

WARFARE UTTERANCES AMONG THE CHARACTERS IN *GLEE SEASON 4* TV SERIES: A PSYCHOPRAGMATIC ANALYSIS

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Abstract

This research is aimed at identifying the propaganda techniques of the warfare utterances used among the characters in *Glee Season 4* TV Series and describing the response of the hearer to the warfare utterances that are shown in the TV Series. The findings of this research were presented in narrative or textual description because the research employed a descriptive qualitative approach. The data of this research were taken from *Glee Season 4* TV series which aired on Fox channel in the United States of America from 13 September 2012 to 9 May 2013 consisting of 22 episodes. The data were propaganda or warfare utterances found in the form of words, phrases, clauses and sentences in the context of dialogue of the characters in *Glee Season 4* TV series. In order to establish the reliability of the data and to enhance the trustworthiness, triangulation techniques were applied in this research. The results of this research are as follows. (1) Six out of seven propaganda techniques are employed by the characters in *Glee Season 4* TV series. They are name-calling, glittering generality, transfer, plain folks, card-stacking and bandwagon. Testimonial employed by none of the characters because there is nothing or no one that is promoted. The most frequently used technique is name-calling because the easiness of finding the ideas to compare the hearer's appearance to something worse. Furthermore, when the characters employ warfare utterances, they use particular themes in each technique in order to achieve their goal. (2) In *Glee Season 4* TV series, the characters employed either a face saving act or face threatening act to respond to the warfare utterances. The responses given to the warfare utterances found can be divided into three types. They are verbal response, non-verbal response, and no-response. All three types of response are found in both face saving act and face threatening act. Face saving act is more desired than face threatening act. This happens because they want to shape public opinion and be recognized as kind, obedient, and avoid causing further problem individuals.

Keywords: propaganda techniques, warfare utterances, response, *Glee Season 4* TV Series

INTRODUCTION

The way of the desired expression is expressed within a language. The showed expression depends on the speaker's background as what has stated in the previous paragraph. The hearer who may have a different background from the speaker will perceive what the speakers say according to his/her understanding. Hence, the hearer's background knowledge and contextual knowledge influences his/her understanding. This is the proof that language has infinite meaning and every person may perceive the speaker's expressions differently since the speaker has the freedom to express his/ her idea in such expressions and the hearer will acknowledge what the speakers said according to his/her knowledge.

Movie, novel, short stories, TV series, and other literary works use language to deliver their

"special" expressions in the form of words, phrases, clauses and sentences. It can be a hatred expression, persuasion, sarcasm, and other expressions that will deliver a particular message both to the characters in literary works and to readers or watchers. The "special" expression used by the author through language is called propaganda.

The creative or even odd expression expressed, particularly in propaganda, by the speaker can be categorized into seven propaganda techniques as identified by the Institute for Propaganda Analysis (Standler, 2005: 2). Propaganda or psychological warfare (psy-war) is also commonly written as warfare utterances since they are commonly found in speeches and writings of politicians, lawyers, and in advertising.

Based on the background of the research, there is an interesting point of this topic to be

analyzed. That is about warfare utterance techniques and the hearer's responses to the warfare utterances shown by the characters in *Glee Season 4* TV series. The response to the warfare utterances can be divided into two responses, whether employing face threatening act or face saving act in the scope of politeness in pragmatics.

In order to reveal the warfare utterance techniques and the hearer's response to the warfare utterances in the characters' expressions, the researcher analyses the warfare utterances that are found in the characters' dialogues which employ warfare utterances. Furthermore, the researcher considers the contextual condition of the scenes in *Glee Season 4* TV series where the warfare utterances are found in order to conduct the analysis.

Standler (2005) wrote in his journal *Propaganda and How to Recognize It*, discussing seven techniques of warfare utterances. Those seven techniques are Name-calling, Glittering Generality, Transfer, Testimonial, Plain folks, Card stacking, and Bandwagon. Furthermore, Standler's discussion will be explained as follows.

