

CHAPTER I

INTRODUCTION

A. Background of the Research

In social interaction, language is one of human characteristics that distinguishes it from other creatures that has social functions, both as a meaning of communication and as a way to identify social groups. The interaction between the speakers and the hearers is the beginning of social environment formation. In local and global interaction, language plays an important role. It is hard to imagine how the world without language because it is as a communication tool.

According to Oxford dictionary (2008), language is system of sounds of words used by human to express their thought and feeling (p. 247). Through language, the speakers can express the ideas, knowledges, and aspirations. The concepts in their mind can be transferred to the hearer effectively. There are some ways to develop communication both in oral and written form. One of the way is to recognize the category, for example input (reading and listening) and output (speaking and writing).

Language itself has two aspects which are namely literature and linguistic. The literature aspects are prose (the ordinary form of written, or spoken language), poetry (the artistic writing that attempts to stir a reader's imagination or emotion), drama (composition of verse, or prose intended to portray life, or tell a story with emotion, or conflicts through action and dialogue), story (a

description, or imaginary people which is written, or told in order to entertain), etc. In other hand, linguistic aspects include phonology (the study of sound), morphology (the study of words), semantic (the study of meaning), and syntax (the study of structure and sentence formation).

By studying syntax, language learners can know more about the process of forming a sentence. Referring to Yule (2006) stated the word *Syntax* came originally from Greek and literally meant 'a setting out together, or arrangement'. While this remains a major goal of syntactic description, more recent work in syntax has taken a rather different approach in accounting for 'arrangements' we observe in the structure of sentence (p. 86).

The syntax of the sentences deals with the types of predicative relations joining the main parts of the sentences, the subject and the predicate. It is also concerned with the general characteristics of the sentence: modality, tense, syntactic, and the communicative goal of the sentence. This area includes the study of the sentence's parts, it has a subdivision that analyzes of expressing the actual division of a sentence, including sentences structure.

In the daily conversation, human needs sentence to deliver the messages with one another. The function refers to speaker's purpose in uttering a clause, phrase or a specific sentence. Moreover, a sentence was formed by several stages, including an initial stage where the prelinguistic message is determined, sentence comprehension contains the relationship between part of a sentence (if the relationship within the sentence is stated (explicit) words or phrase will be used to transition but if the relationship is unstated (implicit) the hearer's must

deduce it), and a following stage is encoding of grammatical which have two component sets of sub-processes (content and structure).

The basic of sentence structure is subject and predicate, it means that a sentence must have a verb. It becomes crucial part in the sentences, like a house that needs to have a foundation upon which to stand, a sentence needs verb to help clarify the subject in meaningful ways. Different types of verbs, there are finite verb (actual verbs), non-finite verb (non actual verbs), action verbs (the verb that indicating performs of the subject in the sentence) which can be transitive or intransitive verbs, auxiliary verbs (helping verb), and English structure has specific verb that becomes special set of verbs because of different function within verbs commonly which is called linking verb.

Linking verb, sometimes is called copulas or copular, is not an action verb but it connects between subject of the sentence with information or description about the subject that is called subject complement. It is a word or phrase that describes or identifies the subject and not as an object, different with adjuncts and also necessary in order to complete the meaning. Regarding the subject, it relates the verb, knowing that the function of verb is as action of the subject. Is, am, are, was, were, been, and being are set of verbs *to be* that oftentimes are considered not only as action verb but also as linking verb.

The verb of *to be*, *sense*, and *progression* are types of linking verb. First types are: be, is, am, are, was, were, been, and being. The second types are: taste, smell, sound, seem, feel, look and appear. Get, grow, prove, remain, and turn are words that belong to the third types. Sense verbs do not follow predicative nouns,

noun phrase, or pronouns. It is possible followed by an adverb (Subject + Linking Verb + Adverb + Adjective), the adverb describes the adjective and the adjective describes the subject. Those are fundamental informations of linking verb which should be known. Besides, people also should know the ways of identifying it.

The primary way to identify is knowing of the characteristic, one the characteristics is when the word of linking verb followed by an adjective (predicative adjective), for instance: *it looks different*, and *he looked wistfully*. The first sentence is identified as linking verb because the verb *looks* is followed by an adjective (*different*), and the second sentence is not linking verb, because the verb *looked* is followed by an adverb (*wistfully*). Linking verb and transitive verb are two main sentences structure but in the other case some words that follow in linking verb is also used in another syntactic structure. Based on the examples above, verb **look** is used in transitive verb. Whereas, the verb *look* is one of the words from verb of sensation, it is the type of linking verbs.

