

CHAPTER 1

INTRODUCTION

This chapter discusses the introduction of research, which explain why researchers conduct research. This chapter presents background of the research, limitation of the research, formulation of the research, purpose of the research. In this chapter the researcher also explains about significance of the research and the definition of the key terms.

A. Background of The Research

Language is an important a part of communication. Language is not only taught in academic subjects, but also in daily life such as interacting with other people, knowing and respecting each other in speaking, and expressing themselves politely (Pramujiono et al, 2020). Language can be used as means of conveying important information. The use of language for communication should be arranged systematically so that the intention of information can be understood and received easily. According to Wibowo (2001:13) language is system symbol that are meaningful and articulate sound (generated by said tool) that are arbitrary and convertional, which is use as a means of communication by a group of men to give birth to filings and thoughts.

According to Croft (2008:87) interaction language is fundamentally a phenomenon of social interaction It means that people need language to share their thoughts with others in order to have a good relationship with them. As a phenomenon of social interaction, it always evolves together with people's minds.

In an interaction, communicating in polite language is an important part of realizing good communication between those who convey (speakers) and those who hear (speech partners). Sentences in communication are categorized based on their form and function.

One of the classifications is imperative sentences.

Imperative sentence is a kind of sentence which ends by exclamation point and gives an order to other people. Imperative sentences are defined as a form of sentence that contains the intention of commanding or requesting that someone or the interlocutor do something that the speaker wants. The function of imperative sentence is not only to command, but it can also be used to give a suggestion , offer an invitation someone, give instruction, etc. Sometimes, imperative sentence end with an exclamation point. According to Aarts (1982:96) the imperative sentence had four functions: command, request, invitation and warning.

People utter imperatives in everyday life, so it is in the drama that reflect real world. The characters frequently vocalize imperative sentences as well. In real life, it can be a mother says “Wake up son, you have a morning class”. So it is in the drama for instance, we often hear a character tells to someone, “Go away! Leave me alone!”. In other words the students can learn imperative sentences by the usage of drama.

Drama is a literary work that uses dialogue as a delivery method. Dialogue is an oral language which to achieve its meaning must be understood the situation and conditions in the drama’s narrative. Drama is described as a miniature of life. With all this association between the use of imperative sentences in real situation and drama students can benefit by drama utters imperative sentences. The story in the drama contains the conflicts and emotions shown in the stage.

Drama is an imitation of life. Drama is different from other forms of literature because of its unique characteristics. It is read, but basically, it is composed to be performed, so the ultimate aim of dramatic composition is for it to be presented on stage before an audience. This implies that it is a medium of communication. It has a message to communicate to the audience. It uses actors to convey this message (Muller and

William,1994) .

The imperative sentence used to get the hearer to do something. The speaker who utters the imperative sentence is trying to make the hearer to do something for him. For example in the drama, we often hear a character yells to someone, “Go away! Leave me alone ! That sentence shows someone wants to listener to leave him alone. The form of imperative sentence conveyed must be understood the meaning of each speech that occur.

Based on the description above, the researcher was interested to analyzed the imperative sentence in per drama performance. The researcher would like to carry out a research under the title “ **The imperative sentence in drama performance “Uncle Vanya” at English Department”**.

B. Limitation of the Research

According to the background above, there are two drama performance but the researcher only focuses on the drama "Uncle Vanya". The research was taken on the drama subject of sixth semester students at English Department. The subfocuses of this research were to identify : (1) the types of imperative sentence in drama performance “Uncle Vanya” at English Department, (2) the functions of imperative sentence in drama performance “Uncle Vanya” at English Department.

C. Formulation of the Research

In conducting the researcher, the reseracher has formulated research question as follows :

1. What are the types of imperative sentences in drama performance “Uncle Vanya” at English Department?
2. What are the functions of imperative sentences in drama performance “Uncle Vanya” at English Department?

