

# **CHAPTER I**

## **INTRODUCTION**

Chapter one discusses the background of the study, statements of the problems, objectives of the study, significance of the study, theoretical framework, scope and limitation, definition of key terms and the organization of the study.

### **1.1 Background of the Study**

In this era of globalization, English is very important, since information is mostly transferred in English. That is why, English has become one of the languages that is used as an international language. Almost every aspect of life is related to English to communicate whether in the form of written or spoken. Concerning with this point, Dawson (1979:20) says, “communication can be done in two ways, i.e. oral and written.”

Learning English can give chances to those who learn it to broaden their knowledge. Today, English is needed by those who want to get a position in this competitive era. Communication is one of the ways to reach the opportunity. In mastering English, there are four basic skills to be learnt, namely listening, speaking, reading and writing. Speaking and listening support the oral communication, while reading and writing help written communication.

Among the two ways of communication, however, it seems that today written communication gets a little bit higher position in society. It is because there is a tendency that English written communication becomes more and more important so that it is necessary for the writer to know more about written communication. English written communication provides the aim of information, education, and entertainment

as well. It can be found in many forms such as newspapers, magazines, articles, journals, textbooks, and so on.

Although most of the English written texts are written by English native speakers, Indonesian speakers have tried to write English texts too. However, there may be differences between both of them. English native speakers have learned English since they were children. Besides, English is their mother tongue. This can be proved by the fact that English native speakers make use of English in their daily activities and communicate in it in all events. English native speakers are used to listening, reading, writing, and speaking in English everyday. For instance, they listen to news, read books, write letters, and communicate with other people. Everything that they do, they always use English in their daily communication. This implies that English native speakers have the ability to master many kinds of structure patterns. As quoted by Hunt in Allen (1958:407), as schoolchildren grow older, their sentences tend to get longer. Furthermore, Hunt in Allen (1958:409) also says that the average of length sentences written by skilled adults is 14.8 words. As a result, English native speakers will not have any difficulties to write any kinds of English written texts because they have already known all the basic knowledge of English, vocabulary, and grammar.

On the other hand, Indonesian writers learn English as a foreign language. They do not learn it as a unity but point by point. In mastering English, Indonesian speakers only base their learning on their knowledge of language comprehension when they get it at school.

However, instructed second language acquisition in a school can increase the skill of Indonesian speakers to have the same competence as English native

speakers. In line with this statement, Michael Long in Beebe (1988:135) points out that:

formal second language instruction has positive effects on second language acquisition *processes*, on the *rate* at which learners acquire the language, and on their *ultimate level of attainment*. It may be impossible to reach full native speakers competence *without* instruction.

This implies that non-native writers of English texts may be able to write English texts which are of approximately equal length and quality to those written by English native speakers.

From that point of view, it is obviously seen that the basic knowledge of English from both of the speakers will influence their English written texts. Since it is still questioned whether Indonesian speakers can write as well as English native speakers, the writer is interested to know more by making this study. Here, she uses some journals written by English native speakers and Indonesian writers with different fields. There are some fields nowadays, but Economic, Education and Psychology have been selected because they are scientific English written texts that most written by both of the speakers.

In this case, the writer emphasizes her study in analyzing noun phrases, prepositional phrases, and clauses. She is interested in examining the noun phrases, prepositional phrases, and clauses of English texts since those parts can make sentences become longer and also occur most frequently in sentences.

The writer's analysis is based on the theory of corpus. A corpus is defined in terms of both its form and its purpose. A corpus essentially tells us what language is like, and gives information about how a language works. As stated by Hunston (2002:2), "a corpus is described as a collection of naturally occurring examples of language, consisting of anything from a few sentences to a set of written text or tape recordings, which have been collected for linguistic study." Since there are some key

terms used in corpus, the writer is interested to make a study about token. As what Biber in Hunston (2002:17) says, “a token is the figure that word-count function of a word-processing program gives”. In other words, this key term is used to count each word in sentences.

Accordingly, this study will compare the corpora of English sentences written by English native speakers and Indonesian speakers in order to ascertain which one of the two writers has more tokens in English written texts.

