

**ENTAILMENT IN ALLY CONDIE'S NOVEL
"MATCHED"**



1965
A Thesis

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Makassar, December 2nd 2013

The Writer,

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ABSTRACT

Name : Nurfitriani
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This thesis is research about Entailment in Ally Condie’s Novel *Matched*. The objectives of the research are (1) to find out the types of entailment in the text, and (2) to find out the function of entailment that Ally Condie use in his novel “Matched”.

The method used in this research is qualitative method. The data resource of this research was the novel “Matched” which was published in 2010. In collecting the data, the writer used note taking as the instrument to get the data. The researcher used Yule’s Theory on entailment to analyze the novel.

In this research, the writer found two types of entailment with their function. They are foreground entailment and background entailment. The researcher found 24 data of foreground entailment, and found 11 data of background entailment.

Then from these types, the writer concluded the function of entailment based on the data from the two types of entailment. The function of foreground entailment is to allow the speaker for the listener what the focus of the message and what is being assumed. And then as cohesion of lexical medium by founding equivalence referential to avoid repetition. The function of background entailment is to predict the truth value of a proposition from what is known of the truth value of another.

CHAPTER I

INTRODUCTION

A. Background

Semantics is a linguistics field which studies the relation between linguistic signs and the things they refer to. In other words, semantics is a field of study within linguistics which studies the meaning or the meanings in the language (Chaer (1990: 2)). Then according to Parera (2004:44) semantics is one study and analysis about linguistic meanings. While according to another linguist, semantics is the study of meaning communicated through language semantics is the study of the meanings of words and sentences (Saeed 1997: 3).

Entailment (sometimes referred to as logical implication or logical consequence) is a crucial semantic relation. This relation can be defined in terms of valid rules of inference, or alternatively in terms of the assignment of truth and falsity. Levinson defines semantic entailment as follows:

A semantically entails B (written $A \models B$) if every situation that makes A true, makes B true (or: in all worlds in which A is true, B is true). (Levinson, 1983:174).

Entailment reflects a fixed truth relation between sentences which holds regardless of empirical truth of the sentences. Saeed (1997:90) characterizes this truth relation as follows:

A sentence P entails a sentence q when the truth of the first (p) guarantees the truth of the second (q) and falsity of the second (q) guarantees the falsity of the first (p).

A sentence p is thus said to entail a sentence q if q is a valid inference from p irrespective of the empirical truth of p and q. Consider the sentences 1 (a) and (b), for example, where the former is said to entail the latter.

1. (a) Brutus, Cassius and Casca assassinated Caesar.
(b) Caesar died.

In the above example [1], if one knows (a) to be true, then, without being told anything more, one knows that (b) is true. The inference to (b) is arrived at instantaneously as a result of one's knowledge of the English language. An entailment relation is thus given to us by linguistic structure. We do not have to check any fact in the world to deduce the entailed sentence from the entailing sentence.

2. a) This car belongs to Ali.
(b) Ali owns this car.

The sentences (a) and (b) in [2] above mutually entail each other, since these sentences have the same sets of entailments, they may be said to paraphrase one another.

Just as entailment relation results from lexical sources, it may also result from syntactic sources.

Consider the following, for example,

3. (a) Dr. Hadi organized a seminar on multiculturalism.

(b) A seminar on multiculturalism was organized by Dr. Hadi.

The sentences (a) and (b) in [3] entail one another. The active and passive versions of the same sentence thus mutually entail each other. The entailment relation here results from a syntactic source.

This research discusses about the utterances or sentences used in a novel “*Matched*” written by Ally Condie. Specifically, it discusses the entailment used in the novel. Entailment are analyzed and divided into two types, there are; background entailment and foreground entailment (Yule 2002:33).

The researcher is interested in discussing the entailment used in a novel “*Matched*”. The reason why the researcher chooses it, many entailments are found in the novel used as a part of language and part of text-forming component in the linguistic system. For example in the novel “*Matched*” by Ally Condie, 2010, on the page 1 the researcher finds out an example as follow:

I saw a painting of them once.

Entails: (a) a painting of them was seen by me.

(b) I looked at a painting of them once.

(c) I saw something of them once.

B. Problem statement

Based on the background above, the researcher formulates the research questions as follows:

1. What types of entailment does Ally Condie use in *Matched*?
2. What are the functions of entailment in Ally Condie's novel?

C. Objective of the research

Based on the research questions above, the writer would like to propose the objective of the research, as follows:

1. To find out the types of entailment that Ally Condie uses in his novel "Matched"
2. To find out the functions of entailment the writer uses in his novel "Matched".

D. Significance of study

The most important of this research that it tried to give information to those who is interested to analyze the entailment in other text. It also can be a reference for next researcher who wants to analyze which have relevance with this study.

E. Scope of the problem

Based on the previous explanation above, the researcher is going to limit the entailment analysis in Ally Condie's novel "Matched". In this research the writer focused on the types of entailment, they are background entailment and foreground entailment in the novel and the function of entailment in the novel.

CHAPTER II

THEORITICAL BACKGROUND

A. Previous Findings

Ja'far (2007) in his article, "*Entailment and Presupposition*". He found that the notion of entailment, its types, i.e., background and foreground, as well as the relation between entailment and hyponymy. On the other hand, the research tackles the concept of presupposition showing its nature, properties, the difference between this notion and some concepts like synonymy and supposition, in addition to demonstrating the six kinds of presupposition. More specifically, this study attempts to reveal the relation between entailment and presupposition.

Lafi (2008) in his journal, "*Entailments, Presuppositions and Implicatures: A semantic-pragmatic Study*". He found that Entailments, presuppositions and implicatures are some of the most significant inference generating mechanisms involved in the generation and transfer of implicit meaning. The present paper aims at stating some distinctive properties of entailments, presuppositions and implicatures. The purpose here is to explore the nature and function of these different types of inference at work in an ongoing conversational interaction.

The similarity of this thesis with the previous findings above is talking about entailment but they focused in how to distinguish between entailment, presupposition and implicature. And then to reveal the relation all of them.

