#### **CHAPTER I**

#### INTRODUCTION

#### 1.1 Background of the Study

Every people in this world can receive information from their activity, whether it is from interaction, written, spoken, reading, etc. Most of people can receive information very comfortable from reading, especially from books, journal, tabloid, newspaper, etc. All the books have been read by humans is the term of literature. The term of literature is more focused and restricted to merely imaginative works, which comes up from the imaginative mind of the story writers. Klarer (2004: 1) said that in most of cases, literature is referred to as the entirety of written expression, with the restriction that not every written document can be categorized as literature in the more exact sense the word. Wellek and Warren (1963: 22) also said that the term of literature seems best if we limit it to the art of literature, that is, to imaginative literature. There are two types of literature work here, fiction and nonfiction (Edgar V. Roberts and Henry E. Jacobs, 1995: 2).

The first type of literature work is fiction. Originally, fiction meant anything made up or shaped, is literature work based on the author's creation and imagination. It includes myths, drama, novel and short story. The second of literature work is nonfiction. Nonfiction meant describe or interpret facts, present judgments and opinions. It includes news reports, essays, magazines, newspaper, encyclopedia, etc. When we know two types of literature work, we will know

about the genre from it. There are two types of literature here, children literature and young adult literature (Eagleton, 2008:4). When the reader read some children literature, there are several genres, such as: comic, short story, joke book, fairytale, etc. According to Anderson (2006: 2) children literature referred as "all books written for children".

The second type of literature is young adult literature. Young adult literature can be dividing into several genres, such as: novel, poetry, short story, etc. According to Cambell (2010: 12) young adult literature has become a genre which covers various types of text including: novel, short stories and poetry.

By reading young adult literature such as novel or short story, it can make the young adult people more imaginative with the role of the story that did not really happens in the world. Novel or usually called by fiction story is a literary from that tells the story of a remarkable event deals imaginatively with human experience, usually through a connected sequence of events involving a group of persons or characters in specific setting. The genre of novel has encompassed an extensive range of types and styles: picaresque, epistolary, Gothic, romantic, realist, historical, etc.

From the description above, young adult literature is an interesting topic to discuss, because it contains of moral value or human experience with the culture of nation which different from one country and others. As character education concepts are taught within the context of literature, students realize traits such as

respect, honesty, courage, and kindness are real and interesting aspect of the world around them (Almerico, 2014: 2).

To stimulate or reflect imaginatively, the reader must understand about the language from the novel. The languages of novel are not simple and complex. It should help the reader understand and flow of the plot from story well. In order to understand the story easily, there are several ways to identify a story, such as identify the grammatical and words that relate in each other.

In understanding about identify the grammatical in narrative or story, text indicated a discourse. Carter (1595: 39) said that discourse is used when talking about speech, whereas text is used when discussing writing. So the study of discourse is the study of language in interaction and speech is generally more interactive than writing. Brown and Yule (1983: 39) also said that discourse analysis is the analysis of language use.

In identifying the grammatical cohesion has several important functions in arranging the sentence, which are to epitomize an idea or though and to establish a variety of sentence structure and clarify the meaning of an idea (Widjone, 2007: 131). One of the ways is identifying the cohesion in novel. The concept of cohesion is semantic one, it refers to relation of meaning that exist within the text, and that define it as a text (Halliday and Hasan, 1976: 4). Cohesion is classified into two types, which are grammatical cohesion and lexical cohesion. Halliday and Hasan (1976: 4) said that grammatical cohesion which is based on structural

content and lexical cohesion which is based on lexical content and background knowledge.

The writer uses grammatical cohesion to analyze the data. Grammatical cohesion is a part of cohesion device. Grammatical cohesion is one of the way to understand the meaning from the story. By using grammatical cohesion for discussing the data, the reader will understand well the story of novel, because it gives the knowledge about the relation between structural units in text (Halliday and Hasan, 1976: 274). Thus, the points which the writer wants to analyze are the kinds of grammatical cohesion and the function of grammatical cohesion that used in novel.

## 1.2 Statement of the Problems

Based on the background of the study above, the writer formulates the problem as follows:

- 1. What are the kinds of grammatical cohesion in Mark Twain's Novel entitled "The Adventures of Huckleberry Finn"?
- 2. What are the functions of grammatical cohesion in Mark Twain's Novel?

### 1.3 Objectives of the Study

This study is to answer the research question. The objectives are formulates as follows:

 To find the kinds of grammatical cohesion which is used in Mark Twain's Novel entitled "The Adventures of Huckleberry Finn". 2. To find the functions of grammatical cohesion in Mark Twain's Novel.

## 1.4 Significance of the Study

The study of grammatical cohesion gives some significant contributions to the readers in some aspects. The reader will be able to know about grammatical cohesion and the functions grammatical cohesion that used in Mark Twain's novel. From this point, the writer express that his study is able to help the reader to understand the meaning and use grammatical cohesion in order to convey the message or idea. The writer hopes that this study encourages the reader to have deeper study about language.

# 1.5 Scope and Limitation

The study is limited on the kinds of grammatical cohesion and the function of grammatical cohesion in Mark Twain's Novel entitled "The Adventures of Huckleberry Finn". The data taken from chapter 1 until 7 from 43 chapters written by Mark Twain's Novel, they are: Discover Moses and the Bulrushers, Our Gang's Dark Oath, We Ambuscade the A-rabs, The Hair-ball Oracle, Pap Starts in on a New Life, Pap Struggles with the Death Angel, and I Fool Pap and Get Away.

### 1.6 Definition of Key Terms

To give better information, the writer gives some operational definition of key terms as the following:

- 1. Grammatical Cohesion: refers to the linguistic structure, structure determiners the order in which grammatical elements occur and the way they are related within sentence (Halliday and Hasan, 1974: 274).
- 2. Young Adult Literature: young adult literature defines as a genre which covers various types of text including: novel, short stories, graphic novel and poetry (Cambell, 2010: 12).
- 3. Novel: novel is normally a prose work of quite some length and complexity which attempts to reflect and express something of the equality of human experience or conduct (Richard Taylor, 1981: 46).
- 4. Mark Twain: an American author, essayist, lecturer and humorist who wrote a series of famous book including The Adventures of Tom Sawyer and The Adventures of Huckleberry Finn (www.thefamouspeople.com/profiles/mark-twain-64.php).