

CHAPTER 1

INTRODUCTION

1.1 The Background of the Study

Language is a tool of communication, through language people can communicate with others. English has been an international language that is used by people in the world. English is used for communication with other people in the world with various people from various countries. English is very important to be recognized to the learners to be their second language. The department of National Education, makes it as a compulsory subject from the elementary up to the university levels. In fact in the kindergarten level, English also has been taught for the non formal education in the various levels of learning English language for example beginning, intermediate and advanced levels. There are four skills needed by students in mastering English, they are listening, speaking, reading, and writing. Besides these four language skill, grammar mastery takes the important language components that should be learned by students.

In the process of acquire English as target, the learner may encounter many difficulties. This case can be influenced by the students' native language interference, the ability of each student to catch the idea in learning process and the students emotion when the studying the language (whether they have good mood or not). In addition, learners' problems are also adressed to the mastery of linguistic components of english, like grammar. They have difficulties in indetify the sentences. Grammar is way in which a language is organized or arranged by user of the language. Without grammar, language cannot be accepted and understood by the other people and help students to correct the sentence. Related to grammar, the

student will study sentence form. One of them is anaphoric reference. Anaphoric relationship reference: words refer to things. Reference is classified into homophoric and endophoric. In this research only focus anaphoric reference. Anaphoric reference is the new terminology for the second year students of SMP Romalbest Medan and of course they learn about anaphoric reference or pronoun.

In English grammar, anaphoric reference is the use of a pronoun or the other linguistic refer back to another word or phrase. It is important to learn it in order to identify anaphoric reference in narrative text. Teaching anaphoric reference will contribute the development of students' writing skill, and also help them master it. Absolutely, a teacher needs to have good ability about anaphoric reference. In order to be successful succeed in teaching process.

Based on the explanation above the writer interest to find out the ability and difficulties of student to identify anaphoric in narrative text and the writer expect to solve the ability and difficulties when doing researcher in SMP Romalbest Medan. So that's way the writer make this researcher with entitle : **Student's Ability in Identifying Anaphoric Reference in Narrative Text.**

1.2 The Problem of Study

Based on the background above, the writer formulate the problems as follows :

- a. Are students of SMP Swasta Romalbest Medan able to master anaphoric reference in narrative text?
- b. What are the students difficulties found by students in identifying anaphoric reference?

1.3 The Objective of the Study

- a. To find out whether the students are able to master anaphoric reference in narrative text.

- b. To find out the students difficulties in master anaphoric reference.

1.4 The Scope of the Study

This study only concern with Students ability in Anaphoric reference. And all the data was conformed to The retrieval system of reference divides into endophoric there are 2 type:1. Anaphoric Reference 2.Cataphoric Reference. And Anaphoric reference have five types, such as: Pronominal Anaphoric, Lexical Noun Phrase Anaphoric, Noun Anaphoric, Verb Anaphoric, Adverb Anaphoric. But the researcher focus Pronominal Anaphoric.

1.5 The Significances of the Study

The study is expected to be useful for:

- a. English Teacher in increasing the quality of teaching grammar in the future.
- b. The other Researcher of the study can get the new way to improve students grammar .
- c. English Students can be able to mastering anaphoric reference in narrative text.

CHAPTER II REVIEW OF LITERATURE

2.1 Theoretical Framework

In this study explain the effective of anphoric reference in narrative text to students ability identifying. In this study, this chapter aims a clear explanation so it could be understand easily.

2.2 Writing and grammar

Learning writing is fun. Students can write anything that they want. The students can have fun in their writing. Linse (2006:98) states “Writing is multifaceted, it is only logical that it evokes different images”. It means that every student can have different ideas in their writing because they have different experiences. Moreover, Linse (2006:98) “Writing is a combination of process and product”. The process is concerning about the act of collecting ideas and working with them until they are presented in a manner. The concept that writing that is a process is very useful (Olson, 2003 in Linse (2006:98)). It can be said that the process of writing is important because the students should combine the sentences in the process.

Writing is applying an idea or a concept which is written that has a meaning or sense. Writing needs a process-step in producing a good quality of writing. There are some processes in producing a good writing.

