

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is the human capacity for acquiring and using complex systems of communication. It is needed to help people communicate each other. It enables people to exchange knowledge, beliefs, opinions, wishes, threats, commands, thanks, promises, declarations, feelings and many others. English, as one of the languages in the world, is one of the most important languages which should be known by people. It is acknowledged that learning at least one foreign language is a must. English is the most spoken one all around the world. Therefore, English is taught in Indonesia even though its status is as foreign language. In addition, due to its important function, most of the jobs requirement now is being able to communicate in English. Many schools now are applying English as a tool of communication in the classroom. Therefore, it is a must to know English whether in spoken or written form.

Written discourse is more structurally complex and more elaborate than spoken discourse. In other words, sentence in spoken discourse is short and simple, whereas it is longer and more complex in written discourse. Both spoken and written discourses have relation to grammatical intricacy which is the focus of this research.

Halliday argues that spoken discourse is not less organized. He claims that spoken discourse has its own kind of complexity. In spoken, discourses are long and spread out. Spoken discourse can be grammatically intricate as well.

The topic of grammatical intricacy (GI) is quite interesting and important to be analyzed because it deals with the way people understand a text especially text which consists of many complex clauses. While reading an English text, sometimes people find it so hard to understand its content. Written text deals with grammatical intricacy. Grammatical intricacy refers to how often clause complexes appear in a text in comparison with simple clauses. Grammatical intricacy also refers to the number and depth of clause in a text. The grammatical intricacy in the text influences the way people analyzing a text. Eggins (2004: 255) defines clause complexes as a grammatical and semantic unit formed when two or more clauses are linked together in certain systematic and meaningful way. So it can be said that the existence of intricacy in a text arises when the amount of clause complexes is more than simple clauses.

The difficulties increase especially when the readers want to process complex clauses than simple ones. Complex clause is the reflection of intricacy as defined by transformational grammar (Slobin, 1979: 5).

Related to the simplicity of a novel, it is true that people will find it easier to understand novel with simple clauses than that with complex clauses. Long sentence in a novel can make people who read it get bored and this also can influence reader to stop reading that novel. Although, there is a time when complex clauses should be inserted in a novel in order to investigate an idea more thoroughly, give vivid description, and develop tension. So, novelists have to consider their target readers in order to help them to determine the way they write their novels.

The novels which were analyzed in this thesis come from different time. First is *The Color Purple* by Alice Walker in 1982 and second is *Where She Went* by Gayle Forman in 2011. The researcher already had these two novels. When the researcher was reading these two novels at glance, she was eager to know why these novels were written in different type. There are some examples which show that in novel *The Color Purple* can be found many simple clauses.

Example of simple clause:

“She cuss at me. I’m big. He took it. I don’t have nothing. She scared. I felt sorry for mama. I don’t bleed no more. He twelve. They scream”

The sentences of *She cuss at me*, *I’m big*, and *He took it* have only one clause in each sentence. They consist of one subject and one predicate/adjective. These sentences are quite easy to be understood. So, this is the preliminary observation of novel *The Color Purple*. It can be assumed that whoever reads this novel, will find it easier to understand the content of the novel.

There are also some examples which show that in novel *Where She Went* can be found many complex clauses. Example of complex clause:

“This morning, after my daily prodding, I glance at the minimalist digital clock on the hotel nightstand. I finish my coffee, get dressed, and make my way down the service elevator and out the side entrance- the guest-relations manager has kindly provided me with special access keys so I can avoid the scenerster parade in the lobby. I was supposed to be on the same flight as them until I realized that today was Friday the thirteenth, and I was like no fucking way!”

The sentence *I was supposed to be on the same flight as them until I realized that today was Friday the thirteenth, and I was like no fucking way!* has four clauses. This sentence is quite long. This is the preliminary observation of novel *Where She Went*. It can be assumed that whoever reads this novel, will find it difficult to understand the content of the novel.

