


# CHAPTER I

## INTRODUCTION

### A. Background of the Study

A language is a system of symbols through which people communicate. The symbols may be spoken, written, or signed with the hands. Language is very important in the world.<sup>2</sup> A language is a complex system of symbols, or signs, that are shared by members of a community. It will be useful to consider other signs that know and how we react to them. Language is the system of sounds and words used by humans to express their thought and feelings.<sup>3</sup> With language, the human being can communicate everything each other and also can “take and give” the information. Language has significant roles in society, it has important relationship. Language has a social function in society as a tool of communication. It will connect one people with another in certain purpose. So, human and language are two components which can't be separated in this life.

Language is not only in spoken form, but also in a written form. According to George Yule there is some period in the writing development, first writing system begin with Pictograms and Ideograms its means that in the long time ago that humans using picture to represent particular images in a consistent way, for example sun the draw using symbol , but in the next time it can mean not only the sun but also the “day” so in this period said Ideogram. A key property of

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<sup>2</sup>Charles W. Kreidler, *Introducing English Semantics*, (London: Routledge, 1998), 19.

<sup>3</sup>Irit Meir and Wendy Sandler, *A Language in Space*, (New York: London, 2008), 1.

both Pictograms and Ideograms is that they do not represent words or sounds. The second period is logograms, and the next is Rebus Writing, Syllabic Writing, Alphabetic writing (an alphabet is essentially a set of written symbols, each one representing a single type of sound), then the last is Written English.

Written English, if indeed the origins of alphabetic writing system were based on a correspondence between a single sound type, then one might reasonably ask why there is such a frequent mismatch between the forms of written English (you know) and the sound (yu no).

The answer to that question must be sought in a number of historical influences on the form that was used when printing was introduced into fifteenth-century England. At that time, there were a number of conversations regarding the written representation of words that had been derived from forms used in writing other language, notably Latin and French.<sup>4</sup>

We can conclude in the period is when the word and sound are presented. So it can help the reader to understand the meaning of the written text. because of when we looking back to the pictograms, ideograms, logograms, rebus writing, syllabic writing, alphabetic writing it can be more difficult to understand if the reader of the written form isn't know about the symbol that used in the text. So we can say that written English is the complex of writing system.

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<sup>4</sup>George Yule, *The Study of Language*, 3<sup>rd</sup> Ed. (Cambridge: Cambridge University Press), 2006, 20-25.

Beside the reader must able to analyze the meaning of the text, the writer must know the seven criteria in writing, those criteria are; cohesion, coherence, intentionality, acceptability, informativeness, situationally, and intertextuality.<sup>5</sup> All of the criteria can help the reader to understand the meaning of the text.

Meaning has discussed in the branch of Linguistics they are semantics and pragmatics. As we know, Semantics is the study of the “toolkit” for meaning: knowledge encoded in the vocabulary of the language and in its patterns for building more elaborate meanings, up to the level of sentence meanings.<sup>6</sup> Informally, it is easy to agree the meaning is the heart of language.<sup>7</sup> Semantics have sub discussion they are, conceptual and associate meaning, Semantic features, Semantic roles, Agent and theme, instrument and experiencer, location, source and goal, Lexical Relation (Cohesion).

Beside it, Pragmatic is study of “invisible” meaning, or how we recognize what is meant even when it isn’t actually said or written.<sup>8</sup> Both of them (semantics and pragmatics) discussed the meaning of text (word, phrase, and sentences). For example, in pragmatics there is invisible meaning that focused on the sign and the interpretation meaning. But in the semantics there is lexical cohesion that discussed the relationship between one word to the other word or

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<sup>5</sup>Stefmi Dhila Wanda Sari, Analysis of Lexical Cohesion in Applied Linguistics Journal, English Department Faculty, Faculty of Humanities, Andalas University, Padang, 2012.

<sup>6</sup>Patrick Griffiths, An Introduction to English Semantics and Pragmatic, (Edinburg: Edinburg University Press, 2006), 1.

<sup>7</sup>Nick Riemer, Introduction to Semantics, (Cambridge: Cambridge University Press, 2010), 3.