Writing needs grammar. William states (2005:2) “Grammar is the formal study of the structure of a language and describes how words fit together in meaningful constructions”. The process of writing needs grammar as the final process to organize the language structure and combine with other words to make sentences correctly. Grammar is about rules of language exploring structures. The rules are correct or incorrect, but are judged more on how well they are able to reflect actual standard English usage (Alsagoff, 2008:2). Moreover, learning grammar is very important. Alsagoff (2008:5) argues “Pedagogical grammars often try to simplify things to make the language system easier for learners to understand”. In short, using grammar in writing is very useful because the language can be easier to understand with the correct structure.

Grammar has three schools of knowledge. They are traditional, formal, and functional grammar. Gerol and Wignell (1994:5) state “Traditional grammar aims to describe the grammar

of standard English by comparing it with Latin and it focuses on rules for producing correct sentences” Formal grammar is about describing the structure of individual sentence. Moreover, Gerot and Wignell also argue (1994:6) “Functional grammars view language as a resource for making meaning. These grammars attempt to describe language in actual use and so focus on texts and their contexts”. Traditional and formal grammars discuss how the sentences are structured whereas functional grammar is about how the meaning of the texts is realized.

2.3 Reference

There are some definition of reference used as material consideration . To defines the meaning of reference, these linguistic’ opinion as considered about definition of reference:

Thompson (1996:48) said that reference is the set of grammatical resources which allow the speaker to indicate whether something is being repeated from somewhere else in the text or whether it has not yet appeared in the text. Bloor (1995:94) said that reference is can be cohesive when two or more expressions in the next refer to the same person, things or idea. Gillian Brown and Yule (1983:28) states that _the relationship which holds between words and things in the relationship of reference: words refer to things. According to Halliday and Hasan (1976:31), reference is a term to form information that being retrieved for the referential meaning, the identity of the particular thing or class of things that is being referred to; and the cohesion lies in the continuity of reference, where by the same thing enter into the discourse a second time.

Participant identification according to (Martin 1992) refers to the strategies languages use to get people, places and things into text and refer to them once there. It is usual to see the same participant what would be identified in different ways, depend on the context. The preceding discussion has been concerned with single acts of who or what we are talking about for more

than one sentence at a time. After the initial introduction of some entity, speakers will use various expressions to maintain reference.

From some theory above, it can be concluded that the reference is a term used to search the reference between the word and the object from aspect of discourse analysis in terms of people, place, identity and others through language. The object referenced by a word can be outside of the text, context of culture and within the context. If the readers want to identify reference word in sentences, they have to look at the context of the sentence or the text. For example:

Eight years ago, I was living with my friends **Gordon**. **He** had a **quit**

Which **he** was fanatical about. **He** was the only one who slept on **it**.

However, Nova liked **it** too. And would take any opportunity to curl up on

it and sleep, scratch or (once) blow a furball.

In this, **he** and **it** used to avoid the repetition of the same word. To prevent the using of the same word in the sentence, the words of **he** and **it** needed to replace the word with the high possibility to create the repetition. **He** used to avoid the repetition of the same person and **it** used to avoid the repetition of the same thing. **He** refers back to **Gordon** and **it** refers to quit.

2.4 Retrieval System of Reference

The use of reference or usually called retrieval system of the system of reference which is used to track who is who and what is what in a text (Gerot and Wignell, 1994:172). The participants are retrieved from the context of culture or situation in several possible ways. The retrieval system of reference divides into three categories, such as: homophoric, endophoric, and exophoric.

2.4.1 Homophoric

Homophoric is the retrieval system of reference through the context of culture. The culture context is not defined by its size; it can refer to the whole culture, such as all speaker of a language or to a culture consisting of couple of people (Gerot and Wignell, 1994:172). There is an agreement through knowledge of context where is being pointed to has already known by the people with no doubt. This is inherently given within the society agreement, proper names are usually used in this way, and so align a group of people who's being talked about. For example :

The moon looks so beautiful tonight

The teachers held the meeting today, so we can go home early.

From two example above, the identity of the moon and the teachers is retrieved without someone would ask 'which moon?' or 'which teacher?' because it is known through the cultural knowledge and the smaller culture.

2.4.2 Exophoric

Martin (1992:122) says exophoric is refers to the non verbal. It is mean refers to something outside the text in terms of context of situation. It occurs when the writer refers to someone or something which is not identified in the text but it can be understood from the situation. This type is very common in spoken text. The crucial function of exophoric is reference to the state or item which has not been named.