The first type of warfare utterances is name-calling. It is the most common propaganda technique that it is frequently identified by its Latin name, *ad hominem* which means attack (Standler, 2005). It compares someone's physical appearance with something similar or even worse, but commonly the worse one. The aim of people doing this is to make the hearer feel inferior in front of the speaker. It is also purposed to weaken the enemy's face. The examples are, the phrase 'you are as beautiful as monkey' the example shows that the speaker compares someone's beauty with a monkey while monkey is related to having a bad appearance.

Next is Glittering generality, it occurs when one pastes a virtuous label on the desired product. There are many examples of words that are used as glittering generalities, such as civilization, Muslim, courage, democracy, dignity, hero, fairness, freedom, glory, good, patriotic, honesty, honors, liberty, love, loyal, peace, scientific and so on. The propagandist label the target with the word meaning in order to make the hearer believes that the product is having those word characteristics. However, since the usage of Glittering generality is intentionally vague, the hearer could digest the word or expression on their own interpretation of the speaker's expressions (Standler, 2005: 4).

Furthermore, the terms "virtuous" employed by Standler is having rather broad meaning according to Hornby. There, Hornby (2000: 1504) describe virtuous as disapproving in a humorous manner that someone claiming to behave better or have better morals than other people. Therefore, it can be concluded that someone could employ a word which have negative connotation to the hearer in order to show that they are having better morals than the speaker.

The example of this technique is 'Soap made from 100% organic fruit'. People consider organic and natural product with better and healthier than the other products which contain chemicals. However, soap cannot be made only from a fruit. It needs chemicals in order to function as a soap; to clean something from dust or dirty objects. One of the chemical matters is fragrance, it is somehow having a fruit scent. If it is truly made from 100% fruit, we should eat that instead of using it as soap.

The third type is transfer. It is another effective propaganda technique is to transfer the prestige, authority, or virtue of some group to the product that is being promoted. The common way to do the transfer is to prominently display a symbol which is considered as good and superior or bad (e.g., the U.S. flag) (Standler, 2005: 4). In addition it also aims to make an organization to make an endorsement. By displaying a giant image of the U.S. flag, or hundreds of regular sized U.S. flags, an organization projects its image as that of genuine patriotic Americans. Meanwhile, if the propagandist wants to put a bad image, they just need to put symbols that are considered bad, such as Nazi symbol, KKK or something else which is considered bad by the society.

In short, Transfer is how the propagandist uses certain symbol, whether it is good or bad, and put the meaning to the desired product. In order to make the hearer or opponents believe that the product and the symbol are having the same quality. It has slight difference between Glittering Generality, in which propagandists utilize word as a symbol.

The fourth type is testimonial. In Testimonial, the propagandist simply uses a famous, well-known, liked, educated, and so on to do endorsement of a product. Thus, the favorable image of a person is transferred to the product. The favorable image of the person doing the endorsement could be good and bad, negative and positive. The example of this technique frequently occurs in

advertising. It also can occur in a letter of recommendation. A recommendation from a person with higher education or position is more favorable and trusted than from a lower one (Standler, 2005: 5).

The fifth type of warfare utterances is plain folks. In this technique, the propagandist places themselves at the same level with the hearer in order to shape public opinion that they are down to earth, light-hearted and willing to work with the hearer. This frequently occurs in politic campaign. ‘...and my fellow citizens’ and ‘...my dear friend’ this also occurs in business context where one business man tries to persuade other business man or investor. The point is, the speaker wants to be considered as the ordinary member of the group (Standler, 2005: 6).

The next type is card stacking. This technique means the propagandist only mentions the favorable facts, while the other fact which does not support the propagandist statement is not mentioned. This also means the propagandist is not honest related to the fact about something in order to shape public opinion toward something. One of the examples is hyper reality found in advertisements. ‘This product can lighten your skin in days!’ in which the product also contains mercury. It really can lighten skin but also damage it in days. However, the side effect is not mentioned in the advertising because it is not a favorable fact.

