

PRESCRIPTIVISM IN THE DETECTIVE CONAN COMIC

SKRIPSI

Submitted In Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

English Education Program

By:

ENDAH MULYANINGSIH

NPM. 1302050286



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATRA UTARA**

MEDAN

2017

ABSTRACTS

Ningsih, Endah Mulya, 1302050286, “Prescriptivism in *Detective Conan Comic*”, Faculty of Teacher’s Training and Education, University of Muhammadiyah Sumatera Utara, 2017.

This research dealt with the Prescriptivism in Detective Conan Comic. The objectives of the research were to find out the types of Prescriptivism which are used in detective conan comic and to describe the dominant types of prescriptivism used in detective conan comic. Qualitative design method was applied in this research. There were 3 examples of prescriptivism. Since it was descriptive qualitative, the library research was applied to collect the data. From the 3 examples of prescriptivism in detective conan comic, the total number of prescriptivism used in the detective conan comic is 215 words, 2 words (1%) are double negative, 175 (81%) are split infinitives and 38 (11%) are postponed prepositions. The most dominant examples of prescriptivism in detective conan comic was split infinitives.

Keywords : prescriptivism, detective conan comic.

ACKNOWLEDGEMENT



In the name of Allah, The Most Gracious and The Most Merciful.

Firstly, the researcher would like to praise to Allah SWT who has given her chances to finishing this study. Secondly, blessing and peace be upon our prophet Muhammad SAW who has brought human beings from the darkness to brightness.

The title of this study is “Prescriptivism In Detective Conan Comic” one of the proposing of writing this study is to fulfill on requirements to get degree of education from the Faculty of Teachers’ Training and Education of UMSU.

In finishing this study, many people have supported the researcher. Without them, it is imposible for her to finish this study. Therefore, she would like to take this opportunity to say thank, especially for her parents, **MUKAJI** and **ENNIWATI** who has given moral, material, support, loving care and affection since she has born till today. Next she wants to take this opportunity to thank:

1. Dr. Agussani, M.AP., The Rector of University of Muhammadiyah Sumatera Utara.
2. Dr. Elfrianto Nasution, S.Pd, M.Pd, Dekan of FKIP UMSU who has encourage the researcher and gave recomendation to carry this study.
3. Mandra Saragih, S.Pd., M.Hum and Pirman Saragih S.Pd., M.Hum, as the head and ssecretary of English Department in Faculty of teacher’s training and education University Muhammadiyah Sumatera Utara for their encouragement in completing this research.
4. Prof. Amrin Saragih, MA.,Ph.D as her supervisor who had given suggestions, ideas, critics, and guidance in writing this research.

5. All lectures who had given this valuable though in English Teaching during academic year at UMSU.
6. Her beloved sisters Sri Maryani, Diah NovitaSari, Aisyah Wulan Dari and her brother Ezam Muhardi and all of her family who has given supports and motivation in finishing her study at FKIP UMSU.
7. Her beloved friend Hanipah Rahmadani who always together with her form the first step of this study until the end step of this study.
8. Her beloved friends at board house Nurmalia, UlfaYulanda, Putri Ramadhani, Juli Anita Siregar , Selly Artika Nasution who given support and care in her study at FKIP UMSU.
9. Her journey friends Sabrina Irada Lubis, Sri Permana Dewi, Defrida Handayani, Rahayu Eka Fitri, Rika Reswandari, Muhammad Fauzi, Muhammad Ihsan, Muhammad Iqbal who given great journies while studying at FKIP UMSU.
10. All friends in seventh semesters of FKIP UMSU, especially VII-E Morning of English Education Program, may Allah the most almighty bless them.

Finally, the researcher hopes that her study will be useful for the readers, especially for the students of English Education Program who want to do a research and also for the researcher herself. May Allah, the most almighty bless all of us.

Wassallamu'alaikum Warahmatullahi Wabarakatuh.

Medan, April 2017
The Researcher

Endah Mulya Ningsi

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	v
LIST OF TABLE	vii
LIST OF APPENDIX	viii
CHAPTER I INTRODUCTION	1
A. Background of Study.....	1
B. Identification of Problem	4
C. Formulation of Problem.....	4
D. Objective of Research.....	5
E. Scope and Limitation of Research	5
F. Significance of Research	5
1. Theoretically	5
2. Practically	5
CHAPTER II REVIEW OF LITERATURE	7
A. Theoretical Framework	7
1. Description of Analysis	7
2. Description of Linguistic	8
3. Description of Prescriptivism.....	9
3.1. Double Negative	11
3.2. Split Infinitives	12

3.3. Postponed Prepositions	12
4. Description of Detective Conan Comic	13
4.1. Comic	13
4.2. Detective Conan	16
B. Previous Relevant Studies	19
C. Conceptual Framework	21
CHAPTER III RESEARCH METHOD	22
A. Research Design	23
B. Source of The Data	23
C. Technique of Collecting Data	24
D. Technique of Analysis The Data	24
CHAPTER IV DATA AND DATA ANALYSIS	26
A. Data Collection	26
B. Data Analysis	28
C. Discussions	30
D. Research Finding	31
CHAPTER V CONCLUSION AND SUGGESTIONS	32
A. Conclusions	32
B. Suggestions	32
REFERENCES	
APPENDIX	