In contrary in this research among the previous finding above, the writer will focus on types and functions of entailment in the text in the novel. In addition, this research also will use different data source from those previous findings above, this research will use novel as the object. The writer will investigate the types of entailment in reading the text and functions of entailment that Ally Condie's use in his novel.

B. Concept of Entailment

1. Definition of entailment

Entailment is a term derived from formal logic and now often used as a part of the study of semantics. All the other essential semantic relations like equivalence and contradiction can be defined in terms of entailment.

Crystal (1998: 136) defines it as "a term refers to a relation between a pair of sentences such that the truth of the second sentence necessarily follows from the truth of the first, e.g. *I can see a dog* entails 'I can see an animal'. One cannot both assert the first and deny the second".

Same with Cristal's opinion, Lyons (1977: 85) also points out that entailment is "a relation that holds between P and Q where P and Q are variables standing for propositions such that if the truth of Q necessarily follows from the truth of P (and the falsity of Q necessarily follows from the falsity of P), then P entails Q". Thus, Lyons treats entailment from a logical point of view. For instance, the sentence *John is a bachelor* entails three other sentences as follows:

- a. John is unmarried.

b. John is male.

c. John is adult.

The relations between such words as *bachelor* and *unmarried,male, adult* can be handled in truth-conditional terms (Kempson, 1977: 38). The truth conditions in *John is a bachelor* are included in the conditions for *John is unmarried, John is male* and *John is adult*. It should be clear from this example that entailment here is not being used in the sense of material implication, which does not necessarily correspond exactly to the use of anything found in natural language, it is valid because of the truth functions assigned to it. We have here strict implication which involves truth in all possible worlds. Hence, to say that *John is a bachelor* entails 'John is unmarried' is to say that in all possible worlds, if the first is true, the second is true (Palmer, 1988: 203).

Atkinson in Parera (1991:76) says that entailment, perhaps, the most important relation between sentences. Given two sentences, S1 and S2, we say that S1 entails S2 if and only if, whenever S1 is true, S2 is also true. According to this definition, it is impossible for S1 to be true and S2 false. For example:

a. John has an elm in his garden.

Entail

John has tree in his garden.

b. John is not married.

Entail

John is single.

Then Dillon in Parera (1991:77) argues that entailment is basically the notion “follow from” and will be defined as follows: S1 entails S2 if, over the whole range of possible situation truly described by S1, S2 would be true also.

For example:

a. Thelda wake up in this morning at 10 o'clock.

Entail

Thelda is sleeping before 10 o'clock.

b. Jumbo is an elephant.

Entail

Jumbo is mammal.

2. Types of Entailment

According to Yule (2000: 33), there are two types of entailment: background entailment and foreground entailment. The distinction between background and foreground entailment, background entailment helping to determine the context, and foreground entailment contributing to the main point of utterance. In the example:

Bob chased three rabbits.

The speaker is necessarily committed to the truth of a very large number of background entailments, only some of them are presented as follows:

- a. someone chased three rabbits
- b. Bob did something to three rabbits
- c. Bob chased three of something
- d. Something happened

On any occasion of utterance above “Bob chased three rabbits”, the speaker will indicate how these entailments are ordered. The speaker will communicate which entailment is assumed to be more important for interpreting intended meaning, than any others. For instance, in uttering sentence below “Bob chased THREE rabbits”, the speaker indicates that the foreground entailment is that Bob chased a certain number of rabbits:-

- a. Bob chased THREE rabbits.
- b. BOB chased three rabbits.

In (b), the focus shifts to Bob, and the main assumption is that 'someone chased rabbits'.

Hence, there is a simple pragmatic rule to bear: the background entailments of a sentence are assumed to be not relevant in the context, what is assumed to be relevant, and thus the "point" of saying the sentence, is whatever information has to be added to the background to obtain the foreground, i.e., 'Bob chased three rabbits' (Levinson, 1997: 219). Consider another example:

- a. John is married to Sarah

- b. John is married to Sarah (foreground entailment)
- c. John is married to someone (background entailment)
- d. John has some property.

The first utterance with heavy stress on Sarah determines the focal scale or chain of entailments. This scale is obtained by substituting existentially quantified variables or someone for constituents in the sentences, starting with the focus constituent, here Sarah.

The background entailment is considered to be “a necessary condition for establishing relevance (Wilson & Sperber 1979:317). More specifically: The general point of the utterance will be seen as lying in the increment of information which has to be added to the background to obtain proposition as a whole. The point will be structured by the order of entailment in the foreground. The increment of information needed to obtain a foreground proposition from the one immediately below the scale will be a distinct part of the point. In the other words, each proposition in the foreground will have to be more relevance (that is bring about more consequence when added to shared assumptions) than the one immediately below it.

The entailments that were looked at so far are lexical in origin, that is, they are derived from the lexical relationship between individual words. But entailment can also be syntactic in origin. Active and passive versions of the same sentence will entail one another (Finch, 2000: 164), for example:

- a. John killed Bill.
- b. Bill was killed by John.

These sentences mutually entail each other.

Kempson (1977: 80) states that "a relation of entailment arises between two assertions whenever an argument or predicate in one assertion is hyponymous to an argument or predicate in the other". Thus, there is a precise correspondence between entailment and hyponymy. "If two assertions differ only in the substitution of a hyponym for a super ordinate term, then one of the assertions entails the other" (Allan, 1986: 181).

Thus, hyponymy involves entailment. For instance, the utterance *This is a tulip* entails *This is a Flower* and *This is scarlet* entails *This is red*. This is true since hyponymy is the relationship between specific and general lexical items so that the former is included in the latter (Zuber, 2002: 2).

Another example is the following pair of sentences:

- a. Jack killed Ann.
- b. Ann died.

The entailment here is a consequence of the semantic relationship between 'kill' and 'die'. Since one of the possible ways in which one dies can be through being killed (Lyons, 1977: 180).

