

CHAPTER II

THEORETICAL FOUNDATION

In this chapter, the writer takes some theories related to the problems of the study to support this research. The following theories are some descriptions which are related to the topic discussed in this research. They are, linguistics, syntax, semantics, meaning, types of meaning, and explanation of Robert Lawrence Stine's novels as the research object.

2.1 Linguistics

Linguistics is usually defined as the scientific study of language, specifically language form, language meaning, and language in the context. According to Radford (2009: 2), linguistics is study human speech including the units, nature, structure, and modification of language. While according to Chaer (2012:2), linguistics is study of language which uses a language as the main object. From three definitions above, it shows that language is as an object in linguistics. Linguistics itself is often called general linguistics. It means that linguistics not only investigates one language but also concerns on language in general.

Ferdinand de Saussure distinguishes between *langue*, *langage* and *parole* in his formulation of structural linguistics. In his opinion, *langage* is human nature, whereas *parole* is the specific utterance of speech, and *langue* that refers to an abstract phenomenon that theoretically defines the principles and system of rules that govern a language (Chaer, 2012:2). This distinction resembles the one made by Noam between competence and performance, which

competence is individual's ideal knowledge of a language, while performance is the specific way in which it is used. Therefore, linguistics explains about language comprehensively.

According to Chaer theory, the branches of linguistics are phonology, morphology, syntax, and semantics. Phonology is the study of the sound of languages. Whereas, morphology is branch of linguistics which studies arrangement of word parts grammatically. Syntax is the study about structure in language and the last is semantic and semantic is study about meaning in language.

This following here, the writer explains the syntax and semantic as a major theory in this research.

2.1.1 Syntax

The study of sentence structure in linguistics is syntax. According to Thomas (1993:1), syntax is the way words that fit together to form sentences or utterances. Syntax is also looking at sentences which we have already known to be considered syntactically 'well-formed' sentences to the speakers of that language.

Archibal in Alwasilah (1993:114) states that syntax is the study and rules of the relation of words to one another as expressions of ideas and parts of the structures of sentences, the study and science of sentence construction. The other statement tells that syntax is as the grammar rules for the arrangement of words into phrases and are phrases in sentences (Hornby,1995:212). Therefore, the conclusion from the statement about syntax above is that syntax is constructing form to make a well form construction. Actually to make a good form of sentence, we need some components , and those are syntax component. Syntax component is components used in constructing in sentence. They are word, phrase, clause and sentence (Thomas, 1993:1-21).

A phrase or a sentence is always made from the words arranged by a particular rule (Latif, 1995:23). Therefore, we must know exactly the classification of words being used as the connection of meaning within sentence is shown by the order of words. By knowing the classification of words, people can properly arrange sentence that can show us the meaning of the arrangement.

Syntax is the way in which words are arranged to show relationship of meaning within (and sometimes between) sentences (Crystal :1987:95). While according to Bornstein (1997:246), syntax is a process by which grammatical word categories are combined to form phrase, clause and sentence in language. Furthermore, Mark (2003:265) states that syntax can be defined as the branch of linguistics that studies how the words of language can be combined to make larger units, such as phrases, clauses, and sentences. Similar to Mark, Carnie (2001:28) explains, “syntax is the level of linguistics organization that mediates between sounds and meaning, where words are organized into phrases and sentences.

From the statement above, it can be concluded that syntax is the arrangement and relationship among words, phrases, and clauses forming sentences or larger construction based on grammatical rules.

The elements of syntax consist of phrase, clause and sentence. The writer explains the elements of syntax one by one.

2.1.1.1 Phrases

Hornby (1995:86) explains that phrase is a group of words without a verb, especially one that forms part of a sentence. Therefore, phrase is unit of word which has one function in the sentence. There are five types of phrase: Noun phrase, adjective phrase, adverb phrase, verb phrase and prepositional phrase.

a. Noun Phrase

Noun phrase is a group of words whose elements are head and modifier and it functions as a noun or pronoun. Noun Phrase can be in the form of the following:

NP → N (Table, chair)

NP → Pron (you, I, He)

NP → Pron (John, Surabaya)

NP → Det+N (a pen, the train)

NP → NP+S (The girl who is driving a car)

NP → The girl: Det+N

Example: The boy who is playing a ball

Based on the example above, it can be seen that combination of determiner (the) and noun (boy) it would be Noun phrase (NP).

b. Adjective Phrase (AP)

Thomas (1993:31) calls adjective phrase as describing words. In other word, adjective phrase defines attributes or characteristics.