After making a simple preliminary observation, the researcher made an assumption towards the two novels. The first novel, *The Color Purple*, consists of many simple clauses. It was written by Alice Walker. Since this novel tells about the life of Black American, maybe this is the reason of Alice to compose many simple sentences in this novel. Maybe, she wants to represent the way Black American speak and write sentences at that time, in which, most of them were uneducated yet. It is different with the second novel, *Where She Went*. Gayle Forman tells about the love story of the 'today adult'. So, since she wants to describe the love story which happens today, in this modern era, then the researcher assumes that this is the reason of Gayle made her novel by composing many complex clauses.

This research was done by thinking over some steps; they are observation, questioning, exploring, association, and communication. In observation, the researcher decided to focus on grammatical intricacy of the two novels. The researcher decided to analyze the two novels because the researcher saw different type of writing especially about making clauses in sentences. In questioning, the researcher decided to make three research problems to be solved. The three problems should be solved well in order to get rich answer. In exploring, the researcher decided which sentences belong to simple and complex clauses. In association, the researcher

relates the sentences to the subordinate clause in it. In communication, the researcher knew which novel has low and high level of grammatical intricacy.

Finally, the researcher analyzed the grammatical intricacy of the two novels. Knowing about grammatical intricacy is important to know whether that novel is a good novel to read or not by considering the level of intricacy and the target readers of the novels. It is important to know the grammatical intricacy of a novel in its relation to how a book should be designed and how sentences should be composed. By learning grammatical intricacy, it helps readers to find easy way to comprehend a novel as a whole. Grammatical intricacy leads readers to know clause by clause in novel sentences which helps readers to follow the novel story. Next, the researcher also wants to know the meaning of index grammatical intricacy in the two novels. And the last, the researcher wants to know the importance of analyzing grammatical intricacy.

1.2 The Problems of the Study

In accordance with the background of the study, the problems of the study were formulated as follows.

1. How does the Grammatical Intricacy occur in novels *The Color Purple* and *Where She Went*?
2. What can be inferred from the Grammatical Intricacy Index (GII) of the two novels?
3. Why is grammatical intricacy important to be analyzed?

1.3 The Objectives of the Study

The objectives of the study were described as follows.

1. To investigate the way Grammatical Intricacy occurs in novels *The Color Purple* and *Where She Went*.
2. To know what can be inferred from the Grammatical Intricacy Index (GII) of the two novels.
3. To know the reason why grammatical intricacy is important to be analyzed.

1.4 The Scope of the Study

This study analyzes the text in novels *The Color Purple* and *Where She Went*. This study will only focus on the grammatical intricacy of the text, that is by knowing the type of clauses used in the two novels and the GII (Grammatical Intricacy Index) of the two novels. And according to the purpose of the study, knowing the grammatical intricacy of the two novels, the researcher will only choose some chapters from the two novels randomly, not the whole chapters, because the researcher is not going to know the story of the novels. Some chapters which will be chosen from the two novels are enough to represent the using of clauses in the two novels. Moreover, in qualitative, it is not the case of the amount of samples to be shown, but as long as some samples which have been shown can answer the research problems due to the need of giving rich answers.

1.5 The Significances of the Study

The findings of this study are expected to be useful theoretically and practically. Theoretically, Grammatical Intricacy (GI) refers to the complexity of sentence patterns that are employed in the text. A compound complex sentence is more difficult to understand than simple clauses in its grammatical intricacy. It is hopefully to be a source to help next researcher who wants to investigate the grammatical intricacy. In this research, the index of grammatical intricacy is also discussed along with the meaning of different index of grammatical intricacy of each chapters.

Practically, the findings are expected to be useful for:

1. Novel writers, to consider their simple and common language in novel so readers can get the message of novel easier.
2. Students of English literature, to learn more about grammatical intricacy in order to enable them understand a text with the high level of grammatical intricacy.