

Chapter I: Introduction

This chapter attempts to present a brief outline of the background of study as well as theoretical issues regarding linguistic language and literary language which deal with this study, a query in the research question followed by research objective, delimitation of the study which is compiles the scope of the research which is the focus of this study; figurative language and non-figurative language, as well as significance of research which presents a highly significant in terms of theoretical and practical contribution.

Background of Study

English Department students as the foreign language learners have two major subjects are being taught; linguistic and literature. In addition, According to Lyons (2002), linguistics as the scientific study of language, whereas literature as the art study of language as cited in Jakobson & Genette, 1995, p. 238. Furthermore, literary language related to the figurative language, metaphor, poetic language and linguistic language tend to the non-figurative language, grammatical, structural (Ahmad, 2012).

The phenomenon of language dominant comes from psycholinguistic view. It is the study about the relationship between language and brain. Psycho-linguistically, the division of language and brain is called lateralization. According to Richard and Smith (2002, p. 1763) lateralization is “the development of control over different functions in different parts of the brain”. Both left hemisphere and right hemisphere have their own different characteristic. Left hemisphere for instance, deals with

language, non-figurative language and mathematics while right hemisphere deals with music and figurative language (Torrance in Brown, 2007, p. 134). Likewise, there is a gap between the two major subjects of language into lateralization view. The tendency of producing language is a part of lateralization. Further, Lateralization is a scientific major reason of this study is need to be conducted.

On the other hand, although the language is in the left hemisphere, but did not rule out the possibility that the tendency of language is something general, that is not always the person who tends to the left brain cannot produce figurative language which language is in right hemisphere. According to Danesi, even there are some differences between the characteristic of left and right hemisphere, but we have to know that both hemispheres are operating together as a team. (Danesi 1988 in Brown, 2007, p. 134). Therefore, this is the gap that I want to observe from the language point of view, researchers can be detached from the standpoint of the brain itself.

Hence, this research is more focus on seeing the English Department students' language. As the foreign language learner, English Department students are more likely to produce the figurative language or they tend to produce the non-figurative language.

In contrast, a research on the role of the hemispheres' had been conducted by Juliandini (2013) as the one of the previous studies related to this research. Her research was about the analysis of the hemisphere's role of English Department students at Universitas Negeri Gorontalo in producing figurative language. The

seventh semester students of English Department were the participants of her study. The result of her research states that the English Department students are dominant in left hemisphere by producing figurative language. As a result, she stated that English Department student have insufficient creativity to produce figurative language

For this reason, this research is more focus on their language not on the role of the hemisphere, whether they are likely left hemisphere or right hemisphere because, theoretically it have been proven by researchers previously and there is still strong discussion whether they are separate or not. As a result this is the difference between the previous studies and this study.

Based on the phenomenon above, then it is interesting to identify language dominant of English Department students, particularly the used of figurative language and non-figurative language in creative writing. The focus of this study is on the language; figurative language and non-figurative language. The aim of this study is finding out the students' language produced in creative writing, creative writing is one type of writing that is defined as the act of writing to express thoughts and feelings in the form of imaginative, spontaneous, and original (Gerrard, 1996).

For instance, to clarify this point the following data are viewed below.

(1) *“The rainbow is an arc of colored light in the sky caused by refraction of the sun's rays by rain”*

(2) *“The rainbow is a promise in the sky”*. (Reyes, 2012, p. 19)

At the first example, the intention is to describe what a rainbow is, whereas at the second, the intention is to portray a veiled meaning or contains figurative language; metaphor. Thus, in the first example, the communicative success is based on making a precise description of a rainbow, each words in this context are very clear in terms of their linguistic feature or semantic meaning, whereas in the second, is contain the characteristic of literary language; figurative language, in this case, metaphor meaning, it can be seen from the correlation between the word rainbow and promise. Moreover, this is the focus of this study is to analyze English students' language, they are more likely to produce non-figurative language or figurative language.

Linguistic phenomenon that demonstrates a correlation between one thing with another in forming a figurative language and non-figurative language is at the level of semantics that serves as the theoretical basis and fundamental analysis. Disclosure of relationships in a language can be strengthened by applying the components of meaning that the use of the (+) and (-) sign to create a dividing line between the lexical unit with other lexical units in order to clarify the intended meaning and prove the effectiveness of the language (Wulansari, 2015).

Then to support this research, this study took place in Letters and Culture Faculty in Universitas Negeri Gorontalo, specifically at English Department. The participants of this study are the English Department students. They are chosen based on some aspects. Not only, because they are foreign language learners, but also

because this study requires data in English. English students on this research are students who have passed Writing I and Writing II subjects, and they have good academic record, which is ≥ 3.5 of GPA.

Based on the background above, the researcher interested to investigate what language tends to be produced by English Department students. The English Department students tend to produce figurative language or tend to produce non-figurative language in creative writing. The reason why I choose creative writing as the object of this study is not only because creative writing play an important role in creativity of language to measure students' tendency in using language but also because there is no previous research which conduct the creative writing as a source of the data.

On that ground, this study must be conducted because this study can show the reader who concern about what language tend to produce of English Department students as the language learners. What more is, this study focuses on analysis non-figurative language and figurative language from the psycholinguistic point of view and also can be used as brand new information.

Research Question

Specifically, this study focuses on the following one research question:

What language tends to be produced by English Department students in creative writing?

Research Objective

Based on the problem statement, this study intends to explore the language which tends to be produced by English Department student. Whether they tend to produce Non-Figurative language or they tend to produce Figurative language by seeing the results of their creative writing.

Delimitation of study

Specifically, this study only focuses on mapping students' language in creative writing. Whether the English students are tend to produce the non-figurative language or tend to produce figurative language. The researcher limits the analysis on the description of types of figurative language, non-figurative language used in the creative writing by using the componential analysis. The framework of the analysis is using Abrams' types of figurative language; there are metaphor, simile, personification, and hyperbole.

Additionally, the participants of this study are English Department students of Universitas Negeri Gorontalo who have passed Writing I and Writing II subjects, and they have good academic record ≥ 3.5 .

Significance of Research

A successful research is guaranteed a highly significant concerning of theoretical and practical contribution.

In terms of theoretical contribution, this study is expected to be conducive for some aspects. For lecturer on this occasion, this study can help lecturers to know their

students' language capability whether figurative language or non-figurative language, and it also helps them to decide the best method for students who are dominated in figurative language or non-figurative language.

On the practical contribution, this study can be utilized as a kind of reference in linguistic particularly semantic study. Moreover, further researcher can utilize this present study as a source of new perspective for them who are interested in the same point. For the students, this study may urge them to take semantic as the subject of their study, furthermore, this study can enhance students in delivering creative writing. This study also can help students to recognize what types of language dominating them. It also can be used in upgrading their writing skill particularly in creative writing.

In addition, this study can be utilized as a pilot study for them. For English Department, this study can be connected with a specific goal to know their students' enthusiasm for conducting a research whether linguistic or literature.