The last technique is Bandwagon. People like to be in majority. Being a part of majority means you have power, and people like to be conformist. That is the idea of bandwagon. People try to be in the majority. When the majority buys the product, then the target should too (Standler, 2005: 6). The example of this technique is by showing the statistics. “Millions of people are already using the phone. Why don’t you?” In the example the propagandist tells that millions of people already have the phone. Implicitly, the propagandist wants to say that millions of people have this phone. It means that the phone is good and famous, if you do not have this phone then you are not included in the millions people, or the majority.

Furthermore, the responses to the warfare utterances is analyzed based on face saving act and face threatening act under the scope of politeness in pragmatics.

The first response to the warfare utterances is face saving act. The face saving act is when a speaker who does not want the face wants interpreted as a threat, thus the speaker can says and does something that lessen the possible of the threat. It can be called

euphemism but, in the context of sentences and linked to save our self-image in front of someone else. For example, if you cannot do the homework your teacher gave you by your own, mom will help you so you can finish it as soon as possible. The example shows how a threat that does not sounds a threat.

Moreover, using an indirect speech act such as ‘could you please lower the volume please?’ or ‘Is it possible for me to leave early today?’ are considered as face saving act since, it asks whether it is possible or not. The request done by the speaker then lessens the threat to the hearers (Yule, 2010: 135). Someone can employ agreement to the speaker’s expression as their way of face saving act since it is the way his/her face wants to be expected by the speaker: obedience.

The second response to the warfare utterances is face threatening act. Face threatening act is building self-image where the face builder wanted to be recognized as what he or she expects. It is if a speaker says or does something that represents a threat to another individual’s expectations regarding self-image. (Yule, 1996: 60). For example, ‘I will kill you if you do not do that homework your teacher gave you!’ It is a social doctrine that it is a cruel thing parents can say to their child however, this is kind of emphasize and motivate the child to do the homework. This is a threat thus the child will do it.

Moreover, using a direct speech act such as *Get out!* and *Give me the potion I gave you earlier this day, quickly!* is also considered as face threatening act since, it implies or shows higher status or having a more social power than the hearers (Yule, 2010: 135). Someone can employ disagreement to the speaker’s expression as their way of face threatening act since it is the way his/her face wanted to be expected by the speaker: rebel.

In addition, Brown and Levinson argue that face threatening acts and face saving acts can be realized in verbal or non-verbal communication. As one or more ‘speech act’ can be assigned to an utterance (Brown and Levinson, 1987: 65). In line with Brown and Levinson, Hanel (2016, January) states that someone can threaten others’ face by a look, an expression or some other non-verbal communication. For instance, a staring and sticking one’s tongue out at someone else can be done with no attempt to conceal the face threatening act. Thus, it is a face threatening act in the hearer’s face.

Furthermore, Pearson, Gill, and Scanlon explain thirteen types of non-verbal communication. They are kinesics, body orientation, posture, gesture, face and eyes, voice, touch, physical attractiveness, clothing, proxemics, territoriality, physical environment, and time. Quoted from euro-cides.eu, they detail the examples of non-verbal communication. Among them are silence, smile, and look way of. Silence aims to catch attention, reflection, announce the step from one idea to another, highlight an idea and incorporates a certain anxiety. Smile aims to express satisfaction, happiness, reception, trust, and distention. Last, look way of aims to express personal and interpersonal attitude, offers and gets information, gives rhythm, gives priorities (leaders, marginalized, and so on), express attitude facing the other, triggers feelings and attitudes, express strength, level of personal implication and reflects level of attention to the other. Thus, those non-verbal communications can be applied both in face threatening act and face saving act strategy.

The researcher is concerned with the analysis of propaganda techniques and their responses to the warfare utterances in which this research has significance both theoretically and practically. Theoretically speaking, this research can enrich and give deeper understanding for students and teachers' knowledge concerning in propaganda techniques in psycholinguistics and pragmatics. It also gives a better understanding in the analysis of propaganda techniques from the perspective of psychopragmatics. Meanwhile, practically, this research can give examples of how creativity and criticism can be found in warfare utterances and therefore applied in daily language. In addition, this research also gives an example on how to deal with propaganda or warfare utterances found in daily language, whether employing the face threatening act or face saving act. Hopefully, this research could inspire other researchers to develop or conduct other researches in the same scope with a different subject.

