

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Have you ever wondered why people say “children” rather than “childs”? Or what people do with their mouths to make a /d/ sound different from a /t/ sound? The basic idea is that the early words could have been imitation of the natural sounds which early men and women heard around them. Perhaps, a group of early humans might develop a set of hums, grunts, groans and curses which were used when they were doing something such as lifting and carrying heavy things, trees or animals. It is said that simply not possible that the child is acquiring the language principally through a process of imitating adult speech.

Humans are definitely capable to reflect on language and its uses. The point of reflexivity considers for the fact that humans can use language to think and talk about language itself, making it one of the distinguishing features of human language. Many people think a linguist is bilingual or trilingual or hyperglot, the one who capable to speaks many more than one languages and works as a language teacher or as a translator and even as an interpreter. In fact, these people are more accurately called “polyglots”. While many linguists are polyglots, the focus of linguistics is about the structure use and psychology of language in general.

The word “*lingua*” which means ‘language’ comes from Latin defines word Linguistics. The object analysis of linguistics is language. In the world of science, not only linguistics that uses language as the object of its study but also other discipline examine the language such as literature, sociology, psychology, physics, etc. The approach of each discipline is different, for example Literature approaches language as a place of art. Sociology approaches language as a means of social interaction within society. Physics approaches language as a natural phenomenon while linguistics approaches language as the language or form of language itself. Language in detail can be understood by studying about components. Therefore, linguistics has identified five basic components. Linguistics is divided into levels or components for the purpose of language study. The writer only focuses on the internal structures of linguistics, especially for Semantics fields.

The ability to produce and comprehend spoken and written words is called language. Language is used by human because it has important role and important function for human. Human beings can express their idea, meaning, and feeling while they are having conversation. Human being also can get information because of language. The world will be desolated without language. When there is no language exists, there must be no interaction. Therefore, it is important to study and examine language because human use it in their daily conversation. The most important thing by studying and examining language is human has been conserved it directly.

The extinction of language is caused by the language itself never used. Nowadays, people who live in the villages are rarely using their own mother tongue to their children or to their neighbor. That is the result of the reluctance of using mother tongue as their conversation tool. Hence, both oral and written mother tongue must be preserved.

People need language as their tool of communication. Utterance is an oral or written form of communication used by sender and receiver. The utterance absolutely has a purpose and sense even if only a single word. The goal and the meaning in every utterance must be understood by receivers according to the speaker/writer purpose and intent of a speaker or writer. This is very important so that communication can work well or the text/sentence is understandable.

Every country has their own National Language as a tool used to communicate among the communities that have thousands local languages. Indonesia has its own national language that is used to communicate by Indonesian people and it is the official language nation. *Bahasa Indonesia* is a national language but not a mother tongue for some communities. People who have a very different local language of his words may find it difficult to learn *Bahasa Indonesia* as their second language. Certainly, it will be more difficult in learning foreign language like English or others. In spite of the difficulty in learning a second language, a language science emerged which was significant to solve the problem. The study of the similarities and the differences in the

structure of mother language and the second language is called contrastive analysis.

Contrastive analysis is important to be known in learning second language. The difficulty of understanding second language usually occurs due to the habit of using mother tongue in every activity. Contrastive analysis attempts to compare the structure of mother tongue with second language to identify the differences between two languages. It can be compared between English and Indonesian for example. By studying contrastive analyses, the difficulties and obstacles of learning second language are expected to be resolved easily. It is needed so that learners will not be bewildered mixing up their mother tongue and their new word's second language while they are transferring in their conversation. This is done by interrelationship of language in order to create a linguistic family language. The contrastive analysis emphasizes the influence of the mother tongue in learning a second language in syntax levels.