In exophoric, there are special words grammatical markings which are used to make reference to something in the context of the utterance or speaker, such as those, this, here, there. An axophoric item is one which does not name anything, it signals that reference must be made to the context situation. They must be in the same context which the object they were talking about without futher information and there is no way of knowing the exact meaning of exophoric item because the referent appears in the real world instead of outside the text. For example:

Do you know *that girl*? *She* is cute

Put *it* down next *her*, please.

The identities of ‘that girl’, ‘she’, ‘it’, and ‘her’ will be retrievable of the people who take the conversation in the same place, so they will be able to decode to the object which being pointed to.

2.4.3 Endophoric

Martin (1992:122) says endophora is refers to the context. Endophoric is participant identification with reference to linguistic in the text, namely to what is written or uttered by the interlocutor. It occurs when the writer refers to something or someone which is identified in the text either following or preceding. For example:

Justin bieber has emerald eyes. *He* is a handsome boy and *his* fair is blonde.

The participants of he and his refer to Justin bieber. It means that the identity of the participants are retrievable from inside the context.

He was called Hodor by his parents.

The identity of the male participant identified as *he* has been revealed somewhere before in the text. The endophoric reference ties provide the internal texture of the text. Homophoric and exophoric reference contribute to the text’s situatin coherence. There are 2 type of endohoric such as :

2.4.3.1 Anaphoric

Martin (1992:123) says anaphoric is endophoric reference typically involves presuming information from preceding context or from following context. It means anaphoric is the way to look or to retrieve the main reference item by backward looking of a paragraph or text. Anaphoric is like the opposite of deixis, in which an exepression also get it is interpretation

indirectly but prototypically via a situation element, indicated for instance by a gesture. It occurs when the writer refers back to someone or something that has been previously identified, to avoid repetition.

In binding theory, the study of anaphora is restricted to nominal expression in the same sentence uses; the term “anaphor” only applies to some reflexives and to reciprocals and an antecedent is a segment of text. These sense are directly related to the theoretical tenets of that framework. Binding theory is the module of Government and Binding theory deals with interpretation, more specifically with the indexing of relationship between nominal expression.

Halliday and Matthiessen (2004:552) states anaphoric reference my point ‘backwards’ to the history of the unfolding text, that is to referent that has already been introduced and is thus past of text’s system of meanings. It means that the words refer back to the previous word that already mention before.

Example :

Rudi looks at the outside and find that the rain has stopped and then *he* open the door and go to the office.

He is anaphoric reference to james. He refers to the previous word that have already mention before.

The element that is pointed to anaphorically is called the antecedent. In the textual approach, the element generally called the antecedent must be textual in nature. The identification of the antecedent of anphora is crucial importance for the correct translation. On the other hand, it is vital when translating discourse rather than isolated the sentences since the anphoric reference preceding discourse entities have to be identified.

2.4.3.2 Cataphoric

Cataphoric reference is the opposite of anaphoric reference. Cataphoric reference refers to item of information to be mentioned or it refers forward to another word or phrase which will be used in the text. As anaphoric and cataphoric differ only as to the position of antecedent, both phenomenon have been grouped together by Halliday and Hassan (1976:33) under the umbrella term “endophora”, characterized as having an antecedent ‘within the text’. But term is not widely used, and it is more common to take “Anaphora” to include both anaphora (in the narrow sense of the word) and “cataphora”, just as the word of the antecedent, which literally means ‘placed before’, it also applies when the antecedent is located after the anaphor.

Martin (1992:123) says cataphoric is forward reference between groups is cohesive. It means cataphoric is the way to look or to retrieve the main reference item by ‘forward looking’ of a paragraph or text. In other words that the pronouns appear first and the main reference item appear in the last. Cataphoric reference is less common in speech but can be used for dramatic in writing.

In linguistic, cataphora is used to first insert of an expression in the discourse. For example :

If you want them, there are cookies in the kitchen

I really love it, the dress is absolutely beautiful.