Concerning this matter, Herring (2016) stated English learners must be careful and should not be confused about how is the function as a linking verb and how is the function as an auxiliary verb. When it was used as an auxiliary, an independent verb is describing the subject of the sentence (the verb is taken an action, or it expresses what the subject are doing). Instead, it helps other verbs to create the continuous tenses or to change the voice of the writing. It often happens that the words of linking verb are frequently encountered in other

sentence form as on auxiliary verb, it is confusing to understand (same verb but different structure and function). (p. 250)

It is getting more complicated because this problem will be found on some printed medias, too. The literally, the sense of printed media can be interpreted as intermediary tools for delivering information that as benefits and is related to the interests of the people, delivered in writing, such as articles, newspapers, magazines, books, and stories. Naturally, the author of printing medias is often uses linking verb to explain some ideas in their writing but the readers do not realize it or even the riders do not know about it.

In literature's realm, many sources that can be analyzed by using syntactical analysis like a children's story book. It contents imaginary and colorful that specially made for children within these accompanied by moral messages (honesty, loyalty, responsibility, compassion, mutual respect, and helpfulness) that usually presented in a friendship or a family. The goal of development is to sharpen the neural cortex of children, both sensory and motor neurons. It is full knowledge which is aimed for children to learn vocabularies and moralities.

Story book becomes topic of discuss in several linguistics, psychology, and literature's analysis. It is written by grammatical pattern, that can be analyzed from the literature and the structure. In analyzing sentences, language learners can use tree diagram, it is not easily, it takes a lot of practices to really understand the rules to apply accurately and consitently in the sentence. For building it, English learners should know about the theory.

Carnie (2006) stated there are actually two ways to draw tree diagram. It can be started at the bottom and work way up to the TP, or from the TP and work way down. It depends on individual style. Regularly, the instruction for both of these techniques are started from the bottom-up trees (best used by beginners) and start from the top-down (used by professional). (p. 79)

For deeper comprehension about syntactic categories by using tree diagram, the writer takes some sentences in children's story book Winnie the Pooh by A. A. Milne. In the milillennial generation, that is one of the famous books at that time, there may be among adults (millennial generation) who even still have the book until now, or at least still remember the story and the main characters which are Pooh as a cute bear with a gentle voice and Christopher Robin as a handsome and kind boy. Both are together in mutual-opened friendship which inspires and educating for the readers. It stucked in the memory and it does not bore even if the bookworms read it over and over again.

The history of Pooh character, Winnie-the-Pooh also called Pooh Bear is a fictional anthropomorphic teddy bear created by English author A. A. Milne. The first collection of stories about the character was the book *Winnie-the-Pooh* (1926), and this was followed by *The House at Pooh Corner* (1928). Milne also included a poem about the bear in the children's verse book *When We Were Very Young* (1924) and many more in *Now We Are Six* (1927). All four volumes were illustrated by E. H. Shepard.

The writer choose Winnie the Pooh book because the book is classic one, that published more than ten countries in the word, there are some of published:

the Penguin Group Penguin Group (USA) Inc., 375 Hudson Street, New York, New York 10014, USA, Penguin Group (Canada), 90 Eglinton Avenue East, Suite 700, Toronto, Ontario, M4P 2Y3 Canada (a division of Pearson Penguin Canada Inc.) • Penguin Books Ltd, 80 Strand, London WC2R 0RL, England Penguin Ireland, 25 St Stephen's Green, Dublin 2, Ireland (a division of Penguin Books Ltd), etc. The Pooh stories also have been translated into many languages, one of the languages is latin. Including Alexander Lenard's Latin translation, *Winnie ille Pu*, which was first published in 1958, and 1960 that became the only Latin book ever to have been featured on *The New York Times* Best Seller list.

Not quite up there, the popularity of Winnie the Pooh book also made several producers interested in filming it. Walt Disney Productions licensed certain film and other rights of Milne's Winne-the-Pooh stories from the estate of A. A. Milne, the licensing agent Stephen Slesinger Inc. It adapted the Pooh stories, using the unhyphenated name "Winnie the Pooh" into a series of features that eventually becomes one of its most successful franchises in 1964. The latest, story of Winnie the Pooh has been made into audio version that made by Audible studio. It is the world's largest producer of downloadable audiobooks (a seller and producer of spoken audio entertainment, information, and education on the internet).

