

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is an essential part of the communication. Without language, people cannot interact well with others. People say what they think and feel with language. Language is used in different contexts and situations of daily life. Language, either in oral or written form, is social instrument which is used to interact with others.

Grammar is one of the important elements in language use, although, each language has different grammar. According to Halliday (2004), the model of grammar that discusses theories of functional linguistics or functional grammar is called *Systemic Functional Linguistics* (SFL). Grammar is also one of the basic principles of SFL theory to express the speech function. Furthermore, when speech function occurs in the conversation and sets of clause system in SFL, it refers as mood and residue.

The first element is mood. Mood is used to refer a verb category or form which indicates whether the verb expresses a fact, command, question, condition, or wish (Oxford Dictionary). In this case, mood is used to express statements, make commands or instructions to someone to do something, make questions, make requests which depend on condition or situation that happen, and express a possibility. In contrast, Eggins (2004) suggests that mood is interpersonal meanings realized within the conversation. Halliday (2004) states that mood is

divided into two types; there are mood system and mood structure. Mood system can be classified into three elements, which are declarative, interrogative, and imperative. In the mood structure there are two elements: subject and finite. First, subject is the nominal group in the clause and it forms a proposition, or something by reference in which the proposition can be denied. Second, finite is verbal group in the clause which it has the function of making the proposition finite.

The second element of SFL is residue. Sometimes it is labeled as 'proposition'. However, this term is not very appropriate because the concept of proposition applies only to the exchange information. Actually, the exchange will return to the structure of the residue. There are three parts of residue: predicator, complement, and adjuncts (Halliday, 2004).

According to Eggins and Slade (1997), the predicator encodes the action or process which is involved in the clause. It gives content to the verbal element of the proposition, telling listeners (or reader) what is happening. The predicator is just like finite, but it is expressed within verbal group. It means that in the verbal group the constituent usually functions as finite and predicator.

Complement is an element within in the residue that has the potential of being the subject but is not (Halliday, 2004). It can be classified as adjective or dependent clause (noun clause). Complement is like subject, but it is expressed within nominal group on a head noun. Usually in a clause, there are two nominal groups, which one as a subject and one as a complement.

The last, adjuncts are one of additional element, rather than essential to the proposition. The function of an adjunct is to add extra information about events

expressed in the core of the proposition (Eggins & Slade, 1997). Adjunct is also called as an adverbial group or prepositional phrase or conjunctions. It is expressed through all of the word classes that do not express subjects, complements, finites, and predicators.

For instance,

Frankly, I can't stand the situation in my office.
And what do you want?

(Emilia, 2014, pp. 125-128)

Based on the first example, the word *frankly* is the interpersonal adjuncts within the third subclass, that is *comment adjunct*. The function of this word is to express an assessment about the clause as a whole. This type can express some meaning, such as meaning of assertion, meaning of how desirable, etc (Eggins, 1994). While in the second example, the word *and* is textual adjuncts, which is *conjunctive adjunct*. The function is to provide linking relations between one clause and other. Like in the second example above, usually a sentence uses conjunctive adjunct such as *and*, *so*, *but*, etc. Both of the examples have different types and the functions of adjuncts in the sentence meaning that occur.

In this study, the writer focuses her attention on adjunct. The phenomenon of adjunct is not only often found in daily communication, but also in many kinds of written texts, such as articles, news, plays, etc. Adjuncts can be found in the plays, especially in the conversations or dialogues between characters because there are many types of adjuncts that are used. One example of the texts is the short play by Wendy Wasserstein, whose contents of scripts are used to give comprehension to the readers about plot of the story.

Wendy Wasserstein was an American playwright. She graduated from Mount Holyoke College (1971) and received a Masters of Fine Arts (M.F.A) from the Yale School of Drama (1976). After that, she produced some plays, such as *The Man in a Case*, *The Sisters Rosensweig*, *Isn't It Romantic*, and *An American Daughter*. Moreover, Wendy Wasserstein was an award winning playwright of such works as *The Sisters Rosensweig* and *An American Daughter*. One of her work *The Heidi Chronicles*, won a Tony Award for best play and a Pulitzer Prize for Drama in 1989. In this study, however, the writer will just focus on *The Man in a Case* short play.

The writer chooses short play written by Wendy Wasserstein as the source of data because the story is interesting. Moreover, in the short play, the writer found many words and phrases contains adjunct. The story tells about a man and woman who are falling in love and there is few humorous situation in some scenes. The writer uses adjuncts as the topic of the present study because they are often used in daily conversations. That is why the writer chooses the topic to be analyzed.

There are two previous studies related to adjunct of residue. The first was conducted by Lina Hartatik (2012). The second was conducted by Anita Rustiana (2011). Both of them do not discuss about adjunct in the short play *The Man in a Case*. Therefore, their studies are important to support the writer's study, particularly in Systemic Functional Linguistic (SFL).

1.2 Statements of Research Problems

Based on background of the study, the formulation of the problems as follows:

- 1) What are the types of adjuncts found in *The Man in a Case* short play by Wendy Wasserstein?
- 2) What are the functions of adjuncts found in *The Man in a Case* short play by Wendy Wasserstein?

1.3 Objectives of the Study

Based on the statements of research problems, the purpose of this study are:

- 1) To explain the types of adjuncts found in *The Man in a Case* short play by Wendy Wasserstein.
- 2) To explain the functions of adjuncts found in *The Man in a Case* short play by Wendy Wasserstein.

1.4 Significance of the Study

Theoretically, the result of this study is expected to give contribution to the some institutes, especially in *Systemic Functional Linguistics* (SFL). The findings of this study are expected to be reference to the ideas in linguistics which about SFL study, particularly adjunct. The writer aims to give more comprehension about the analysis of adjunct found in the play scripts. Moreover, this study is expected to facilitate other researchers and to enrich the theoretical framework for Systemic Functional Linguistic (SFL) or Systemic Functional Grammar (SFG).

Practically, the writer hopes the study can give more explanation about SFL to make the readers easier to understand and used in the future research that deeper. Moreover, this study can give an additional knowledge about adjuncts that are used in the written text. This study also can support the next researcher who analyzes with different phenomenon.

1.5 Scope and Limitation of the Study

The scope of this study is adjuncts of residue, which is the second element of *Systemic Functional Linguistics* (SFL). Meanwhile, this study focuses on the types and functions of adjuncts theory proposed by Halliday (2004) as the main theory. Moreover, there are some theories to support this study, which are proposed by Eggins and Slade (1997). Furthermore, the limitation of this study is words and phrases in the play of *The Man in a Case*.