CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter, the researcher presents the result of reviewing of related literature which covers the definition of news report, corpus and corpus analysis, verbs, and the previous study.

A. Corpus and Corpus Analysis

1. Definition of Corpus

Corpus is a Latin word that signifies "body." Zufferey defines corpus as "a collection of text gathered for examination" (2020:1). Hunston (2006:234) goes on to say that a corpus is a collection of text that reflects a certain language and that it displays information about the text, such as part of speech tags and parsing information. Furthermore, Bennett (2010:2) says corpus is a vast computerized collection of naturally occurring language. While McEnery and Hardie (2012:2) describe corpus as a collection of digitally stored text in both written and spoken form in general. According to Prasetya et al. (2018:76), the corpus is a collection of original texts, both written and electronic transcripts of large-scale interactions. As a result, a corpus is a collection of digitized writings that reflect a specific language.

Corpus develops over the time until now. In 1960s, the idea about corpus appeared for the first time, in time with computer became powerful in this world, Lindquist (2009:3). Further, he mentions that in 1961, there is a first corpus, called Brown corpus. W. Nelson Francis and Henry Kucˇera is the first person who is compiled English text in digital form at Brown

University. Further, Kida (2013:134) states that in 1980s, corpus study started to be famous. This study's renown grew over time, and it eventually became a mature research approach. Summers (1991) in Grigaliuniene (2013:30) "presents several possible approaches to text selection: a 'elitist' approach based on literary and academic merit or 'influentialness,' random selection; 'currency,' or the extent to which the text is read, subjective judgment of 'typicalness,' availability of text in archives; demographic sampling of reading habits, and so on." Furthermore, Nesselhauf (2011) separates corpora into the following categories: historical corpora, regional corpora, learner corpora, multilingual corpora, and spoken corpora (Kida 2013:135). As a result, corpora have developed fast until today. So, it is seen as something new in linguistic field.

According to those definitions, a corpus is a collection of texts stored in electronic form. In this scenario, the text can be found in the form of pdf., txt., doc., and other text-based extensions or formats. That format is a type of ordinary text that has been computerized. As a result of this occurrence, a new approach for language study has emerged: corpus analysis.

Regarding to the definitions above, it can be concluded that corpus is stored in a computer based system, contains entire forms of text, even they are written or spoken form. It can be said that computer has a significant roles in corpus. Computer based programs can be used in collecting, and storing the corpus data. The use of computer based programs makes a possibility in compiling a huge size of data quickly with a low

budget. Moreover, computers can be used to manage the data of the corpus to conduct an analysis. Leech (1992) in McEnary and Gabrielatos (2006: 34) said that the use of computers gives us the ability to comprehend, and to account for the contents of corpora.

2. **Types of Corpora**

According to Evans (2007), generic corpora, specialized corpora, comparative corpora, parallel corpora, historical corpora, and monitor corpora are the six types of corpora. The following are some examples of corpora. The first was known as General corpora. The corpus is rather big, and it comprises a variety of works in a variety of spoken and written languages. Evan is a student at the University of (2007).

In addition, it is a collection of specialized corpora. Evans' collection includes works from a specific genre, register, setting, or historical period (2007). Furthermore, according to Blecha (2012:16), specialized corpora are the polar opposite of general corpora, as they are not as large..

Further, it called comparable corpora. Evans (2007) says that comparable corpora is corpora that consist of texts that have different languages but have same structure. In line, Maia (2003:27) comparable corpora is corpus that consists of some text that is written in a different language.

Furthermore, it is parallel corpora. Evans (2007) explains those parallel corpora almost same as comparable corpora because they consist of various languages. The difference is that in parallel corpora lies a translation

to other languages. Further, Blecha (2012:17) states parallel corpora is contains text that is produced concurrently in multiple languages or a translation equivalent set of texts.

After that, it is called historical corpora. It is corpora that consist of text that is written from a different era, Evans (2007). It presents the collection of history or something that tell about the past events. Moreover, Vaughan (2015:4) says that is collection of the text from different periods, which is used to identify and track changes in language usage over time.

The last, is monitor corpora. It is a kind of corpora that most up to date because it consists of new text, since the text of certain languages develops rapidly every day, Evans (2007). In line, Blecha (2012:15) defines Monitor corpora is a corpus into which texts that rate of flow changes constantly and is new texts.