RESEARCH METHOD

This research used descriptive qualitative approach. This method is suitable because it defines the phenomena of the use of language in the context by analyzing the data collected. According to Vanderstoep and Johnston (2009: 7-8, 168), qualitative research produces narrative or textual descriptions of the phenomena under the study.

Qualitative approach uses an inductive approach as its method. It is a process of observation that includes preceding theory, hypothesis and interpretation. Therefore, it provides a richer and more in-depth understanding of the data under study.

This approach was chosen to provide a richer and more in-depth understanding in describing the phenomena of the use of language particularly propaganda reflected in warfare utterances and the hearer's responses to the warfare utterances shown among the characters in *Glee Season 4* TV series.

The research instrument was human instrument. The role of the researcher in the qualitative research is as an instrument and he is involved in all of the processes of the research observation, to analyze and to interpret the data (Burns, 1994: 295). Thus, in this research, the primary instrument was the researcher.

The forms of the data were words, phrases, clauses and sentences which can be classified as propaganda or also called warfare utterances. The context of the data was dialogues mainly between two characters which can be classified as propaganda or also called warfare utterances found in the series. Furthermore, the data obtained were from *Glee Season 4* TV series which aired on Fox channel in the United States of America from 13 September 2012 to 9 May 2013 consisting of 22 episodes.

The research used content analysis in the analysis of data. Content analysis is used to reveal the content of written devices which illustrates the situation of the writer and the society of when it is produced (Nawawi, 1993: 68-69). The researcher investigated the way a thought is uttered by using this analysis and revealed the aspects of language that reflected by the employment of propaganda or warfare utterances technique in the research object. The data were propaganda or warfare utterances found in the form of words, phrases, clauses and sentences in the context of dialogue of the characters in *Glee Season 4* TV series. After the types of warfare utterances in *Glee Season 4* TV series were all identified, then the data were analyzed to find out their intended meaning and the hearer's responses to the warfare utterances.

After analyzing all of the data, the researcher presented the results of the analysis in the form of description for each objective of the study: the types of propaganda techniques employed in the warfare utterances and the hearer's responses to the warfare utterances.

The researcher conducted triangulation to increase the readers' belief that the analysis of the research is trustworthy. The researcher conducted triangulation by theories and also by researcher or observer. The researcher used theory of warfare utterances proposed by Standler and it was supported by theories proposed by other several experts. In addition, the researcher also used Yule's explanation about politeness, particularly about face saving act and face threatening act. Furthermore, the researcher involved one expert and some of his peer reviewers to check out the triangulation of the data.

FINDINGS AND DISCUSSION

In *Glee Season 4* TV series, the characters employ six out of seven propaganda techniques and the responses to warfare utterances are various. The propaganda techniques found are name-calling, glittering generality, transfer, plain folks, card-stacking and bandwagon. Furthermore, the characters in the series respond to the warfare utterances by employing either a face saving act or face threatening act.

In name-calling technique, the propagandist compares the hearer's physical appearance with something commonly worse and uses a negative tone in order to make the hearer feel inferior in front of the speaker and to weaken their face. The example below shows how the characters in *Glee Season 4* TV series employ name-calling.

Cassandra July : Hm? What's your name? **Little Miss David Schwimmer?**

Rachel Berry : **Little Miss David Schwimmer.**
(Datum 3)

Cassandra July is a dance instructor in NYADA (New York Academy of the Dramatic Arts), a fictional college in New York City where Rachel Berry enrolls at. It was the first day in college and their first time meeting each other. Cassandra July has a reputation as 'Crazy July' because when she was playing a musical drama in Broadway, one of the audiences' phone ring and Cassandra July angry and crushes the audience's phone. Since then she is banned from performing in Broadway. It is clear that she has temperament problem and she acts at her will, including name-calling her students.