LIST OF TABLE

Table 4.1. The Percentage of Prescriptivism Detective Conan Comic	27
---	----

LIST OF APPENDIX

Appendix I The kinds of Prescriptivism in Detective Conan Comic	34
Appendix II Comic Detective Conan.....	61
Appendix III K-1.....	97
Appendix IV K-2	98
Appendix V K-3.....	99
Appendix VI Keterangan Seminar	100
Appendix VII Lembar Pengesahan Seminar Proposal.....	101
Appendix VIII Pernyataan Tidak Plagiat	102
Appendix IX Berita Acara Bimbingan Proposal	103
Appendix IX Berita Acara Bimbingan Skripsi	104
Appendix X Surat Permohonan Izin Riset	105
Appendix XI Surat Balasan Riset	106
Appendix XII Curriculum Vitae	107

CHAPTER 1

INTRODUCTION

A. Background of the Study

Language experts generally define linguistics as “the scientific study of language”. (Lyons, 2002:1). According to many linguists “language means any distinct linguistic entity variety which is mutually unintelligible with other such entities”. (Campbell, 2006:184). Some scholars indicate that “language is a cognitive system which is part of any normal human being’s mental or psychological structure”. (Radford, Atkison, Britain, Clashen and Spencer, 2003:1).

Linguistics can be broadly broken into three categories or subfields of study: language in context, language meaning, and language form. Language in its broader context includes: language acquisition, neurolinguistics, psycholinguistics, sociolinguistics, historical linguistics, and evolutionary linguistics. The study of language meaning is concerned with how languages employ logical structure and real-world references to convey, process and assign meaning, as well as to manage and resolve ambiguity.

Language form include the types of sentences used (declarative, interrogative, imperative, exclamatory) and the method of sharing the information (e.g., conversation, letter, briefing, speech). A lot of authors emphasize that “by scientific study of language is meant its investigation by means of controlled and empirically verifiable observations”. (Lyons, 1995:1).

Hare categorizes moral theories as including theories relating to meaning and logical characteristics of the language of ethics in two main classes: Descriptivism and Prescriptivism. Descriptivism is essentially just an interest in facts. That is, make observation about what the language is rather than state opinions. Descriptivism is often cast as the opposite of prescriptivism, but they aren't opposite at all. But no matter how many times we insist that "descriptivism isn't 'anything goes'", people continue to believe that all grammatical anarchists and linguistic relativists, declaring everything correct and saying that there's no such thing as a grammatical error.

Prescriptivism is a school of thought that believes that a definite set of rules should be created to control a given language, usually opposed by (and to) Descriptivism. This creates a definite 'right' and 'wrong' in language usage. The language effectively becomes frozen (someone would say dead), as the rules define the way the language MUST be used in order to communicate correctly. The upside to this is that the language no longer diverges: odd sentence structures and syntactic styles are stunted in development, allowing all the speakers of the language to clearly communicate. The downside is that the language no longer allows for future development outside of the lexicon, and often creates educational issues and/or classes based on those who know the rules and those who do not.

The researcher found the problem when the researcher was studying School of Linguistic in VII E Morning 2017. The researcher found that the students could not give an example of prescriptivism. So, the researcher had thought to choose prescriptivism as the researcher's the research.

Now some people especially students can learn English from comic. Comic is a medium used to express ideas by images, often combined with text or other visual

information. A comic frequently takes the form of juxtaposed sequences of panels of images. Often textual devices such as speech balloons, captions, and onomatopoeia indicate dialogue, narration, sound effects, or other information. Size and arrangement of panels contribute to narrative pacing. Cartooning and similar forms of illustration are the most common image-making means in comics; fumetti is a form which uses photographic images. Common forms of comic include comic strips, editorial and gag cartoons, and comic books. Since the late 20th century, bound volumes such as graphic novels, comic albums and tankoobon have become increasingly common, and online web comics have proliferated in the 21st century.

The one of comic that people like is Detective Conan. Detective conan is an ongoing Japanese detective manga series written and illustrated by Gosho Aoyama. It was serialized in Shogakukan's Weekly Shonen Sunday on January 19, 1994, and has been collected into 91 tankoobon volumes. The story follows an amateur detective who was transformed in to child while investigating a mysterious organization, and solves a multitude of case while investigating a mysterious organization, and solves a multitude of cases while impersonating his friends' father and other characters.

The researcher chooses *Detective Conan* comic as the data of research because detective conan comic is ongoing comic that consist 997 chapter. Detective conan comic is the researcher's favorite comic and in the detective conan comic consist much sentences and long sentences. Detective conan comic that can make the researcher can find example of prescriptivism more. There are 3 kinds of prescriptivism that were used in Detective Conan comic. According to the explanation above the researcher wants to make research about Prescriptivism in The *Detective Conan Comic*.

B. Identification of Problem

The study is identified as having relationship to:

- a. The students' inability in identifying prescriptivism and
- b. The students' difficulties in understanding prescriptive grammar.

C. Formulation of the Problem

In line with the background of the study, the problem are formulated as the following:

- a. What kinds of prescriptivism are used in the *Detective Conan Comic*?
- b. How is prescriptivism realized in the *Detective Conan Comic*?

D. The Objectives of the Study

In order to make this research manageable, the scope of this research is set on linguistic and this research is limited on prescriptivism.

- a. To know the kinds of prescriptivism are used in the *Detective Conan Comic*.
- b. To find out prescriptivism that is realized in the *Detective Conan Comic*.

E. The Scope and Limitation

The scope of this research is focused on linguistic and the limitation is prescriptivism.

F. The Significances of the Study

Findings of this research are expected to be useful and relevant in some theoretically and practically.

1. Theoretically

The findings can be references for readers that are interested in learning Prescriptivism.