<sup>8</sup>George Yule, The Study of Language, (Cambridge: Cambridge University, 2006), 112.

said Dictation, to make the reader more easily understand the text and its meaning. One way of talking about this is to distinguish between sentence meaning and speaker meaning. This suggests that words and sentences have a meaning independently of any particular use, which meaning is then incorporated by a speaker into the particular meaning she wants to convey at any one time, in this view semantics is concerned with sentence meaning and pragmatics with speaker meaning.<sup>9</sup> So the main focus of this research is lexical cohesion, especially those which are found in writing skill. In this research researcher try to explain/present lexical cohesion in Maleficent movie.

According to Harris's approach, cohesion analysis focuses on how parts of texts are related semantically so that the whole text appears as semantic unit. This is achieved when cohesive ties and chains are maintained where the presupposing and the presupposed elements are all retrieved and satisfied within the text divide cohesion into two broad categories: grammatical cohesion and lexical cohesion. Grammatical cohesion is realized by grammatical items of the closed class – pronouns, prepositions, demonstratives and auxiliaries. The sub-categories under grammatical cohesion include: reference, substitution, ellipsis and conjunctions. On the other hand, lexical cohesion is realized by the members of the open-class items – nouns, adjectives, adverbs and (main) verbs. The categories here include: Reiteration and Collocation. Reiteration members include: repetition, synonymy, near-synonymy, superordinate and general words; Collocation members include:

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<sup>9</sup>John. I Saeed, *Semantics*, Third Edition, (USA: Blackwell Publishing Ltd, 2010), 18.

Hyponymy, Antonymy, Meronymy, Ordered set, and also Relations those are not Systematic.<sup>10</sup> In this research researcher will present the Saeed I John theory's of lexical cohesion.

Lexical cohesion refers to the relationship between and among words in a text.<sup>11</sup> In everyday talk, we often explain the meanings of words in terms of their relationship. If we're asked the meaning of the word conceal, for example, we might simply say, "it's a same as hide", or give the meaning of shallow as "the opposite of deep", or the meaning of daffodil as "a kind of flower".<sup>12</sup> All of that event will discuss in lexical cohesion in it types.

According to Saeed Lexical cohesion are Homonymy, polisemy, synonymy, opposites, meronymy, hyponymy, portion-mass, and member collection. Example, boy >< girl it is opposite meaning from the Maleficent dialog.

From the previous study that found in the library that lexical cohesion always found in the story text or written text, so in this research the researcher tries to find out the type of lexical cohesion on movie script, that using spoken text/ dialogue text.

Movie is one of little thing that is important to us, it can entertain people with a stories or inform. People in every part of the world watch movies as a type of

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<sup>10</sup>Zubairu Mala, Research Journal of English Language and Literature (RJELAL) A Peer Reviewed (Refereed) International Journal <http://www.rjelal.com>, Lexical Cohesion In Academic Discourse: Exploring Applied Linguistics Research Articles Abstract Department of English, Yobe State University Damaturu, Nigeria Email: [zubayrmalah@yahoo.com](mailto:zubayrmalah@yahoo.com). Vol.3.Issue 4.2015 (Oct-Dec).

<sup>11</sup>Linda Gerot and Peter Wignell, Making Sense of Functional Grammar, (Gerd Stabler: Antipodean Educational enterprises, 1994), 177.

<sup>12</sup>George Yule, The Study of Language, (Cambridge: Cambridge University, 2006), 104.

entertainment, a way to have fun. For some people, fun movies can mean movies are make them laugh, while for others it can mean movies that make them cry, or feel afraid.<sup>13</sup> Its mean that movie has some advantages for the viewer.

Movie is a story or event recorded by a camera as a set of moving images and shown in a theater or on television; a motion picture.<sup>14</sup> It is a recording of moving images that tells a story that people watch on a screen or television. Movie can be fiction or non-fiction. It can be made from imaginations, experiences, a fact or true story which inspiring the writer to make a movie based from it. Sometimes, the story of the movie was taken from literature, such as: novel, short story, comic, and etc. therefore, we can conclude that movie included in a kind of literature which interpreted by moving pictures and sounds. It's differentiating a movie from the other literatures.