As shown in datum 3, Cassandra July name-calls Rachel Berry with **Little Miss David Schwimmer**. As what have been written by the Editors of Biography.com, **David Lawrence Schwimmer** is a well-known American actor,

director, and producer. He plays in a numerous movie and television roles, including on *Friends* which makes him gained worldwide recognition for playing Ross Geller. He is a Jew descendant, so does with Lea Michele who played Rachel Berry in *Glee Season 4* TV Series. They have the same physical particularly their facial appearance because their ancestors are immigrants from Southern Europe (Italy and Greece). Their similar physical appearance is the main motivation for Cassandra July to name-calling Rachel Berry when they met for the first time besides the fact that she did not know her name yet. In addition, Cassandra July implies that if Rachel and **David Schwimmer** are relatives, it would explain Rachel's attitude towards her which according to her, Rachel Berry acts like she is already mastering the movement she teaches and does not show much interest. She thinks that Rachel Berry does that because she is one of **David Schwimmer's** relatives thus, her career would be much easier because of nepotism and she does not need to learn the dance seriously.

The name-calling is aimed at making Rachel Berry feels inferior because Cassandra July can call her with anything she makes up. It also implies to make all of the students aware that the only person who has power in the class is Cassandra July. Hence, all of them must obey what she tells them to. Throughout the TV series, Cassandra July repeats the name-calling towards Rachel Berry as many as seven times as can be seen in data 44, 45, 70, 174, 175 and 177.

In *Glee Season 4* TV series most of the characters that employ glittering generality use a positive tone word to paste the meaning of it to the target. One of the examples of glittering generality in a positive tone word is as follows.

Millie Rose : You have **magic** in your throat, Marley. It's time to share with the world.

Marley Rose : (smiling)
(Datum 6)

Millie Rose is the mother of Marley Rose. When the glittering generality occurs, Marley Rose is in the school's kitchen telling her problem to her mother. She told her mother about her desire to join the Glee club. However, she doubts that she can do that because she is an introvert person and afraid that she cannot adjust herself with the popular students in the Glee club. In her glittering generality, Millie Rose uses the word **magic** which according to Cambridge

Advanced Learner's Dictionary means a special and exciting quality that makes something seem different from ordinary things. It is considered a good and positive tone word as it means a special and different quality of ordinary things in sense if pasted to a person or something. She uses it in order to provide pleasant feeling, raise confidence and encourage Marley Rose to sign herself up to the Glee club's audition. The similar warfare utterances can be found in datum 14, 41, 58, 138, 151, 163, 168, and 183.

An example of transfer in *Glee Season 4* TV series is presented in the following datum.

Finn Hudson : Look at the **Avengers**. Individually, they all have amazing powers, but... as a team, they cannot be topped. Right now, we're a bunch of individuals with great powers and talents, but... we're not a team. Some of you even have mortal enemies in this very room, allowing the **Dark Side** to turn us against each other when we should be focused on the Warblers.

Glee Club members : (watch and listen to him seriously)
(Datum 48)

This expression took place at the Glee club's choir room when Finn Hudson gives his pep talk to the Glee club member. At the time, Finn Hudson who was the Glee club members is currently the Glee club director substitute because Will Schuester, the Glee club director, is away for a couple of months to join the National Blue Ribbon Teachers program. Finn Hudson uses **Avengers**, a group of superheroes and super heroines from a comic book created by Marvel comic that has movies version, also as an example to make the Glee club members aware that they are a team. Thus, he encourages them to work as a team, not as an individual. Even Finn Hudson admits the Glee club member's talent as an individual. However, if they are working as a team in the Glee club they cannot be defeated, just like the **Avengers**.