2. Practically :

The findings can be relevants for:

- a. English teachers, to increase the knowledge of the teachers and makes the teachers more understand about prescriptivism.
- b. The students, to give a clear elaboration about prescriptivism and the example of the prescriptivism.
- c. Other researchers, to increase the knowledge and understanding also being good reference for the other researchers.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Description of Analysis

Analysis is a careful study of something to learn about its part, what they do, and how they are related to each other or analysis is an explanation of nature and the meaning of something. In addition, analysis is the process of breaking a complex topic or substance into smaller parts to gain a better understanding of it.

The word analysis comes from the ancient greek, analysis “a breaking up”, from ana “up”, “throughout” and lysis “a loosening”. Analysis of data means studying the tabulated material in order to determine inherent facts or meaning. It involves breaking down complex factors into simpler one and putting the arts in new arrangements for purpose of interpretation. The first step in analysis the data is in the critical examined in the collecting the data. This sense induces the researcher to think and analysis they data in the next method of analysis in coding. The term coding input assigning symbols to each responds. It means that it can be counted and tabulated. Analysis is also a study of something in parts, relationship and analyzed a part of methodology of psycholinguistic investigation of the language from application of linguistic theory to the data of erroneous utterance produced by learner.

These are three types of analysis objectives, they are:

- a. Identification or classification of the element of communication.

- b. Making explicit the relationship of connection that exist among these elements.
- c. Recognising the organizational principle that hold the communication together as a hole.

Therefore, analysis can be defined as an effort to observe something more detail with disentangle the emponents or composer to be investigated continuity.

2. Description of Linguistic

Linguistic is the science that studies language. Someone who studies linguistic is a linguist. Notice that there is a common understanding of the word *linguist* as meaning “someone who know many languages”. While it is often true that linguists know several language, being a **polyglot** (i.e., someone who knows many language) is not a requirement for being a linguist.

Note that in definition above about language “language,” not a specific language (English) or a group of languages. To a large extent, all languages in the world are based on similar principles. Part of our goal will be to outline such a principles.

3. Description of Prescriptivism

Prescriptivism consists basically of stating what is considered right and wrong in language. It passes judgments-for example, splitting infinitive is wrong. This means that *To boldly go where no one has gone before...* is a bad sentence because it “splits” the infinitive to go.

A common misunderstanding is that descriptivist “have no rules” and they have a permissive “anything goes” attitude. In fact, nothing could be further from the truth. Descriptive linguistics is dedicated to describing the rules of the language, and language

is seen as essentially rules governed (that is, made of rules). So what is the issue? Don't descriptivists and prescriptivists agree?

In fact, prescriptivists and descriptivists disagree deeply: descriptivists seek to find the rules that govern the languages spoken by people, while prescriptivists, for the major part, seek to improve arbitrary rules that come from outside the language and/or seek to preserve a stage of the language that has been left behind by the evolution of the language itself.

For example, the prescription of the avoidance of the *spil* infinitive was based on the fact that Latin avoided doing so, when Latin was thought of as "better" language than English. Often prescriptivists are merely clinging to a past state of the language. For example, the distinction between *who* and *whom* is now lost on most speakers. There isn't anything anyone can do, practically speaking, to restore this distinction.

What prescriptivists say is often not supported by linguistic data. For example, a common claim of prescriptivists is that the "double negative" (*I don't want no fish*) should be banned. English has always had the double negative. Shakespeare uses it in *Romeo and Juliet*, III, I (Mercutio: *I will not budge for no man's pleasure*).

So why do people get so upset about prescriptivism? Perhaps because following certain grammatical rules is a social "shibboleth". A shibboleth provides information about the group to which individuals belong.

Linguistic usage helps gather information about someone. If some people do or say something in a certain way, some people belong to a certain group. Following or not following certain linguistic forms may be used to identify a social class or ethnic group. For example, African-American Vernacular English (AAVE) eliminates the copula in

certain syntactic construction, roughly whenever Informal English allows contraction (In *It's*, 'sis is the contracted form of *is*, the third-person singular form of the **copula**). So, *They are home* would be *They home* in AAVE. This elimination of the copula and other features of AAVE may be perceived as unprofessional or as ignorant, while in fact, they are signs of speaker speaking a different dialect. Because of various historical reasons (essentially, the history of discrimination against African Americans), the AAVE dialect is considered less prestigious than other dialects; therefore, speakers will associate negative impressions, such as those noted, with it. In other words, the dialect a speaker uses marks him or her socially. This is why the use of particular dialect (or some features of a dialect) may be used as a social shibboleth.

What are the most egregious examples of prescriptivism? The following are examples that may have unwittingly been exposed to.

3.1. Double Negatives

The double negative “rule” was invented in 1762 by Robert Lowth, a British priest, who stated the rule that two negatives affirm (*I am not unaware = I am aware*). This “rule” is not true. English has always had double negatives. Despite the success of Lowth’s grammar book in which he presented his ideas, this rule never made it past written English. Double and triple negatives are found in spoken English, but they are not tolerated in written English, which is typically more formal.

On occasion, even in written English, we use double negatives that do not affirm. The sentences *He couldn't sleep, even with a sedative* has the same meaning as *He couldn't sleep, not even with a sedative*. In the second sentence, the second *not*

reinforces the first. In other words, we use two negatives yet the sentence doesn't affirm, thus showing that Lowth's rule does not always work.

In essence, the double negative rule doesn't make sense historically, and it doesn't always apply where it should. Rather, this rule is an issue of social class and good manners. If you follow this rule, you belong to the "educated" group.