D. Purpose of the Research

The purpose of this research :

1. To describe type of imperative sentences in drama performance “Uncle Vanya” at English Department.
2. To describe function of imperative sentence in drama performance “Uncle Vanya” at English Department.

E. Significance of the Research

This research had some uses both of theoretically and practically.

a. Theoretically

The findings of this study may provide some information for learning about and comprehending imperative sentences in drama performance “Uncle Vanya” at English Department.

b. Practically

1. The Researcher

This research gave the research information and knowledge about the types and function of imperative sentence in drama performance Uncle Vanya at English Department. It can serve as a reference for the next research.

2. The Reader

This research could help the reader to understand the type and function of imperative sentence in drama performance Uncle Vanya at English Department.

F. Definition of the key Terms

There are some terms in this research that will be classified in order to avoid misunderstanding the terms can be seen as follows :

1. Imperative sentences

Imperatives are words used to direct action and request action from the listener. According to Azar (2003:213), imperative sentences is give a commands, make polite request, and give directions. Imperative sentences are defined as a form of sentence that contains the intention of commanding or requesting that someone or the interlocutor do something that the speaker wants. Imperative sentences are those that beg someone to do something or provide directions.

2. Drama

Drama is an art that represents the characteristic and attitude of a human being staged and produced to act according to a text. In general, drama is a literary work prepared in the form of dialogue and with the goal of being exhibited by an actor.

Drama is an act or action (Hasanuddin: 1996: 2). Conflicts and emotions depicted on stage are part of the drama's story.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes about review of related theories, review of related findings and conceptual framework. It can help the readers about the type of imperative sentences and the function of imperative sentences. The researcher got the theory from several journal and also from the other relevant sources.

A. Review of Related Theories

1. Imperative Sentence

Imperative sentences are used to provide clear and direct commands, request, invitations and warning through the speaker to the listener. Sometimes, imperative sentence end with an exclamation point. According to (Swan 1982:77) imperative sentence is the base form of a verb used to give orders, to give prohibition, make suggestion, etc. it means that imperative sentence uses the basic verb or verb one to give order or to make suggestion. According to (Azar 2003:213) imperative sentence used for giving commands, instruction, request, suggestion, or direction.

The imperative sentence expresses a command or a request. The basic form of the verb is employed without a stated subject as its simplest form. It is understood that the subject is you, either singular or plural. Imperative is a sentence type which the classification based on the purpose and has meaning as a command or request. Imperative sentence is a type of sentence in which the verbs takes the basic form and usually does not contain the subject, although the “you” is implicitly the subject. For example, “look there”.

Imperative does not always mean to command. “Go away” has an imperative form but one can command without using an imperative. A sentence “why don’t you go away?” or just one word “Away!” have the purpose. Imperatives have functions and they do not have to “command”. For example : Please open the door quickly, watch your step before

taking it, bring me a glass of water.

2. Types of Imperative Sentences

Imperative sentence can be divided into five forms, they are imperative without a subject, imperative with a subject, imperative with let, negative imperative, and imperative with do form.

a. Imperative without a subject

The imperative is used to give instruction, make a suggestions and encourage people to take action. It has exact same form as the infinitive without to. The imperative typically has no subject or whose verbs in the imperative and which typically have no overt grammatical subject. For example :

1. Jump
2. Complete these by tomorrow
3. Don't be deceive by his look
4. Don't get dressed yet

The aforementioned examples are imperatives in which the object of the command is either unseen or not explicitly stated. The passive with "be" occur chiefly in negative directives, but they are less common in positive directives and might be treated as passive occur with "get".

b. Imperative with a subject

It is intuitively obvious that the second person pronoun "you" is implied. The type of directive in which the stressed subject is "you" is added, for examples:

1. You stop making noise during the lesson
2. Be quick, Marina
3. Somebody open this door
4. Everybody shut their eyes

The example number 1) show the occurrence of “you” as subject. Third person subject are also possible. The example number 3) and 4) show the occurrence of “somebody” and “everybody” as subject of third person.

