CHAPTER I
INTRODUCTION

1.6 Background of the Study

Language is used for communication. Thompson (2003:5) states that human quickly realized that communication is used in a number of senses and at a number of levels to indicate the transmission of information or even as in the transport networks example the transmission of goods and people. Language deals with study of linguistic because linguistics is the scientific study of language. Linguistics has important role to component of language that include sound, the arrangement of word and meaning (Palmer, 1976:6).

When one person speaks to another person, they share ideas and thought through language. The conversation take a place as the context of both speaker and listener agreed. Sometimes, the meaning of the sentence only known by the speaker and listener. Language for communication deliberates speakers and listeners or writers to the readers. Speakers or writers are concern to deliver their message to the listeners or readers. On the other hand, listener or readers should understand what the speaker/writers means in order to build a communication. If it is happens in orally, the speaker are able to use some gestures and mimic to express his/her ideas, but in written there are some difficulties such as using figurative language which consist of nonliteral meaning.
Figurative language has so many kinds of meaning. The writers use them to beautify the story. These figurative languages have their own culture. When the writer is able to use it appropriately, it will build a good understanding between the writer to the readers. Usually, metaphor is usually used in literary works, such as novel, play, and poetry. Generally, people know that such metaphors are common and important in literature. It has strong relationship to semantic. Semantics is the technical term to refer to the study of meaning, and, since meaning is a part of language, semantics is a part of linguistics. Unfortunately, ‘meaning’ covers a variety of aspect language, and there is no general agreement about the nature of meaning, what aspect of it may properly be included in semantics, or the way in which it should be described (Palmer, 1976: 122).

In semantics, meaning can be divided into two parts, literal and non-literal meaning. Literal means based on the real or meaning of the utterance. We can find this meaning in the dictionary. For example: I’m dissapointed. people know the meanings of the sentence is clear to understand and we do not think longer to understand the meaning. Those meaning are called literal meaning. On the other hand, speaker does not always speak literally or means what the words mean. For example: you looks brighten up. The sentence does not mean that the person has light or bright, but s/he looks very beautiful or handsome. When the speaker speaks non-literally or means something different from what the words mean, it is called non-literal meaning. This kind of learning problem also occurs in learning
non-literal meaning expressions in literatures. Non literal meaning are accepted as a part of everyday speech as well as written communication. It is a real fact that English learners often find non literal expressions when they participate in a conversation or in their reading activities. They are sometimes confused as their meanings cannot be predicted from their literal meanings or their constituent words.

Allen Walker in The New International Webster’s Comprehensive Dictionary of the English Language (2003: 627) states that idiom is an expression peculiar to a language, not readily analyzable from its grammatical construction or from the meaning of its component parts. The previous example is an idiom to put up with which means tolerate, endure. Some idioms are fixed expressions which have meaning other than the constituent words and approved by usage. Sometimes they have more than one meaning depending on the contexts in which they appear.

In addition to this, Jackson (1996: 106) also explains that the essential feature of an idiom is its non-literal, metaphorical meaning that the meaning of an idiom is not the sum up of the meaning of its parts, its constituent words. Idiomatic expressions, as they are part of English components, need to be well mastered by the English learners, as they are frequently found both in oral and written communication.
So many literary works usually contain non-literal meaning such as novel, prose, poem, or short story. It is effective to use non-literal meaning in a literary works to beautify the language, make it sounds elegant, and give the magnificent word to attract the readers or audience. It is useful to analyze of non-literal meaning in literary work, because there are a lot a people still confuse with the meaning in the sentences. Someone who does not understand about non-literal meaning will difficult to get the meaning from their reading. So, this thesis, hope it may help them to keep communication with the others especially to understand non-literal meaning.

Considering the explanation stated above, therefore, it is understandable that a foreign language learner finds it difficult to deal with non literal meaning, as he/she has to learn the meaning of a non literal meaning beyond its literal meaning. It is because when the writers write the story they were influenced by their culture. Therefore, there are some differences meaning occurs in the story. When reading a novel, we sometimes find non literal meaning stated in the texts such as in the novel Diary of Wimpy Kid by Jeff Kinney. This interesting novel applies various kinds of non literal meaning, so the writer assumes that this novel can be used as a model for learning vocabulary especially in non literal meaning.

Diary of wimpy kid is a story about a boy named Greg Heffley and his struggles in middle school. The main character has trouble with family, friends,
and his local middle school. He tries to fit in his neighborhood and usually does not succeed. Facing many troubles, Greg handles them very “creatively”.

There are some nonliteral meaning in this novel, for example “I should just sit in the middle of a bunch of hot girls as soon as I step in the roo” (Kinney, 2007: 5). The sentence means that the main character expected that he should sit among the beautiful and awesome girls in his class. The nonliteral meaning of the middle of a bunch of hot girls deals with metaphor. Metaphor concern to assume one thing to another thing by doing represented. A group of girls is represented through bunch that usually use to vegetables or flowers.

Figurative language is mostly used in novel. Robert Stanton says that novel is a long story that present in detail the development of a character or a large complex social situation or a relationship involving many characters or a complicated event covering many years or complex relationship among a few characters (Stanton, 1965:4). Novel is one of interesting book. The story of the novel brings the reader to understand what the writer means. About emotion, the readers also feel what the character feel. In this thesis, the writer will analyze non-literal meaning found in the novel Diary of Wimpy Kid. The writer interested in the novel because non-literal meanings always beautify imagination of the writer as well as the readers.

1.7 Problem of the Study

The problems of the study are formulated as follows:
1) What types of non-literal meaning are found in the novel Diary of Wimpy Kid?

2) What is the most dominant type found in the novel Diary of Wimpy Kid?

1.8 Objectives of the Study

The objectives of the study are:

1) To find out types of non-literal meaning used in the novel of Diary of Wimpy Kid

2) To find out the most dominant type used in the novel Diary of Wimpy Kid

1.9 Scope of the Study

The study is focused on non-literal meaning in the novel Diary Wimpy Kid by using Leech’s theory. The writer will analyze eight types of non-literal meaning; irony, hyperbole, metaphor, metonymy, litotes, simile, personification and oxymoron as proposed by Leech.

1.10 Significance of the Study

The thesis hopefully will give significance to the readers both practically and theoretically. Practically, this thesis can be useful in studying about meaning especially to analyze non-literal meaning. Theoretically, this thesis can expand knowledge to the students or readers in terms of semantics, especially in understanding non-literal meaning.