

ISSN: 2088-6799



PROCEEDINGS

International Seminar

LANGUAGE MAINTENANCE AND SHIFT IV

November 18, 2014



Master Program in Linguistics, Diponegoro University
in Collaboration with
Balai Bahasa Provinsi Jawa Tengah



Proceedings International Seminar Language Maintenance and Shift IV

November 18, 2014

xviii+488 hlm. 21 x 29,7 cm

ISSN: 2088-6799

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EDITORS’ NOTE

This international seminar on Language Maintenance and Shift IV (LAMAS IV for short) is a continuation of the previous international seminar with the same theme conducted by the Master Program in Linguistics, Diponegoro University on 18 November 2014.

We would like to extend our deepest gratitude to the seminar committee for putting together the seminar that gave rise to this collection of papers. Thanks also go to the Head and the Secretary of the Master Program in Linguistics Diponegoro University, without whom the seminar would not have been possible.

The table of contents lists all the papers presented at the seminar: The first four papers are those presented by invited keynote speakers. They are Dr. Sugiyono (Badan Pengembangan dan Pembinaan Bahasa, Jakarta, Indonesia), Dr. Zane Goebel (La Trobe University, Melbourne, Australia), Prof. Yudha Thianto, Ph.D. (Trinity Christian College, Illinois, USA), Dr. Deli Nirmala, M.Hum (Diponegoro University, Semarang, Indonesia).

In terms of the topic areas, there are 21 papers in applied linguistics, 20 papers in sociolinguistics, 14 papers in theoretical linguistics, 18 papers in discourse/pragmatics, and 13 papers (miscellaneous).

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	I Nyoman Udayana	INCHOATIVE VERBS IN INDOONESIAN			
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ANALYSIS OF THE SCHEMATIC STRUCTURES OF THE STUDENTS’ WRITTEN REPORT TEXTS

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Abstract

Writing is a complex skill. To be able to write a text, the students must be able to master some competencies, such as mastering the social function, language features and schematic structures of the texts. This qualitative study aims at investigating the consistency of the students of English Department of Tidar University in employing the schematic structures of report texts. Report is one of the text types that is taught in writing class of English Department and it is a factual text. The subject of this research was the students of English Department of Tidar University (Untidar). Based on the data analysis, it can be seen that 19 texts out of 20 or 95 % of the students are consistent in using the schematic structures of report text based on Gerot and Wignell’s theory (1994). It means that they applied general classification and description. Based on the research findings, it is suggested that the lecturers of writing class should introduce text types together with social function, schematic structures and also language features to the students. They are recommended to apply text-based syllabus in teaching writing.

Keywords: Report text, Schematic Structures, Writing.

A. Introduction

Writing as one of the language skills that is taught in English Department of Tidar University (Untidar) is as a progressive activity. This means that when we first write something down, we have already been thinking about what we are going to say and how we are going to say it. In other words, conveying written message through text is not simple. The students still found difficulties especially in developing a text (paragraph). It is based on the observation during the writer taught writing subject. Some students were confused in organizing the messages. In this case, some of the students could not develop the texts based on the rethorical structures of the texts. It means sometimes, they were confused in organizing the texts based on the generic structures or scematic structures of the texts. Based on the above reasons, the writer wanted to know how the English department students of Tidar University (Untidar) organized the report texts based on the schematic structures of the texts. Report is one of the text types. The term ‘report’ is used in everyday language to refer to many different types of factual texts. Factual texts present information, ideas or issues in order to inform, instruct, enlighten or persuade the reader or listener. The texts can be in the form of written or spoken texts. As said by Gerot and Wignell (1994: 196), the social function of information report is to describe the way things are, with the reference to a range of natural, man-made and social phenomena in our environment. The Schematic Structures are general classification and description – the description can be in terms of parts (and their function), qualities and habit or behavior.

Related to the type of text, Derewianka (1995) uses the term ‘information report’. Its function is to document, organize, and store factual information on a topic. Information reports classify and describe the phenomena of our world. They are written about living things like plants and animals, and non living things like phones, bikes or oceans. The major focus is on a thing (or more accurately, a class of things) rather than a sequence. The organizations of the text are the topic of the report that is usually introduced by opening general statement/general classification and the rest of the report that will consist of facts about various aspects of the subject.

Sadler and Hayllar (2000) say that in our lives we need to acquire and use factual information. One important way of obtaining factual information is through information reports. The reports usually contain;

- (a) A General introduction that often includes a definition
- (b) A series of statements that provide us with facts about the subject.
- (c) A summary of the information given.

It is also mentioned in English K-6 Syllabus (1994), that the purpose of information report is to present factual information about class of things, usually by classifying them and describing their characteristic. Further, it is mentioned that the schematic structures of the text are opening general definition or classification, sequence of related statements about topic and concluding statement. With similar point of view, Hammond, Burns, Joyce, Brosnan, and Gerot (1992) explain that the Schematic Structures of report are:

- (a) Title (it indicates topic of report)
- (b) General Statement (it introduces the topic of report)
- (c) Description (it provides details of topic such as physical appearance, behavior, landforms and uses (typically organized in paragraphs))

From the above opinions, the writer can summarize that a report is a type of text. Its function is to describe or to present factual information. We can use this text to present a whole range of phenomena, natural, synthetic and social in our surrounding/ environment. There are also some different opinions about the schematic structures of the text. However, the writer can conclude that in a report, there are general classification as an introduction of the report and description of the report that includes sequence explanation about the topic of report.