c. Imperative with Let

The word let can be used to create a first person imperative by following it with an objective case subject, for examples :

1. Let us watch a movie
2. Let me go home
3. Let's go for a walk
4. Let's have a party

In the aforementioned example, the subject is not applied and can be used as "lets us" or "let me" in the form of a let + object. These are typically fairly formal and archaic in tone, with the exception of the let me type. However, the prevalent abbreviated form let's is a more informal substitute for let us.

d. Negative imperative

The form of negative simply adds an initial “don't” or “do not” at the beginning of the sentence, for examples:

- a. Don't open the door
- b. Don't you open the door
- c. Don't anyone open the door (

The examples above are negative imperative add an initial “don't”. First person imperative, on the other hand, are generally negated by the insertion of not of the pronoun following let.

e. Do with positive imperative

There are positive things to do. By placing the word do before the verb, a persuasive imperative can be produced. Do strengthens the imperative's constructive meaning. For examples:

1. Do have some more tea
2. Do not go to work today

The examples above are imperative phrases with the word do coming before the verb, which confirm the intent or sense of the request that the speaker is making to the listener.

3. The Function of Imperative Sentences

A variety of illocutionary behaviors are covered by the use of imperative sentence. However, it is not always feasible to distinguish clearly because the illocutionary force relies in how much each person stands to gain from the activity.

1. Order or command

The first form of command sentence is a standard one. The speaker's power or authority is implied by the command, which directs the addressee to take action. However, it can also be applied when the speaker and the audience have the same authority or power. For example:

- a. Salsa, I command you to stop this instant!
- b. Open the door!

2. Request

When an imperative sentence is used as a request, the speaker is gently requesting the addressee to do something. Although more polite in intent, it is virtually identical to the command. Imperative sentence as request can be signaled by please, do, will you, do you mind, would you mind, can you, could you, etc. For examples:

- a. Get me a glass of ice tea, will you !

- b. Read the book, will you!
- c. Would you give me a piece of paper!

3. Prohibition

The prohibition command sentence is intended to prohibit someone from doing something. This type of command sentence is usually characterized by the "do not" command word. For example:

- a. Don't leave me alone !
- b. Don't come over there !

4. Please

A request command sentence is a particular kind of command sentence that includes a request that the subject do something. When a request or order is anticipated to be followed, this kind of statement is employed. The command word commonly used in this type of command sentence is "please", for examples :

- a. Dinda, Please stop it!
- b. Then be quiet, please !

5. Advice, Recommendation

The recommendation is to tell someone or more that something that can be trusted, can also recommend being interpreted as suggesting, inviting to join, suggesting a form of command. For examples :

- a. Take an aspirin for you headache.
- b. Lock the door before you go to bed.

6. Warning

Warning is one type of short functional text that contains information in the form of a warning or direction that is shown to many people and is usually associated with something quite dangerous. For examples :

- a. Look out!
- b. Be careful!

7. Suggestion

A suggestion command sentence is a command that also makes recommendations by requesting action. This type of sentence is marked with the word should or should be. For examples :

- a. Ask me about it again next month
- b. Let's have a party

8. Instruction

This type of imperative sentence gives instructions, For example :

- a. Avoid contact with skin and eyes
- b. Add a glass of coconut milk into a pan and then boil it.

9. Invitation

This type of imperative sentence extends an invitation. For example :

- a. Come with me
- b. Please join us for lunch
- c. Come in

10. Good Wishes

This type of imperative sentence shares polite wishes and requests with someone. For examples :

- a. Have a nice day
- b. Have a good time

11. Imprecation

Utter obscenities or profanities or as something hurtful or calamitous. For example:

“Go to hell!

4. Drama Uncle Vanya

Russian author Anton Chekhov wrote the play *Uncle Vanya* in 1897, it premiered in Moscow two years later. The four-act play features an urban couple, a professor and his wife, coming to a rural village to observe the estate that they own and to inform the inhabitants that they will soon be selling the property in order to make a larger investment.