Different with Yule's opinion about the types of entailment, according to Crouch (2003: 11) states a special type of entailment called the metaphorical entailment which is "the imparting of a characteristic of the source domain (the metaphorical image) to the target domain (the concept receiving metaphorical treatment) by logical means".

Here are some examples of metaphorical entailment (Zuber, 2000: 4):

- a. He strayed from the line of argument.
- b. Do you follow my argument?
- c. I'm lost.
- d. You're going around in circles.

As a matter of fact, there are some semantic relations that can be defined in terms of entailment, one of which is **contradiction** "If a sentence is said to entail the negation of the other then they are said to be contradictories" (Smith and Wilson, 1980: 152), for instance:

- a. No one has led a perfect life.
- b. Someone has led a perfect life.

Whenever (a) is true, (b) must be false, and whenever (b) is true, (a) must be false.

A definition of an entailment between two expressions of different, but functionally related, categories is provided and justified. This relation is called intercategoryal entailment (Zuber, 2002: 210).

For example:

- a. Every student except Leo danced.
- b. Apart from Leo only dancing person are student.

Another semantic relation is paraphrase. It is, according to Hurford and Heasley (1996: 112), a special symmetric case of entailment, both of which

are sense relations between sentences and they are systematically connected with such sense properties of sentences as analyticity and contradiction.

Different also with Salakoski's opinion (2006:226) from an operational point of view, he distinguish three types of entailment:

- a. Semantic substitution, when the text describe the fact more specifically than the hypothesis through semantic operation. For example: in H: "the cat eats the mouse" and T: "the cat devours the mouse", T is more specific semantically than H.
- b. Syntactic subsumption, when the situation described in the text is more specific through syntactic operation (e.g. in the pair H: "the cat eats the mouse and T: the cat eats the mouse in the garden").
- c. Direct implication, when the fact expressed in the hypothesis is inferred by the fact in the text, for example in H: "the cat killed the mouse" and T: "the cat devours the mouse, H is implied by T.

There are many different types of entailment according to linguist above, hence the researcher will use Yule's theory about types of entailment, such as foreground and background entailment. Because there is more than one linguist support this theory, than any others.

3. Function of entailment

In this section, the writer will investigate function of entailment. Bublitz (2011: 398) states that the function of entailment is to predict the truth value of a proposition from what is known of the truth value of another.

Besides, according to Yule (1996:34) functions of entailment are to mark the main assumption of the speaker in producing a utterance. As such, it allows the speaker to mark for the listener what the focus of the message, and what is being assumed. Then as cohesion of lexical medium by founding equivalence referential to avoid repetition

C. Biography of the Author

Ally Condie is an author with three amazing books Matched, Crossed, and Reached. She has written many more books as well. She was originally an English teacher at a high school. She still keeps her teaching license just in case. Ally also likes to read, run, write, and listen to her husband play guitar. She does this all in her home just outside of Salt Lake City, Utah.

Before Ally started her career as an author, she was an English teacher. Ally loves to run, eat, read, listen to her husband play guitar, and of course, write. Ally Condie's favorite genre to write is young adult science fiction and fantasy. Ally was born on July 4, 1989 in Oklahoma. Ally has three sons and one daughter. Ally lives just outside of Salt Lake City, Utah. Ally Condie graduated from Brigham University with her degree in teaching. Even though she is not a teacher anymore she still keeps her teaching license.

Ally Condie has received many awards, but only for her Matched trilogy. Ally has received many awards some being: one of YALSA'S 2011 teens top ten, publishers weekly best children books of 2010, 1 pick on the

winter 2010/2011 kid's indie next list, YALSA'S 2011 best fiction for young readers, YALSA'S 2011 quick picks for reluctant readers, Amazons best book of the month December 2010, and 2010 Witeny award winner for best youth fiction. She has accomplished many extraordinary things as a writer and hopes to soon come out with more exciting trilogies.

Out of all of Ally Condie's books, the Matched trilogy is by far the most popular (goodReads.com), but she has many other books too. Some of Ally's other books are Enthralled, Freshman for President, and The Yearbook Trilogy. Ally enjoys writing about different things in her books. As you can tell by her other books, she likes to take different approach on her topics. For example, the Matched trilogy is about a dystopian society, and the book Being 16 is about a girl overcoming an eating disorder. Ally Condie is an amazing author who has an amazing talent that she can write about anything.

D. Synopsis of The Novel

Cassia has always trusted the Society to make the right choices for her: what to read, what to watch, what to believe. So when Xander's face appears on-screen at her Matching ceremony, Cassia knows with complete certainty that he is her ideal mate...until she sees Ky Markham's face flash for an instant before the screen fades to black.

The Society tells her it's a glitch, a rare malfunction, and that she should focus on the happy life she's destined to lead with Xander. But Cassia can't stop thinking about Ky, and as they slowly fall in love, Cassia begins to

doubt the Society's infallibility and is faced with an impossible choice: between Xander and Ky, between the only life she's known and a path that no one else has dared to follow.

Every day is expected. Your life is scheduled even down to your opportunities for marriage and eventual death. When Cassia learns her "match" is someone she's known forever, but is also suddenly shown an "alternative" choice she's in an unknown land. The standard straight forward answers to the questions no longer apply and all she's been conditioned to do is left to chance. In a world filled with certainty Cassia is left with a choice she never expected and her choice could determine the outcome for the lives of those around her.



CHAPTER III

METHOD OF RESEARCH

A. Research Method

In this research, the writer used qualitative descriptive method. Qualitative research is descriptive in that the researcher is interested in process, meaning, and understanding gained through works or utterance. According to Bogdan and Biklen in Sugiyono (2010:10) explain that qualitative research is descriptive, the data collected are in the form of works of picture rather than number. It purposed to describe the entailment in Ally Condie's novel "Matched".

B. Data Resources

In this research, the writer used source of data which is novel "Matched". There are thirty two chapters that consist of 238 pages. The writer took five chapters, begin chapter one until chapter five in Ally Condie's novel "Matched" that express as types of entailment.

