

CHAPTER I

INTRODUCTION

This chapter consists of five chapters. They are: background of the study, statement of the research problems, objectives of the study, significance of the study, and scope and limitation of the study.

1.1 Background of the Study

Language is the main instrument of human society for communication with others. Besides, language also has function as the instrument of socialization and self-expression. It can be a form of sounds, signs, or written symbols. It consists of a word or a group of words which each of it has meaning. In the development of era, language appears as instrument of communication that has many features of language style which is found in many various media such as in children books.

There are many interesting children books which have unique language style, one of them is nursery rhyme book. Based on Oxford Bibliographies (2013) nursery rhyme is known as Mother Goose rhymes, it can be broadly defined as short songs and verses often read or sung to, or by, young children. Generally, these verses are anonymous. Many familiar nursery rhymes are centuries old and originated as part of a long oral tradition.

Holman B.,; and Synder M. (2013) mentioned that nursery rhyme covers a variety of poems for kid, the lullabies, counting game, riddles and rhymes fables that introduce the rhythmic, mnemonic, and allegorical. It has the function of cognitive development and also helps children to socialize in any society. Besides, it is also well known as the effective instrument to teach early reading skills and phonemic awareness to the children.

Hallie Yopp (2012) said the progression of phonemic awareness development in pre-school, kindergarten, and early first grade includes the ability to hear rhymes or alliteration, to blend sounds to make a word (e.g., /a/-/t/ = at), to count phonemes in words (how many sounds do you hear in “is”?), to identify the beginning, middle, and final sounds in words, to substitute one phoneme for another (e.g., change the /h/ in “hot” to /p/, to delete phonemes from words (e.g., omit the /c/ from “cat”).

Traugott and Pratt (in Rudi Sugiharto: 2000) state that style is the result of a tendency of a speaker or writer to consistently choose certain structures over others available in the language. Besides that style talks about a very distinctive way how a person uses his or her own language consistently to express his or her ideas, in order to be different from others.

The writer chooses the book entitled *Nursery Rhymes* that is published by Brown Watson become the source of data of this study due to the unique language style in it and the popular of the book. See the example:

“It’s raining, it’s pouring,
The old man is snoring.
He went to bed and bumped his head,
And couldn’t get up in the morning!”

(Example is taken from Nursery rhymes 2009, p.63)

This nursery rhyme uses standard vocabulary words that the reader can understand the meaning clearly. However, this sentence construction is not used in a formal occasion. So that, it is categorized into informal style. The sentence construction also puts the important information and stresses it in the beginning of the sentence. While, the next sentence is as an explanation to explain the previous sentence. This style is called anticlimax.

Besides, assonance style is also found in this nursery rhyme. Assonance is repetition of the same vowel. It can be found in the first line “It’s raining, it’s pouring”. It repeats the same vowel “i” in the sentence to stress the word construction.

Nursery Rhymes book that is published by Brown Watson is not only popular in abroad, but also in Indonesia country. It can be known from many bookstores which sell this book, such as in Gramedia, Uranus, and Erlangga bookstore. It helps Indonesian kindergarten teacher to teach English skill to their students because this book consists of English learning that is needed by them.

There have been a number of valuable studies of nursery rhyme (Harper, 2011; Devina, 2013), all of which present the important of nursery rhyme to improve the children’s knowledge. However, none of these studies provide the language style inside nursery rhyme which can improves the knowledge of children’s language. Therefore, this study is important to be conducted.

1.2 Statements of the Research Problems

Based on the background of the study, there are two problems that the writer considers crucial to solve in this analysis. Those are stated as follows:

1. What are the language styles used in *Nursery Rhymes*?
2. What language styles dominantly appear in *Nursery Rhymes* based on diction, structure, and meaning?

1.3 Objectives of the Study

Based on the research problem, there are two objectives which will be accomplished. The objectives can be formulated as follows:

1. To explain the language styles used in *Nursery Rhymes*.
2. To describe the language styles those dominantly appear in *Nursery Rhymes* based on diction, structure, and meaning.

1.4 Significance of the Study

The study is for the development of stylistics theory. For academic purpose, the result of the study will enrich the available collections of stylistics studies specifically those concerning in a children book. The writer tries to explain language style based on diction, structure, and meaning in *Nursery Rhymes* published by Brown Watson. Besides, the writer also tries to describe the language style which the most often appears in *Nursery Rhymes* published by Brown Watson.

While practically is for everyone who wants to be children book writer. They will know the style of written language in general and the style of written language in a children book in particular. It can become a contribution for them to write the children book by using an appropriate language style.

1.5 Scope and Limitation of the Study

The scope of this study is stylistics studies. This study is concerned with the various styles proposed by Keraf (2005). They are style based on diction, style based on sentence structure, style based on meaning, and style based on tone. But, the writer did not use style based on tone, because this tone requires the sense of hearing. The writer focuses on analyzing forty four nursery rhymes insides *Nursery Rhymes* book. The data is observed in form of sentences, phrase and words in English. The pictures, signs, or symbols are not discussed.