Example : She wants to be a beautiful ballerina

From the example above, 'a beautiful ballerina' is adjective phrase formed by noun (ballerina) and adjective (beautiful).

c. Adverb phrase (AdvP)

Adverb phrase consist of two types; degree adverb and general adverb. Degree adverb, themselves cannot be modified such as more, and most. While general adverb can be modified by degree adverb, such as frankly, suspiciously, and carefully.

Example: Doni drives a car very slowly

Based on the example above, ‘very slowly’ as adverb phrase. In this case ‘very’ is a degree adverb and clearly is the circumstance adverb.

d. Verb phrase (VP)

Verb phrase is a group of words whose elements are head and modifier. Its function is as a verb. Thomas (1993:37), states that verb phrase does not have to be constituted. It will depend on the type of verb used. It means that verb phrase is a phrase that contains a verb and it is centered on a verb.

Example : She sings a song

From example above, “She” is noun phrase (NP) and “sings a song” is verb phrase (VP).

Thomas also mentions that there are six types of verb :

1) Transitive Verb

According to Thomas (1993:37), transitive verb normally has to have a direct object to be complete.

Example: She broke the rules

From the example above, it can be seen that She is the subject of sentence, ‘broke’ is as predicate, and ‘the rules’ is direct object.

2) Intransitive Verb

According to Thomas (1993: 39), intransitive verb is a class of verb which does not take an object. In fact an intransitive verb requires nothing else to complete the VP.

Example : Gary snores

The example above, shows that there is no object of sentence. The sentence consists of subject and predicate only.

3) Ditransitive verb

Ditransitive verb requires two objects. One of these is the direct object and the other is an indirect object (Thomas, 1993:41).

Example : Gary told the children a story

The sentence explained previously has two objects. “ Gary” as the subject of sentence, ‘told’ as the predicate, ‘the children’ as an indirect object, and ‘a story’ as the direct object.

4) Intensive Verb

In this type, the sentence uses ‘be’ which is followed by NP, AP, VP, or gerund. All of them are called subject complement (SC).

Example : Jessica is in the garden

Based on the example above, the verb of this sentence is intransitive verb because the sentence is using ‘be’ (is) and the function of PP (in the garden) as subject complement.

5) Complex-transitive verb

According to Thomas (1993:49), complex-transitive verb is a verb that requires both a direct object and another object or an object complement.

Example : Jenni thought Gary a fool

The sentence above has two NP (Jenni and a fool). ‘Jenni’ is the subject, followed by predicate ‘though’, John is as the direct object, and ‘a fool’ as the object complement.

6) Prepositional Verb

According to Thomas (1993: 54), prepositional phrase is one which requires a prepositional phrase in order to be complete. Verbs like *glance*, *lean*, *refer*, fall into this class.

Example : Sally leant on the table

From the example above there is a word 'leant', so this sentence called prepositional verb.

e. **Prepositional Phrase (PP)**

Preposition is used for express relation of place, direction, time, or possession. Thomas (1993:29) also explains that preposition occurred with a following noun phrase (NP). Besides , prepositional is part of prepositional phrase (Thomas, 1993:29). Same with adverb phrase, prepositional phrase (PP) can be formed by one or more constituents.

Example : The cat sits on the table

The word 'on the table' is prepositional phrase. In this case PP formed by prepositional (on) and NP (the table).

2.1.1.2 Clause

A clause is a group of words that contains a subject and a predicate. According to Crystal (1987:449), clause is a structural unit smaller than a sentence but larger than phrases or words. The subordinate clause can form three clauses, such as noun clause, adjective clause and adverb clause.

a. Noun clause

According to Altenberg & Vago (2010:223), noun clause is also used as a subject or an object. In other words , noun clause is used in the ways as a noun phrase.