C. Instrument of the Research

In collecting data, the researcher used note taking as the instrument of research. Ray (2005:13) defines note taking is a method in assembling data required by using note cards to write down the data findings from source of data. In order to find the data easily, on the note cards are also completed by number and page where the data found. As guidelines in taking the note, the writer refers to the types of entailment.

D. Procedure of Collecting Data

In collecting data, the writer followed the procedures as follows:

1. The writer read Ally Condie's Novel "Matched".
2. The writer took 2 colors of cards are classified into background entailment in red cards, and foreground entailment in yellow cards.
3. After the all data had been written down on the note cards, the writer arranged the note cards based on number of the card.
4. Next, the writer identified types and functions of entailment in the novel.

E. Technique of Analyzing Data

In analyzing data, the writer analyzed the utterances or sentences that consist of entailment which is based on Yule's theory (2000:33). By using this theory, the writer analyzed the types of entailment. They are background entailment and foreground entailment. And then the data was analyzed to find out all of the utterances found in the novel "Matched". Therefore, the writer used this theory to analyze entailment in the novel. It purposed to find the types and functions of entailment of Ally Condie uses.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of findings and discussions that will show the result of the research. The writer would like to show what have been found from Ally Condie's novel "Matched".

A. Findings

In this research, the writer presents the findings based on the types of entailment in Ally Condie's novel "Matched". According to Yule, entailment has two types. They are foreground and background entailment. To understand the data collection, the writer presented explanation that *C* is chapter, *P* is page and *D* is data.

1. Foreground Entailment

- a. Now that **I've found the way to fly**, which direction should I go into the night? (C-1/P-7/D-1).
- b. I smile at myself, at the foolishness of my imagination. **People cannot fly**, though before the Society, there were myths about those who could. (C-1/P-7/D-2).
- c. Perhaps **Xander can hear my heart pounding**, too, because he asks, "Are you nervous?" (C-1/P-7/D-3).
- d. "Because you keep opening and closing that." **Xander points to the golden object in my hands**. "I didn't know you had an artifact." (C-1/P-8/D-4).

- e. **I want to open the compact** and check in the mirror to make sure I look my best.(C-1/P-9/D-5).
- f. My mother looks at me and rolls her eyes in amusement.(C-1/P-10/D-6).
- g. **I stand and look at the screen**, and, as the seconds go by, it is all I can do to stay still, all I can do to keep smiling. (C-1/P-13/D-7).
- h. Whispers start around me. Out of the corner of my eye, **I see my mother move her hand** as if to take mine again, but then she pulls it back. (C-1/P-13/D-8).
- i. But then **Xander looks at me** and asks, “What are you thinking about?” (C-2/P-17/D-9).
- j. “Was there cake?” **Bram asks as my father opens the door**. They all look back at me, waiting. (C-2/P-18/D-10).
- k. I climb into bed and push away thoughts of the red tablet. For the first time in my life, **I’m allowed to dream of Xander**. (C-2/P-20/D-11).
- l. **I did not dream of Xander**. I don’t know why. (C-3/P-21/D-12).
- m. As I walk into the kitchen, carrying my dress from the night before, **I see that my mother has already set out the breakfast food delivery**. (C-3/P-21/D-13).
- n. As Bram slouches out of the room, **my mother reaches for my dress** and holds it up. (C-3/P-21/D-14).

- o. But still. **I will never see this dress**, my green dress, again. (C-3/P-22/D-15).
- p. **My mother looks out the window toward the air-train stop**, where the tracks light up to indicate the approaching train. (C-3/P-22/D-16).
- q. Good,” I say, because **I want Grandfather to know as soon as possible**. I know he has been thinking as much about me and my Banquet as I’ve been thinking about him and his. (C-3/P-23/D-17).
- r. What?” Completely startled, **I touch the screen and the face dissolves under my fingertips**, pixelating into specks that look like dust. (C-4/P-29/D-18).
- s. “Not yet.” **I feel stupid admitting this**, but Xander laughs again. (C-4/P-30/D-19).
- t. Does the Official know what happened when **I tried to view the micro card?** (C-5/P-33/D-20).
- u. The crowd swallows me up and **I follow the Official’s white uniform out of the room**. (C-5/P-33/D-21).
- v. Neither of us says anything for a few moments after **I slip the new micro card into my pocket**.(C-5/P-34/D-22).
- w. **I look over at the fountain again** and as I watch the rise and fall of the water I know that my pause gives me away. (C-5/P-34/D-23).

x. **I look at a girl near me**, and she stares back at me, wide-eyed, openmouthed, frozen in place. (C-5/P-37/D-24).

2. Background Entailment

a. **I saw a painting of them once**. (C-1/P-7/D-25).

b. **My mother laughs a little at him**, teasing him, and he reaches for her hand. (C-1/P-12/D-26).

c. When **she brings me the silver box**, I hold it carefully. (C-2/P-15/D-27).

d. **I don't want him to know how close he is to the truth**; that even though I didn't dream of Xander, I wanted to. (C-3/P-21/D-28).

e. **Bram makes the decision for her**. "See you tonight," he says, sprinting out the door. (C-3/P-22/D-29).

f. But thanks to my mother, who can't help talking about her work as a caretaker at the Arboretum, **I know that his explanation does make sense**.(C-3/P-24/D-30).

g. **I roll my eyes at him**, but I'm still blushing a few moments later when someone taps me on the shoulder. I turn around. (C-5/P-33/D-31).

h. But instead I think about Ky—how sorry I feel for him, how **I wish I didn't have to know this about him** and could have gone on thinking he had chosen to be a Single. (C-5/P-35/D-32).

i. **I won't be able to look at him** the same way again, now that I know too much about him. (C-5/P-37/D-33).

j. She sees my glance. (C-5/P-33/D-34).

k. She gives me a kiss on the cheek. (C-3/P-21/D-35).

B. Discussions

In this part, the writer presents the data analysis that had been found in Ally Condie's novel "Matched". The writer is as a reader of novel identified types of entailment based on Yule's theory, and then the writer determined the functions of entailment.

