

CHAPTER II

LITERATURE REVIEW

A. Grammar

1. Nature of Grammar

One of important components in English is grammar. According to Hornby (2000: 586), grammar is the rules in a language for changing the form of words and joining them into sentences. Grammar is concerned with how sentences and utterances are formed (Carter and Ronald, 2006: 01). In line with Carter and Ronald, Swan (1998: 19) states, “Grammar is the rule that says how words changed to show different meaning, and they combine into sentences”. Concerning to the previous statement, Haussamen (2003: xii) states:

The term grammar refers to two kinds of knowledge about language. One is subconscious knowledge, the language ability that children develop at an early age without being taught. The other kind of knowledge is the conscious understanding of sentence and text that can help students improve their reading and writing abilities by building on that subconscious knowledge.

It can be said that grammar is the rules about how to form sentences and utterances that represent our intent.

2. Importance of Grammar

In English, one of aspects which is important is grammar. Students are expected to master grammar in order to be easy in understanding meaning of what they listen and read as well as what they speak and write has good form and clear meaning. Acquiring grammatical of the target

language is important because the lack knowledge of grammatical system would limit the capacity in communication (Nunan, 1991: 152). Baehaqi (2005: 1) says grammar has two purposes that are to understand what someone said and to convey our opinion and idea precisely. It means that by learning grammar, students can understand the meaning and the structure of the sentences very well.

Based on the explanations above, it shows how important grammar is dealing with the form and meaning of the sentence. In conclusion, grammar is rules of how to combine, arrange, or change words to make meaningful sentences that can be understood by others. Moreover, grammar can also support the students' competence in both productive and receptive skills in English.

B. Cleft Sentence

1. Nature of Cleft Sentence

Cleft sentence is a sentence in which its element is fronted to give it a focus. Moreover, Quirk and Greenbaum (1973: 414) said Cleft sentence is a special construction which gives both thematic and focal prominence to a particular element of the clause. In another word cleft sentence is a sentence that is cleft (split) in order to give focus on its element.

2. The Importance of Cleft Sentence

Cleft sentence has high frequency of use both in formal and informal situation. Moreover, it is also needed in productive skill, speaking and

writing, to give a focus on a subject that we want to be focused on. In receptive skill, if we are listener or reader, we have to understand cleft sentence in order to be aware of what the speaker or writer mean.

3. Types of Cleft Sentence

a. It-cleft

An it-cleft is a specially marked construction that puts some constituent, typically a noun phrase, into focus (Celce-Murcia and Larsen-Freeman, 1999: 615).

1) Focus on Subject NPs

It + be + **X (subject)** + who + verb + object

X : something that is focused (hereafter).

i.e. Neutral : *Moses* received the ten commandments.

Cleft : It was **Moses** who received the Ten Commandments.

Meaning : **Moses**, *not other prophet*, received the Ten Commandments.

2) Focus on Object NPs

It + be + **X (object)** + that + subject + verb

i.e. Neutral : Christopher Columbus discovered *America*.

Cleft : It was **America** that Columbus discovered.

Meaning : Columbus discovered *America*, *not Africa or other continent*.

3) Focus on Adverbial Phrase

It + be + **X (adverbial Phrase)** + that + S + Verb

i.e. Neutral : R.A Kartini was born *in Jepara*.

Cleft : It was **in Jepara** that R.A Kartini was born.

Meaning : R.A Kartini was born in Jepara, *not in Jakarta*.

Notes (Celce-Murcia and Larsen-Freeman, 1999: 616):

- It can be in negative form.

i.e. It is not the manager who write letters, but the secretary.

- The tense of the *It + be* segment is merely a copy of the tense used in the main sentence.

i.e. It is Brown who cooked for dinner, not Brian.

- *Who* may come between the focused constituent and the subject only if the former refers to a person.

i.e. It is the woman who talks to Jim, not the man.

- *That* is used to refer to objects and prepositional phrase as well as to person when the register is informal.

i.e. It is sling bag that Sally bought, not hand bag.

b. Wh-cleft or Pseudo-cleft

1) Focus on Noun Phrase

WH + subject + verb + be + X (noun)
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i.e. Neutral : America dropped *atomic bomb*.

Cleft : What America dropped was **atomic bomb**.

Meaning : America dropped **atomic bomb**, *not conventional bomb*.

2) Focus on Verb Phrase

WH + subject + do/does/did + be + **X (verb) to**

i.e. Neutral : Rudolf Diesel *invented* diesel engine.

Cleft : What Rudolf Diesel did was **invent** diesel engine.

Meaning : Rudolf Diesel **invented, not modified** diesel engine.

3) Focus on (Adverbial phrase) Place

X(place) + be + WH + S + V

i.e. Neutral : Donald Trump lives *in the White House* now.

Cleft : **White House** is where Donald Trump lives now.

Meaning : Donald Trump lives in **White House**, *not in his house*, now.

4) Focus on (Adverbial phrase) Time

X(time) + be + WH + S + V

i.e. Neutral : American celebrates the Independence Day *in the forth of July*.

Cleft : **The fourth of July** is when American celebrates the Independence Day.

Meaning : American celebrates the Independence Day **in the fourth of July**, *not the forth of June*.

Note:

- Wh-clefts can be reversed (Celce-Murcia and Larsen-Freeman, 1999: 617).
i.e. You should go to school was what my mother said.
- Whose, why and how, for example, do not easily enter into the pseudo-cleft sentence construction (Quirk and Greenbaum, 1973: 417).

C. The Difference between Cleft Sentence and Relative clause

1. Its Function

Cleft sentence is a sentence in which its element is fronted to *give it a focus*. On the other hand, an adjective clause, is also called a relative clause, *describes, identifies, or give further information about a noun* (Azar, 1993: 238).

2. Pivotal Form of *be*

In wh-cleft, there is a pivotal form of *be*, but in relative clause, there is no pivotal form of *be* (Celce-Murcia and Larsen-Freeman, 1999: 617).

- i.e.:
- What I said was that we should not go (Wh-clefts)
 - What I said that we should not go. (Relative clause)