CHAPTER I

INTRODUCTION

In this chapter, the writer will explain about background of the study, problems of the study, objectives of the study, significance of the study, scope and limitation, and the definition of the key terms.

1.1 Background of the Study

Language is very important in society. It is required for people to communicate to each other. People use language to communicate. They deliver their meaning and feeling through language. It takes two or more people in order to share their information, opinion, ideas and feeling. Gumperz in Wardhaugh (1992:15), states that "Communication is a social activity which requires coordinated efforts of two or more individuals. Communication deals with social activity which involves more than one person. It usually occurs between the speaker and the hearer (receiver)".

To send their message, the speakers can use spoken or written language. Spoken language is a means to send message from the speaker to the hearers orally. Written language is a means to send message from the writer to the readers by using the printed media. Halliday (as cited in Nunan, 1993:9) suggest that written language is used for action (for example, public signs, product labels, television and radio guides, etc), for information (for

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example, newspaper, advertisement, political pamphlets, etc) and for entertainment (for example, comics, poetry, drama, fiction books, etc).

Gerot and Wignell (1994: 161) state that spoken and written language are both complex but done in different ways. Spoken language tends to be complex lexically. Spoken language tends to be grammatically intricate whereas written language tends to be lexically dense. It can be said that language is a means communication.

Lexical cohesion is a type of cohesion which highly contributes to the application of the general role of cohesion which is the one of linking two or more words, expressions, sentences, etc. When looking more deeply on the patterns and regularity of cohesion, this type of linking is important to mention. According to Halliday and Hasan (1976:8), "cohesion is a semantics relation between an element in the text and some other element that is crucial to the interpretation of it". The cohesion refers to relation of meaning that exists within the text. It is a semantic relation among elements of the text that makes a text meaningful. "Lexical cohesion is the cohesive effect achieved by selection of vocabulary" (Halliday and Hasan, 1976:274). It means that cohesion in a text composed by selection vocabulary and lexical cohesion is part of cohesion that concerns with connection word used.

A drama is a work of literature or a composition which delineates life and human activity by means of presenting various actions of dialogues between a group of characters (Reaske, 1966: 5). Drama is the art of writing and presenting plays, a series of exciting events. Drama is chosen since it is

interesting and it contains of writing and presenting plays which can be observed by using lexical cohesion and heteroglossia from utterances and conversations of the drama script. The lexical cohesion and heteroglossia including the part of discourse analysis, because it is concerned with study of the relationship between language and context in spoken or written interaction. In linguistics, Cohesion is the use of language forms to indicate semantic relations between elements in a discourse. Cohesion is about how sentences and parts of sentences are related to one another and be required to make the text cohere. Heteroglossia is the one of concept to make the unity of text easier to understand the context especially in meaning. *The Cherry Orchard* is one of the landmark plays of the modern theatre, not only for its compelling subject matter and psychologically nuanced characters, but for its rich and revealing production history.

Mikhail Bakhtin, in dealing with language, propounds the notion of heteroglossia, which falls under the concept of dialogism. The term heteroglossia refers to the internal stratification of languages into many different (social) varieties. "Heteroglossia is a situation of a subject surrounded by the myriad responses he or she might make at any particular point, but any one of which must be framed in a specific discourse selected from the teeming thousands available" (Holquist, 2002:67). It is an inevitable phenomenon with unique points of view and forms of conceptualizing by various meanings and values.

Studies about lexical cohesion and heteroglossia have been conducted in many different ways in different research objects. As Philipp Sebastian Angermeyer (2003) on journal of Spanish Sociolinguistics, he did research entitled *Lexical Cohesion as a Motivation for Codeswitching: Evidence from Spanish-English Bilingual Speech in Court Testimonies*. The study was conducted in Spanish and it analyzed how speakers use insertions in an attempt to establish cohesive ties to utterances that they or others have made previously in the course of a bilingual conversation. This study has shown that lexical cohesion has to be regarded as an important factor determining lexical choice in bilingual speech.

Laala Djamila (2010) did research entitled *Shifts in Translating Lexical Cohesion from Arabic into English* by student of English at Mentouri University. The study was conducted to investigate how frequently first year master students of English shift the source text (Arabic) lexical cohesive patterns in the target language (English), as well as the textual and the semantic implications resulting from translation. This study has shown that the students shift most of the lexical ties, and their shifts are not as successful as to establish textual and discoursal equivalence.

In 2008, Ririn Setyowati conducted a research entitled *A Study of Cohesive Devices Found in the Main Character's Utterances of Drama ''Macbeth'' by William Shakespeare*. The study was conducted in The Main Character's of drama ''Macbeth'' and it analyzed the types of grammatical and lexical cohesion. This study has shown out the cohesive devices both in

grammatical and lexical cohesive devices. On the grammatical cohesive devices which comprise reference, ellipsis, substitution and conjunction, this research finds that the most widely used is reference which function is to indicate reference pronoun and on the lexical cohesive devices which cover reiteration and collocation.

Ludmila A. Marchenkova (2005) did research entitled *Interpreting Dialogue: Bakhtin's Theory and Second Language Learning.* The study was conducted to investigate how Bakhtin's theory of dialogue can be useful in SLA. This study seeks to establish the relevance of Mikhail Bakhtin's theory of dialogue to second language acquisition (SLA) theory and research. As the foundation of Bakhtin's theories of language, culture, and identity, the theory of dialogue has been chosen out of Bakhtin's legacy because it explains interpersonal and intercultural communication. This study has shown that the novelty of Bakhtin's approach consists in the dialogic understanding of language, culture, and the self.