Example : I heard what you said.

From the example above “ I ” is as the subject, “heard” as the V (predicate), and “what you said “ is as the object.

b. Adjective clause

According to Alterbeg & Vago (2010:221), a relative clause (adjective clause) is kind of dependent clause. It provides additional information about a noun phrase in the main clause. Relative clause or usull called adjective clause begins with one of the relative pronouns: that, which, who, whom, whose.

Example : A woman who is beautiful is my best friend.

From the example above, “who is the beautiful is my best friend” as adjective clause.

c. Adverbial clause

According to Alternberg & Vago (2010:226) adverb clauses are dependent clause. They can not stand alone in a sentence, so in written English they must be connected to an independent clause.

Example : I will go to Jepang whenever you wants

From the example above, “ whenever you wants” it is called an adverb clause because that word is dependent clause.

2.1.1.3 Sentence

Sentence is the largest unit that is studied by syntax. According to Bornstein (1997:39), sentence is considered as the basis of the syntactical system. Sentence is a word or group of

words that is as complete thought containing both a subject and predicate (Bornstein, 1977:245). While according to Hornby (1995:1071), sentence is a set of word expressing a statement, a question or command. Sentence usually contains a subject and a verb begins with a capital letter and end with full stop or equivalent mark. Therefore, sentence contains a subject and a verb begins with a capital letter and end with full stop or equivalent mark. There are four kinds of sentences: simple sentence, compound sentence, complex sentence, and compound complex sentence.

2.1.1.3.1 Types of sentence

Altenberg and Vago (2010:207) mention that the types of sentence, There are four types of sentence based on the structure of sentences:

a) Simple Sentence

A simple sentence is a sentence that contains only one clause, that is, one subject and one phrase.

Example : She goes to America

From the example above explained in the previous page, it is showed that the sentence includes simple sentence because this sentence consists of one subject, predicate, and adverb. The word “ She“ is subject, “goes” is predicate and “ America” is adverb.

b) Compound sentences

Compound sentence contains two sentences. According to Alternberg & Vago (2010: 210), a compound sentence contains two or more sentences (clauses) joined by coordinating conjunction, most commonly area : *And, or, and but*.

Example : I want to buy ice cream but I don not have money.

From the example above, it can be seen that this sentence has two independent clause, “I want to buy ice cream” but “I do not have money”. To connect those independent clause, there is conjunction “but” located between those sentences.

c) Complex sentences

According to Alterberg & Vago (2010:214), a complex sentence contains at least two sentences (clauses): the first is called main clause and the second is dependent clause. Therefore, complex sentence consists of one or more independent clauses with at least one dependent clause. A dependent clause start with a subordinating conjunction, such as *that, because, although, where, which, and since*.

Example : Budiman cannot meet his mother although he misses her very much.

The sentence above can be seen that this sentence consists of independent clause (Budiman cannot meet his mother) and one dependent clause (although he misses her very much). It is different from compound sentence which has two independent clauses. The complex sentence has an independent clause and dependent clause.

d) Compound-complex sentences

According to Alterberg & Vago (2010:229), a sentence that combination a compound and a complex sentence. It has at least two main clauses and at least one dependent clause.

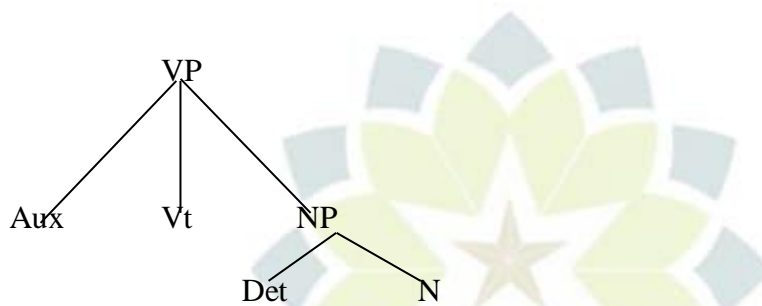
Example : My mother was angry to me and she did not give me permission to go out on weekend which I plan to go to the beach.