According to the above assertions, corpora come in a variety of shapes and sizes. General corpora, specialized corpora, comparative corpora, parallel corpora, historical corpora, and monitor corpora are the different types of corpora.

3. **Corpus Analysis**

Brown Corpus was "a useless and foolhardy enterprise," according to W. Nelson Francis (1992: 28), a leading generative grammarian at the time, because "the only legitimate source of grammatical knowledge" about a language was the native speaker's intuitions, which could not be obtained from a corpus. However, some linguists believe that linguistic corpora are

routinely utilized in practice for both descriptive and theoretical language studies, and that linguistic corpora have become a significant aspect of such research. Furthermore, the split and division between corpus linguists and generative grammarians has been rooted in a false assumption regarding the connection between the two: correspondence grammarians are merely descriptivists, concerned only with counting and categorizing the constructions in their corpora, and corpus linguists are those who are concerned with the data. The field of corpus linguistics is actively engaged in language theory, and many generative grammarians are becoming increasingly interested in the kind of data that supports their theories, although data collection in modern generative theory isn't of primary importance.

When discussing the relationship between corpus linguistics and generative grammar, as well as the importance of corpus analysis in linguistic theory, Chomsky stated that language description can meet the three sufficies established earlier in this chapter (observational, descriptive, and explanatory). The basis of the conflict between generative grammarians and corpus linguists is revealed when these three types of sufficiency are examined: on the one hand, generative grammarians strive to explain sufficiency (according to Chomsky's highest level Sufficiency), while corpus linguists strive to describe sufficiency (a lower level of sufficiency). It is debatable if corpus analysis can be used to gain explanatory sufficiency. Even if generative grammarians and corpus linguists pursue different

purposes, it is a mistake to believe that corpus analysis has nothing to do with language theory: corpora are extremely valuable for testing language hypotheses based on more functionally oriented grammatical theories or theories. Pay more attention to language that is used as a communication medium. The diversity of text types in the modern corpus makes this analysis possible, as shown in the middle part of this chapter, which uses a different genre from the Brown Corpus and the International English Corpus to introduce the functional research of the coordinated ellipsis. Although corpora is suitable for function-oriented language analysis, they have other applications. The last part of this chapter outlines the types of language analysis that corpora can help linguists perform, and the corpora that can be accessed.

We can see how language is utilized in modern culture, how language has developed over time, and how language is employed in various contexts by applying the concept of corpora. A corpus analysis allows the researcher to discover the various ways in which languages are really used. To put it another way, corpus analysis is an empirical research because it examines real-world usage patterns in natural texts. According to McCarthy (2004:01), corpus analysis can reveal information such as the most common words and phrases in English, the differences between spoken and written English, the most common tenses used by people, the prepositions that follow specific verbs, and the way people use words like can, may, and might, the differences between formal and informal words, the way how and

why people use idiomatic expression, how many words which must be known by a learner to join everyday conversation, the number of different words used by native speakers in conversation, etc.

B. News Report

1. Definition of News Report

There are maybe even more definitions of news than there are journalists. To study it as sociology, it would be much too simple to circumscribe it as 'fresh information'. Perhaps the most frequently quoted attempt at an answer is credited to Gans:

The delivery of information from a source to the audience is known as news. Journalists are both workers and professionals of bureaucratic corporate companies. To make the information fit for their audience, they will summarize, refine, and change the information gained from the source. (1980:80)

The explanation emphasizes that news is a product that is shaped by the community in which it is produced, as well as the organizations and persons participating in its production. As a result, it's critical to understand the difference between news and source organizations.

News organizations are viewed as bureaucracies or factories, with fixed "inputs" and "outputs," organizational rhythms, and an insatiable desire for new raw materials or particular information. Personnel who adhere to a set of established norms and procedures. Manning (2001: 51)

It's a lot more difficult to understand source organizations. According to Ericson et al. (1987), journalists tend to confine themselves to the 'performatives' of news releases and those who have a regular, predictable supply of valuable sources in established organizations, despite the fact that there is a huge assortment of sources potentially available, namely, the authorized knowers' authoritative versions of reality, (Ericson et al 1989: 3) and to be precise, news wires and news beats. Both of them exist in forms of bureaucratic or commercial organizations. Sources try to construct an organizational order, partial to its interests to negotiate with news organizations through journalists.