Uncle Vanya (Ivan Voynitsky) joins them. He is 47 and, with the help of Sonya, the professor's daughter by his first wife, has been managing the estate that feeds the old professor's urban lifestyle. He complains over the fuss everyone has made since the professor and his much younger and very pretty wife.

Act Two begins a few days later. Right before bed, Serebryakov is complaining to Yelena about old age. Sonya sends for the doctor Astrov, but the old professor refuses to see him. Once Serebryakov falls asleep, Helena and Uncle Vanya talk: she about the unhappy domestic life she has with the old professor he about his misspent youth. Uncle Vanya wishes he had spoken with Helena a decade earlier, when their love would have been possible. He also wishes he hadn't idolized the professor as much as he had, because doing so has made his own life seem lackluster. When Vanya starts talking about how he desires Helena, she finally leaves.

In the third act, Serebryakov has called Vanya, Sonya and Helena into the living room. Vanya hits on Helena she ignores him. Sonya talks about having been in love with the doctor for six years and how he has never noticed her ardor. Helena offers to talk to him about it, but Sonya isn't certain, if he says no, she will be crushed, whereas if they continue the ambiguous state they are in, she can live each day filled with hope.

Serebryakov announces he's selling the estate to settle all of the family debts, if they invest the money in various stocks and bonds. He believes that the family could buy a vacation home in Finland. It's simplified that this home would only be available to Helena

and himself.

Vanya is furious. He tells Serebryakov that he's being selfish, pushing Vanya, Sonya and Maria out of their home. He also accuses the Professor for being ungrateful for all the sacrifices Vanya has made to maintain the estate. Serebryakov insults him. Marina tells her son to settle down. Instead Vanya retreats off stage. Serebryakov pursues him to finish the argument. A gun is shot offstage.

The old professor returns, running onstage. He is being chased by Vanya, who is running with a loaded revolver. He shoots at the professor but misses. Emotionally exhausted and disgusted at his own capriciousness, Uncle Vanya falls into a chair.

The final act, the old nanny Marina and the peasant Telegin complete their chores and talk about the old professor and Helena leaving the country estate. Astrov talking to Vanya claims that the two of them are essentially upstanding men whose minds have been vulgarized by living in the country for the past decade. Depressed, Vanya has secretly taken a vial of morphine from Astrov's pharmacy, contemplating suicide. With help from Sonya, Astrov eventually convinces him to hand it back and continue living. Vanya, Sonya, and Maria continue with their provincial life. The play ends with a famous soliloquy by Sonya, in which she claims that they will find peace in the afterlife.

B. Review of Related Findings

This research related to the previous studies that discuss about imperative sentence, but every research is in different aspects. They give contribution to this research. Here are some related findings that related to this research.

Firstly, Bustan Hasan (2016) *The Politeness actualization in imperative sentence in Rodger and Hammerstein's Drama "King and I" A Pragmatic study*). This research is library research by applying qualitative descriptive method and through pragmatic study. By use pragmatic study, the writer has to understand and pay attention well to setting and

background that influence of the dialogue in the drama. In this study the dialogue of the drama assumed as speech act and characters assumed as speech participant. The result shows that the characters of the drama consider politeness principle when make imperative dialogue in specific setting. Most of the dialogues indicates applying politeness principle. Strategies that always applied are indirect scale, optionality scale, authority scale and cost-benefit scale. Significant factors that influences and determines the usage of politeness principle are social background of participant or character, setting and scene, and end of speech or dialogue.