3.2.Split Infinitives

The traditional rule concerning split infinitives states that one should not put something between the *to* and the rest of the verb in an infinitive; in other words, don't split the infinitive. If we try to change the sentence *I have triedtoconsciously stop worrying about it* to make it follow this rule, we would change the meaning of the sentence: *I have tried to stop consciously worrying about it*. The rule and the sentence can't both be right; therefore, we must split infinitives in some cases when necessary.

3.3.Postponed Prepositions

A question such as *What are you looking at?* comes from a statement having rough form of *You are looking at what*. If the indirect or direct object is moved to the beginning of the sentence to form a *wh*-question, a preposition ends up being left at the end of the sentence-hence the term **postpone preposition**.

Wh-questions, relative clauses, and exclamations (*What a fine mess you've gotten us into!*) will always have postponed prepositions; there's no way to avoid them. Sometimes using the passive voice can also result in sentences that end with a preposition, as in *She was sought after*.

Infinitive clauses are also difficult to change. Consider the sentence *He's impossible to work with*. Where could one move *with* to make it “grammatically” correct, short of changing the sentence altogether? Note that if you reword the sentence as *It is impossible to work with him*, you are shifting the emphasis from *he* to *impossible*.

4. Description of Detective Conan Comic

4.1. Comic

Comics is a medium used to express ideas by images, often combined with text or other visual information. Comics frequently takes the form of juxtaposed sequences of panels of images. Often textual devices such as speech balloons, captions, and onomatopoeia indicate dialogue, narration, sound effects, or other information. Size and arrangement of panels contribute to narrative pacing. Cartooning and similar forms of illustration are the most common image-making means in comics; *fumetti* is a form which uses photographic images. Common forms of comics include comic strips, editorial and gag cartoons, and comic books. Since the late 20th century, bound volumes such as graphic novels, comic albums, and *tankōbon* have become increasingly common, and online webcomics have proliferated in the 21st century.

The history of comics has followed different paths in different cultures. Scholars have posited a pre-history as far back as the Lascaux cave paintings. By the mid-20th century, comics flourished particularly in the United States, western Europe (especially in France and Belgium), and Japan. The history of European comics is often traced to Rodolphe Töpffer's cartoon strips of the 1830s, and became popular following

the success in the 1930s of strips and books such as *The Adventures of Tintin*. American comics emerged as a mass medium in the early 20th century with the advent of newspaper comic strips; magazine-style comic books followed in the 1930s, in which the superhero genre became prominent after Superman appeared in 1938. Histories of Japanese comics and cartooning (*manga*) propose origins as early as the 12th century. Modern comic strips emerged in Japan in the early 20th century, and the output of comics magazines and books rapidly expanded in the post-World War II era with the popularity of cartoonists such as Osamu Tezuka. Comics has had a lowbrow reputation for much of its history, but towards the end of the 20th century began to find greater acceptance with the public and in academia.

Japanese comics

Japanese comics and cartooning (*manga*), have a history that has been seen as far back as the anthropomorphic characters in the 12th-to-13th-century *Chōjū-jinbutsu-giga*, 17th-century *toba-e* and *kiboyōshi* books, and woodblock prints such as *ukiyo-e* which were popular between the 17th and 20th centuries. The *kiboyōshi* contained examples of sequential images movement lines, and sound effects.

Illustrated magazines for Western expatriates introduced Western-style satirical cartoons to Japan in the late 19th century. New publications in both the Western and Japanese styles became popular, and at the end of the 1890s, American-style newspaper comics supplements began to appear in Japan, as well as some American comic strips. 1900 saw the debut of the *Jiji Manga* in the *Jiji Shinpō* newspaper—the first use of the word "manga" in its modern sense, and where, in 1902, Rakuten Kitazawa began the first modern Japanese comic strip. By the 1930s, comic strips were serialized in

large-circulation monthly girls' and boys' magazine and collected into hardback volumes.

The modern era of comics in Japan began after World War II, propelled by the success of the serialized comics of the prolific Osamu Tezuka and the comic strip *Sazae-san*. Genres and audiences diversified over the following decades. Stories are usually first serialized in magazines which are often hundreds of pages thick and may contain over a dozen stories; they are later compiled in *tankōbon* format books. At the turn of the 20th and 21st centuries, nearly a quarter of all printed material in Japan was comics, translations became extremely popular in foreign markets in some cases equaling or surpassing the sales of domestic comics.

4.2. Detective Conan

Case Closed, also known as *Detective Conan* (名探偵コナン *Meitantei Konan*), is an ongoing Japanese detective manga series written and illustrated by Gosho Aoyama. It was serialized in Shogakukan's *Weekly Shōnen Sunday* on January 19, 1994, and has been collected into 91 *tankōbon* volumes. Due to legal considerations with the name *Detective Conan*, the English language release was renamed to *Case Closed*.^[1] The story follows an amateur detective who was transformed into a child while investigating a mysterious organization, and solves a multitude of cases while impersonating his friend's father and other characters.

The series received an anime adaptation by Yomiuri Telecasting Corporation and TMS Entertainment. The anime resulted in animated feature films, original video animations, video games, audio disc releases, and live action

episodes. In 2009, a television special titled *Lupin the 3rd vs. Detective Conan* was aired featuring characters from *Lupin III*.