From the explanations above, the writer hope can do this research clearly and make readers understand about linking verb and no longer to confuse. So, the writer interested in taking research which is entitled "Findings Tree Diagram of Linking Verb in Children's Story Book Winnie the Pooh by A.A Milne".

B. Question and Scopes of the Research

1. Question of the Research

The analysis of this research is to solve the problem by following questions:

- a. How are the ways to identify verbs of linking verb used in other syntactic structures?
- b. What are the types of linking verb often used in the children's story book *Winnie the Pooh* by A. A. Milne?
- c. How can tree diagram be used to show the differences between linking verb and other syntactic structures?

2. Scopes of the Research

The analysis of the research is focused on the linking verb. The writer wants to know some of verb in linking verb which is included types *verb of to be*, *sense*, and *progression* can be used in other syntactic structures, and the writer also wants to show how the process of forming these sentences with tree diagram. The data are taken from 20 sentences in 10 chapters of children's story book *Winnie the Pooh* by A. A. Milne.

C. Objective and Significance of the Research

1. Objective of the Research

Based on the problems of the research which have been explained above, the objective of the research is described as follows:

- a. Knowing the ways of identifying the verbs of linking verb that are used in other syntactic structures.
 - b. Knowing the types of linking verb often used in the children's story book Winnie the Pooh by A. A. Milne.
 - c. Understanding how a tree diagram can be used to show the differences between linking verb and other syntactic structures.
2. Significance of the Research

This paper is designed to be functional both theoretically and practically.

a. Theoretically

The writer wants to give additional insight about tree diagram and linking verb in the children's story book Winnie the Pooh by A. A. Milne. The writer also hopes that the result of this research can be used as the authentic document.

b. Practically

The result of the research expected can provide information to the readers about verbs which is used in children's story book Winnie the Pooh. In other hand, this also can be used as reference related to linking verb, so the readers do not to confuse about types of verbs by understanding the linking verbs.

D. Operational Definition

Operational definitions are presented to ensure consistent data collection and to omit ambiguity that related to the terms within the title of this reseach. The research title is “Findings Tree Diagram of Linking Verb in Children’s Story Book Winnie the Pooh by A. A Milne”. It is essential to describe some principal terms used in this research:

1. Syntax

Syntax is a branch of linguistics that studies the principle and the structure in the formation of a phrase, clause, and sentence. The syntactic function has the most dominant role in the theory of dependency grammar which breaks each of the sentence elements into specific syntactic functions.

2. Sentence

Sentence is a set of words of grammatical composition and full of meaning that serves of the tools in communication. The components in the sentence are nouns and verbs.

3. Tree diagram

Tree diagram is portrayed a hierarchical relationship between the components or words that contained in a sentence. Part of speech includes determiner (det), adjective (adj), noun (n), pronoun (pro), preposition (prep), adverb (adv), auxiliary (aux), and verb (v).

4. Linking Verbs

Linking verb is different verbs commonly. It is not action verb but the verb that connects between the subject with describing or informing about

the subject that called subject complement. Linking verb divided into three types, there are: verb of being, sensation, and progression.

5. Story book

Story book is book that generally made for children. The idea of the story is based on imagination which has a high moral message. It is written in language that is easy to understand.

E. The Systematization of the Research

The composition of the contents in this paper are formulated as follows:

Chapter I is Introduction. It contains background of the research, questions and scopes of the research, objective of the research and significance of the research, operational definition, and also systematization of the research.

Chapter II is Theoretical Description. It includes the description of theories used in the research which are definition of linking verb, verb, types of verb, types of linking verb, subject complement, syntax, sentences, tree diagram, and story book. Furthermore, it also presents previous of researches related to linking verb in order to compare and to current the research.

Chapter III is Research Methodology. It is contained such as time, place, procedure of the research, technique of the data collections, technique of the data analysis, and sources of the primary and the secondary data.

Chapter IV is Analysis Data. It shows how the data are described and the data are analyzed as detailed. It also the interpretation of the research is findings.

Chapter V is conclusion and suggestion. it relates to hypothesis discussion and the suggestion relates to significance of the research.