Based on the explanation above, the writer finds some data contain entailment as follows:

1. Foreground Entailment

Datum 1 until datum 24 is categorized as foreground entailment, based on Yule's theory; foreground entailment is contributing to the main point of utterance.

In the **datum 1**, sentence **I've found the way to fly** is categorized as the main point of utterance, because this utterance can be marked the focus of the message to interpreting intended meaning.

(1) a. I've FOUND the way to fly.

b. I've found the way to FLY.

In uttering (1a), indicates the foreground entailment, and hence her main assumption is that I've done something to fly. In (1b), the focus shift to FLY, and the main assumption is that I've found the way to do something.

Then the function of entailment is allowing the speaker for the listener what the focus of the message and what is being assumed.

In datum 2, sentence **People cannot fly** is categorized as the main point of utterance, because this utterance can be marked the focus of the message to interpreting intended meaning.

- (2) a. PEOPLE cannot fly.
- b. People cannot FLY.

In uttering (2a), indicates the foreground entailment, and hence her main assumption is that human cannot fly. And in (2b), the focus shift to FLY and the main assumption is that people cannot do something.

In datum 3, sentence **Xander can hear my heart pounding** is categorized as the main point of utterance, because this utterance can be marked the focus of the message to interpreting intended meaning.

- (3) a. Xander can hear my HEART POUNDING.
- b. Xander can HEAR my heart pounding.
- c. XANDER can hear my heart pounding.

In uttering (3a), indicates the foreground entailment, and hence her main assumption is that Xander can hear my beat of heart. In (3b), the focus shift to HEAR and the main assumption is that Xander can do something to my heart pounding. And In (3c), the focus shift to XANDER and the main assumption is that someone can hear my heart pounding.

Then the function of entailment is also allows the speaker for the listener what the focus of the message and what is being assumed.

In datum 4, sentence **Xander points to the golden object in my hands** is categorized as the main point of utterance, because this utterance can be marked the focus of the message to interpreting intended meaning.

- (4) a. XANDER points to the golden object in my hands.
- b. Xander points to THE GOLDEN OBJECT in my hands.
- c. Xander points to the golden object in my HANDS.

In uttering (4a), indicates the foreground entailment, and hence her main assumption is that someone points to the golden object in my hands. In (4b), the focus shift to THE GOLDEN OBJECT and the main assumption is that Xander points to something in my hands. And In (4c), the focus shift to HANDS and the main assumption is that Xander points to the golden object in my part of body.

Then the function of entailment are allows the speaker for the listener what the focus of the message and what is being assumed. And then as cohesion of lexical medium by founding equivalence referential to avoid repetition.

In datum 5, sentence **I want to open the compact** is categorized as the main point of utterance. Because this utterance can be marked the focus of the message to interpreting intended meaning.

- (5) a. I want to OPEN the compact.
- b. I want to open the COMPACT.

In uttering (5a), indicates the foreground entailment, and hence her main assumption is that I want to do something to the compact. In (5b), the focus shift to COMPACT and the main assumption is that I want to open something.

Then the function of entailment is allows the speaker for the listener what the focus of the message and what is being assumed.

In datum 6, sentence **My mother looks at me and rolls her eyes in amusement** is categorized as the main point of utterance, because this utterance can be marked the focus of the message to interpreting intended meaning.

- (6) a. My mother LOOKS at me and rolls her eyes in amusement.
- b. My mother LOOKS AT ME AND ROLLS HER EYES in amusement.
- c. My mother looks at me and rolls her EYES in amusement.
- d. MY MOTHER looks at me and rolls her eyes in amusement.

In uttering (6a), indicates the foreground entailment, and hence her main assumption is that My mother sees me and rolls her eyes in amusement. In (6b), the focus shift to LOOKS AT ME AND ROLLS HER EYES and the main assumption is that My mother does something in amusement. In (6c), the focus shift to EYES and the main assumption is that My mother looks at me and rolls her part of body in amusement. And in (6d), the focus shift to MY MOTHER and the main assumption is that someone looks at me and rolls her part of body in amusement.

Then the function of entailment are also allows the speaker for the listener what the focus of the message and what is being assumed. And as cohesion of lexical medium by founding equivalence referential to avoid repetition.

In datum 7, sentence **I stand and look at the screen** is categorized as the main point of utterance, because this utterance can be marked the focus of the message to interpreting intended meaning.

(7) a. I STAND AND LOOK AT the screen.

b. I stand and look at the SCREEN.

In uttering (7a), indicates the foreground entailment, and hence her main assumption is that I do something at the screen. In (7b), the focus shift to SCREEN and the main assumption is that I stand and look at something.

Then the function of entailment is also allows the speaker for the listener what the focus of the message and what is being assumed.

In datum 8, sentence **I see my mother move her hand** is categorized as the main point of utterance, because this utterance can be marked the focus of the message to interpreting intended meaning.

(8) a. I SEE my mother move her hand.

b. I see MY MOTHER move her hand.

c. I see my mother MOVE HER HAND.

In uttering (8a), indicates the foreground entailment, and hence her main assumption is that I look at my mother move her hand. In (8b), the focus shift to MY MOTHER and the main assumption is that I see someone move her hand. In (8c), the focus shift to MOVE HER HAND and the main assumption is that I see my mother to do something.

Then the function of entailment are also allows the speaker for the listener what the focus of the message and what is being assumed.

In datum 9, sentence **Xander looks at me** is categorized as the main point of utterance, because this utterance can be marked the focus of the message to interpreting intended meaning.

(9) a. Xander LOOKS AT me.

b. XANDER looks at me.

c. Xander looks at ME.

d. Xander LOOKS AT ME.

In uttering (9a), indicates the foreground entailment, and hence her main assumption is that Xander sees me. In (9b), the focus shift to XANDER and the main assumption is that someone looks at me. In (9c), the focus shift to ME and the main assumption is that Xander looks at someone. And in (9d), the focus shift to LOOKS AT ME and the main assumption is that Xander does something.