As explained above, that compound-complex sentence is the combination of compound and complex sentence. It can be seen from the example above. The sentence consists of two dependent clauses followed by dependent clause.

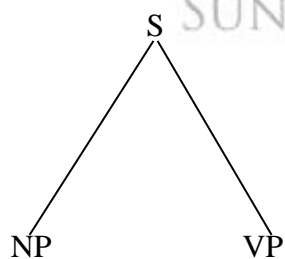
2.2 Tree Diagram

Bornstein (1997:39) says that a tree diagram shows the hierarchical structure of the sentence. It means that the sentence is considered the basic of the syntactic system.

Tree diagram also shows which words are constituents of a sentence (Bornstein, 1977:44). From the diagram below we can see that Aux, Vt and NP belong to the VP.



Points of juncture in tree diagram are called nodes. If one node is immediately dominated by another, it is called a daughter node. If one node is immediately dominated by the same nodes, they are called sister nodes. In the following diagram, the nodes NP and are daughter of S and sister nodes of each other. NP is the left sister whereas VP is the right sister.



According to Thomas (1993:61), to describe the constituents of sentence more accurately then, the tree diagram should detail the verb group (VgP). In other words, a diagram should show

that a verb phrase consists initially of verb group (VgP) and the VgP consists of auxiliaries and lexical verb.

2.3 Tense

According to Thomas (1993:62), tenses are two, present and past. Similar to Thomas, Bornstein (1984:41) explains that when presents tense is selected, a change form in the main verb appears only for the third person singular (he, she, and it) and not all for modals. When past tense is selected, a change form is produced for modals and for main verb for all person.

2.4 Word Class

One way to begin studying of basic sentence structure is to consider the traditional parts of speech (also called word classes): noun, pronoun, verb, adjective, adverb, preposition, conjunction, article, and interjection.

2.4.1 Noun

Noun is one of the most important part of speech. Its arrangement with the verb helps to form the sentence core, which is essential to every complete sentence. In addition, it may function as the chief or “head” word in many structures of modification (Frank, 1977:6). Examples : Book, table, Frenchh, Denmark, Susi, etc.

2.4.2 Pronoun

Pronoun is a word that replaces or stands for (“pro”= for) a noun. The traditional definition of pronoun as “ a word that takes the place of a noun” is applicable to some types of pronouns but not to others (Frank, 1972:20).

For examples : I, she, he, it, they, etc.

2.4.3 Adjective

Adjective is a modifier that has the grammatical property of comparison. It is often identified by special derivational endings or by special adverbial modifiers. Its most usual position is before the noun modified, but it fills other position as well (Frank, 1997:109).

For examples : Happy, sad, large, wide, etc.

2.4.4 Verb

The verb is the most complex part of speech. Its varying arrangements with nouns determines the different kinds of sentences, statements, questions, commands, exclamation. Like the noun, the verb has the grammatical properties of person and number which require agreement with the subject (Frank, 1972: 47).

For examples : Drink, eat, walk, read, write, cook, etc.

2.4.5 Adverb

Adverb is used to give information about verb, adjective, or another additional element used in the sentence (Hartanto, 1996: 299).

For examples : Just, slowly, quickly, recently, etc.

2.4.6 Preposition

The preposition is classified as part of speech in traditional grammar. However, prepositions as well as conjunctions differ from other part of speech in that (1) each is composed of a small class of words that have no formal characteristic endings. (2) each signal syntactic structures has function as one of the other parts of speech. For these reasons modern linguists prefer to classify preposition as structure words rather than as parts of speech (Frank, 1972:163).

For examples : In, on, at, between , etc.

2.4.7 Conjunction

Conjunction is words that connect two words, phrases, clauses or sentences. The conjunctions are members of small class that have no characteristic form. Their function chiefly is as no-movable structure words that join such units as parts of speech, phrase, or clauses (Frank, 1972:206).