## **1.2 Statements of the Problems**

Related to the background of the study, this study is designed to compare the corpora of English sentences written by English native speakers and Indonesian speakers. With this study, the writer would like to answer the questions as follow:

- 1.2.1 Do noun phrases written by English native speakers have more tokens than those written by Indonesian speakers?
- 1.2.2 Do prepositional phrases written by English native speakers have more tokens than those written by Indonesian speakers?
- 1.2.3 Do clauses written by English native speakers have more tokens than those written by Indonesian speakers?

## **1.3 Objectives of the Study**

Closely related to the statements of the problems, this study intended:

- 1.3.1 To find out whether the corpora of English sentences which are written by English native speakers have more noun phrases than Indonesian writers or not.

1.3.2 To find out whether the corpora of English sentences which are written by English native speakers have more prepositional phrases than Indonesian writers or not.

1.3.3 To find out whether the corpora of English sentences which are written by English native speakers have more clauses than Indonesian writers or not.

#### **1.4 Significance of the Study**

The writer hopes that the result of this study can show the ability of Indonesian writer in writing long sentences.

#### **1.5 Theoretical Framework**

This study is basically about linguistics. However, the most relevant theory in this study is the theory of corpus. A corpus is defined in terms of both its form and its purpose. A corpus can be a few sentences, a set of written text or even tape recordings of conversations (Hunston 2002:2). A corpus essentially tells us what language is like. There are eight key terms in corpora namely type, token, hapax, lemma, word-form, tag, parse, and annotate. In this study, the key term which is used in corpora is only token.

Corpus investigates everything starting from collocation, tagging, parsing, annotation of anaphora and semantic anaphora. This study will focus only on parsing. In this case, parsing means analyzing the sentences in a corpus into their constituents, that is, doing a grammatical analysis. A parsed corpus can be used to count with great accuracy the number of different structures in a corpus. Along this line, Leech and Eyes (1997:38) says, “the parser identifies boundaries of sentences, clauses, and phrases and assigns labels to the parts identified such as ‘adverbial clause’, ‘nominal

clause', 'relative clause', 'adjective phrase', and 'prepositional phrase'." Furthermore, the theory of noun phrases, prepositional phrases and clauses will also be described in this study.

In order to have a better understanding, we should know and understand those terms mentioned above in a proper way. The explanation about those terms will be discussed further in chapter two.

### **1.6 Scope and Limitation**

Realizing that English written texts can be written through various ways and techniques, it is important for the writer to limit the points that will be discussed. They include:

- 1.6.1 This study is limited to the written discourse found in scientific writings.
- 1.6.2 This study is focused only on the corpora of English sentences written by English native speakers and written by Indonesian speakers.

### **1.7 Definition of Key Terms**

These definitions of the key terms are used to avoid misunderstanding and the ambiguity of the terms that are used in this study.

- a. A Corpus

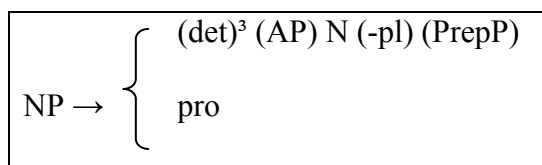
Hunston (2002:2) uses this term to describe a collection of naturally occurring examples of language, consisting of anything from a few sentences to a set of written text or tape recordings, which have been collected for linguistic study.

- b. A Token

Biber in Hunston's book (2002:17) stated that a token is "the figure that the word-count function of a word-processing program gives."

c. A Noun Phrase

As stated by Murcia (1999:83), a noun phrase can be written in two quite different ways. The first one is noun as obligatory and determiner, adjectives phrase, plural, prepositional phrase as an optional. In the second instance, noun phrase can be written as pronoun.



d. A Prepositional Phrase

According to Quirk (1975:143), a prepositional phrase consists of a preposition followed by a prepositional complement, which is characteristically a noun phrase or a *wh*-clause or *V-ing* clause.

e. A Clause

Azar (1989:257) says, “a clause is a group of words that contains a subject and a predicate.”

### 1.8 Organization of the Thesis

This study consists of five chapters. The first chapter covers background of the study, statement of the problem, objective of the study, significance of the study, theoretical framework, scope and limitation, definition of key terms, and organization of the study. The second chapter reviews some literature related to the study. It discusses the theories used in the study. The third chapter deals with the methodology of the research. It discusses the research design, the subject, the instrument, the material, the procedure of collecting data and the procedure of analyzing data. The fourth chapter is the analysis and the finding. And the fifth

chapter presents the conclusion of this study which includes summary and suggestions.