics of the text (language) (Sinar, 2003: 54). But, for this study, the writer only focuses on context of situation.

In Sinar’s book, Malinowski also said that language is “context-dependent” which means the speech and the situation that is strictly tied to each other and the context of the situation is really necessary to understand the words. Then, Malinowski (1946: 307) and Firth (1957) said that language is the expression of social behavior in contexts: the meaning of each word in a certain level is dependent on the context (Sinar, 2003: 23).

In Eggins’s book, Malinowski stated that meanings depends on context because he claimed that language only becomes intelligible when it is placed within its context of situation. Then, the notion of context of situation was extended by J.R. Firth (1935, 1950, 1951), he pointed out that when a description of a context is given, we can predict what language will be used. His rather quaint but exact formulation of this was to claim that learning to use language is very much a process of learning to say what the other fellow expects us to say under the given circumstances.... Once someone speaks to you, you are in a relatively determined context and you are not free just to say what you please (Eggins, 1994: 50-51).

In Hu’s journal, Halliday proposed the concept of context consists of three strata: context of culture, context of situation and co-text. Context of culture and context of situation are outside of language itself. Co-text, also known as linguistic context, is certainly inside of language itself. There is a close interdependent relationship between language and context. Context determines and is constructed by the choice of language. On the one hand, language, when considered as a system--its lexical items and grammatical categories—is related to its context of culture. While on the other hand, the specific text and its component parts are related to its context of situation. To be specific, context of culture is related to genre, context of situation is related to register, and co-text to the discourse itself (Hu, 2010: 324).

Linguistic context refers to the context within the discourse, that is, the relationship between the words, phrases, sentences and even paragraphs.
Situational context, or context of situation, refers to the environment, time and place, etc. in which the discourse occurs, and also the relationship between the participants. Cultural context refers to the culture, customs and background of epoch in language communities in which the speakers participate. Language is a social phenomenon, and it is closely tied up with the social structure and value system of society. Therefore, language can not avoid being influenced by all these factors like social role, social status, sex and age (Song, 2010: 876-877).

Context of situation consists of three aspects: field, tenor and mode. Field refers to what is happening, to the nature of social action that is taking place. It answers such questions as what it is that the participant is engaged in. Tenor refers to who is taking part, to the nature of the participants, their status and roles: what kind of role relationship obtain among the participants, including permanent and temporary relationships of one kind or another, both the types of speech role that they are taking on in the dialogue and the whole cluster of socially significant relationships in which they are involved. Mode refers to what part the language is playing, what it is that the participants are expecting the language to do for them in that situation. Collectively the three aspects of situational context are called register (Hu, 2010: 324).

In Eggins’s book, Halliday claimed that field, mode and tenor are the three situational variables that matter, because there are the three types of meaning language is structured to make. He suggested that of all the *uses* we make of language (which are limitless and changing) is designed to fulfil three main *functions*: a function for relating experience, a function for creating interpersonal relationships, and a function for organizing information.

Halliday suggested that these types of meaning can be related to context, because each register variable can be associated with one of these types of meanings. Thus, the claim Halliday made is that each type of meaning is related in a predictable, systematic way to each situational variable. It is therefore no accident that we single out the three register variables of field, mode and tenor as aspects of the situation significant to language use. Their status derives from the fact that they are linked to the three types of meaning language is structured to
make: the experiential, the textual and the interpersonal. And these are the three kinds of meanings that matter in any situation. It is this non-arbitrary organization of language that is what Halliday means when he stated that the internal organization of natural language can best be explained in the light of the social functions which language has evolved to serve. Language is as it is because of what it has to do (Eggins, 1994: 76-79). In conclusion, to understand the language use in the text we need to analyse its context of situation.

Context is influenced by text, this is due to the variable, which living on the text interacts with the text, affect each other (Sinar, 2003: 23-24). In discourse analysis, we need to understand the differences in discourse and text, so it does not become ambiguous in terms of its use. In Sinar’s book, Kridilaksana (1982) said “Discourse is the most complete language unit; in the grammatical hierarchy is the highest or largest grammatical unit. This discourse is realized in the form of a complete essay (novels, books, encyclopedias series, and so on), paragraphs, sentences or words that carry complete mandate.” (Sinar, 2003: 5). While Halliday and Hasan (1976:1) said that text is a unit of language use, not grammatical units such as clauses and sentences, and not defined following the size.

Systemic functional linguistic theory considers clauses as the highest grammatical unit and built on smaller units below it which are groups or phrases, while groups or phrases built on words unit consists of morpheme. Whereas sentences are not a grammatical unit but a unit of written language that begins with a capital letter and end with a period. Furthermore, words are a grammatical unit as the building factors of groups or phrases and morphemes are a grammatical unit that builds words (Sinar, 2003: 17-18). Then, paragraphs are made up of related sentences and are about one topic only. Paragraphs have a topic sentence; all the other sentences relate to it (Anonymous: 2).

