

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is crucial for human beings in communicating with each other in daily life. The definition of language itself for some linguists is an arbitrary vocal signs system, and it has some rules, is innate, universal, creative, learned—all at the same time—and is also clearly human (Brinton, 2000). Similarly, referring to Pinker's *The Language Instinct* (1994, as cited in Brown, 2006), language is a complex and specialized skill that develops spontaneously in a child; it is applied without awareness of its underlying logic, is qualitatively the same for each individual, and differs from the more general abilities to process information or behave intelligently. Additionally, Kracht (2008) defines language as a tool for communication. It is a semiotic system or simply means a set of signs consisting of what Ferdinand de Saussure (1959) calls “a signifier” and “a signified”. The signifier refers to the sound-image or symbol, and the signified refers to the concept. For instance, the signifier is the word “basketball” and its signified is the idea or concept of a basketball.

There are many languages spoken around the world, such as English, Indonesian, Spanish, Portuguese, and so forth, and each of them has their own systems and characteristics. That being said, learning a language—other than our mother tongue—is not as easy and simple as it sounds. Nevertheless, there is this specific study called linguistics which allows us to learn language

structure and principles scientifically. As proposed by Brinton (2000), the discipline of linguistics is arbitrarily divided into five components or levels: phonology, morphology, syntax, semantics, and pragmatics. In contrast to Brinton, Kracht (2008) posits that there are only four levels of language signs in linguistics: phonology (sound patterns), morphology (word formation), syntax (sentence structure), and semantics (meaning). Regardless of the differences of opinion, paying close attention to these branches of linguistics is of great importance in order to communicate well with others.

English, as an international language, is the most spoken language in the world, so it goes without saying that it has been becoming a means of communication in many countries. Many non-English speakers, including Indonesians, are trying to learn English as their second language. Still, as Brown (2006) states, learning a second language is a long and complex undertaking. Often, many Indonesians find it quite hard to learn English since the grammar rules in English are rather different from the grammar rules in Indonesian. Grammar itself is a classification of the two components of morphology and syntax (Brinton, 2000). In accordance with Brinton (2000), morphology is the study of the formation and classification of words in a particular language, whereas syntax is the study of the structure and arrangement of words into larger units: sentences (such as interrogatives or imperatives), clauses (such as relative or attributive clauses), and phrases (such as verbal or prepositional phrases).

Not only does language have systems and characteristics, but it also has various functions in daily life. Michael Halliday (1975, as cited in Brown, 2006)

outlines seven different functions of language, namely (1) the instrumental function, language is used to manipulate the surroundings and to cause certain events to occur; (2) the regulatory function, language is used for controlling events (approval, laws, rules, etc.); (3) the representational function, using language to state facts and knowledge, explain, or report something; (4) the interactional function, language is used to ensure social maintenance (jokes, slang, folk tales, and so on); (5) the personal function, expressing a person's feelings, emotions, or reactions; (6) the heuristic function, using language to gain knowledge and to learn about the surroundings by using interrogative sentences; (7) and the imaginative function, language is used to create imaginary systems or ideas (novels, fairy tales, poetry, puns, and so forth).

Furthermore, so as to carry out these functions of language, making a sentence has to be done. A sentence according to Sargeant (2007) is a set of words that have a complete meaning or thought. Sentences generally have a subject and a verb. Sargeant (2007) asserts that there are four kinds of sentences. The first is a declarative sentence that is used for making a statement and ends with a period. Next, there is an interrogative sentence used to ask a question and ends with a question mark. Thirdly, an exclamatory sentence makes a much stronger statement called an exclamation and ends with an exclamation mark. The last one is an imperative sentence which is used to give an order and can end with an exclamation mark if the order is very firm or strict (Sargeant, 2007).

In order to have a good grasp on the theories of contrastive analysis and sentences, here are some previous studies pertaining to them that have been

conducted. The first one is titled “A Contrastive Analysis Between English and Indonesian Kinds of Sentences” by Lulu Jola Uktolseja, Hamim Sujaja, and Mario Matinahoru (2019). The study identifies the similarities and differences of sentences between Indonesian and English. The study used the descriptive qualitative method and contrastive analysis approach. The samples in this study were 20 students in the second semester of the English Department at Victory University. The results show that the students’ main mistakes are in the declarative sentence (DS), negative sentence (NS), interrogative sentence (IS), and exclamatory sentence (ES), caused by different sentence patterns. Meanwhile, the imperative sentence (IMS) in Indonesian has the same sentence pattern as in English.

There is also a study entitled “Indonesian Interrogative Sentences: a Study of Forms and Functions” proposed by Lindawati in 2016. The focus of the study is to discuss the problems of form and function of Indonesian interrogative sentences with a pragmatic approach. The study conducted listening while observing to collect data, performed structural analysis concerning the interrogative sentence form, and performed contextual analysis concerning the interrogative sentence function. The conclusion drawn in the study is that Indonesian interrogative sentences form supra-segmental (intonation) or segmental (words, phrases, and particles) elements. Interrogative sentences can be used to express various kinds of speech acts. They can be representative, commissive, expressive, or directive.