For examples : And, then, but, etc.

2.4.8 Interjection

An interjection is a word that expresses emotion and has no grammatical relation to other words in the sentence. For examples: oh! Hurrah!

2.4.9 Determiner

Determiner consist of small group of stucture words without characteristic form. They are : Article; it signals define and idenfinitive meaning. For example “ a”, “an” and “the”; Demonstrative adjective, it is identical to demonstrative pronoun, but it is used as adjectives to modify noun or noun phrase, for examples : this, these, that, and those; Possesive adjective; It is similar to a possesive pronoun, but it modifies a noun or noun phrase, for examples : my, your, Mark’s , and the girl’s; Numeral adjective; four, one, hundred, fourth. Indefinite adjective; it is similar to a n indefinite pronoun. It modifies a noun, pronoun, and noun phrase, for examples : some, few, all, and more. Relative and

Adv. P : Adverb Phrase

2.6 Semantics

Semantics is one of the linguistic branches which has function to analyze word meaning. According to Riemer (2010:23), semantics comes from the ancient Greek language *semantikos*, as an adjective which means “relating to signs”. It means that semantics is to signify something in a word, phrase or sentence.

Yule (2010:112) states that semantics is the study of meaning words, phrases, and sentences. While according to Kreidler (2002: 39), semantics is concerned with the language system that people have in common that makes them be able to communicate with one another. It can be concluded that semantics is study about meaning which word, phrase and sentence contain and concern to language to communicate with another.

Lyons, 1995 in Pateda (2001:82) state, “Semantics may be defined, initially and provisionally, as the study of meaning. While according to Saeed (1997:3), “semantics is the study of meaning communicated through language.” The quotation means that there is a connection between semantics and meaning. Meaning means the thing that is conveyed especially by language significant quality; especially implication of hidden or special significant, the logical connotation of a word or phrase.

According to Riemer (2010:20), semantics is one of richest and most fascinating parts of linguistic. In addition, according to Leech (1985:9), semantics is also the centre of study of human mid-thought process, the way people clasify and convey their experience of the world through language. It can be concluded that people want to convey their messages, or what they mean through language with understanding the meaning.

Semantics according to Griffiths (2006:15) is the study of word meaning and sentence meaning, abstracted away from contexts of use. It is an attempt to describe and understand the nature of the knowledge about meaning in their language that people have from knowing the language. Hurford and Heselley (2007:1) says that semantics is the study of meaning in language. Therefore, language is a tool or intermediary for the meaning of it. Moreover language is very important thing, because meaning would be meaningless without language.

Semantics shows how people communicate meaning with pieces of language and how people understand meaning (Saeed, 1997:5). As result study of meaning is the study of how people understand the meaning of language. When they understand the meaning, they have to know the way to analyze it. For the example, if they read something, they must know that the writer means, and they can analyze them from the diction, the content and the context.

2.6.1 Meaning

Talking about semantics term, it can not be separated from meaning. Hurford and Heselley (2007:1) state semantics is the study of meaning in language. Meaning is what words mean, or what they represent, or how they relate the reality (Wardhaugh, 1997:158). It means, people can not translate a meaning arbitrary, but they should regard the words, and the situation around them.

According to Saeed (1997:53), "The meaning of words is defined in part of its relations with other words in the language." While according to Barley and Harris (1985:92) , the meaning of complex expression determined by the meaning of the constituents of that expression. From the statement above, speaker can recognize that as well as being in relationship with other words in the some sentence, a word is also in a relationship with other related but absent words.

Bloomfield (1933:193) defines a meaning as “The study of speech-sounds without regard to meaning is an abstraction: in actual use, speech-sounds are uttered as signals”. While Robin (1971:20) says that, “Meaning include the relation between utterances and part of utterance (e.g. words) and the world outside; the reference and denotation are among such relation”. In this case of meaning, for the purposes of linguistics is desirable to deal with meaning by a more comprehensive treatment.

