

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of Study

Over the last three decades, language teaching field has revolved around the concept of literacy. Over this period of time, the debate on the concept of literacy created the framework and principles of literacy pedagogy. According to genre based literacy pedagogy, the main unit of literacy is the genre, as shaped by the respective socio-cultural reality.

Recently, the term of genre has become a popular framework for analyzing the form and rhetorical function of non-literary discourse such as research articles, theses/dissertations, textbooks, news reports, editorials, and other types of text are helping as a tool to develop educational practices in rhetoric, linguistics, composition studies, English for Specific Purposes (ESP), English for Academic Purposes (EAP), etc (Ansary, Babaii, 2009, p. 272). As example in the ESP view, genre framed as oral and written text types defined by their formal properties as well as by their communicative purposes within social context (Hyon, 1996, p. 695).

An increasing number of linguistic and genre studies have begun to investigate how various texts and contextual features are used to enhance the degree of language function understanding. The linguistic and contextual features in general genre that have been examined such as newspaper editorial (e.g., Ansary & Babaii, 2009; Amin & Shokoui, 2010), newspaper headline (e.g., Ong'onda, 2016), academic book review (e.g., Ansary & Babaii, 2005), scientific

text (e.g., Behnam, Ghafoori & Kazemian, 2013), employment agreement (e.g., Lihatina, 2016), short story (e.g., Nguyen, 2012; Song, 2013), and song lyric (e.g., Janjua & Zahoor, 2016). These studies showed the use of SFL to reveal the lexico-grammatical material and the communicative purpose of text to explain a measure of modify in the movement of events as representation. Therefore, the number of studies on various genres have attracted a great amount of the researchers' attention to conducting research from various fields, one of them in educational.

Previous studies on genres in educational field have reported the schematic structure and linguistic features on various text types. As example, Watanabe (2017) examined the schematic structures of the genres and what genres are provided as model texts to teach and learn English writing between commercial textbook and public textbook in Japan. Others study from Emilia and Hamied (2015) reported that Systemic Functional Linguistics Genre Pedagogy (SFL GP) can help students to develop their writing ability, even more on the depict of good controlling the schematic structure and linguistic features of the text, in this case of study focused on exposition text. As well the study by Nurohmah (2013) that identified the schematic structure and linguistic features of students writing recount text has reported that most students seemed to be able to apply the schematic structure but they seemed have problems with the linguistic features of text. Furthermore, there is study from Asi and Luardini (2014) which described the linguistic competence of junior high school English teachers in writing narrative text, and it showed that the teachers' linguistic competence

toward Genre Based Approach (GBA) has fulfilled the minimum criteria of narrative text, consist of orientation, complication and resolution.

Among those various genres in educational field, the report text is the text which often appears as learning material (Watanabe, 2017, p. 69-70). As report text is involved in English curriculum in Indonesia (Kemendikbud, 2013), specifically for 9<sup>th</sup> grade of junior high school students as written in KD 4.9.1 as stated in Permendikbud, No. 24, 2016. Therefore, the teacher should know a proper report text as learning material to achieve the goal that refers to the purpose of the government in the curriculum that wants to develop students' skills especially on reading and writing. Besides that, to improve the literacy knowledge of the students and also to introduce the types of texts.

The only study located that specifically focused on analyzing report text was Emilia, Pujianto, and Sudarsono (2014). In this study, Emilia, Pujianto, and Sudarsono analyzed the impact of GBA for making student familiar and master on the structure of report text. They reported in GBA, there is stage that called schematic stages. This stages is a writing process that can make student more aware not only the structure of the text but beyond of it, such as the language content in the text. The stages are building knowledge of the field (BKoF), Modeling of Text (MoT), Joint Construction of Text (JCoT), and Independent Construction of Text (ICoT). They also reported, by implementing this modeling stage, it helps both teacher and students easily to identify the situational coherence and generic coherence of the text report (Emilia, Pujianto, and Sudarsono, 2014, p. 107).

From the above review, we can conclude that, although many studies of genres in general have revealed the transitivity with distribution of process types and their language functions in various genres (e.g., Ansary & Babaii, 2009; Amin & Shokoui, 2010; Ong'onda, 2016; Lihatina, 2016; Nguyen, 2012; Janjua & Zahoor, 2016) and in education have identified the schematic structure and linguistic features (e.g., Watanabe, 2017; Emilia and Hamied, 2015; Nurohmah, 2013; Asi and Luardini, 2014) , however there is still lack of study focusing the language function, content and context on report text, especially the variation of participant roles in children's animal encyclopedia.

There are many kinds of report text types that can be as learning material, one of them is animal encyclopedia. This type of report text is felt suitable to reflect, generalize, and objectify types of register lie outside the experience of most secondary school children, who require careful scaffolding to master the language resources that children are familiar with (Rose & Martin, 2012). Besides that, the texts in encyclopedia have longer sentence than other types of text report for children. In addition, encyclopedia has several topics which can give new information for children. One subject that the most children enjoy is learning about the animals. The children also love to observe the animals, in real life visit to the zoo perhaps, or via some of the well made document available, such as encyclopedia.

As a gap, the recent study aims to examine the language function, content and context in children's animal encyclopedia and focus to the variation of participants' roles and functions by applying SFL transitivity system. The SFL

model suggested that human language has organized around three kinds of meaning namely metafunction. This study centralizes on Ideational metafunction which is the way to explore the content or the experiential of author/speaker expresses (Halliday & Matthiessen, 2014) in the encyclopedia as the representation of animal experiences. Besides that, using the encyclopedia can introduce to the children the variation types of report texts, one of them is animal encyclopedia.

Therefore, the study of the language function variation in the children's animal encyclopedia need to be more conducted in order to find out the language function in the context of learning and how the features contribute to the overall meaning of the texts, especially the functions and roles of participant.

## **1.2 Research Questions**

Based on the background of the study, the research main question is *“How do the two children encyclopedia entries vary in regard to the participant?”* To answer the main question, two sub-questions are provided, which are:

1. What are the roles functions of participant in the two encyclopedias?
2. What are the things (words) chosen to be the participant?

## **1.3 Purpose of the Study**

The purposes of this study are as follow:

1. To analyze how the function of each participant role act in the children's animal Encyclopedia.

2. To identify the things that chosen as participants in the children's animal Encyclopedia.

#### **1.4 Scope of the Study**

This study focuses on the variability in the use of participants and also the function of it in children's animal encyclopedia. The data would be taken from two encyclopedias i.e "Encyclopedia of Knowledge: A complete Guide to Almost Everything" and "The Little Animal Encyclopedia".

#### **1.5 Significance of the Study**

The result of this research study is expected to give an important contribution to the field of English Language Education Program, specifically in discourse analysis. Theoretically, this study is hoped to give brief explanation about the different function of the roles of each participant in children's animal encyclopedia. Besides that, this study is expected to give contribution in developing learning material and make the learning language is more contextual.

Additionally, for readers, this study can contribute to make the readers realize and aware the language meaning of clauses which are applied in children's animal encyclopedia, especially in the animals life. Last, by using SFL will help us as the reader to read more carefully and critically.