In this sentence, the pronoun them and it (the anaphor) appears earlier than cookies and the dress (the antecedent) that it refers to, the reverse of the normal pattern (anaphor), where a referring expression such as cookies or the dress appears before any pronouns that reference it. Both cataphora and anaphora are the types of endophora. As general rule, cataphoric is much less frequent cross linguistically than anaphora. The cataphoric is not used primarily for the representation or exposition of the narrative course or events, but rather for the manipulation of

the anticipated course, the modulation of area for problem solution in which viewers move and orientate themselves.

2.5 Types of Anaphoric Reference

According to Ruslan mitkov (2013:41), anaphora arises when a referring expression (pronoun, definite noun phrase or proper name) has a non pronominal noun phrase as its antecedent. This most important and frequently occurring class of anaphora has been researched and covered most extensively, and is the best understood in Natural Language Processing (NLP) literature. There are also different types of anaphora such as:

2.5.1 Pronominal Anaphoric

The most widespread type of anaphoric is that of pronominal anaphoric. According to Ruslan mitkov (2013:47), The set anaphoric pronouns consists of all third person personal (*he, him, she, her, it, they, them*), possessive (*his, her, hers, its, their, theirs*) and reflexive (*himself, herself, itself, themselves*) pronouns that refer to the previous words and pronoun plus the demonstrative (*this, that, these, those*) and relative (*who, whom, which, whose*) are anaphoric too. Pronouns first and second person singular and plural are usually used in a deictic manner although their anaphoric function is not uncommon in reported speech or dialogues. For example:

Lucy went to cinema. *She* was happy

John left. *He* said he was ill

From those examples above we can see that both Lucy and John are the antecedents of the anaphoric *she* and *he*.

2.5.2 Lexical Noun Phrase Anaphoric

According to Ruslan mitkov (2013:49), lexical noun phrase anaphoric is realized syntactically as definite noun phrase, also called definite descriptions and proper names. Although personal, reflexive, possessive and demonstrative pronouns as well as definite descriptions and proper names are all considered definite expressions, only lexical noun phrases and not pronouns have a meaning independent of their antecedent. Furthermore, definite descriptions do more than just refer. For example:

Roy keane has warned Manchester United *he* may snub their pay deal. United's *skipper* is even hinting that unless the future Old Trafford Package meets *his* demands, *he* could quit the club in June 2000. Irishman keane still has 17 months to run *his* current 23,000 pounds/week contract and wants to commit *himself* to United for life. Alex *ferguson's* No.1 *player* confirmed; if it is not the contract *I* want, *I* won't sign.

In this text, Roy keane has been referred to by anaphoric pronouns (he, his, himself) but also by definite descriptions (United's skipper, Alex Fergusons No.1 player) and proper name (Irish man). Furthermore, Manchester United is referred by the definite description the club and by the proper name united. Lexical noun phrase anaphors may have the same head as their antecedents or the relationship between the referring expression and its antecedent may be that of synonym or hyponym. Proper names often refer to antecedents whose names they match in whole or in part with exact repetition no being uncommon.

2.5.3 Noun Anaphoric

Ruslan mitkov (2013:50), Noun phrase anaphora should not be confused with the anaphoric relation between a non-lexical proform and the head noun or nominal group of noun phrase. Noun anaphora represents a particular case or identify of sense anaphora. For example:

I don't think I'll have a sweet pretzel, just a plain one.

The non-lexical proform of one constitutes an example of a noun anaphor. Note that one points to the noun pretzel and not to the noun phrase a sweet pretzel.

2.5.4 Verb Anaphoric

Among the other varieties of anaphoric according to Ruslan Mitkov (2013:53), the form of the anaphor, verb anaphora should be mentioned in these sentences:

1. When Manchester United swooped to lure Ron Atkinson away from the Albion, it was inevitable that his midfield prodigy would follow, and in 1981 he did.
2. Romeo Dallaire, the Canadian general in charge, begged for reinforcements, so did Boutros Ghali.

The interpretation of did is determined by its anaphoric relation to its antecedent in the preceding clause. Whereas, in example (1) the anaphor did stands for the verb follow, the verb anaphor did in (2) replaces the verb phrase begged for reinforcements.

2.5.5 Adverb Anaphoric

Ruslan Mitkov (2013:55), also distinguishes adverb anaphoric which can be locative such as there or temporal anaphora such as then.

1. Will you walk with me to the garden? I've got to go down there and Bugs has to go to the longhouse.
2. For centuries archeologists have argued over descriptions of how Archimedes used concentrated solar energy to destroy the Roman fleet in BC. Historians have said nobody then knew enough about optics and mirrors.