For centuries, newspapers have been giving news and alerting the general public about important events of the day. Since the early nineteenth century, newspapers have delivered the first instance of news in a daily news cycle: whatever happened on a particular day was printed in the paper and delivered to readers' doorsteps the next day. Despite successful modifications made in response to increased competition from radio, news magazines, and television during the last century, newspapers' dominant position as a provider of textual news was significantly threatened in the late 1990s with the emergence of the internet and digital media. As stated by Mencher (2011: 56) that news is information which people can use to help them to make decisions about their lives, thus people need numerous information around them to enable to live well. These kinds of information might spread to people through news media such as television, radio,

magazines, newspaper, and many others. By using mass media the current and up-to-date information or ideas can be communicated to the public. News media is used to deliver the news items or news reports from the journalist to the readers or audiences in order to make the audience can comply their necessity of information. According to Gerot and Wignel (1998: 158), A news item is a piece of literature that informs readers, listeners, or viewers about current events that are considered newsworthy or significant. According to Deborah Potter (2006: 7), news might come from one of three sources: naturally occurring occurrences like disasters and accidents, organized activity like meetings and news conferences, or reporters' efforts.

Regarding to how important news for people's daily life, the news that delivered to the public must be considered newsworthy to make the public interested to read the information. There are several news values as the factor of making the news is newsworthy. According to Mencher (2011: 57), there are eight news values that must be noted in making news report, including:

1. Timeliness, refers to events that are immediate, or recent. News must be served directly after the occurrence to make it more attractive in public.

2. Impact, refers to news that are significant, important, and likely to affect many people. The more people who are affected by the events, the bigger the story.

3. Prominence, a news that deliver event involving well-known people or institution is more attractive than involving the less one.

4. Proximity, often known as localizing the news, refers to news that includes occurrences that are geographically or emotionally close to individuals. People care about events and people in their lives.

5. Conflict, refers to strife, antagonism, and warfare have an attractive story for public.

6. The unusual, events that different from the expected of public and depart considerably from the experience of everyday life may attract the public attention, for example events or something that truly different, bizarre, strange, and wondrous in public.

7. Currency, refers to an event that currently happened will emerge as the subject of discussion and attention.

8. Necessity, means that the news writer has discovered something that he or she feels it is necessary to disclose to everyone. The news writer must consider the event to be something that should be exposed and known by public.

Mencher (2011: 30) also proposed that news story which delivered to the public must be:

a. All information is validated before being used, therefore a news organization must give correct information.

b. When all sources of information are properly attributed, the reporter can identify them all.

c. The story is complete when it includes all of the details that illustrate, prove, and document the story's main argument.

d. All sides of a debate are presented in a fair and balanced way.

e. Objective, The author expresses no personal feelings or opinions.

f. Brief and focused, The news report gets right to the point and stays on topic.

g. Well-written, The stories must be understandable, current, and engaging.

News report or news story is written differently from other texts. Usually other text, for example essay, is started with introduction then followed by the body and ended by conclusion. But news story usually written directly focused on the main facts or the climax from the events that is informed. This kind of structure is purposed to make the readers easy to gain the important points only in the first few seconds of reading. Therefore, most of news articles 24 might be written in short paragraphs.

C. Verb

The employment of verbs is influenced by several factors, including the context of use and text qualities. As a result, different styles of communication may necessitate different verb choices. For example, the Oxford Advanced Learner's Dictionary (1995: 1323) defines verb as "a word or phrase used to express an action, an event, or a situation." The main part of a sentence's predicate is formed by the verb. According to Thomson & Martinet (1986: 73), there are two classes of verbs in English, they are

the auxiliary verbs (auxiliaries) and ordinary verbs. Ordinary verbs usually known as main verb. Main verbs occur independently in a sentence and convey the complete meaning of the action, for example walk, write, read, cook, see, etc. Auxiliaries is type of verb used to help to form a tense or an expression, thus it usually known as helping verbs. It occurs along with the main verbs to indicate tense, aspect voice, mood or intention of the speaker. Auxiliary verbs have an important role in forming conversation, because in short answers, agreements, disagreements with remarks, addition to remarks, etc., auxiliaries are used instead of repeating ordinary verbs. Auxiliary verbs include word is, am, are, was, do, have, can, must, etc.

