AN ANALYSIS OF SCHEMATIC STRUCTURES OF REPORT TEXTS WRITTEN BY THE THIRD SEMESTER STUDENTS OF UTM IN THE ACADEMIC YEAR 2009/2010

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ABSTRAK

Writing adalah salah satu dari empat keterampilan berbahasa yang harus dikuasai oleh mahasiswa Program Studi Pendidikan Bahasa Inggris. Sejalan dengan diberlakukannya kurikulum berbasis kompetensi yang pengajarannya berbasis teks, maka mahasiswa harus memahami jenis-jenis teks dalam kurikulum Bahasa Inggris baik SMP maupun SMA. Setiap teks dapat dikenali dari tiga Rhetorical Structures yaitu social function, Schematic structures dan language Features. Berdasarkan penelitian dapat dilihat bahwa 94.74% mahasiswa Program Studi Pendidikan Bahasa Inggris dapat menulis teks report berdasarkan Schematic structures yang benar.

Kata Kunci: Schematic structures, Report Texts
I. INTRODUCTION

1.1 Background of the Study

Language is a resource for making meanings, literacy in language education, in this case English, should develop the students’ ability or skill to negotiate meanings or to communicate through the creation and interpretation of text in various contexts. As we know in Competency-Based Curriculum, the goal of English teaching and learning process is that the students are expected to be able to communicate in English. According to competency models developed by Murcia, Dornyei and Thurrell (1995), basically the competency or the ability to communicate is the ability to create and understand a discourse. A discourse can be defined as texts, either spoken or written texts in a certain context (context of situation and context of culture). The discourse competence is supported by linguistic competence, actional, socio-cultural and strategic competence.

Writing skill is one of the language skills that must be mastered by English Department students of Tidar University of Magelang. Writing which is taught in ten credits and a compulsory subject is as MKK subject (mata kuliah keilmuan dan keterampilan) – MKK subjects provide students with basic knowledge and skill.

Related to the implementation of Competency-Based Curriculum in SMP and SMA, English Department of Tidar University of Magelang always tries to adjust the curriculum and syllabus of writing. It is because the outputs of this department are English teachers who are expected to be ready to teach English especially in SMP and
SMA. It is mentioned in SKGP (Standard of Competencies for Novice English Teachers) – a document published by National Education Department and Directorate of Higher Learning as a reference for teacher training institutions to develop the curriculum, that one of the competencies of an English teacher is that he/she must be able to master English materials and he/she must also be able to relate and apply them at SMP/ SMA English Curriculum.

Based on the above consideration, this department uses Text-Based Syllabus for writing subject. As stated by Feez (2002: 3), text-based syllabus is a response of changing views of language and language learning. It incorporates an increasing understanding of how language is structured and how language is used in social context. The goal of the writing syllabus here is that by the end of the course, the students are expected to be able to write various texts; recount, report, narrative, procedure, etc.

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.

Conveying written message through report text is not simple.
The students still found difficulties especially in developing a paragraph. It is based on my observation during I teach writing class in second semester and third semester.

Some students were confused in organizing the messages. In this case, some of the students could not develop the paragraph based on the generic structures or schematic structures.

A good organization of a paragraph based on schematic structures will make the paragraph easily to read and understand. Organizing the paragraph based on the generic structures play an important role in writing; and the students must be aware of it. It will show the flow of the message.

Being aware of the problem above, I want to know how the English students of UTM organize the schematic structures in writing a paragraph in order that they write a good paragraph.

1.2 Research question

This research addresses the following question:
1. To what extent do the students consistently employ the Schematic Structures of reports?

1.3 Purpose of the Research

The purpose of the research is:
1. To describe the consistency of the students in employing the Schematic Structures of reports.
1.4 Significance of the Research

The research hopefully
1. gives benefits to the teaching of writing where students were given exercise to organize the messages in a paragraph;
2. overcomes problems faced by students in writing report texts;
3. contributes a little knowledge about how to develop a paragraph;
4. helps the students of writing class in teaching-learning process.

II. REVIEW OF RELATED LITERATURE

This review of literature discusses report text which covers function, Schematic Structure, and Language Features. Since there are many linguists who have different opinion about those components, I will emphasize the working definition from Halliday. I think that the definition is manageable and teachable.

The components being investigated in the research are the problems of the students' paragraph in organizing the Schematic structures.

2.1 Report

As factual text, report presents information, issues or ideas in order to inform the reader or listener. The Report can be recognized from three rhetorical structures. They are the social function, the schematic structures and the language features.
2.1.1 Function of Report

The social function of report as said by Gerot and Wignell (1994) is to describe the way things are, with the reference to a range of natural, man-made and social phenomenon in our environment.

In line with Gerot and Wignell, Paltridge (2000) says that the purpose of report is to provide information about natural and non-natural phenomena, to classify and describe the phenomena of our world.