Funimation licensed the anime series for North American broadcast in 2003 under the name *Case Closed* with the characters given Americanized names. The anime premiered on Cartoon Network as part of their Adult Swim programming block but was discontinued due to low ratings. On March 2013, Funimation began streaming their licensed episodes of *Case Closed*; Crunchyroll simulcast them in 2014. Funimation also localized the first six *Case Closed* films, while Discotek Media localized the *Lupin III* crossover special and its film sequel. Meanwhile, the manga was localized by Viz Media, who used Funimation's changed title and character names.

The *tankōbon* volumes of the manga have sold over 150 million copies in Japan. In 2001, the manga was awarded the 46th Shogakukan Manga Award in the *shōnen* category. The anime adaptation has been well received and ranked in the top twenty in *Animage*'s polls between 1996 and 2001. In the Japanese TV anime ranking, *Case Closed* episodes ranked in the top six on a weekly basis. Both the manga and the anime have had positive response from critics for their plot and cases.

Shinichi Kudo is a high school detective who sometimes works with the police to solve cases. During an investigation, he is attacked by members of a crime syndicate known as the Black Organization. They force him to ingest an experimental poison, but instead of killing him, the poison transforms him into a child. Adopting the pseudonym Conan Edogawa and keeping his true identity a secret, Kudo lives with his childhood friend Rachel Moore and her father Richard, who is a private detective. Throughout the series, he tags along on Richard's cases, but when he is able to solve one, he uses a

tranquilizer needle to put Richard to sleep, and impersonates his voice to reveal the solution to the case. He also enrolls in a local elementary school where he makes friends with a group of classmates who form their own Junior Detective club. While he continues to dig deeper into the Black Organization, he frequently interacts with a variety of characters, including his professor friend Dr. Agasa, Rachel's friend Serena, a fellow teenage detective Harley Hartwell, his parents, and many other characters.

Kudo later encounters an elementary school transfer student, Anita Hailey, who reveals herself to be the creator of the poison that made him small. She too had ingested the poison, but she is no longer affiliated with the Black Organization. During a rare encounter with the Black Organization, Conan helps the FBI plant a CIA agent, Kir, inside the Black Organization as a spy.

In 2007, Aoyama hinted he had an ending planned out but does not intend to end the series yet. *Case Closed* was conceived in 1994, during the rise of mystery genre manga due to the publishing of the Kindaichi Case Files series; the first chapter appeared in Shogakukan's *Weekly Shōnen Sunday* on January 19. Aoyama cites the stories of Arsène Lupin, Sherlock Holmes and the samurai films by Akira Kurosawa as influences on his work. When scripting each chapter, he ensures the dialogue remains simple and spends an average of four hours for each new case and twelve for more complicated ones. Each case spans several chapters, and is resolved at the end where characters explain the details of their solutions in simple terms; a database consisting of all the cases from the manga was launched in 2007.

Case Closed became the 21st longest running manga series with over 966 chapters released in Japan. The individual chapters are collected into tankōbon volumes

by Shogakukan; the first volume was released on June 18, 1994. Gosho Aoyama's assistants have also written an anthology series of *Case Closed* which are released irregularly.

B. Previous Relevant Studies

There were also many of related studies which had been done by the other researchers previously found in the Luleå University of Technology, some of them were as follows:

- a. An Luleå University of Technology Thesis researcher by Ann-Marie Bäckström on 2006.

The research was entitled with Prescriptivism and Descriptivism “*A study on Attitudes Towards Language*”

The purpose of this study has been find out whether people, mainly teachers, are prescriptive or descriptive in their attitude towards language, and whether grammar books, dictionaries and textbooks used in schools are in accordance with these attitudes.

The finding of the study of linguistic phenomena in dictionaries and grammar books shows that most of them intend to be descriptive. In many cases though, the information turns out to be norm-enforcing and prejudice. In the paragraphs below a summary of each grammar book is presented.

- b. Islamic Azad University Thesis researcher by Akram Ghanbari and Mohamad Akvan on 2014

The research was entitled with *Emotivism and Prescriptivism*.

The purpose of this study has been attempt to raise the Hare's classification of moral approaches and deal with emotivism and prescriptivism and their similarities and

dissimilarities categorized by Hare as nondescriptivism. We seek to investigate the Hare's reasons for ruling out emotivism.

The finding of this study is prescriptivism is a non-descriptivism and hence, no moral wisdom exists in there. If an analytical philosopher does not believe in the moral wisdom, that means one cannot speak of the three fold analysis of wisdom and thus, a wisdom – based explanation is senseless. It is because of this that Hare in accordance with the language of morality strives to plan a moral reasoning and henceforth he manages to find solutions for the rational patterns.

- c. Umm Al-Qura University Thesis researcher by Dr. Shadyah A. N. Cole on 2003.

The research was entitled with *The Rise of Prescriptivism in English*.