As the rule, the infinitive form, the base form, and the conjugated form are the three verb forms used in English. Verbs in the infinitive form are always preceded by the verb to, as in read, see, write, and so on. The verb then takes on the same form as the infinitive verb, but without the phrase to, as in read, see, write, and so on. There is a difference in the word of verbs in conjugated form. It's used to show the tenses, or when the action happens. It specifies whether the activity took place in the present, the past, or the future. Went, cooked, will call, and other conjugated verbs are examples. According to Eastwood (2002: 75), verbs contain regular and irregular forms, as well as a base form (e.g. look), an s-form (looks), a past form (looked), an ing-form (looking), and a past/passive participle (looked).

This study employs corpus-based analysis, which focuses on the verb classes identified by Levin (1993), who categorized English verbs into at least forty-nine verb classes based on their semantic meaning, they are:

1. Verbs of putting, refer to putting an entity, such as place, sit, drop, pour, fill, etc.

2. Verbs of removing, relate to the removal of an entity from a location, such as eject, remove, clear, erase, etc.

3. Verbs of sending and carrying, relate to causing an entity to change location and describe the causation of accompanied motion, such as bring, carry, take, post, send, etc.

4. Verbs of exerting force: push/pull verbs, relate to the exertion of a force on an entity, such as press, pull, push, etc.

5. Verbs of change of position, such as feed, give, allocate, offer, etc.

6. Learn verbs, describe the acquisition of information, such as acquire, glean, learn, memorize, study, etc.

7. Hold and keep verbs. Hold verbs, such as clasp, grab, hold, handle, and others, describe extended touch with an entity but not a change of possession and position. Keep verbs, such as keep, refer to keeping something in a specific location.

8. Verbs of concealment, include verbs relating to keep something out of view, such as block, conceal, hide, etc.

9. Verbs of throwing, verbs relate causing ballistic motion by giving a force, such as slap, sling, throw, etc.

10. Verbs of contact by impact, refer to verbs of moving an entity to contact with another entity, such as beat, hit, kick, slam, etc.

11. Poke verbs, such as dig, poke, stick, and so on, describe verbs that involve putting a pointed item into touch with a surface and, in certain cases, puncturing it.

12. Verbs of contact: touch verbs. It refers to pure verbs of contact, such as graze, kiss, touch, and so on, that describe surface contact without implying that the contact was caused by impact.

13. Cutting verbs refer to a separation in material integrity, as well as a description of the tool or means used to achieve the desired outcome, such as chip, cut, hack, saw, and so on.

14. Verbs of combining and attaching, refer to verbs that are related to combining and attaching, such as blend, combine, connect, join, etc.

15. Verbs of separating and disassembling, refer to all verbs that are related to separating or disassembling process, such as differentiate, break, etc.

16. Verbs of colouring, describe a process of changing the colour of an entity, usually by the application of some coating that covers the surface of the entity and changes its colour, such as colour, paint, varnish, etc.

17. Image creation verbs, contains verbs relating to the creation of images in the surfaces, such as paint, emboss, draw, etc.

18. Verbs of creation and transformation, contains verbs relate to create or transform an entity, such as build, make, work, etc.

19. Engender verbs, describe a causal relationship between the two arguments which are typically both abstract noun, such as beget, cause, generate, etc.

20. Calve verbs, describe the verbs relate to giving birth to the animal from which the verb takes its name, such as calve, cub, foal, kitten, etc.

21. Verbs with predicative complement, include verbs which have the predicative complement predicated of the immediately post-verbal noun phrase, such as adopt, nominate, proclaim, etc.

22. Verbs of perception, such as feel, hear, see, sense, etc.

23. Psychological state verbs, include verbs as the experiencer and the stimulus, or sometime theme, cause, object of emotion, or target of emotion, such as affect, amaze, confuse, envy, etc.

24. Verbs of desire, express the subject's desire, such as desire, fancy, want, need, etc.

25. Judgement verbs, relate to a judgement or opinion that someone may have in reaction to something, such as punish, persecute, praise, acclaim, etc.

26. Verbs of assessment, relate to verbs in making an assessment of something with respect to some attribute, such as analyse, assess, evaluate, etc.

27. Verbs of searching, such as dig, check, search, stalk, seek, etc.

28. Verbs of social interaction, relate to group activities that inherently involve more than one participant, such as agree, conflict, fight, meet, etc.

29. Verbs of communication, describe verbs relate to communication and the transfer of ideas, such as dictate, explain, say, call, chat, etc.