Since the end of World War II till the middle 1960s, Contrastive Analysis dominated second language teaching (L2) and foreign language teaching. It developed and practised as a structural linguistic application on language teaching. James (1980) stated that contrastive analysis is in the comparability of languages. In the provisional definition, contrastive analysis is a linguistic enterprise aimed at producing inverted (i.e. contrastive, not comparative) two-valued typologies (a CA is always concern with a *pair* of languages), and founded on the assumption that languages can be compared. According to his studies, James called a branch of linguistics as 'Inter-language Study'. This

branch of linguistics is interested in the *emergence* of language comparison rather than in the finished product. He claims that CA belongs to inter-language study and it is viewed as diachronic (everything has to do with evolution) orientation. (pp. 2-3)

He gave some examples to make it clear. Firstly is the study of language acquisition in infant. The child has progression in knowledge acceptance from monolingual becoming a bilingual. Secondly is the translation study. It concerns with the transition from one language to another language or the study of how texts from one language are transformed into comparable texts in order to other language. (p. 4) It essential to understand the meaning of the words in first language and second language in order to make transferring from one language to another goes smooth.

The meaning of every single word in spoken or written plays an important role in daily life to be easy understood and to avoid misunderstanding because every word has its own sense in different languages. As a dynamic element, language is always analyzed and studied using various approaches. The approach that can be used to analyze and to study language is by approaches the meaning. One of the linguistics fields that studies the meaning of word is Semantic.

Semantic comes from Greek "*sema*" which means sign or symbol. "Semantic" was first used by a French philologist named Michel Breal in 1883. The word semantic is agreed upon as a term used for the linguistic sign with the things it marks. Therefore, the word semantic can be interpreted as the

science of meaning or interpretation. Semantic is one of three levels of language analysis: phonology, grammar, and semantic. It must be admitted that the language is unique; every word in the language has its own meaning in accordance with the culture of its user community. Thereupon, the analysis of a language is used only for the language itself, cannot be used for other language.

People use particular expressions to convey their intentions as referring at an entity by pointing the object. The purpose of the sender can only be understood if the receiver witnessed directly so that he/she could see and understand the motion that was appointed. Therefore, the speaker and the receiver should be in the same environment at the same time. As in Rambaud (2012) perspective, semantics consist of relating sentence-objects to other sentence-objects and to the world. This perspective is adopted when sentence relations are characterized in terms of truth relations. (p. 91)

When someone fancy to point something, but he/she does not know how to say it, he/she can use body language to describe or to point to the entity intended. This act can only be happened when the sender and receiver is in the same environment. Meanwhile, when the situation happened in the text, the writer will describe it with chosen appropriate word that define the same word as in body language meaning that cannot be seen by receiver but can be understood by readers.

The time frame, space, and people involved indicate as deictic expressions which represent a key connection. A word could be called as deictic when the

referent can be switched or changeable, it depends who the speaker is, when the words are uttered, and where the words are uttered. New learner that used to call themselves with their own name will be confused when they have to switch their name into personal pronoun. They are afraid of choosing either *i* or *you*.

In English, deixis can be classified into five parts, namely personal deixis, place deixis, time deixis, social deixis, and discourse deixis. Person deixis is used to refer to person. There are three types of person deixis, they are first person deixis, second person deixis, and third person deixis. All of these come in singular and plural form. First person deixis is the speaker who involves in the utterance. Second person deixis is the encoding to addressee and then third person deixis is neither the person nor addressee of the utterance. Time deixis is referent to time relative of the moment of utterance. The distinction of past, present and future is essential and it can be seen by deixis. Social deixis usually used to distinguish between higher social status and lower social status between speaker and addressee or addressees in the conversation.

Saeed (2016) stated that “The pronoun system of some languages also grammaticalizes information about the social identities or relationships of the participants of the conversation” (p. 195). The distinction of “*familiar*” and “*polite*” pronoun can be seen in some languages, for example *Anda* and *Beliau* in Indonesia. An utterance will be influenced by the speaker or the addressee’s social ranks and the relationship to the other participants of the speech event.

Social deixis is deictic references to some social characteristic of referent (especially person) apart from any relative ranking of referent.