Then the function of entailment is also allows the speaker for the listener what the focus of the message and what is being assumed

In datum 10, sentence **Bram asks as my father opens the door** is categorized as the main point of utterance, because this utterance can be marked the focus of the message to interpreting intended meaning.

(10) a. Bram asks as my father opens the DOOR.

b. BRAM asks as my father opens the door.

c. Bram asks as my father OPENS THE DOOR.

d. Bram asks as MY FATHER opens the door.

In uttering (10a), indicates the foreground entailment, and hence her main assumption is that Bram asks as my father opens something. In (10b), the focus

shift to BRAM and the main assumption is that someone asks as my father opens the door. In (10c), the focus shift to OPEN THE DOOR and the main assumption is that Bram asks as my father to do something. And in (10d), the focus shift to MY FATHER and the main assumption is that Bram asks as someone opens the door.

Then the function of entailment is also allows the speaker for the listener what the focus of the message and what is being assumed.

In datum 11, sentence **I'm allowed to dream of Xander** is categorized as the main point of utterance, because this utterance can be marked the focus of the message to interpreting intended meaning.

- (11) a. I'm ALLOWED to dream of Xander.
- b. I'm allowed to dream of XANDER.
- c. I'm allowed to DREAM of Xander.

In uttering (11a), indicates the foreground entailment, and hence her main assumption is that I'm permitted to dream of Xander. In (11b), the focus shift to XANDER and the main assumption is that I'm allowed to dream someone. In (11c), the focus shift to DREAM and the main assumption is that I'm allowed to do something of Xander.

Then the function of entailment is also allows the speaker for the listener what the focus of the message and what is being assumed.

In datum 12, sentence **I did not dream of Xander** is categorized as the main point of utterance, because this utterance can be marked the focus of the message to interpreting intended meaning.

(12) a. I did not DREAM of Xander.

b. I did not dream of XANDER.

In uttering (12a), indicates the foreground entailment, and hence her main assumption is that I I did not do something Xander. In (12b), the focus shift to XANDER and the main assumption is that I did not dream someone.

Then the function of entailment is also allows the speaker for the listener what the focus of the message and what is being assumed.

In datum 13, sentence **I see that my mother has already set out the breakfast food delivery** is categorized as the main point of utterance, because this utterance can be marked the focus of the message to interpreting intended meaning.

(13) a. I SEE that my mother has already set out the breakfast food delivery.

b. I see that my mother has already set out THE BREAKFAST FOOD DELIVERY.

c. I see that my mother has ALREADY SET OUT THE BREAKFAST FOOD DELIVERY.

d. I see that MY MOTHER has already set out the breakfast food delivery.

In uttering (13a), indicates the foreground entailment, and hence her main assumption is that I look at my mother has already set out the breakfast food delivery. In (13b), the focus shift to THE BREAKFAST FOOD DELIVERY and the main assumption is that I see that my mother has already set out something. In

(13c), the focus shift to ALREADY SET OUT THE BREAKFAST FOOD DELIVERY and the main assumption is that I see that my mother has done something. And in (13d) the focus shift to MY MOTHER and the main assumption is that I see that someone has already set out the breakfast food delivery.

Then the function of entailment is also allows the speaker for the listener what the focus of the message and what is being assumed.

In datum 14, sentence **my mother reaches for my dress** is categorized as the main point of utterance, because this utterance can be marked the focus of the message to interpreting intended meaning.

- (14) a. MY MOTHER reaches for my dress.
- b. my mother REACHES for my dress.
- c. my mother reaches for my DRESS.
- d. my mother REACHES FOR MY DRESS.

In uttering (14a), indicates the foreground entailment, and hence her main assumption is that someone reaches for my dress. In (14b), the focus shift to REACHES and the main assumption is that my mother clutched for my dress. In (14c), the focus shift to DRESS and the main assumption is that my mother reaches for my gown. And in (14d), the focus shift to REACHES FOR MY DRESS and the main assumption is that my mother does something.

Then the function of entailment is also allows the speaker for the listener what the focus of the message and what is being assumed.

In datum 15, sentence **I will never see this dress** is categorized as the main point of utterance, because this utterance can be marked the focus of the message to interpreting intended meaning.

(15) a. I will never SEE this dress.

b. I will never see this DRESS.

c. I will never see THIS DRESS.

In uttering (15a), indicates the foreground entailment, and hence her main assumption is that I will never observe this dress. In (15b), the focus shift to DRESS and the main assumption is that I will never see this gown. In (15c), the focus shift to THIS DRESS and the main assumption is that I will never see something.

Then the function of entailment is also allows the speaker for the listener what the focus of the message and what is being assumed.

In datum 16, sentence **My mother looks out the window** is categorized as the main point of utterance, because this utterance can be marked the focus of the message to interpreting intended meaning.

(16) a. My mother LOOKS OUT the window.

b. My mother looks out the WINDOW.

c. MY MOTHER looks out the window.

d. My mother LOOKS OUT THE WINDOW.

In uttering (16a), indicates the foreground entailment, and hence her main assumption is that My mother observes the window. In (16b), the focus shift to WINDOW and the main assumption is that My mother looks out something. In

(16c), the focus shift to MY MOTHER and the main assumption is that someone looks out the window. And in (16d), the focus shift to LOOKS OUT THE WINDOW and the main assumption is that my mother does something.

Then the function of entailment is also allows the speaker for the listener what the focus of the message and what is being assumed.

In datum 17, sentence **I want Grandfather to know as soon as possible** is categorized as the main point of utterance, because this utterance can be marked the focus of the message to interpreting intended meaning.

- (17) a. I WANT Grandfather to know as soon as possible.
- b. I want Grandfather to know AS SOON AS POSSIBLE.
- c. I want GRANDFATHER to know as soon as possible.

In uttering (17a), indicates the foreground entailment, and hence her main assumption is that I wish Grandfather to know as soon as possible. In (17b), the focus shift to AS SOON AS POSSIBLE and the main assumption is that I WANT Grandfather to know quickly. And in (17c) the focus shift to GRANDFATHER and the main assumption is that I want someone to know as soon as possible.