30. Verbs of sounds made by animals, such as chirp, snuffle, squeak, etc.

31. Verbs of ingesting, relate to the ingestion of food and drink, such as drink, eat, chew, breakfast, feed, gulp, etc.

32. Verbs involving the body, relate to verbs involving the bodily processes, such as sneeze, snore, breath, cough, blink, etc.

33. Verbs of grooming and bodily care, such as dress, groom, wash, wear, etc.

34. Verbs of killing, include all verb classes describe killing, such as execute, kill, shoot, poison, murder, etc.

35. Verbs of emission, involve the emission of a stimulus or substance that is particular to some entity, and consequently these verbs take a very limited range of subject, such as shine, sparkle, beep, smell, pour, etc.

36. Destroy verbs, relate to the total destruction of entities, such as waste, ruin, destroy, devastate, etc.

37. Change of state verbs, such as break, wrinkle, bake, boil, collapse, etc.

38. Lodge verbs, describe one's living situation, such as board, camp, live, settle, stay, etc.

39. Verbs of existence, relate to the existence of an entity at some location, such as exist, bloom, remain, fill, follow, etc.

40. Verbs of appearance, disappearance, and occurrence, describe the appearance, disappearance, and occurrence of an entity, such as appear, arise, expire, die, happen, occur, etc.

41. Verbs of bodily internal motion, describe the movements of the body, take animate subject, such as kick, flap, teeter, fidget, etc.

42. Verbs of assuming a position, describe the spatial configuration of the specific entity, such as bend, bow, kneel, sit, etc.

43. Verbs of motion, refer to verbs include a specification of direction of motion, such as advance, arrive, leave, move, fly, ride, etc.

44. Avoid verbs, verbs relate to avoidance, such as avoid, boycott, elude, etc.

45. Verbs of lingering and rushing, describe the shortening or the prolongation of the time course of an event, such as delay, hurry, rush, etc.

46. Measure verbs, relate to the value of some attribute of an entity with a relevant scale, such as read, cost, price, rate, charge, etc.

47. Aspectual verbs, describe the initiation, termination, or continuation of an activity, such as begin, continue, end, finish, repeat, etc.

48. Weekend verbs, relate to the spending a period of time at some location, such as holiday, honeymoon, sojourn, vacation, etc.

49. Weather verbs, describe different types of weather, such as blow, clear, freeze, snow, storm, thunder, etc.

Therefore, defining the English verb is a task to be fulfilled in strict dependence with the target learners. More superficial approaches will impose more superficial definitions while more complex readers will need more comprehensive and accurate definition.

D. Previous Study

In terms of the main focus of a corpus study, there is previous research that is related to current research in the investigation of verb analysis in the Jakarta Post: the relationship between frequency and text characteristics (2019), author: Oktavianti and Ardianti, who conducted a research on verbs in the Jakarta Post news section to find out the frequency of verbs and text characteristics. Characteristics and their relationships. The verb classification in this study is based on Scheibmann (which combines Halliday's verb classification and Dixon's verb type). In addition, the researchers employ the Lancsbox corpus tool to calculate frequency. The Jakarta Post corpus of this survey consists of hard news articles from October to December 2018, with a total size of 21.682 words. Researchers found that the verb type is the most commonly used, followed by the verb type of matter and existence. The least commonly used verbs are tangible and perceptual. The language type category is the most commonly used verb, because the function of the news text is to convey information to readers. In addition, it has a material verb, and it also has

a frequent one, because it shows the concrete actions and existential verbs necessary to construct the news text. In addition, body and perception/relationship types are rarely used because they show body posture and subjectivity. The conclusions of this study indicate that the frequency of verb use is related to textual features. Both previous and current studies of events use verbs as parameters, but they use different types of texts as subjects. Previous studies have investigated verbs in news texts, while current research has investigated verbs in fairy tales. In addition, the classification used to analyze verbs is also different.

Based on the investigation above, the researcher classifies the verb classes in analyzing the data, as Levin (1993) did when he separated English verbs into at least forty-nine verb classes based on their semantically meaning. With regard to classifying types of the classes of verb, the aim of the researcher is to reveals the verb classes that used in news article. The information about the used verbs in news report writing can be used by the learners to acknowledge more about the proper verbs that often used in news report. The previously studied corpus takes the form of research articles. In view of the fact that this research analyzes the corpus in the form of news articles from CNN News. In addition, the key items analyzed from the corpus. This research examined the semantic classes of verbs and focuses on analyzing verbs, it is used in news articles.