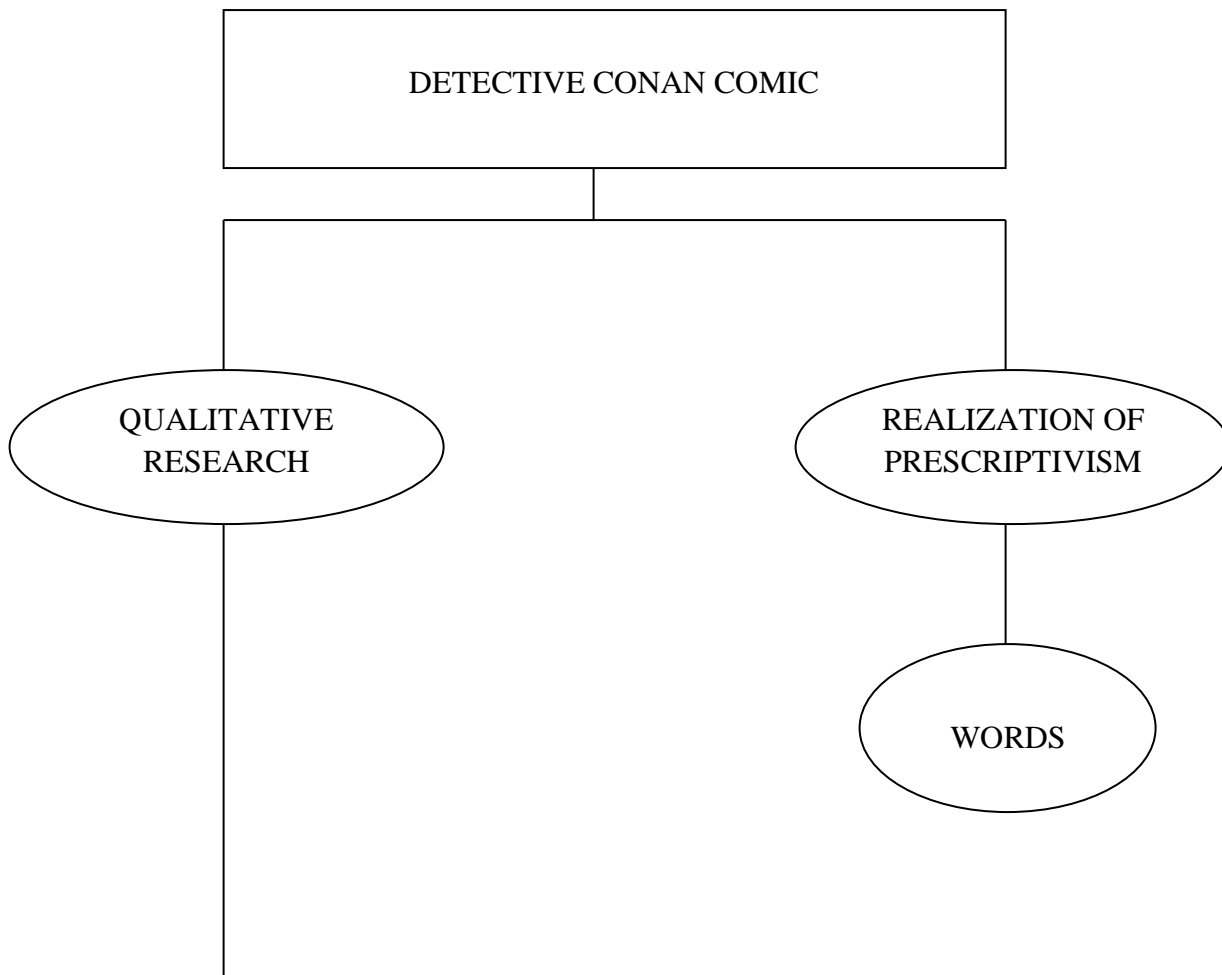
The purpose of this study has been find out The social milieu of eighteenth-century England gave rise to the middle classes. As their numbers, wealth, and influence grew, they felt the need for an authority on language to settle disputes of usage and variation. An English Language Academy was proposed but came to naught. Instead, dictionaries, such as Samuel Johnson's, and grammars, such as Robert Lowth's, took the place of a language academy. Together, dictionaries and grammars were felt to have accomplished the three goals that were deemed necessary: to ascertain, refine, and fix the English language once and for all.

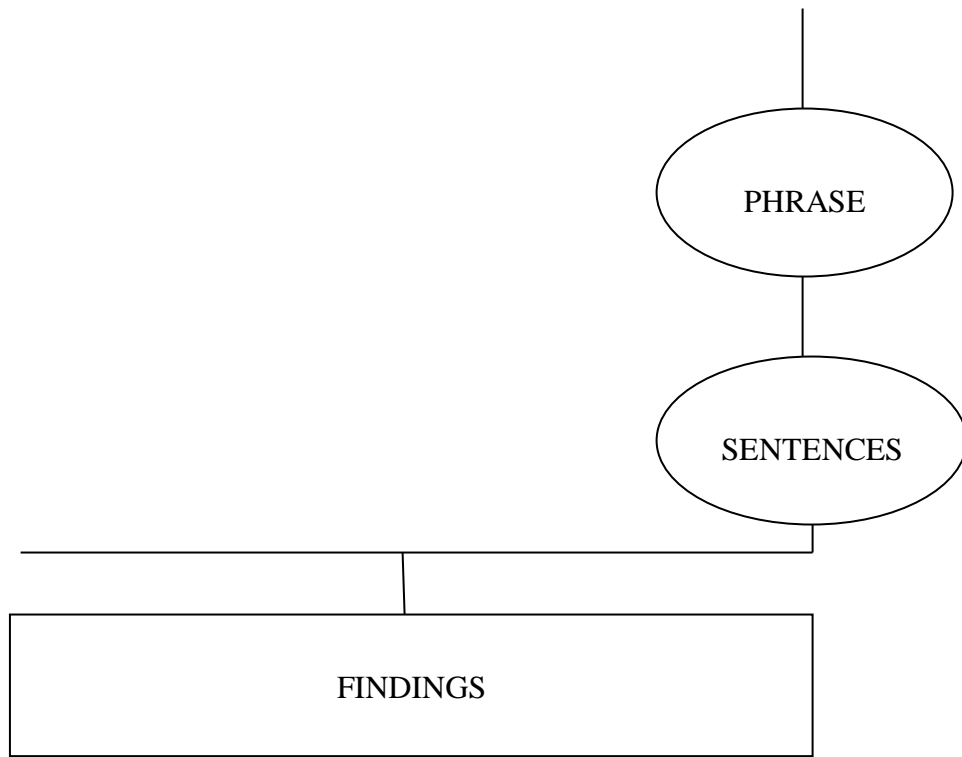
The finding of this study is the long-term effects of the prescriptive movement to make English better by applying logic and analogy is in many ways hard to determine. Some results may be noted, however. As a consequence of the prescriptivist movement, people no longer felt, and it could no longer be said, that English had no rules. Today many feel that it may have too many. Some of the rules that the early grammarians and