Mashlihatul Umami (2015) in “A Contrastive Analysis of Interrogative Sentences in English and Indonesian” investigates interrogative sentences that play a major role in English learning process amongst junior high school students in Indonesia. Its corpus data is a manuscript of a recorded dialogue of English Toolkit for MTsN (Islamic Junior High School). The data were then analyzed using the interrogative sentence classification by Frank (1972) and Keraf (1991). The study reaches the conclusion that Indonesian and English questions have a lot of similarities. English learners can easily make positive transfers to generate questions in the target language. In Indonesian, however, some rules for making interrogative sentences in English do not exist, such as inversion of *to be* and verbs (auxiliary and modal), and using *do* and *does* if no auxiliary exists. These differences can cause learners to make some mistakes or errors in generating interrogative sentences.

Another previous study was conducted by Muhammad Ilyas, Djoko Sutopo, and Januarius Mujiyanto with the title “The Realization of Ideology of Translation in Rendering Figurative Language in Dashner’s *The Fever Code*” in 2019. It elucidates the ideological realization in translating figurative language from English to Indonesian in Dashner’s *The Fever Code* so as to find out the translator’s tendency. A document—as data—was used to collect figurative language from both English and its Indonesian translation including similes, metaphors, personifications, hyperbole, and irony. It is revealed that there are two translation tendencies involved in the translation process: SL emphasizes and TL emphasizes. The translation method used leads the

translator to realize ideology in translating figurative language: simile, metaphor, personification, hyperbole, and irony.

This current study does closely relate to those previous studies carried out by Umami (2015), Lindawati (2016), and also Uktolseja et al. (2019) in terms of theory and focus of the study; two of them even probed interrogative sentences in particular. Even so, the corpus is completely different. The corpus of this current study is the same as that used in the study by Ilyas et al. (2019), which is James Dashner's *The Fever Code*. This previous study has allowed us to learn how the corpus is analyzed by other theories as well. Since there have been no studies that specifically address interrogative sentences in *The Fever Code* and also based on the heuristic function explained above, stating that by using interrogative sentences language is used to gain knowledge and to learn about the surroundings, the writer would like to touch on the topic of English and Indonesian interrogative sentences found in the novel and would also like to contrast them using contrastive analysis. These interrogative sentences would then be analyzed using the English interrogative sentence classification by Biber et al. (1999) and the Indonesian interrogative sentence classification by Moeliono et al. (2017).

The reason the writer decided to contrast two languages—English and Indonesian—is that, as stated by Johansson and Hofland (1994, as cited in Johansson, 2000), language comparison is very interesting from both a theoretical and an applied perspective; it shows what is general and what is language specific, and is therefore essential to understand language in general

and to learn individual languages in comparison. And there are some reasons for choosing *The Fever Code* as the data source. First, this novel is still relatively new since it was first published in 2016. Second, it has not been widely used as a research corpus, especially in the field of linguistics. The previous study conducted by Ilyas et al. (2019) did use the novel as a corpus, but in contrast to this current study that would specifically analyze the interrogative sentences in the novel, this previous study analyzed the ideological realization in translating figurative language found in the novel. And the last reason is that there are various kinds of interrogative sentences that can be found in the novel. On that account, this study entitled “A Contrastive Analysis of English and Indonesian Interrogative Sentences in James Dashner’s *The Fever Code*” was then conducted. *The Fever Code* itself, as the source of the data, follows the story of a boy who lived in a world full of disasters. He was involved in creating a maze, a way for an organization called WICKED (World In Catastrophe: Killzone Experiment Department) to find a solution to save the world.

1.2 Research Question

1. What are the forms of interrogative sentences in English and Indonesian language found in James Dashner’s *The Fever Code*?
2. In what ways are English and Indonesian interrogative sentences similar and different in James Dashner’s *The Fever Code*?

1.3 Purpose of the Study

This study is intended to:

1. analyze the forms of interrogative sentences in English and Indonesian language found in James Dashner's *The Fever Code*, and
2. find out the similarities and differences of interrogative sentences between English and Indonesian in James Dashner's *The Fever Code*.

1.4 Scope and Limitation of the Study

The focus of this study is primarily on interrogative sentences in English and Indonesian. The writer proposes to contrast the two languages and find out the similarities and differences between them. The data were collected from two novels which were used as data sources. The first source is the last book in *The Maze Runner* series entitled *The Fever Code*, a dystopian science fiction novel written by American author James Dashner. The novel was translated into Indonesian by Eka Suryana Saputra with the same title as the English version. This translated novel is the second source of this study. The data to be analyzed are in the form of interrogative sentences that have been collected and chosen through purposive and quota sampling. Thereupon, other sentences which were not considered interrogative are not within the scope.

1.5 Significance of the Study

By contrasting interrogative sentences in English and Indonesian, this study is expected to make language learners more aware of the differences they

may encounter in the language learning process. This study is also expected to be beneficial and become an adequate source for other researchers in formulating subsequent research studies.

