

CHAPTER I

INTRODUCTION

1.1 Science Popularization

Many communications and social science researchers agree that media and science journalists need to give extra effort to make science understandable for the non-expert audience or laypeople by engaging many forms of “popularization” (e.g. Hijmans et al., 2003; Steinke, 1995). The popularized knowledge designed to give the information to the public is adapted to audience limitation.

Science has a role to help people form their opinion and decision making towards an issue (Bromme et al., 2016). Laypeople frequently make their own personal judgment after reading science articles either from the newspaper, magazine and any other sources. Because of their lay understanding, they need to refer to the appropriate scientific knowledge.

Laypeople agree that popularized articles assist them a lot to contain more knowledge rather than authentic articles. The popularized article which has been written by journalists helps laypeople to guide their understanding toward an issue. However, in any conditions, laypeople are not in the position to make a judgment because they lack particular knowledge to make the adequate evaluation (Bromme et al., 2010). Therefore, instead of making their own evaluation, laypeople need to consult it to the expert by making use of division of expertise.

1.2 Semi-Popular Articles

Unlike popular science, semi-popular science is different which has been identified as a different and distinct genre with their own characteristics (Ciapuscio & Kuguel, 2002, Gallardo, 1998). Semi-popular is written by researchers rather than journalists targeting experts in specific disciplines who are still amateur and have limited knowledge of the topic. Semi-popular is also organized with less specialized and less conceptually complex language which aims to be more accessible by students to fill the science gap between general English Language and specialized rhetorical features used in the text (Muñoz, 2015). Figure 1 shows the major differences among the research article, semi-popular article, and popular science article quoted from Muñoz (2015)

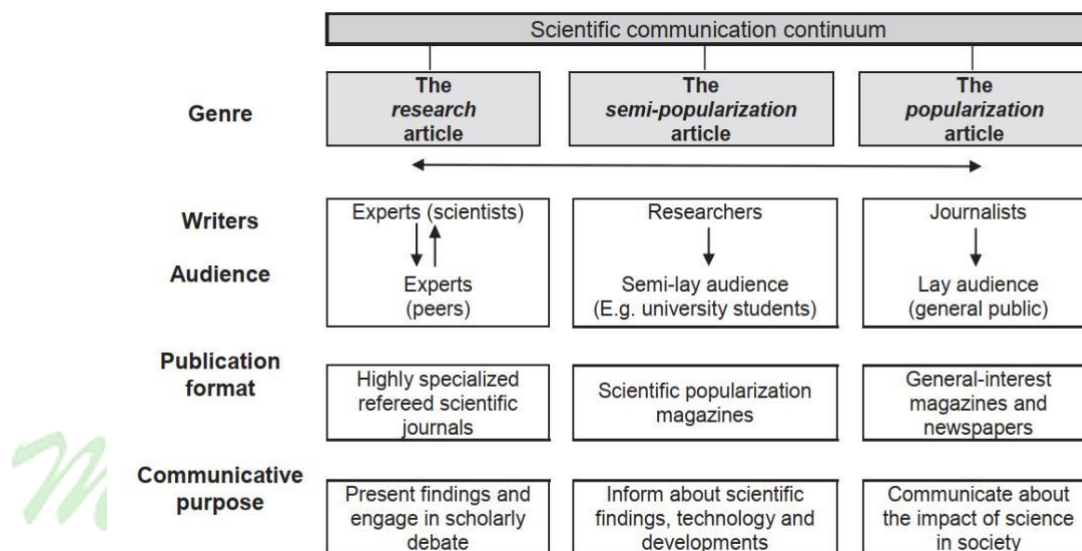


Figure 1. Major differences between the research article, the semi-popularization article and the popularization article.

1.3 Corpus in Language Teaching

The definition that researchers use for corpus is “an electronic collection of text”. It was initially used for conducting research. In 1985, there was the first time a corpus constructed for pedagogy by Jiao Tong University in Shanghai (Thompson, 2006). Corpus has been considered useful in determining the linguistic features such as word frequencies and particular vocabulary (see, for example, Coxhead, 2000; Xue & Nation, 1984).

Many English for Academic Purposes (EAP) researchers also reported the successfulness of integrating corpora in learning activity (e.g., Flowerdew, 1998; Johns, 1989, 1991; Thurstun & Candlin, 1998). For instance Thurstun and Candlin have depicted their use of MicroConcord with Microconcord Corpus of Academic Text “to introduce students unfamiliar with the language of academic discourse to some of the most important, frequent and significant items of the vocabulary of academic English.”

The use of corpora in language teaching has been discussed by linguists for over thirty years. It has been proved useful in determining features of an academic register (Coxhead, 2000). At UK university, the corpora have been designed to improve student’s language skill integrated with their chosen discipline.

Many corpora such as the Bank of English (BOE), British National Corpus (BNC) and Corpus of Contemporary American English (COCA) are frequently used in language teaching. It assists students to be familiar with the language of

academic discourse to most important and frequent items or features in text by offering lexicographers, materials designers and exciting resources.

However, many researchers and practitioners consider corpus for pedagogy as more problematic. For instance, Dudley-Evans and St. John (1998) states that their students do not prefer to deduct their analysis of corpus but they prefer the teacher to make analysis and explain it to them. They have an argument that the teacher's explanation of corpus analysis makes the activity less time-consuming. Also, Swales (2002) shares his experience of integrating corpora for EAP Pedagogy. He says that the process of integrating corpora in classroom surely needs a lot of time to get prepared and even the results are useful for analyst, they might not necessarily affect to the students.

Therefore, in order to be pedagogical-friendly, the interface of corpus should be specifically design for pedagogy rather than research. Also, the user-friendliness of corpus interface makes both the teacher and students are able to organize it independently. The use of EAP corpus data by learners could promote students autonomy and make them compare their writing to the particular texts.