Some of systemic linguistic theorists, such as Kress, Halliday and Stillar, argued that discourse is the social domain and text is the linguistic domain. Discourse and text do have a separate domain, but the relationship of text and discourse is one realization. We must believe that the discourse had its expression in the text (Sinar, 2003: 7-8). Kress (1985: 27) said the term ‘discourse’ tends to be
used to discuss things oriented to social factors, while the term ‘text’ tends to be used to talk about things based/oriented to language (Sinar, 2003: 6).

So, with this study, in order to understand how texts work to make meaning, it is important to find the context of situation. In this study, writer is interested to analyse the context of situation found in Oscar Wilde’s short story “The Nightingale and the Rose”. The reason writer chose to analyse one of Oscar Wilde’s works is because his works reflects about self-awareness. While, the reason writer chose the short story “The Nightingale and the Rose” is because the participants of this story are comprised of humans, animals and plants, they are the young Student and the daughter of the professor, Nightingale, little Green Lizard and Butterfly, Daisy, White Rose-tree, Yellow Rose-tree, Red Rose-tree and Oak-tree. Because of the participants comprised of humans and non-humans, writer was interested in analysing the language used in the story. It can be seen in these examples:

"Why is he weeping?" asked a little Green Lizard, as he ran past him with his tail in the air.
"Why, indeed?" said a Butterfly, who was fluttering about after a sunbeam.
"Why, indeed?" whispered a Daisy to his neighbour, in a soft, low voice.
"He is weeping for a red rose," said the Nightingale.
"For a red rose?" they cried; "how very ridiculous!" and the little Lizard, who was something of a cynic, laughed outright.

The text above is the eighth text of Oscar Wilde’s short story “The Nightingale and the Rose”. The contexts of situation in this text are as the following.

**Field**

These paragraphs are about why the young Student is weeping, because the dialogues described that the Nightingale answering why the young Student is weeping to her neighbours who were asking about it and the little Green Lizard thought it was ridiculous to weep for a red rose.

**Tenor**

The participants are a little Green Lizard, Butterfly, Daisy and Nightingale. The participants had equal power, because of their status as neighbours, the contact
was infrequent because there were no vocatives in use and the affective involvement was low because the conversation was very brief.

**Mode**

The role of language in this paragraph is action, because it is used to describe the action of the participants, and the language is written as a dialogue. Also, the participants used formal language, because of the use of the third person (he) and active voice.

Besides, Oscar Wilde, the author of the story, made the animals and plants to be able to think as well as humans and used formal language. The examples of that can be seen in the first and fourth texts of Oscar Wilde’s short story “The Nightingale and the Rose”, as the following.

1. "She said that she would dance with me if I brought her red roses," cried the young Student; "but in all my garden there is no red rose."

2. "Here at last is a true lover," said the Nightingale. "Night after night have I sung of him, though I knew him not: night after night have I told his story to the stars, and now I see him. His hair is dark as the hyacinth-blossom, and his lips are red as the rose of his desire; but passion has made his face like pale ivory, and sorrow has set her seal upon his brow."

Form the examples in texts (1) and (2) we can see that the young Student and the Nightingale’s monologues both used the third person voices (She, her, him and his) and active voices, and that are the characteristics of formal language.

Based on explanation above, writer analyses the context of situation found in Oscar Wilde’s short story “The Nightingale and the Rose”.

1.2 Problems of the Study

The problems of the study are as the following.

1. What are the fields in the Oscar Wilde’s short story “The Nightingale and
the Rose”?
2. Who are the tenors in the Oscar Wilde’s short story “The Nightingale and the Rose”?
3. What kinds of mode are used in the Oscar Wilde’s short story “The Nightingale and the Rose”?

1.3 Objectives of the Study

The objectives of the study are as the following.
1. To find out the fields in the Oscar Wilde’s short story “The Nightingale and the Rose”;
2. To find out the tenors in the Oscar Wilde’s short story “The Nightingale and the Rose”;
3. To find out the mode in the Oscar Wilde’s short story “The Nightingale and the Rose”.

1.4 Scope of the Study

The scope of the study is about context of situation, which are as the following.
1. Field: what the language is being used to talk about;
2. Tenor: the role relationships between the interactants;
3. Mode: the role language is playing in the interaction.

1.5 Significance of the Study

The significance of the study can be seen theoretically and practically, as the following.
1. Theoretically, this study can be used to increase the reference about the language analysis about context of situation in short story;
2. Practically, this study can be used as reference for learners who want to
learn about context of situation, and for researchers who want to research about context of situation in short story.