Now, movie has been dominant in the part of human life especially in teenager life. It can be entertaining, or educating; it can educate by moral values and language. For example students that studies in university in English education will need movie used to media in learning process, for example to growth up their listening skill, speaking skill, and also it own language (from it structure, meaning, and word that use in movie).

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<sup>13</sup>[https://simple.m.wikipedia.org/wiki/movie?\\_e\\_pi\\_=7%2CPAGE\\_ID10%2C7612520501](https://simple.m.wikipedia.org/wiki/movie?_e_pi_=7%2CPAGE_ID10%2C7612520501)  
accessed on December, 24<sup>th</sup>2016

<sup>14</sup>[https://www.oxforddictionaries.com/us/definition/american\\_english/movie](https://www.oxforddictionaries.com/us/definition/american_english/movie), accessed on December, 24<sup>th</sup> 2016

For example, when teaching writing, movies can provide new ideas and bring variety into the classroom. Since writing is a rather complex productive skill and several different aspects need to be taken in to account when teaching it, it can sometimes be challenging to make the pupils interested in it. However, for instance a film review is an assignment type which interests probably most of the students. Thus, movies can be a great help when teaching writing.<sup>15</sup>

Movies can be also a useful tool when teaching vocabulary. If the goal of the teaching is to provide the students with communicative competence, it is good that they hear contemporary language and more informal discussion as well. This makes it possible for them to pick up for instance phrases or expressions that they could actually use in an English-speaking environment.<sup>16</sup>

Of course this depends on the chosen film and its style, but usually films with themes that are closer to the young people's own lives also interest them and can motivate them to study. In that case also the language is usually rather close to the speech of young people. Additionally, words are learned for both active use (i.e. recall and production) and passive use (i.e. recognition and comprehension) and usually the rich language used in movies provides examples of both of these types. Moreover, movies can be a good way of teaching vocabulary related to a

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<sup>15</sup>Virve Ruusunen, *Using Movies in EFL Teaching: the point of view of teachers* Master's Thesis, University of Jyväskylä, Department of Languages English 2011, 8.

<sup>16</sup>Ibid., 8.

certain theme. It can be easier to practice for instance restaurant or shopping situations with the help of an example provided by a movie.<sup>17</sup>

Also grammar teaching can take advantage of movies. Since students may have different opinions about learning grammar, it can sometimes be very challenging for the teacher to find a way of teaching grammar that would motivate as many pupils as possible. There are several different methods of teaching grammar but still it can be rather difficult for some pupils. However, using audiovisual methods can be motivating and make the teaching more efficient. A scene of a movie can be used for instance as an introduction to a new grammar theme or as an example of a certain grammar structure.<sup>18</sup>

Using movies is generally highly appropriate for teaching cultural aspects. The textbooks can give a rather narrow picture of the English speaking world and thus it is important to present the pupils also other English-speaking cultures than just the British and American cultures.<sup>19</sup>

Movies provide an authentic and interesting way of doing this and usually movies make it easier for the pupils to relate to different cultures. Moreover, a second language learner's view and understanding of another culture is affected by his or her world view, beliefs, assumptions and presuppositions. These can, on

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<sup>17</sup>Virve Ruusunen, *Using Movies in EFL Teaching: the point of view of teachers* Master's Thesis, University of Jyväskylä, Department of Languages English, 2011. 8-9.

<sup>18</sup> Ibid.,9.

<sup>19</sup>Ibid.



the other hand, be affected by authentic movies. Films can work for instance as a springboard for discussion or as an introduction to a new culture.<sup>20</sup>

There is some of advantages of movie in English as a Foreign Language (EFL) Firstly, movies can be considered as authentic material and they provide the learners with genuine input. The genuine input helps the pupils to understand that there is a connection between the more traditional classroom teaching and the real world and that the foreign language is used in real everyday situations outside the classroom. Moreover, as Krashen points out, a natural input helps the learners to acquire language without necessarily even noticing that they are hearing or reading a foreign language. Secondly, it has been studied that films enhance English language skill development since they bring variety, reality, authenticity and flexibility into the EFL classroom and before anything, diversify the curriculum. Thirdly, using movies can motivate the students to study English and the visuality of the film may also help the weaker students to understand since it offers another channel of understanding in addition to just listening to the language.<sup>21</sup>

Because of that, we can say that movie also important in the learning process. It can help the students in their study, include in writing, reading, vocabulary, listening and speaking.