Then the function of entailment is also allows the speaker for the listener what the focus of the message and what is being assumed.

In datum 18, sentence **I touch the screen and the face dissolves under my fingertips** is categorized as the main point of utterance, because this utterance can be marked the focus of the message to interpreting intended meaning.

- (18) a. I TOUCH the screen and the face dissolves under my fingertips.
- b. I touch the SCREEN and the face dissolves under my fingertips.

c. I touch the screen and the face DISSOLVES under my fingertips.

In uttering (18a), indicates the foreground entailment, and hence her main assumption is that I do something to the screen and the face dissolves under my fingertips. In (18b), the focus shift to SCREEN and the main assumption is that I touch something and the face dissolves under my fingertips. In (18c), the focus shift to DISSOLVES and the main assumption is that I touch the screen and the face fades under my fingertips.

Then the function of entailment is also allows the speaker for the listener what the focus of the message and what is being assumed.

In datum 19, sentence **I feel stupid admitting this** is categorized as the main point of utterance, because this utterance can be marked the focus of the message to interpreting intended meaning.

(19) a. I feel STUPID admitting this.

b. I feel stupid ADMITTING this.

In uttering (19a), indicates the foreground entailment, and hence her main assumption is that I feel foolish admitting this. In (19b), the focus shift to ADMITTING and the main assumption is that I feel stupid confess this.

Then the function of entailment is also allows the speaker for the listener what the focus of the message and what is being assumed.

In datum 20, sentence **I tried to view the micro card** is categorized as the main point of utterance, because this utterance can be marked the focus of the message to interpreting intended meaning.

(20) a. I tried to VIEW the micro card.

b. I tried to view the MICRO CARD.

c. I tried to VIEW THE MICRO CARD

In uttering (20a), indicates the foreground entailment, and hence her main assumption is that I tried to see the micro card. In (20b), the focus shift to MICRO CARD and the main assumption is that I tried to view something. In (20c), the focus shift to VIEW THE MICRO CARD and the main assumption is that I tried to do something.

Then the function of entailment is allows the speaker for the listener what the focus of the message and what is being assumed.

In datum 21, sentence **I follow the Official's white uniform out of the room** is categorized as the main point of utterance, because this utterance can be marked the focus of the message to interpreting intended meaning.

(21) a. I FOLLOW the Official's white uniform out of the room.

b. I follow the OFFICIAL'S WHITE UNIFORM out of the room.

c. I follow the Official's white uniform OUT OF THE ROOM.

d. I follow the Official's white uniform out of the ROOM.

In uttering (21a), indicates the foreground entailment, and hence her main assumption is that I come afterward the Official's white uniform out of the room. In (21b), the focus shift to OFFICIAL'S WHITE UNIFORM and the main assumption is that I follow someone out of the room. In (21c), the focus shift to OUT OF THE ROOM and the main assumption is that I follow the Official's white uniform to do something. And in (21d), the focus shift to ROOM and the main assumption is that I follow the Official's white uniform out of the hall.

Then the function of entailment is also allows the speaker for the listener what the focus of the message and what is being assumed.

In datum 22, sentence **I slip the new micro card into my pocket** is categorized as the main point of utterance, because this utterance can be marked the focus of the message to interpreting intended meaning.

(22) a. I slip the new MICRO CARD into my pocket.

b. I SLIP THE NEW MICRO CARD into my pocket.

In uttering (22a), indicates the foreground entailment, and hence her main assumption is that I slip something into my pocket. In (22b), the focus shift to SLIP THE NEW MICRO CARD and the main assumption is that I do something into my pocket.

Then the function of entailment is also allows the speaker for the listener what the focus of the message and what is being assumed.

In datum 23, sentence **I look over at the fountain again** is categorized as the main point of utterance, because this utterance can be marked the focus of the message to interpreting intended meaning.

(23) a. I LOOK OVER at the fountain again.

b. I look over at THE FOUNTAIN again.

c. I LOOK OVER AT THE FOUNTAIN AGAIN.

In uttering (23a), indicates the foreground entailment, and hence her main assumption is that I view at the fountain again. In (23b), the focus shift to FOUNTAIN and the main assumption is that I look over something again. In

(23c), the focus shift to LOOK OVER AT THE FOUNTAIN and the main assumption is that I do something.

Then the function of entailment is also allows the speaker for the listener what the focus of the message and what is being assumed.

In datum 24, sentence **I look at a girl near me** is categorized as the main point of utterance, because this utterance can be marked the focus of the message to interpreting intended meaning.

- (24) a. I LOOK AT a girl near me.
- b. I look at A GIRL near me.
- c. I LOOK AT A GIRL near me.

In uttering (24a), indicates the foreground entailment, and hence her main assumption is that I view a girl near mem. In (24b), the focus shift to GIRL and the main assumption is that I look at someone near me. In (24c), the focus shift to LOOK AT A GIRL and the main assumption is that I do something.

Then the function of entailment is also allows the speaker for the listener what the focus of the message and what is being assumed.

2. Background Entailment

Datum 25 until datum 35 is categorized as background entailment, based on Yule's theory; background entailment is helping to determine the context.

In datum 25, sentence **I saw a painting of them once** is categorized as determiner the context, because "them" in this case refers to people who can fly.

The speaker is necessarily committed to the truth of a very large number of background entailments, only some of them are presented as follows:

- a. I *looked at* a painting of them once. (Background entailment)
- b. I saw *something* of them once. (Background entailment)
- c. Something happened.

In datum 26, sentence **My mother laughs a little at him** is categorized as determiner the context, because “him” in this case refers to Cassia’s father. The speaker is necessarily committed to the truth of a very large number of background entailments, only some of them are presented as follows:

- d. My mother *smile* at him. (Background entailment)
- e. My mother laughs a little at *someone*. (Background entailment)
- f. Someone laughs a little at him. (Background entailment)
- g. Something happened.