B. Method

1. Research Design

In this research, the writer applied qualitative approach to unfold the Schematic Structures of written reports.

2. Object of the Research

Since the study was devoted to investigate the schematic Structures of written report, students' written reports are the objects of this research. They are in the form of paragraph in which there are more than five sentences in each paragraph. The students here refer to the students of English Department of Tidar University who take writing 2 subject in 2014/2015 academic year. There were 20 students who were involved in the research. All of them wrote report texts.

3. Unit of Analysis

In analyzing the Schematic Structures of students' written report, the unit was the clause complex. It is under the consideration that in functional grammar the clause is the larger grammatical unit (Gerot and Wignell, 1994).

4. Technique of Data Collection

As this research is qualitative, the writer as researcher became the main instrument of obtaining the data. The data gathered were the students' written reports. To collect the data in this research, the writer asked the students to write report texts. The first step, the writer distributed the examples of report texts, explained the social function, the Schematic Structures and the language features of report text. The writer taught them for two meetings. The second step, she asked the students to write report texts.

5. Data Analysis

The data analyzed were Schematic Structures of report texts written by the students. The writer analyzed the Schematic Structures of the written report texts. In fact, all were in the same genre, that is

report. Therefore, it was assumed that they were genre specific. Yet the writer needed to analyze the texts to provide the evidence with certain Schematic Structures employed following the patterns provided by Gerot and Wignell (1994). First, she read the students' paragraphs and then identified the Schematic Structures or the Generic Structures of the students' written report text. After that, she observed the consistency of the students in employing Gerot and Wignell's Schematic structures in their written reports. Finally, she counted the percentage of occurrence of students' Schematic Structures.

C. Findings

The data used in this study are written data in the form of report texts which were taken from the students' assignment of writing II class in English Department of Tidar University in 2014/2015 academic year. The data were then analyzed in terms of Schematic Structures of report text following the framework provided by Gerot and Wignell (1994).

Schematic Structure refers to the staged, step by step organization of the genre (text type). Type of data of this research is written data in the form of report texts. As a specific text, the schematic structures of report text are general classification which describes what the phenomenon under discussion is and description which describes what phenomenon under the discussion is like in terms of parts (and their functions), qualities and habits or behaviours.

The Schematic Structure analysis was done to provide the relevant answer to the research questions posed in the previous part: i.e. To what extent do the students consistently employ the Schematic Structures of Reports? The notations used in this analysis are as follows.

- Gc → General Classification
 D → Description
 p → Description in terms of parts (and their function)
 q → Description in terms of qualities
 h → Description in terms of habits or behaviours

The summary of the application of Schematic Structures is shown in the following table.

Table 1. Application of Schematic structures of Report

No.	Schematic Structure Application	Text	Total of text	Percentage (%)
1.	Gc and D (p)	1	1	5
2.	Gc and D (q)	15	1	5
3.	Gc and D (p & q)	2,9,17	3	15
4.	Gc and D (p & h)	19	1	5
5.	Gc and D (q & h)	5,6,7,16,18	5	25
6.	Gc and D (p & q & h)	3,4,10,11,12,13,14,20	8	45
	Total		19	95

From the above table, it can be seen that 19 texts out of 20 or 95 % of the students are consistent in using the Schematic Structures of report text based on Gerot and Wignell. It means that they applied general classification and description. There is one text (text 8) which can not be analyzed because it is not report text. It is considered as a descriptive text since the topic is specific.

From the above table, it can be seen that there are three types of description that can be used by the students in describing the topic of report. It can be described in terms of part (and their function), qualities and habits or behaviours.

In this research, there are only 2 texts out of 20 or 10 % which are described using one type of description. They are text 1 and 15. Text 1 uses parts (and their functions) to describe the topic of report while text 15 uses qualities. However, it can be seen that the students tend to modify their descriptions. There are 17 texts out of 20 or 85 % of the students modifying the description of the topic of report.

The first type of modification used by the students is parts (and their functions), qualities and habits or behaviours. There are 8 texts out of 20 or 40%. The second type of modification is qualities and habits or behaviours. In this modification, there are 5 texts or 25 %. Other modification is parts (and their functions) and qualities. There are 3 texts or 15 % using the modification. The last type of modification used by the student is parts (and their functions) and habits or behaviours. There is only 1 text using the modification.

In summary, the writer can say that 19 students or 95 % of the students employ the schematic Structures of report consistently. They introduce the topics of the reports by writing the general classification and describe them either in terms of parts (and their functions), qualities or habits (behaviours).

D. Conclusion

Based on the finding and discussions of the research data, the conclusions are formulated as follows. The Schematic Structures of report found in the students' report text are general classification and description either in terms of parts (and their functions), qualities and habits or behaviours. Ninety-five percent of the students use the above stages. It shows that 95% of the students are consistent in using schematic structures of report text. One text out of 20 cannot be confidently labeled as a report text.

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