lexicographers formulated have now been discarded. Some of them that have been retained are of doubtful validity, yet they still have a place in modern grammars and impose their judgments on people who acknowledge the value of authority on correctness. Certainly many matters which were in disputed usage during the time of Dryden and Swift were settled.

C. Conceptual Framework

In this study the writer chooses Prescriptivism in the Detective Conan Comic as the focus of this study. Perhaps, it is very interesting by the learners of English who does research because analyzing the comic from the first chapter until the lastest chapter just to find out the prescriptive languages that are used by the writer in the detective conan comic. This comic classified into the adventure, mystery, comedy, police and shounen comic.





CHAPTER III

RESEARCH METHOD

A. Research Design

This study was conducted by using qualitative design, because this study was identified and analyze prescriptivism. Sugiyono (2011:14) defined “qualitative research is a method that is based on philosophy of positivism, is use to examined the population or a particular sample, the sampling technique is generally done at random, using a data collection instrument is qualitative research data analyzed/ statistics with aim to test the hypothesis that applied”. The qualitative method referred to research procedure which produced descriptive data; people own language or spoken words and observable behavior. Therefore, this research will use qualitative design to describe. The researcher wasattended to analyze prescriptivism from comic detective conan. Descriptive design wasused to collect the data since it attend to prove the previous theory.

This research design wasmade in the relation between the topic, the problems, the theory, the analysis and the result of the analysis.

B. Source of Data

The research limited the data on words, phrases and sentences prescriptivism. In conducting the research, wasanalyzed the data based on the qualitative method. The source of data is the comic “*Detective Conan*”.

C. Techniques of Collecting Data

The data will be analyzed by using descriptive technique, through some steps.

The steps are shown as follows:

1. Taking the comic of *Detective Conan* from the internet.
2. Reading comic *Detective Conan* and understanding the novel.
3. Identifying prescriptivism in comic *Detective Conan*.
4. Counting the types which is most dominant.

D. Techniques of Data Analysis

The data of this research will be analyzed by using descriptive qualitative method.

According to Creswell (2009), the step in analyzing the data would be stated as follows:

1. Identifying prescriptivism in Detective Conan comic by underlining the prescriptivism after reading the data.
2. Classifying prescriptivism in to three examples : (1) double negative, (2) split infinitive (3) postponed prepositions.
3. Counting all examples of prescriptivism used in Detective Conan comic.
4. Tabulating the frequency of each examples of prescriptivism.
5. Converting the frequency of each kind of prescriptivism in to percent by following formula:

$$X = \frac{F}{N} \times 100\%$$

Where

X = The percentage of item

F = The number of item

N = Total item

6. Finding out the dominant examples of prescriptivism as the result.
7. Finding out why it becomes the most dominant types of prescriptivism.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data was found from the Detective Conan comic. The researcher analyzed the examples of prescriptivism in the Detective Conan Comic. The researcher decided to take 8 chapter of Detective Conan comic to be taken as the data.

Those are 3 files of Detective Conan comic that every chapter were entitled with:

1. File 1
 - a. Chapter 1 : The Hersei Holmes
 - b. Chapter 2 : The Shrunken Detective
 - c. Chapter 3 : The Left Out Detective
 - d. Chapter 4 :The Sixth Chimey
 - e. Chapter 5 : One More Criminal
 - f. Chapter 6 : Confused Detective to Great Detective
 - g. Chapter 7 : The Bloody Idol
 - h. Chapter 8 : A Person Who Look Like You
 - i. Chapter 9 : Unhappy Misunderstanding
2. File 2
 - a. Chapter 10 : A Lucrative Shadowing
 - b. Chapter 11 : The Perfect Alibi
 - c. Chapter 12 : The Photo Speak

- d. Chapter 13 :The Missing Man
- e. Chapter 14 :The Pitiful Girl
- f. Chapter 15 :Chase The Giant!
- g. Chapter 16 :The Girl Like a Devil
- h. Chapter 17 :Mansion of Terror
- i. Chapter 18 :The Vanishing Children
- j. Chapter 19 :Nightmare In The Cellar
- 3. File 3
 - a. Chapter 20 :The Hatamoto Family
 - b. Chapter 21 :The Secret of the Impenetrable Room
 - c. Chapter 22 :The Location of the Inheritance
 - d. Chapter 23 :Family Obliteration
 - e. Chapter 24 :Trap-Springer in the Dark
 - f. Chapter 25 :The Dream that will not Come True
 - g. Chapter26 : Corious Presents
 - h. Chapter 27 :The Same Person
 - i. Chapter 28 :The Mystery of August 3rd
 - j. Chapter 29 :Safe Before Your Eyes

Table 4.1

The Percentage of Prescriptivism Detective Conan Comic

No.	Example of Prescriptivism	Number	Percentage
1	Double Negative	2	1%
2	Split Infinitive	175	81%
3	Postponed Prepositions	38	18%
	Total	215	100%

B. Data Analysis

After collecting the data, the kinds of prescriptivism in Detective Conan comic were classified based on the kinds of prescriptivism in Detective Conan comic. There are three kinds of kinds, namely :double negative, split infinitive and postponed prepositions.