Secondly, Pratiwi (2021) Analisis Penggunaan Kalimat Imperatif dalam Drama Bitter Blood Karya Shusuke Shizukui. This research discusses the use of imperative sentences in the drama Bitter Blood by Shusuke Shizukui. The purpose of this research is to describe the meaning of sentences necessity that uses indirect speech in encouraging it that appears in the drama Bitter Blood by Shusuke Shizukui episodes 1-4. This research is qualitative research with descriptive methods. Source of data used in this study is the drama Bitter Blood by Shusuke Shizukui. Data analyze a fragment of dialogue that contains an indirect imperative meaning contained in the drama Bitter Blood by Shusuke Shizukui. The instrument in this study was the researcher himself. Based on the results of data analysis, found 33 data on the use of imperative sentences who use indirect speech to convey imperative meaningful sentences. This data is divided into 4 meanings, namely 15 data in the form of indirect imperative sentences means command, 9 data means prohibition, 2 data means invitation, and 7 data means application.

Thirdly, Samyatitah et.all (2016) Imperative Sentences in Drama Suikyu Yankees Episode 1-10 by Shogo Miyaki. One of the uses of indirect imperative sentences can be found in the drama Suikyu Yankees episodes 1-10 by Shogo Miyaki. In this study, using reference to Kunjana Rahardi's theory to analyze indirect imperative sentences, as well as

linguistic politeness that supports the occurrence of indirect imperative sentences. The method used in this research is descriptive qualitative. The data to be analyzed are dialogues from the drama *Suikyuu Yankees* episodes 1-10 which contain indirect imperative sentences and linguistic politeness found in indirect imperative sentences. The analysis carried out is classifying the found data and then analyzing indirect imperative sentences and their linguistic politeness factors. In the research results, 74 data of indirect imperative sentences were found which were further divided into 48 declarative sentences and 26 interrogative sentences. In indirect imperative sentences there are four imperative meanings, namely orders, invitations, requests and prohibitions. Factors that support linguistic politeness are the length of speech, the order of speech, intonation and kinesthetic cues, as well as expressions of politeness markers.

Fourthly, Setianingrum (2014) *Analisis penggunaan kalimat Imperatif dalam Drama Q10*. This research was conducted to analyze imperative sentences in terms of the relationship between the speaker and the interlocutor and the interlocutor's response to the imperative sentence delivered to him/her. to the imperative sentence delivered to him. Data collection in this research uses the literature study method. The data used in the form of sentences that are imperative sentences in the drama Q10. The analysis technique used in this research is to analyze the data object by using pragmatics theory. The first thing to do before analyzing the data is to quote the imperative sentences used in Q10 drama. After that, analyze the sentences based on the relationship between the speaker and the interlocutor when the imperative sentences are used with pragmatic theory. Then re-analyze sentences based on the interlocutor's response to the imperative sentences conveyed to him/her by using the theory of pragmatics. imperative sentences delivered to him using pragmatic theory.

The last, Dirgantara (2010) *Imperative sentence Meirei in great teacher Onizuka*