The writer interested in *Daddy* novel because it is American's best seller novel and it is written by one of the world's most popular authors. Although the novel is quite old, published in 1989 but the reality in the contents of the story can still be found in people live nowadays. Especially, the writer likes the happy ending of the story. Beside, the writer interested to examine the sentences in the '*Daddy*' novel but also to compare them with Indonesian version published in 1994 which translated by *Rahartati Bambang* with the same title '*Daddy*'. Primarily on three kind (demonstrative, social, tenses) of deixes.

Due to about data the writer gives two samples about Contrastive Analyses of the Truth Relation Deixes between English and Indonesian in the *Daddy* Novel by Danielle Steel.

**L1:** She'll be alright, just hang in **there**. (c. 19, p. 268, l. 25)

**L2:** *Dia akan selamat, kita tunggu saja **di sana***. (c.19, p. 353, l. 27)

In the dialogue above, the word *there* is as deictic word. *There* which is means by Oliver to Benjamin is a chair which is quite far from the speaker and the addressee. English has two locative words to indicate to the location, *close* or *far* from the speaker. *Here* is used when location is near/close to speaker, and *there* is used when location is far from speaker. *There* is translated into *di sana*. *Di sana* is demonstrative pronoun to refer to distal location from the speaker. Both *there* in L1 and *di sana* in L2 indicate place deixis which show



distal relative. That is all the differences between English as L1 and Indonesian as L2 analysis contrastively.

**L1:** In her case, I guess getting married **was** just a big mistake, but I'm glad we **did**... (c. 21, p. 300, l. 18)

**L2:** *Bagi Sarah, perkawinan tampaknya **merupakan** kesalahan besar, namun aku senang kami **pernah** melakukannya...* (c. 21, p. 396, l. 30)

In the second example, the writer found tense element from 'to be' kind (*was*) and verb (*did*). The verb 'to be' in English has a different form in the present, past, and future tenses. The present forms are 'is', 'am', and 'are', depending on the pronoun. The past forms are 'was' and 'were' also depending on pronoun while the future uses the verb 'will' before 'be'. The past participle form 'been' is used in all perfect tenses as well as the passive. 'To be' kind 'was' and verb 'did' states that the sentence above is in past tense, Oliver conveys what Sarah had thought about marriage and he was lucky to have three children from their marriage even though they are no longer live together to Charlotte. 'Did' is irregular verb, while Indonesian, there is no irregular verb form. To show the past, *pernah* or *sudah* placed before verb like "... namun aku senang kami **pernah** melakukannya." *Was* in L1 is translated into *merupakan* in L2. In Indonesian, the word *merupakan* is copula. There are two copulas in Indonesian, they are *adalah* and *merupakan*. Copula is a verb that connect subject with complement. The use of *adalah* in the sentence emerges because of the influence of foreign language, such as from English

and Dutch. In the sentence, the use of copula *adalah* can be replaced by *ialah*. From the sentence “*In her case, I guess getting married was just a big mistake, but I’m glad we did*”, it indicates that the sentence is in past tense form. That is all the differences between English as L1 and Indonesian as L2 analysis contrastively.

From all those explanations and samples above, the writer chooses the title of the paper: *CONSTRUCTIVE ANALYSES OF THE TRUTH RELATION DEIXES BETWEEN ENGLISH AND INDONESIAN IN DADDY NOVEL BY DANIELLE STEEL*.

## **B. Questions and Scopes of the Research**

Based on the backgrounds research have been explained above, there are some questions, it appear in the research of problem as follows:

### **1. Questions of the Research**

- a. Are the Demonstrative, Social, and Tenses Deixes found in the sentences written in *Daddy* through the truth relation contrastively?
- b. What are the grammatical differences of those three deictic kinds between English and Indonesian in the truth relation contrastively?
- c. What kinds of deixis that mostly exist in the novel?

### **2. The Scopes of the Research**

In the analyses, the writer just focuses on the three deictic kinds (Demonstrative, Social, and Tenses Deixes). The writer tries to find the

grammatical differences of those deixes between English and Indonesian contrastively. The theories that writer uses are Birner (2013) and Saeed (2016). By classifying and analyzing we can understand the differences between English and Indonesian about its meaning, function, and existences grammatically.