Shirley Anne Tate (2007) on Journal entitled *Foucault, Bakhtin, Ethnomethodology: Accounting for Hybridity in Talk-in-Interaction.* This study uses the exploration of hybridity as an everyday interactional achievement within Black "mixed race" British women's conversations on identity to look at the production of an analytic method as process based on the task of the analyst as translator. This study has shown the method as process *thinks* the links between Foucault and Bakhtin in the emergence of an ethnomethodologically inclined discourse analysis.

In 2012, Dutki Stanley researched about *A Bakhtinian Reading of Okot P' Bitek's Song of Lawino and Song of Ocol*. The research focused on Bakhtin's concepts on language relevant to this study and to assess the extent to which these concepts apply to Okot p'Bitek's 'Songs'. This study used Bakhtin's theory of dialogism to interpret Okot p'Bitek's Song of Lawino and Song of Ocol. This study seeks to map out the concepts on language as postulated by Mikhail Bakhtin and apply them in the literary works of Okot p'Bitek. The study is limited to Okot p'Bitek's Song of Lawino (1966) and Song of Ocol (1970). The researcher identified in Song of Lawino and Song of Ocol as having features of heteroglossia compare with titles, behaviour, music, animals and plants as the result of this research.

The studies above showed that the uses of lexical cohesion and heteroglossia of Bakhtin theory represents the social background of the users who are often regarded as people who think less about the lexical cohesion and heteroglossia. Moreover, that kind of research helps people to understand the language variation used by few people in order to grab the whole intended meaning. Therefore, the writer is interested in raising the issue again but in a different research object. This study discusses about the lexical cohesion and heteroglossia used in a drama script entitled *The Cherry Orchard* written by Anton Chekhov.

Anton Chekhov is one of the greatest playwrights of modern times. His works reflect the frequently turbulent developments specific to Russia in the years leading up to the communist revolutions, but their lasting appeal lies

in Chekhov's talent for exploring universally human situations with grace and insight. In 1899, Chekhov gave the Moscow Art Theatre a revised version of an early play, now titled Uncle Vanya. Three Chekhov plays, Vanya, The Three Sisters (1901), and The Cherry Orchard (1904) are masterpieces of the modern theatre (Kramer, 2011:5-6).

The story is about a Russian family that is unable to prevent its beloved estate from being sold in an auction due to financial problems. The play has been dubbed a tragedy by many of its latter producers. However, Chekhov labeled his play a farce, or more of a comedy. Although this play has a very tragic backdrop of Russia's casualty-ridden involvement in both World Wars and the Communist Revolution, the characters and their situation suggest a struggle against the upcoming loss of the orchard.

However, as stated before that many previous studies concerning about lexical cohesion and heteroglossia research were conducted on field, it will give this study a limitation. Drama is chosen since it is interesting and it contains of writing and presenting plays which can be observed by using cohesion devices from words, sentence and utterances of the drama. The writer analyzed the Bakhtin concept of heteroglossia to analyze the contents of drama to make the reader understand more about the dialogue of the drama script. Cohesion is important both to the reader in constructing the meaning from a text and to the writer in constructing the meaning from a text and to the writer in creating a text that can be easily comprehended.

1.2 Statement of Problems

Based on the background of study above, there are two statements of the problems addressed in this study, they are:

1. What are the types of lexical cohesion used in the drama script *The Cherry Orchard*?

2. How are classifications the concept of heteroglossia when interpreted through drama script *The Cherry Orchard*?

1.3 Objectives of the Study

The writer conducts this study to answer her statements of problems to:

1. To identify the lexical cohesion found in the drama script entitled "The Cherry Orchard".

2. To classify the concept of heteroglossia in the drama script "The Cherry Orchard"

1.4 Significance of the Study

The significance of this research practically is expected to be additional references to enrich more understanding about lexical cohesion and heteroglossia. It can help people who are interested in learning drama will understand the ideas, perspectives and characteristics of the Modern Theatre. Enriches the study of literature generally, and the study of drama and cohesion and Bakhtinian aspects. In addition, this research will be valuable source or reference for those who concern with discourse analysis especially

for those who are studying lexical cohesion and heteroglossia. Hopefully, this research will contribute to the next researchers who want to conduct the similar research with different object.

1.5 Scope and Limitation

The scope of this study is focuses on discourse especially in lexical cohesion and heteroglossia analysis that happens in *The Cherry Orchard* drama script. The focus is on how to find out and analyze the lexical cohesion and how to find out and analyze Bakhtinian concept of heteroglossia interpretation based on drama script. The study is limited to use *The Cherry Orchard: A Comedy in Four Acts (1904)* drama script by Anton Pavlovich Chekhov. The researcher used the English translation of drama script by Julius West 1916, which consists of 36 pages, it is because the original script using the Russian language.

1.6 Definition of Key Terms

To make this research clearer, there must be an explanation to explain more detail or specific from the concept.

1. Discourse analysis is concerned with the study of the relationship between language and the context in which it is used, and it is not only concerned with the descriptions and analysis of spoken interaction but it is equally interested in the organization of written interaction (McCarthy, 1993:5).

2. Cohesion is "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).

3. Lexical cohesion is defined as "the cohesive effect achieved by the selection of vocabulary" (Halliday and Hasan 1976: 274).

4. Heteroglossia is an inevitable phenomenon with unique points of view and forms of conceptualizing by various meanings and values. (Bakhtin, 1986: 291).

5. Anton Pavlovich Chekhov is the author of *The Cherry Orchard* drama. He is one of the greatest playwrights of modern times.

6. *The Cherry Orchard* is the title of the drama written by Anton Pavlovich Chekhov. It is a Comedy in Four Acts (1904).

7. As cited from http://www.oxforddictionaries.com, "Script is a written text version of a play, film, or broadcast".

8. Drama is a work of literature or a composition which delineates life and human activity by means of presenting various actions of dialogues between a group of characters (Reaske, 1966: 5).