1. The kinds of prescriptivism that are used in *Detective Conan Comic*.

a. Double Negative

The double negative “rule” was invented in 1762 by Robert Lowth, a British priest, who stated the rule that two negatives affirm (*I am not unaware = I am aware*). This “rule” is not true. English has always had double negatives. Despite the success of Lowth’s grammar book in which he presented his ideas, this rule never made it past written English. Double and triple negatives are found in spoken English, but they are not tolerated in written English, which is typically more formal. The following are examples of double negative:

- You know there ain’t no such thing as a normal detective!
- And *no* one would send such large amounts of money for *no* reasons! (file 3 chapter 26)

b. Split Infinitive

The traditional rule concerning split infinitives states that one should not put something between the *to* and the rest of the verb in an infinitive; in other words, don't split the infinitive. If we try to change the sentence *I have tried to consciously stop worrying about it* to make it follow this rule, we would change the meaning of the sentence: *I have tried to stop consciously worrying about it*. The rule and the sentence can't both be right; therefore, we must split infinitives in some cases when necessary. The following are examples of Split Infinitive:

- I only played soccer *to* develop the reflexed necessary for a detective to have.
- I don't want *to* write about setectives.
- Asou-san didn't want *to* help with my plan, but I made hime do it!

c. Postponed Prepositions

A question such as *What are you looking at?* comes from a statement having rough form of *You are looking at what*. If the indirect or direct object is moved to the beginning of the sentence to form a *wh*-question, a preposition ends up being left at the end of the sentence-hence the term **postpone preposition**. The following are examples of Postponed Prepositions

- What the hell is he talking *about*?
- But how to get that bumbling detective to work it *out*?
- How is that when you've never been here *before*?

2. Prescriptivism is realized in the *Detective Conan Comic*.

a. Phrase

The following are examples of prescriptivism that has been realized as phrase:

- *to* get away
- *to* see her
- *to* frame Yoko-san

b. Sentences

The following are examples of prescriptivism that has been realized as phrase:

- He went on *to* work at the Kakuben Corporation
- I went *to* see professor Agasa yesterday.
- He had planed *to* implicated Takeshi-san in the crimes.

C. Discussions

1. The weakness of this study

The weakness of this study are this study less of source. The researcher has difficult time in searched the object of prescriptivism. There are too little source that provide prescriptivism. The researcher hopes for the other researcher that research the same subject can easily find source of prescriptivism and can make a better study than this study.

2. Compare

This study has been compare with the relate study “*Prescriptivism and Descriptivism*”. The similarity of both study is the both study discuss about prescriptivism. The diference of both study is this study focus on prescriptivism in detective conan comic but the other study is focus in attitudes towards language that is discussed in ther prescriptivism.

D. Research Findings

The finding of this study show that there are three kinds of example of prescriptivism in Detective Conan comic they are double negative, split infnitive

postponed prepositions. The total number of prescriptivism is used in Detective Conan comic are prescriptivism, it consist of 215 prescriptivism. The most dominant kinds of prescriptivism found in Detective Conan comic is split infinitive with the score 81%.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

There are several important points that are taken out from research findings as the conclusion of the study such as :

1. Examples of prescriptivism words found in Detective Conan comic , double negative (1%), split infinitives (81%) and postponed prepositions (11%).
2. Split infinitive types is the most dominant type of prescriptivism in Detective Conan comic that was 81%.

B. Suggestions

From the conclusion above, it could be suggested that:

1. This research was suggested for the readers Detective Conan Comic to find and understand the meaning of prescriptivism.
2. This research was suggested for the English students in learning of linguistic especially prescriptivism. In order that students understand more about prescriptivism as one important aspect in learning english and linguistic.

REFERENCES

A. N. Cole, Shadyah. 2003. *The Rise of Prescriptivism in English*. Umm Al-Qura University

Bäckstrom, Ann-Marie. 2006. *A study on Attitudes Towards Language*. Luleå

University of Technology.

Brown, Steven and Attardo, Salvatore. *Understanding Language Structure, Interaction, and Variation. An Introduction to Applied Linguistics and Sociolinguistics for Nonspecialists*. University of Michigan Press ELT.

Ghanbari, Akram and Akvan, Mohamad, 2014. *Emotivism and Prescriptivism*. Islamic Azad University

Hoeksema, Jack. 1983. Negative polarity and the comparative. *Natural Language and Linguistic Theory* 1.403–434s.

Huddleston, Rodney and K. Pullum, Geoffrey 2005. *A Student's Introduction to English Grammar*. The Press Syndicate of The University of Cambridge.

Justice, Paul 2001. *Relevant Linguistics*. CSU Publication.

Sugiyono. 2010. *Metode Penelitian Kuantitatif Kualitatif Dan R&D*. Bandung: Alfabeta

<http://www.interestingarticles.com/2016/12/languages/linguistics-798.html>

[#ixzz4RwQIAePN](#)

<https://en.wikipedia.org/wiki/Comics>

https://en.wikipedia.org/wiki/Case_Closed

