CHAPTER I

INTRODUCTION

1.1 Background

Occasionally, it is challenging for general people to read something scientific or to know about specific terms because some scientists still use Jargon to communicate with others. Jargon refers to particular technical vocabulary terminology associated with a specific setting or aim, according to Sharon and Baram Tsabari (2014), and is rarely employed outside of certain specific situations. Grupp and Heider (1975) also provide another Jargon definition, which is frequently used to exhibit competence, transmit particular knowledge, or relate to highly specific concepts. Aside from being technical, Sharon and Baram-Tsabari (2014) claim that Jargon is predominantly utilized by certain individuals or industries, such as lawyers, medical experts, or researchers, and is less widely used or understood by those outside these organizations. Then, they say that study into Jargon's problematic influence provides suggestions regarding negative consequences that are observed because non-experts cannot fully comprehend Jargon-Laden data due to their lack of knowledge. In that case, there is a conflict between the scientific community and public opinion related to their communication, which is related to Ohio University (2020)'s statement. They argued that the effects are much worse than just making what they say hard to understand when scientists and others use their technical jargon terms while communicating with the general public. Therefore, a communication strategy is

needed between scientists and the general public, namely popularizing science to overcome these problems so that laypeople can understand the Jargon or concepts created by scientists.

Scientists propose popularization itself to solve this problem. It can be proven from Massarani's (2004) statement that she argues that the people behind popularizing science are scientists. They are also some of the most important figures in science's wide acceptance. They determined the varied reasons, attitudes, and aims to underlie their entry into this industry thanks to their evaluation of promoting jobs. Galileo, Euler, Faraday, Wallace, and Einstein were all great scientists who did things or wrote books to advance science.

Popular science articles themselves are divided into two types: Popular science articles and Semi-popular articles. According to Hyland (2010), Popular science articles are made for the general public who read scientific news only to keep themselves updated with the latest developments. In contrast to the semi-popular articles proposed by Muñoz (2015), it is for the reader who has prior knowledge of the discipline who wants and needs a better understanding of the students. (Alcíbar, 2004; Ciapuscio, 1997) added the different purposes from those two other things. Semi-popularization has the purpose of informing readers about scientific developments, findings, and tools to the public in academic and research institutions who have not earned their degree in some strata of society. In contrast, popular

science aims to attract and influence the public about the benefits of science in everyday life.

To make the communication between the scientist and the general people run well, the researcher uses Hyland's proximity (2010) which has the function to help science writers turn belief into knowledge. Hyland's five aspects are Organization, Argument, Credibility, Stance, and Engagement. The Argument is one of Hyland's approximations that has the function to explain the complex concepts, which is Jargon to non-specialist readers. In describing the specific terms, the writers usually use some markers to make the readers understand. Calsamiglia (2004) defines the types of Explanation, such as Description/Definition, Denomination (Candel, 1994), Reformulation or Paraphrase (Ciapuscio, 2003; Gülich and Kotschi, 1987, 1995; Loffler Laurian, 1983, 1984), Analogies, Exemplification, and Generalization such as Metaphors and Comparisons (Emmeche and Hoffmeyer, 1991; Keller, 1995; Rothbart, 1997).

In analyzing the Explanation types that the writers use, the researcher uses Corpus-Assisted analysis; this is used to identify descriptions of language use in real-life situations. According to Biber (2015), the Corpus-based approach examines linguistic forms, patterns, and structure of variation, and later it will be used for pre-determined features considered pre-validity.

To understand how scientists use proximity strategy to write semi-popular science articles and maximize representation, the researcher uses semi-popular articles from several universities and institutional websites from various countries

that are already compiled using *ScienceDaily* websites. This website provides articles about language learning more than the other popular science websites, e.g., New Scientist, Science Magazine, Popular Science, Scientific American, and American Scientist. The corpus that the researcher gets from articles is made and analyzed using *AntConc* (2020) software. Nevertheless, instead of popular science, *ScienceDaily* is considered a semi-popular media because it is written by researchers or journalists who have trained to communicate scientific information and has a target audience of amateurs who are experts in the discipline of undergraduate students.

1.2 Research Question

1. How do the writers build their argument about the terms?
2. What are the *Explanatory Strategies* that the writers use in explaining language learning-related terms in semi-popular articles?
3. How do *Explanatory Strategies* are used by the writers in explaining language learning-related terms in semi-popular articles?
4. How do the Language Learning related terms explained for the reader of semi-popular articles?

1.3 Purpose of the Study

According to the research questions above, this study serves four aims:

1. Investigating how the writers build their argument about the terms.
2. Find the *Explanatory Strategies* that the writers use to explain language learning-related terms in semi-popular articles.

3. Analyzing the *Explanatory Strategies* used by the writers in explaining language learning-related terms in semi-popular articles.

4. Analyzing the Language Learning related terms explained for the reader of semi-popular articles.

1.4 Scope of the Study

This study is focused on the Argument structures about *Explanatory Strategies* of a semi-popular science article on the topic of Language learning from European, North American, and Asian Universities and Institutions' websites. The result of the study is expected to know the writers' arguments and strategies in explaining language learning-related terms in semi-popular articles.

1.5 Significance of the Study

This research aims to contribute to the following research and reference students in mastering strategies to communicate the science of language learning. The researcher hopes that the laypeople would know about the specific terms that the scientists always use.