In datum 27, sentence **she brings me the silver box** is categorized as determiner the context, because “she” refers to the hostess and “me” as Cassia. The speaker is necessarily committed to the truth of a very large number of background entailments, only some of them are presented as follows:

- a. She (the hostess) brings me *something*. (Background entailment)
- b. *Someone* brings me the silver box (Background entailment)
- c. She *does something* to the silver box. (Background entailment)
- d. Something happened.

In datum 28, sentence **I don't want him to know how close he is to the truth** is categorized as determiner the context, because "he or him" in this case refers to Bram (Cassia's brother). The speaker is necessarily committed to the truth of a very large number of background entailments, only some of them are presented as follows:

- a. I don't want him (Bram) to know how close he is to the *rightness*.
(Background entailment)
- b. I don't want *someone* to know how close he is to the truth.
(Background entailment)
- c. Something happened.

In datum 29, sentence **Bram makes the decision for her** is categorized as determiner the context, because "her" in this case refers to Cassia's mother. The speaker is necessarily committed to the truth of a very large number of background entailments, only some of them are presented as follows:

- a. Someone makes the decision for her (mother). (Background entailment)
- b. Bram *take* the decision for her. (Background entailment)
- c. Bram makes the *spontaneous* for her. (Background entailment)
- d. Bram makes the decision for someone. (Background entailment)
- e. Something happened.

In datum 30, sentence **I know that his explanation does make sense** is categorized as determiner the context, because "his" refers to Cassia's mother.

The speaker is necessarily committed to the truth of a very large number of background entailments, only some of them are presented as follows:

- a. I know that *someone's* explanation does make sense. (Background entailment)
- b. I know that his explanation does *true*. (Background entailment)

In datum 31, sentence **I roll my eyes at him** is categorized as determiner the context, because “him” in this case refers to Xander. The speaker is necessarily committed to the truth of a very large number of background entailments, only some of them are presented as follows:

- a. I *turned* my eyes at him. (Background entailment)
- b. I roll my *part of face* at him. (Background entailment)
- c. I roll my eyes at *someone*. (Background entailment)
- d. Something happened.

In datum 32, sentence **I wish I didn't have to know this about him** is categorized as determiner the context of sentence; “him” in this case refers to Ky (Cassia's old friend). The speaker is necessarily committed to the truth of a very large number of background entailments, only some of them are presented as follows:

- a. I *want* I didn't have to know this about him. (Background entailment)
- b. I wish I didn't have to *do something*. (Background entailment)
- c. I wish I didn't have to know this about *someone*. (Background entailment)

In datum 33, sentence **I won't be able to look at him** is categorized as determiner the context of sentence, because "him" refers to Ky. The speaker is necessarily committed to the truth of a very large number of background entailments, only some of them are presented as follows:

- a. I won't be able to *see* him. (Background entailment)
- b. I won't be able to look at *someone*. (Background entailment)
- c. Something happened.

In datum 34, sentence **She gives me a kiss on the cheek** is categorized as determiner the context of sentence, because "she" refers to Cassia's mother. The speaker is necessarily committed to the truth of a very large number of background entailments, only some of them are presented as follows:

- a. *Someone* gives me a kiss on the cheek. (Background entailment)
- b. She gives me a *smacker* on the cheek. (Background entailment)
- c. She *does something* on the cheek. (Background entailment)
- d. Something happened.

In datum 35, sentence **She sees my glance** is categorized as determiner the context of sentence, because "she" refers to Administrator. The speaker is necessarily committed to the truth of a very large number of background entailments, only some of them are presented as follows:

- a. *Someone* sees my glance. (Background entailment)
- b. She *views* my glance. (Background entailment)
- c. Something happened.

So **datum 25 until datum 35 have the same function** of entailment is to predict the truth value of a proposition from what is known of the truth value of another. So, the speaker will indicate how these entailments are ordered. The speaker will communicate which entailment is assumed to be more important for interpreting intended meaning, than any others.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides conclusion and suggestion. After analyzing the Ally Condie's novel "Matched", the writer makes some conclusions and suggestions as follows:

A. Conclusions

Based on the analyzing the data on the discussion of entailment in Ally Condie's novel "Matched", the researcher concludes that the types and the function of entailment in the novel as follows:

1. The writer found two types of entailment are used in the novel. They are foreground entailment and background entailment. The researcher found 24 data of foreground entailment, and found 11 data of background entailment.
2. In this research, the writer determined the function of entailment based on the data from the two types of entailment. The function of foreground entailment are allows the speaker for the listener what the focus on the message and what is being assumed. And then as cohesion of lexical medium by finding equivalence referential to avoid repetition. The function of background entailment is to predict the truth value of a proposition from what is known of the truth value of another.

B. Suggestions

Based on the conclusion above, the researcher suggests to:

1. The reader to improve their understanding about the entailment, because the entailment helps us to know what is the sentence meaning.
2. The students especially for English Students Literature Department, Adab and Humanities Faculty should analyze other aspect about entailment in the different object for example short story, poetry, advertisement and so on. It can explore their experiences when they read text.
3. The next researchers are strongly expected to know more about entailment, it can be reference for them in conducting the same research.



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CURRICULUM VITAE



Nurfitriani or usually called Nurvi was born on April 25th, 1992 in Pallangga Gowa Regency South Sulawesi from the couple of Syamsuddin and Haniah, S.Pd.I. She is the first child from two children.

She attended the elementary school, SDN Lombasang and graduated in 2003. In the same year, she continued her study in Madrasah Tsanawiyah Bontote'ne and graduated in 2006. Then she continued her study again in Madrasah Aliyah Bontote'ne and graduated 2009.

Then in the same year, she moved to Makassar city continuing her study at Alauddin State Islamic University of Makassar. Makassar is a great city with great opportunities, so she would not be doubt, when it will come down to choose a place to study in Makassar. The field she was thinking to study in is; English Literature. She chooses English and Literature Department at Adab and Humanities Faculty.

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