### **C. The Objectives and Significances of the Research**

#### **1. Objectives of the Research**

Based on the problems of the research mentioned above, the objectives of the research are described as follow:

- a. This research is for knowing the existences of the three deictic kinds (Demonstrative, Social, and Tenses Deixes) in the sentences written in *Daddy* through the truth relation contrastively.
- b. This research is for knowing the grammatical differences of those three deictic kinds (Demonstrative, Social, and Tenses Deixes) between English and Indonesian in the truth relation contrastively.
- c. This research is for finding out the kinds of deixes that exist mostly in the novel.

#### **2. Significances of the Research**

Hopefully this writing and research paper can be useful not only for the writer but also for the readers mainly who learn at least who has relation with English in their activity. The significance of the writing is described below:

a. For the writer

The writer hopes for this writing add the writer knowledge, skill to different and similar language structures. The writer also knows advantages of using contrastive analysis for acquisition the second language.

b. For the readers

The reader can add and improve the knowledge about English Contrastive Analysis, can be used and applied in teaching language technique. Teachers can engage in learner to be a good user of target language.

#### **D. Operational Definition**

After having read and understood some theories which exist in the title elements from several books relate to deixes and contrastive analysis study. The writer tries to explain the operational definitions as the theories which received from sourcebooks as follow:

##### **1. Deixis**

The origin of '*deiktitos*' (deictic) in Greek, meaning 'pointing', which reflects the core function of deixis. The important feature of deictic pointing is that it cites not only referents but also gestures towards locating them, in relation to speakers or hearers. The receiver will understand the reference of the speaker's context when they are in the same environment at the same time.

## **2. Contrastive analysis**

Contrastive analysis is a branch of linguistics that has an important function to make the second language study easier to be understood. It is also a comparison of the linguistic systems of the two languages, such as sound systems and grammatical systems.

## **3. Linguistics**

Linguistics is the scientific study of language. By linguistics, people know how linguists investigate how people acquire their knowledge about language, the history of and changes within language families and how language is acquired. They also examine the relationship between written and spoken language as well as the underlying neural structures that enable people to use language.

## **4. Sentence**

Sentence is a group of words that makes complete sense which includes a subject and a verb. It contains a main verb and begins with a capital letter and ends with a period, question mark, or exclamation point. The sentence is the largest unit of grammatical description, it is the maximum unit of grammatical analysis.

## **5. Tenses**

Tense is a part of the deictic frame of temporal reference, it grammaticalizes the relationship which holds between the time of situation that is being described and the temporal zero-point of the deictic context.

## **6. Demonstrative Pronouns**

In English, demonstrative pronouns and demonstrative adjective like “this” and “that”, as well as demonstrative adverbs, such as “here” and “there” are primarily deictic; and when they have this function, they are to be interpreted with respect to the location of the participants in the deictic context. The distinction between “*this*” and “*that*” and between “*here*” and “*there*” depends upon proximity to the zero-point of the deictic context.

## **7. Social Deixes**

Social deixis concerns with aspect of sentences which reflect or establish or are determined by certain realities of the social situation in which the speech act occur.

## **E. Systematization of the Research**

The systematization of the paper means to present the paper in well-edited composition. The paper is divided into five chapters as follow:

Chapter I is Introduction which explains about the background of the research, questions and scopes of the research, objectives and significance of the research, operational definition, and systematization of the research.

Chapter II is Theoretical description which consists of the definition of the analysis, language, contrastive analysis, semantics, deixes, novel, and research of the relevance.

Chapter III is Research Methodology which consists of method of the research (1) Time and Place of the research; (2) Kind of Research, procedure

of the research, techniques of data collection, technique of data analysis and source of the primary and secondary data.

Chapter IV is Data Analysis consists of data description, data analysis, and interpretation of the research finding.

Chapter V is Conclusion and Suggestion which gives conclusion (relate to hypothesis discussion), suggestion (relate to significance of the research).