With similar point of view, Hammond, Burns, Joyce, Brosnan, and Gerot (1992: 90) explain that the social function of report is to provide information about natural and non-natural phenomena.

It is also mentioned in ‘An Introduction to Genre-Based writing’, the function of report is to describe the ways things are; with reference to a whole range of phenomena, natural, synthetic and social in our environment.

From the above opinion, I can summarize that report is a text type that can be used to describe a factual information. We can describe a whole class of things; living thing or non-living thing. It can be natural or non-natural phenomena. In other words, report is a text type that can be used to describe natural, synthetic and social phenomena in our environment.

2.1.2 Schematic Structure of Report

A genre or a text type can be recognized from the Schematic
Structure or Generic Structure. It belongs within the context. As a type of text, we can recognize an information report from its Schematic structures.

Talking about schematic structure, Martin and Rothery in Paltridge (2000) state that the analysis of the Schematic (or Generic) Structure of texts involves the identification of the discourse structure of a text. Gerot and Wignell (1994) state that the Schematic Structures of report are:

(a) General Classification: It tells what the phenomenon under discussion is.
(b) Description: It tells what the phenomenon under discussion is like in terms of parts (and functions), qualities and habit or behavior.

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)

Related to Schematic Structures of an information report, it is also mentioned in English K-6 syllabus (1994) that its Schematic Structures are opening general definition or classification, sequence of related statements about topic and concluding statement.
From the above opinions, I can conclude that most of the experts give similar points of view related to the Schematic Structures of a report. In a report, there are general classification as an introduction to the report and description which consists sequence explanation about the topic of report. Although they use the different terms, the substances are the same.

2.1.3 Language Feature of Report

A genre is characterized by the use of certain language features or linguistic features. The language features of the information report text are the following.

(a) Generalized participants: a whole class of things
(b) Some action verbs (material process)
(c) Many “linking” verbs (relational process)
(d) Usually in the “timeless” present tense
(e) Descriptive language, but factual and precise rather than imaginative or “lively”
(f) Language for defining, classifying, comparing and contrasting
(g) Likely to contain technical vocabulary
(h) The writing is in a relatively formal and objective style (Derewianka, 1995).

On the other hand, Gerot and Wignell (1994) use the term lexicogrammatical features to refer to language features. The lexicogrammatical features of report according to their opinion are:

(a) Focus on generic participants
(b) Use of relational processes

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(c) Use of simple present tense
(d) No temporal sequence.

III RESEARCH METHOD

3.1 Research Design

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

I also employed simple quantification in order to show some tendencies in Schematic Structures choices realized in students’ written reports.

3.2 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 of Magelang who take writing 2 subject in 2009/2010 academic year. There were 26 students who were involved in the research. All of them wrote report texts. However, I only took 20 texts as the data of the research. I chose the texts based on the level of proficiency of the students.

There were seven texts from the students of high achiever, 6 texts from middle achiever and 7 texts from low achiever. They
represented the levels of proficiency of the students.

3.3 Unit of Analysis

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

3.4 Technique of Data Collection

As this research is qualitative, I 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, I asked the students to write report texts. The first step, I distributed the examples of report texts, explained the social function, the Schematic Structures and the language features of report text. I taught them for two meetings. The second step, I asked the students to write report texts.

3.5 Data Analysis

The data were analyzed in one stage; the analysis of Schematic Structures of written reports.

I 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 I needed to analyze the
texts to provide the evidence with certain Schematic Structures employed following the patterns provided by Gerot and Wignell (1994). First, I read the students’ paragraphs and then identified the Schematic Structures or the Generic Structures of the students’ written report text.

After that, I observed the consistency of the students in employing Gerot and Wignell’s Schematic structures in their written reports. Finally, I counted the percentage of occurrence of students’ Schematic Structures.

3.6 Validity and Reliability

In the research, I applied investigator triangulation to achieve validity and reliability of the data. As said by Allwright and Bailey (1991), that investigator triangulation is one of the types of triangulation. In investigator triangulation, more than one observer contributes to the finding. In this case, I discussed the data with my supervisors and asked two of my colleagues in English Department of UTM to help me to analyze the data then I compared the results of the analysis to find the correlation. It means that by this technique I found the consistency of the data analysis. The standard used in this analysis is 80%. It means that the data analyses are valid if 80% of the analyses are the same.
IV. FINDINGS AND DISCUSSION

4.1 Description of the Data

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 of Magelang in 2009/2010 academic year.

The data were then analyzed in terms of Schematic Structures of report text following the framework provided by Gerot and Wignell (1994).

4.1.1 Schematic Structures of Report Text

The Schematic Structure analysis was done to provide the relevant answer to the third research questions posed in chapter one: 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 3. Application of Schematic structures of Report

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

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 15 uses parts (and their functions) to describe the topic of report while text 1 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, I 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).