Furthermore, Finn Hudson also uses **Dark Side**. It is a power of the villains in Star Wars movies. It is a power used by individuals, particularly by the villains, to draw their power from darker emotions such as fear, anger, hatred, and aggression. Finn Hudson uses this power of the villains' group to

describe his fear that members of the Glee club might quarrel one another which he does not want it to happen. It indicates that Finn Hudson tries to make the Glee club members aware what they are doing now as a team is wrong. Therefore, he encourages them to change their behavior towards their team mates in the Glee club.

In plain folks, the character tries to place themselves at the same level of the target. One of the examples is presented in the following datum.

Sue Sylvester : That's nothing but a rumor. But if that rumor were true, my Penthouse centerfold, so groundbreaking that it completely redefined the term "hirsute," and gave birth unto these United States a pose so limber, they named it The Regal American Not-So-Bald Spread-Eagle. I promise you, **my friend**, you would never find it.

Finn Hudson : Well... I guess we'll see about that.
(Datum 87)

The employment of plain folks points out the closeness between Sue Sylvester and Finn Hudson. Sue Sylvester is the physical education teacher and the director of the cheerleader club in William McKinley High School while Finn Hudson is an alumnus of William McKinley High School and currently works as the school's Glee club's director substitute. It is aimed at discouraging Finn Hudson to find the rumor that has spread about Sue Sylvester's sexy pictures on magazine so that everybody will know that Sue Sylvester was once a bikini model which will be shameful for her as a teacher to have her sexy pictures spread to her students. It also implies that Sue Sylvester ask or beg Finn Hudson not to search the pictures by mentioning the closeness or the relation they have now as colleagues.

In card stacking, the propagandist tries to stacking only the favorable fact in order to make the hearer believe the goal he intended and supports his argument the process of persuasion or the particular goal and omit the facts that are not in line with his goal. As seen in the following datum by Cassandra July.

Cassandra July : Let's get this straight, freshman. There's **maybe two of you in this room that are good enough to make it in this business. As for the rest of you, thank you for paying my rent on my loft in SoHo.**

Students : (Silence)
(Datum 1)

Cassandra July is one of the teachers in NYADA. She teaches dance class. She says the expression in the very first session of their first meeting to her students, including Rachel Berry. This expression is aimed at encouraging them to study and practice more. She uses negative tone in order to make them challenged and feared that they will fail. Thus, they will do extra work to be successful.

The favorable fact she uses to encourage her students is that maybe there are **only two students that will succeed in the business** i.e. dancing or entertainment business. There are also other facts that she hides from her students. Actually, it is also a fact that there will be more than two students that will succeed because NYADA is the place for the best of the best throughout the United States of America according to Cassandra July and Rachel Berry as stated in datum 178, 179 and 180. Therefore, she hides the facts that there are also many alumni of NYADA that has become artist, musician businessman, and teacher.

The one and only datum found which employ bandwagon in *Glee Season 4* TV series is presented as follows.

Will Schuester : your brother was a train wreck, worse than you. **But even at his worst, he had a community. He had friends.**

Jake Puckerman: I don't need friends.
(Datum 8)

The character, Will Schuester, employs bandwagon in order to persuade Jake Puckerman to join the Glee club. Jake Puckerman, who happens to be Noah Puckerman's half-brother is one of the main characters in Glee TV series since season one. Noah Puckerman is half-brother to Jake Puckerman because they share the same father but different mother.

At first, Noah Puckerman is one of the bullies in William McKinley High School along with Finn Hudson. That is why Will Schuester says that once, Jake Puckerman's half-brother is a train wreck and worse than him. However, later on, Noah Puckerman is interested to the Glee club and eventually joins in. In the Glee club, Noah Puckerman develops greatly and become one of the legends of the Glee club when he reappears in Glee Season 4 TV series. Thus, this is the reason why Will Schuester persuades Jake Puckerman to join the Glee

club by using his half-brother as an example. Furthermore, Will Schuester says **he had a community. He had friends.** because he wants to emphasize that whenever Noah Puckerman has problems or feeling sad, he has friend and community to share his problem with. Now, since Jake Puckerman is in the same position as his half-brother was, Will Schuester persuade him to be a part of the majority in the Glee club; to be a part of a community and has friends to share his problems with.