As previously illustrated with first second personal pronoun, adverbs of this type are frequently used not anaphorically but deictically, taking their meaning from contextual elements such as the

time or location of utterances. It has already been shown that the anaphors can be verb and adverbs, as well as nouns and phrases and thus span the major part of speech categories.

2.5.6 Zero Anaphoric

Another important class of anaphoric reference according to Ruslan Mitkov (2013:57), form of the anaphor is zero anaphora or ellipsis. Zero anaphors are invisible anaphors at first glance they do not appear to be there because they are not overtly represented by a word or phrase. Since one of the properties and advantages of anaphors is ability to reduce the amount of information to be presented via abbreviated linguistic forms, ellipsis may be the most sophisticated variety of anaphora. The use of zero anaphoric as a means of maintaining reference clearly creates an expectation that the listeners will be able to infer who or what the speaker intends to identify. It is also another obvious case of more being communicated than is said.

For example: Peel an onion and slice it, drop the slices into hot oil, cook for three minutes.

When the interpretation requires us to identify an entity, as in cook for three minutes and no linguistic expression is present, it is called zero anaphoric. The use of zero anaphoric as a means of maintaining reference clearly creates an expectation that the listener will be able to infer who or what the speaker intends to identify. It is also another obvious case of more being communicated than is said.

2.6 Previous Study

The writer takes four previous research that related to this research which the title is Discourse Analysis Of Anaphoric Used In Movie Script 'Theory Of Everything, The Role Of The Anaphoric Referential Relations In Facilitating Reading, Anaphoric Reference In Justin Bieber's Album Believe Acoustic, Anaphoric Reference In The Narratives Of Individuals With Developmental Language Impairment. That will be explained in the following:

The first was written by Nisfatul Islamiah (2018), entitled “*Discourse Analysis Of Anaphoric Used In Movie Script ‘Theory Of Everything’*”. The research was conducted based on movie script ‘theory of everything’ and students analyze movie script based on part of Anaphoric and improve their ability to write and their skill in writing. The result of analyzing movie script were there are many students unable to identify parts of anaphoric on movie script. The difference in analyzing movie script. The similarities between her research and the researcher’s are that focused on anaphoric.

The second was written by Mona Elamin Elnour Ali (2017), entitled “*The Role Of The Anaphoric Referential Relations In Facilitating Reading*”. The research was investigating the influence of referential on facilitating reading students. The result of some students low knowledge of discourse anaphoric. The differences between her research and the researcher are she ask the students to read and directly identify anaphoric and she used experimental and control group in her research. The similarities between his researcher and the researcher’ are on the research approach that is give a test from the text and identify anaphoric. The previous researcher was also anaphoric reference in his research, it is same with the researcher.

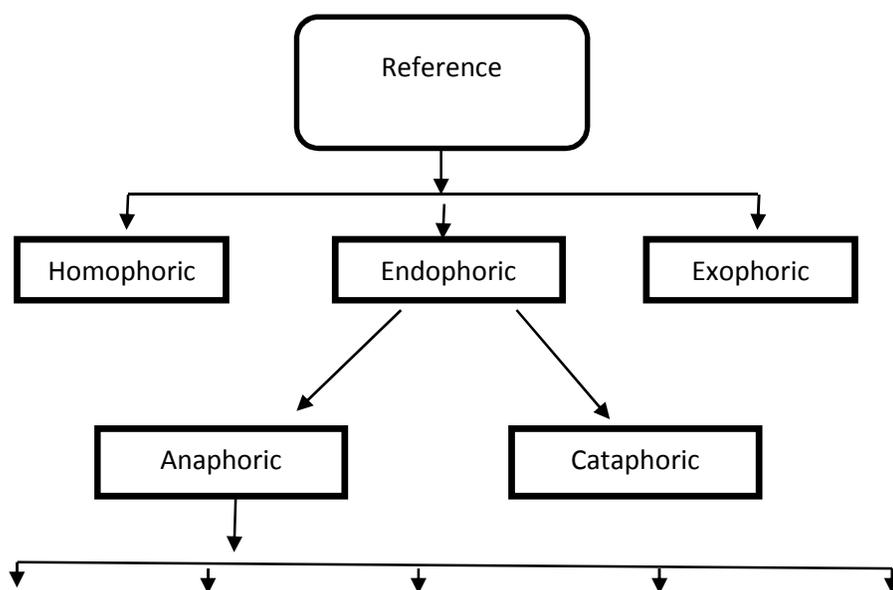
The third thesis was written by Hisarmauli Desi Natalina Situmorang (2012), entitled “*Anaphoric Reference In Justin Bieber’s Album Believe Acoustic*”. The research was applied to investigate the types of Anaphoric Reference through Justin Bieber’s Album Believe Acoustic, counting the dominant types, and describing the implication of the dominant types used in the album. The result of the research show that types of anaphoric, it can be seen that zero anaphora it become the most dominant used in Justin Bieber’s album, and has an implication that Justin Bieber as the song writer did not want to show his feeling obviously. As the composer, Justin tried to create an implicit lyric but has a thoughtful meaning as well. The similarities between