According to Riemer (2010:20), the important part in semantics is meaning. The word “Meaning” is used to refer to such a different things as the idea or intention lying behind a piece of language, the thing referred to by a piece of language, the translation of words between languages. The meaning of language could represent different meaning that applied in different side of point of view. Here there are seven types of meaning based on Leech theory :

2.6.2 Types of Meaning

According to Leech (1985:22), meaning is divided seven different elements . They are; conceptual meaning, connotative meaning, stylistic meaning, affective meaning, reflection meaning, collocative meaning, and thematic meaning. The writer explained types of meaning one by one.

2.6.2.1 Conceptual Meaning

Conceptual meaning sometimes is called denotative meaning or cognitive. Conceptual meaning is considered as central causes in language communication. It has a complex structure and can be compared and related to the same structure in language level of phonology and syntax (Leech, 1985:22). On the other hand Chaer (2009:72) says “Conceptual meaning is meaning of a lexeme without any context or association”. Pateda (1994:94) said conceptual meaning means as the word that has a meaning. For example, the word of flower means the flower in the garden.

This sentence has a conceptual or denotative meaning. It means that the word of flower in the sentence is a real flower that is flower in the garden.

From the statement above, it can be concluded that conceptual meaning is clear and logical definition of a word based on the structure and form of the word.

2.6.2.2 Connotative Meaning

According to Leech (1985:12), connotative meaning is the communicative value and expression by virtue of what it refers to, over and above its purely content. While according to Kridler (2001:45), connotative refers to the personal aspect of meaning of the emotional associations that the word arouses. It means that connotative meaning contains emotional value. Connotative meaning happens when the speaker wants to appear the feeling of agree-disagree, like-unlike and so on to the listener; in other side, the word shows the speaker buried the same feeling. The appearing of connotation is caused by social or interpersonal relationship, which are linked with the other (Keraf, 2002:29-30) .

From the statement above, it can be concluded that connotative meaning is talking about the kinds of values and attitude invoked by a word a part and its core meaning.

2.6.2.3 Stylistic Meaning

The other meaning is stylistic meaning. According to Leech (1985:14), stylistic meaning is what a piece of language conveying about the socila circumtances of its use. While according to Pateda (2011:118), “stylistic meaning is the appearing of meaning that is caused by language use in society”. It means that when people use language in communication that is related with the social circumtance of the speaker culture like as dialect which appears in variety background’s life. Therefore, stylistic meaning represents the social variation, because style shows the geographical region, and social class of the speaker.

2.6.2.4 Affective Meaning

According to Leech (1985:18), affective meaning is a kind of language which reflects the personal feelings of the speaker or writer including his attitude to listener or his attitude to something that is uttered. Pateda (1994:95) states the meaning occurred the feeling for the listener. Affective meaning is used to express personal feelings or attitudes to the listener. It means that affective meaning is expressing feeling or emotion of the speakers to the listeners. To express the personal feeling of the speaker or writer, the intonation of them is really important to show the emotion since the listener will understand when people feel happy, sad, or angry through the intonation of the speakers.

2.6.2.5 Reflected Meaning

The next meaning is reflected meaning. According to Leech (1985:16), reflected meaning is the meaning which arises in cases of multiple conceptual meaning, when one sense of word forms parts of our responses or another sense. It means that reflected meaning can be understood as a suggestion contained in a language usage.

2.6.2.6 Collocative Meaning

The next meaning is collocative meaning. According to Leech (1985:17), collocative meaning consists of the associations of a word acquires of the meaning of words which tend to occur in its environment. It refers to association of a word since its usual habitual co-occurrence with certain types of words.

Finch (1998:143) states that the meaning of collocation is the verb “collocate” which means “to go with”, and one of the ways by which people know the meaning of a word. For example, the word “bad” in *bad boy* and *bad mood*. Both of them have different meanings.

Therefore, the meaning of collocation words have different meaning grounded on the linguistic context.

2.6.2.7 Thematic Meaning

The last category is thematic meaning or a meaning communicated by the speaker or the writer, which arranges their message, and it follows the other, focus and stressing (Leech, 1985:32). It means that in thematic meaning we face the thing that important for the speaker.