In this research, the response to the warfare utterances by the characters in Glee Season 4 TV series found can be divided into three types. They are verbal response, non-verbal response and no-response. All three types of response are found in both face saving act and face threatening act. The description of the response to the data will be provided in the following sections.

The following datum contains the example of verbal response to the warfare utterances in face saving act which is employed by the character in *Glee Season 4* TV series.

Artie Abrams : Down with the Brown.
Marley Rose : Team Breezy equals Team Awful.

Jake Puckerman: **Look, listen, stop. Stop, listen. I hear you, okay? I'm still gonna perform a Brown song, but it will not be Chris.**

(Datum 137)

The William McKinley High School Glee club has a weekly theme song or performance to be performed whether in group or individually in their choir room. The week which the expression occurs is Guilty Pleasure week. Artie Abrams, Marley Rose, and Jake Puckerman are the member of the Glee club. The one who will perform is Jake Puckerman with a song from Chris Brown, an American singer who once beat his girlfriend, Rihanna. Most of the Glee club members dislike him because of it and then express their dislike towards Jake Puckerman's decision by saying the warfare utterances, including Artie Abrams and Marley Rose.

Get attacked by the Glee members particularly by Artie Abrams and Marley Rose verbally, Jake Puckerman tries to save his face by explaining that he is not on Chris Brown's side thus, his proponent. He just likes Chris Brown's music and it is different with liking his personality or making him as a role model. To make them believe, he changes the song from Chris Brown's become Bobby

Brown's. In the expression, the phrase I hear you, okay? is the one that confirmed that he is changing his song and obeying the demand in order to make the Glee club members believe him and to make them satisfied. Thus, the Glee club members believe that Jake Puckerman is a good person, not like Chris Brown who beat his own girlfriend.

This datum reflects face saving act since Jake Puckerman tries to lowering the possible threat in the future if he is not obeying the Glee club demand. It is also to make the other Glee club member believe that he is an obedience member and did not think of Chris Brown as a role model whose attitude is considered bad because he beat his own girlfriend. In addition, it also to make the other Glee club member thinks that he is an open person and receives input or advice from anyone.

Besides to save or to show their positive face, the characters in *Glee Season 4* TV series also employs face threatening act. Yule (1996: 60) describe face threatening act as an act of a speaker says or does something that represents a threat to another individual's expectations regarding self-image. Employing direct speech can also be considered as face threatening act (Yule, 2010: 135) Similar to face saving act, there are three types of responses to warfare utterances found in *Glee Season 4* TV series, they are verbal response, non-verbal response and no-response.

The following datum contains the example of verbal response to the warfare utterances in face threatening act which is employed by the character in *Glee Season 4* TV series.

Kurt Hummel : Okay, Rachel, truth time. You have been a nightmare ever since the Winter Showcase.

Rachel Berry : **I knew it... it was only a matter of time before you became jealous of all of my success.** And just when we were getting inseparable.

(Datum 94)

Kurt Hummel and Rachel Berry are best-friends. They even live together when they are in New York. However, like other friendship, there are ups and downs including the scene where the warfare utterances occur. At that time, Rachel Berry's attitude changes since she won the Winter Showcase in NYADA, a prestigious annual talents competition on their campus. She becomes arrogant and lazy with reason to save her energy and voice. Those strange and suck attitude make Kurt Hummel mad to her and

employing glittering generality to her. The warfare utterances aimed at making Rachel Berry aware that her attitude is unpleasant, and encourages her to stop behaving like that.