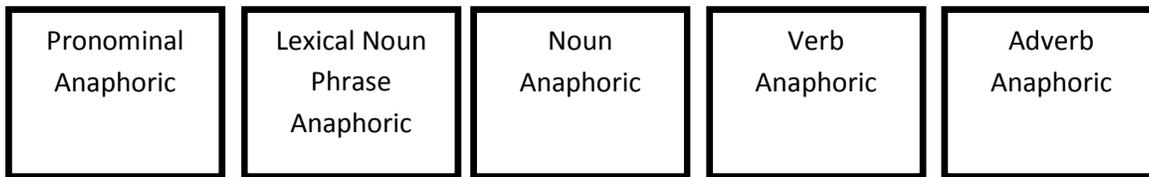
her research and the researchers' are that thesis focused on analyzing student indentifying anaphoric, then the data participants are learners. The previous researcher used case study in her researcher used quantitative research design.

The fourth thesis was written by Janis Oram (2010), entitled "*Anaphoric Reference In The Narratives Of Individuals With Developmental Language Impairment*".The research was investigating anaphoric pronoun in developmental language impairment.The result obtained on each cycle showed that either the first cycle or the second had different percentage in minimizing the students' errors in building sentences. The percentage of error in the pre-test could be reduced in every cycle. The mean score of each cycle also showed the differences.

The similarities between his researcher and the researcher' are on the research approach that is classroom interaction research, the object of the study that is narrative text, and the data analysis that use writing test, and calculate the achievement of the study. The previous researcher was also anaphoric reference in his research, it is same with the researcher.

2.6 Conceptual Framework





CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Arikunto (2006:160) states that research design is the researcher's way to collect the data. This research was conducted in descriptive quantitative and descriptive qualitative.

3.2 The Population and Sample

According to (Arikunto, 2010:232) Population is a set or collection of all elements processing or more attributes processing. Population is the students at second grade of SMP Swasta Romalbest Medan. There is only one class consisting of 30 students was the population in this study. Is The total population was the sample in this study which called total sampling.

3.3 The Instrument of the Research

The instrument is the tool or facility, that can be used by study in setting the data to make more easily (Arikunto 2002:136). The instruments used in this study are test and observation

1. Test : the test is fill in the blank consist of 50 question.
2. Observation and interview : the writer was see the students difficulties in test and interviewing.

3.4 The Technique of Collecting Data

In this study, the writer uses the descriptive quantitative and descriptive qualitative research approach. The data was collected as the follow:

1. administering the test.
2. Analyzing the students and interviewing students difficulties in mastering the anaphoric reference.

3.5 The Technique of Analyzing Data

This study apply the quantitative and qualitaive data, the procedures are:

1. Calculating each students percentage score

The writer was give text filling the blank. In scoring test the cumulative score range is from 0-100. The correct answer is counted by using formula.

$$S = \frac{R}{N} \times 100$$

Where:

- S : Score of the test
R : Number of the test
N : Number of test item

2. Tabulating students score
3. Concluding the result of study

Next, to categorize the number of students competence, the writer used percentage formula to measure the ability of the students. $P=R/T \times 100\%$

Where:

P : the percentage of students who get the score 70

R : the number of students who get 70 up

T : the total number of the students who do the test

4. . Observation and Interview

Identifying the students ability and interviewing students difficulties.