The analysis of student's writing is indeed useful for the teachers to know deeply about their students such as their academic writing skill and development (Krishnamurthy & Kosem, 2008).

1.4 Credibility as Proximity

The term proximity refers to the writer's control of particular rhetorical features which shows the authority both as a writer and also as a reader. It relates to how a writer responds to the context of the text particularly as a reader who has similar goals and understandings. However, the writer is concerned not only about the representation of readers but also the material itself, in ways which are most likely to meet the readers' expectations. Proximity promotes the reader-oriented view whereas the writers make "receipt design" or how the texts in their writing are constructed to make sense so it is well delivered and absorbed by the readers as the notion of Sacks, Schlegloff and Jefferson (1974: p. 272).

Credibility is one of 5 aspects of proximity (organization, argument structure, stance, reader engagement) that Hyland (2010) initially proposed. It promotes the trustworthiness of given material to the readers. Credibility relates to how the writer has supporting evidence of their claims/attitude towards an issue. It can be promoted in many ways for examples the writers typically insert a direct or indirect quotation of experts' opinion. They also can refer to the previous work/research related to current issues or simply use the pronoun "we" as an inclusive pronoun implying the writer has a same position that can engage the readers.

While the Liardet & Black (2019) study examined about the use of RV in students' assignments and compared them to RV used by experts, the present study examines

the use of RV in semi-popular articles about language learning (the nature, the benefit, and the method of language learning) to negotiate credibility.

1.5 Research Question

1. What are reporting verbs used to negotiate credibility in writing semi-popular articles with three topics of language learning (the nature of language learning, the benefit of language learning, and the method of language learning)?
2. How reporting verbs in all copora are used to negotiate credibility?

1.6 Purpose of the Study

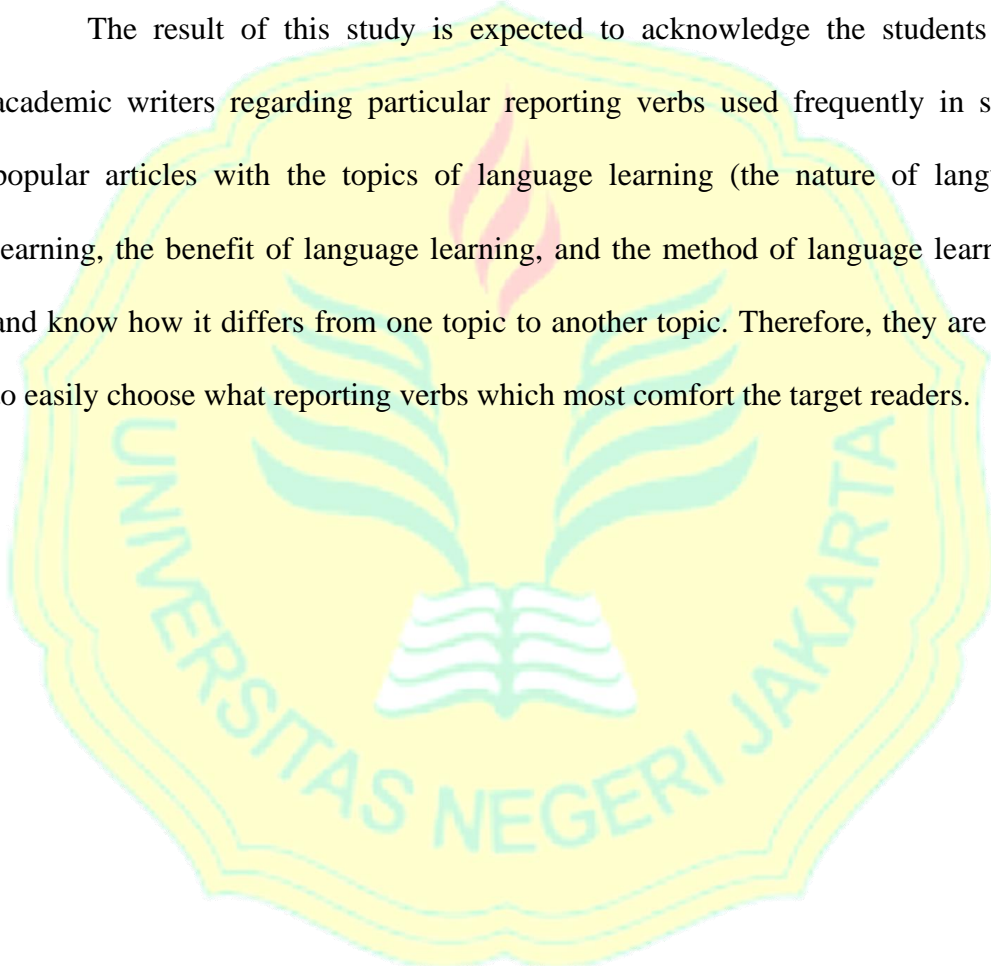
This study aims to investigate what and how reporting verbs are used to negotiate credibility in semi-popular articles with the topic of language learning published from various institution and campus websites.

1.7 Scope of the Study

This researcher limits the study through analysing only one of proximity elements as Hyland (2010) has developed, credibility which is specifically the use of reporting verbs in 81 daily articles with the topics of language learning published from various institution and campus websites

1.8 Significance of the Study

The result of this study is expected to acknowledge the students and academic writers regarding particular reporting verbs used frequently in semi-popular articles with the topics of language learning (the nature of language learning, the benefit of language learning, and the method of language learning) and know how it differs from one topic to another topic. Therefore, they are able to easily choose what reporting verbs which most comfort the target readers.



*Mencerdaskan &
Memartabatkan Bangsa*