Instead of admitting that her attitude is wrong, Rachel Berry tries to counter attack Kurt Hummel by saying that he is jealous of her achievement. This is aimed at defending her face that her recent attitude is correct in order to prepare herself for the next competition and audition for Broadway role. It also implies that she did not want to become the bad person or admitting that her attitude is wrong. Thus, she tries to deny Kurt Hummel's accusation. In addition, Rachel Berry also uses direct speech in order to emphasize her defense and make Kurt Hummel feels inferior because she is not afraid of him.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Concerning the first objective of the research, the characters in *Glee Season 4* TV series employ six out of seven techniques found in their warfare utterances. They are name-calling, glittering generality, transfer, plain folks, card stacking, and bandwagon. There is only one technique that none of the characters employed i.e. testimonial. This happens because in the series the character did not promote someone or something.

Furthermore, the characters employ the propaganda techniques by using a certain theme. In name-calling, besides physical appearance, the characters also use the target's behavior, the allusion of fictional characters in certain movies, and public figure's negative side to call them. The technique is the most used technique throughout the series. It shows that the characters think this technique is the most effective one since it is making someone feels inferior instantly. Thus, it would be easy for them to make the target obey what they are told them to. In glittering generality, the propagandist pastes a considered positive tone word to refer their target in order to provide pleasant feeling. By providing a pleasant feeling, they try to persuade the target and alter their mind. In transfer, the characters use allusion of fictional characters in certain movies, considered bad group or organization, sexual orientation, and religion. In plain folks, the propagandist persuades the target by employing certain words such as friend, buddy, and family. In addition, the characters try to place themselves at the

same level with the targets by telling them their similar past to the target's current condition. In card stacking, from three data found in *Glee Season 4* TV series, two of them are aimed at encouraging the target. It shows that this technique is seen as a suitable technique used to alter someone's mind by providing only the favorable facts. Last, the bandwagon is only found once throughout the 22 episodes. It shows that being in a majority is not a priority for the characters. Hence, they do not use it because they think it is not an effective technique to be applied in the society of where the series took place. The most frequent technique that occurs is name-calling. It is when the speaker compares the targets or the hearers' physical appearance to something worse. However, it is found out that the characters not only compare the targets or the hearers' physical appearance but also their behavior, the allusion of fictional characters in certain movies, and public figure's negative side to call them.

After getting exposed to the warfare utterances by the propagandist, the targets or the hearers give their response. This is in line with the second objective of the research. In this research, the response is categorized into two responses, they are face saving act and face threatening act. In *Glee Season 4* TV series, the characters tend to respond to the warfare utterances with a face saving act than face threatening act. This occurs because the characters wanted to build their public self-image as positive as possible. By having a positive face, they wanted to be judged as kind, obedient, and avoid causing further.

Meanwhile, those characters who employ a face threatening act want to be judged as brave, unaffected by the superiority employed by the propagandist, and rebellious individuals. Furthermore, the response to the warfare utterances by the characters in *Glee Season 4* TV series found can be divided into three types. They are verbal response, non-verbal response, and no-response. All of the three types of response to the warfare utterances are found in both face saving act and face threatening act. Therefore, the three types found show that communication can not only be done verbally. Non-verbal and no-response response by the characters in the series proves that every form of communication has its own communication value which implies certain intended meaning.

Suggestions

After conducting this research, the researcher proposes some suggestions based on the conclusion. The students who are majoring in linguistics and interested in psycholinguistics and pragmatics are encouraged to learn them since they are very engaging and fascinating. Furthermore, they can be utilized to analyze daily language which is fundamental in communication. Moreover, by learning them the students can criticize the propaganda that occurred in daily bases communication. Therefore, the students are encouraged to conduct a research in psychopragmatic analysis to explore warfare utterances as one of the appealing aspects of life.

While there are more subjects and disciplines that are more interesting to be used as analysis, there are still many interesting and appealing topics and objects which can be analyzed using psychopragmatic analysis. The topics and objects may vary not only propaganda in a TV series.

In addition, it is advised that the readers widen their way of thinking and perspective in the way of seeing and responding to language phenomena and appreciate the creativity of language usage in literary works in any form. It is not only to entertain, but also to give inspiration on how to utilize language as creative as it can be. Language cannot be separated from its context. Therefore, the readers are also strongly suggested to understand the knowledge of what, when and where the utterance occurs.

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