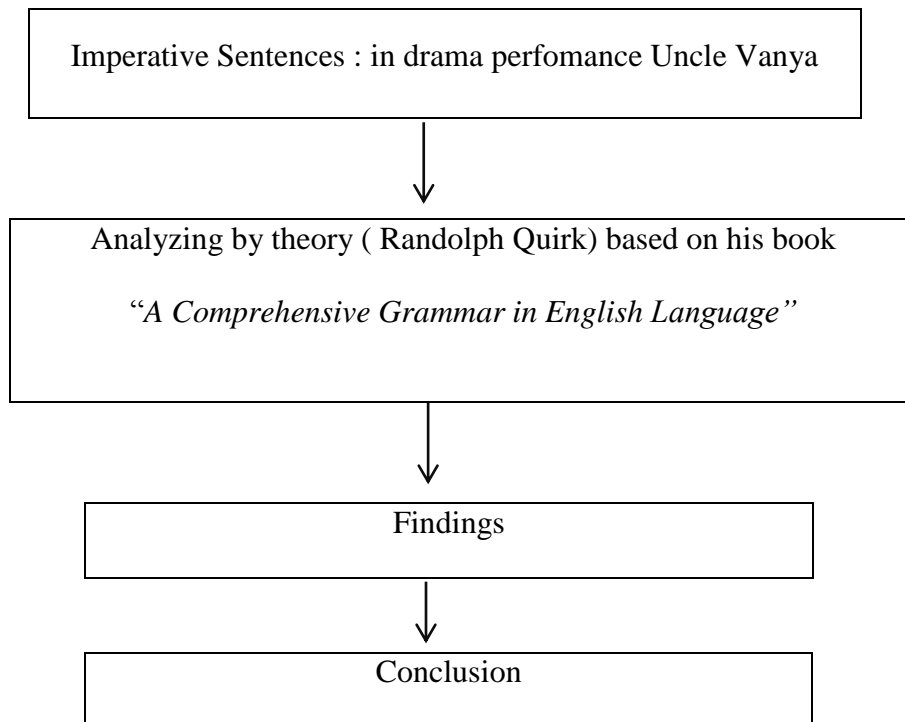
Drama (A review of sociolinguistics). The research discussed about the imperative sentence meirei in Geat Teacher Onizuka drama by Toru Fujisawa in 2010 years. The aim of this research is to know the kinds of imperative sentence meirei in Great Teacher Onizuka drama and using in Japanese people that finds in drama. The object of this research is the imperative sentence meirei in Great Teacher Onizuka drama. This research is a qualitative research which used descriptive method. The result of this research indicate there are six kinds of imperative sentence in this drama. Then, there are many user people's group and relationship between user imperative sentence meirei is: intimate degree relationship, age, social relationship, status relationship, gender, in-group and out-group, situation.

Many previous study dealing about imperative sentence were found by the writer. If it is compared to the previous ones, this research has differences. It is placed on the data source taken. Here the writer takes imperative sentence in Drama performance. In this research, the researcher focussed about imperative sentence in Drama performance Uncle Vanya at English Department.

C. Conceptual Framework

Conceptual framework was the concept that researcher used to plan the research. In this case the research analyzing about imperative sentence in Drama performance Uncle Vanya at English Department.

Figure 1 : concept of the research



In this research, the researcher analyzed the imperative sentence in drama performance Uncle Vanya at English Department. The researcher analyzed by using theory Quirk. After that the researcher presented the result of imperative sentence in drama performance Uncle Vanya. The last step, the researcher made conclusion about imperative sencece in drama performance Uncle Vanya at English Department.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research methodology. It consist of research design, object of the research, technique of collecting the data, and technique of analyzing the data. In this chapter, the researcher explained about the kinds of this research and also explained about technique in collecting the data and technique of analyzing the data.

A. Research Design

This is a descriptive qualitative research. The research design is part of qualitative method that allow the writer to describe a phenomenon by presenting the facts in rich detail without attempt to interpret them. According to Widoyoko (2012) qualitative research describes the way things is based on the facts and stated in statement or words form. The researches describe about the imperative sentences in drama performance Uncle Vanya at English Department.

B. Setting of the Research

There are a kind of source of data in this research that the dialogue spoken by the characters in the drama performance Uncle Vanya. The dialogues that contain imperative sentence in drama performance Uncle Vanya at English department. The researcher obtained data through written speech in the text of drama, then supported by a video of drama performance Uncle Vanya by sixth semester students at English Department.

C. Technique of Collecting the Data

Collecting the data of the research was intended to get the data, explanation, facts and accurate information. It means to get the data the researcher must find the facts and accurated information and explanation about this research. The researcher collects the data by reading the whole contain of the drama Uncle Vanya and then underlines the utterances which suitable to the topic will be discussed.

D. Technique of Analyzing Data

The first step is the researcher describe the types of imperative sentences in drama performance Uncle Vanya. Then, the researcher describes the function of using imperative sentences in drama performance Uncle Vanya. After that, the researcher analyze the data more deeply and detail. Finally, the researcher make conclusion from the result of analysis which gives detail description the data.