4.2 Discussion

4.2.1. Schematic Structure

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.

In this research, there are only 19 report texts out of 20. Text 8 is not report text since the text describes something specific. The text is descriptive.

From this research, it is found that 95% of the students are consistent in using the Schematic Structures of report text. It means that 19 students write the general classification to introduce the topics of report and description to describe the topics.

Related to the description written by the students, it is found that the students tend to modify their descriptions. In other words, I can say that the students do not merely use one type of description but they modify the description using three types of description, either parts (and their function), qualities and habits or behaviours. Only 2 texts are described using one type of description. The other 17 texts are modified.

1. General Classification

In a general classification stage, the students introduce the topics of report. The general classification describes the phenomenon under the discussion. In this research, I found that in writing the general classification, the students tend to define the topics of report. The examples are below.

- Television is an electronical device used to search information (text 1).
- Plant is a green living thing. (text 2)
- Market is a place to meet between sellers and buyers for doing a transactions of money and goods. (text 5)
- Mobile phone is a means of communication. (text 7)
- Hand phone is one of modern equipments. (text 13)

From the above examples, it can be seen that the students tend to introduce the Topic of the report using definition of the thing that would be reported. In text 1, the student introduces the topic by defining television, text 2 by defining plant, text 5 market etc.

2. Description

The description of the report provides the details of the topics. It describes the phenomenon under the discussion is like in terms of parts (and their functions), qualities, habits and behaviours. In this research, it is found that the students tend to modify the description of the topics of report. The students do not only apply one type of description but they also modify the types of description. The example is below.

Text 2

(1) Plant is a green living thing. General classification
(2) It has many main parts.
(3) The root is part of the plant
(4) Which absorbs water from the soil.
(5) It can make the plant standing strongly.
(6) The stem has a function to store its food Parts (and their Functions)
(7) The leaf has a duty to give food from the sun energy
(8) which colors green
(9) Flower is part of the plant
(10) which is used for reproduction.
(11) because it will produce seed.
(12) Although the most of plant are green
(13) but not all of them have complete parts like a fungus.

Qualities.

From the above example, it can be seen that the student in writing the description modifies parts (and their functions); clause 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and qualities; clause 12, 13.

He describes parts of the three (clause 2) and develops them into 8 clauses (clause 3, 4, 5, 6, 7, 8, 9, 10, and 11). Besides that, he also describes condition of plant as green living thing (clause 12 and 13).

In conclusion, most of the students are consistent in using Schematic Structures of report text based on Gerot and Wignell’s theory. They apply general classification to introduce the topics of report and describe the topics using description. In writing the description, they tend to modify the description.

4.3 Validity and Reliability

Based on investigator triangulation, I compared the results of my data analyses to my colleagues’ analyses. In the research, there were 5 texts out of 20 or 64 clauses were analyzed in the data triangulation. In terms of the schematic structures of report texts, I found
the difference is 5.26% (one text). In other words, 94.74% of the analyses are the same. The results of the data triangulation can be seen in appendix. (Appendix 5).

In conclusion, it can be said that the data analysis is valid since more than 80% of the analyses are the same as my colleagues’ analyses based on data triangulation. The summary of the data triangulation can be seen in the following table.

Table 8. Schematic Structure (Research)

<table>
<thead>
<tr>
<th>Text</th>
<th>Number of Clause</th>
<th>Schematic Structure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9</td>
<td>General classification</td>
<td>Description</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>General classification</td>
<td>Description</td>
</tr>
<tr>
<td>3</td>
<td>18</td>
<td>General classification</td>
<td>Description</td>
</tr>
<tr>
<td>4</td>
<td>15</td>
<td>General classification</td>
<td>Description</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>General classification</td>
<td>Description</td>
</tr>
<tr>
<td>6</td>
<td>12</td>
<td>General classification</td>
<td>Description</td>
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<tr>
<td>7</td>
<td>11</td>
<td>General classification</td>
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<td>8</td>
<td>13</td>
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<td>Description</td>
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<tr>
<td>9</td>
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<td>15</td>
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<tr>
<td>16</td>
<td>10</td>
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</table>
Table 9. Schematic Structure (Data Triangulation)

<table>
<thead>
<tr>
<th>Text</th>
<th>Number of Clause</th>
<th>Schematic Structure</th>
</tr>
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<tr>
<td>19</td>
<td>9</td>
<td>General classification</td>
</tr>
</tbody>
</table>
V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the finding and discussions of the research data, the conclusions are formulated as follows.
1. 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 94.74% 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.

Based on data triangulation, it shows that the data analyses are valid since more than 80% of the analyses are the same.

5.2 Pedagogical Implications

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.
REFERENCES