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<sup>20</sup>Virve Ruusunen, *Using Movies in EFL Teaching: the point of view of teachers* Master's Thesis, University of Jyväskylä, Department of Languages English 2011., 9.

<sup>21</sup>Ibid., 7.

When we looking back, in the study of language, especially when teacher present the lexical cohesion in the class always using story text, student may fell bored because they just hear a story, but if the teacher use the good media like a movie it can make students more interest to follow learning activity. As we know that the teenager now so lazy to read story in a book so we as a teacher can present a story in a movie, beside it students also get the script of the movie, so it is the method to make students read the script or story. In other word we can said that movie and its script can be one of media in a learning process.

Script is defines as written text of film, play, broadcast, talk and etc.<sup>22</sup> Movie script is written text of film/movie that used to presented the dialogue of the movie actor.

Media resources in teaching are, all resources involved in teaching and learning including technology, audio and video resource, computer, multi-media language lab, projectors, films, and video.<sup>23</sup> In this statement was said that movie is one kind of media. So in this research the researcher try to find out the lexical cohesion in movie entitled Maleficent.

One simple movies that famous from America is Maleficent that produced by Walt Disney. Maleficent is a 2014 American dark fantasy film directed by Robert

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<sup>22</sup>A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*. 5<sup>th</sup> Ed., (New York: Oxford University Press, 1995), 1055.

<sup>23</sup>Jack C. Richard & Richard Schmidt, *Longman Dictionary of Language Teaching & Applied Linguistics*; Fourth Edition, (Great Britain: Pearson Education Limited, 2010), 358.

Stromberg from a screenplay by Linda Woolverton. It tells some of moral values and language studies, like lexical cohesion that found in this movie.

Because of that statement, the researcher interested to analyze the lexical cohesion in “Maleficent” movie. The researcher wants to know what the types of lexical cohesion are that find out of “Maleficent” movie script.

Based on the statement above, the researcher is interested to conduct a research entitled “Lexical Cohesion in “Maleficent” Movie”.

#### **B. Limitation of the Study**

This research is merely focused on finding the lexical cohesion used in “Maleficent” movie which will be analyzed with semantic approach. The dialogues in the “Maleficent” movie become the main focuses that the researcher is going to analyze.

#### **C. Statement of the Problem**

1. What are the types of lexical cohesion in “Maleficent” movie?
2. What are the most dominant of lexical cohesion in “Maleficent” movie?

#### **D. Objective of the Study**

The objectives of analyze above are:

1. To find out the types of lexical cohesion in “Maleficent” movie.
2. To find out the most dominant types of lexical cohesion in “Maleficent” movie.

## **E. Significance of the Thesis**

The result of this study hopefully can be beneficial:

### **1. Theoretical Significances**

The benefit in the study is expected to be beneficial to the development literary study and the complement to the study of “Maleficent” movie. This research is intended to enrich the new knowledge about lexical cohesion and its categories and to add the study about semantics study especially on lexical cohesion study.

### **2. Practical Significances**

This study is intended to find out the kinds of lexical cohesion used in the dialogue script of “Maleficent” movie. It is to increase the understanding about the kind of lexical cohesion, for writer especially and for reader commonly. The writer also expects that the viewer of “Maleficent” movie can take the moral values contained in the movie.

## **F. Organization of Thesis**

### **Chapter I : Introduction**

This chapter explains the background of study, focus and limitation, statements of the problems, objectives of the study, and significances of the study.

**Chapter II** : Theoretical Background and Previous Research Finding

This chapter explains the theoretical background and previous research finding.

**Chapter III** : Research methodology, which presents to types of research, subject and object of the research, data and data sources, method of collecting data and technique of analyzing data.

**Chapter IV** : Discussion

This chapter answers the first and second statement of the problem. It discussed the analyzing of Lexical Cohesion in Maleficent movie.

**Chapter V** : Conclusion

This chapter contains conclusions and recommendation.