

CHAPTER I

INTRODUCTION

This chapter presents the background of this research, research questions, the scope and the aims of research, research method, and the organization of the research.

1.1. Background

Languages, like that used in literature written for children, are often used as a vehicle to show an author's intended message, and to unearth the message requires an in-depth analysis. Knowles and Malmkjær (1996) state that the study of literature written for children from a linguistic perspective is considered as a comparatively new field of study. In relation to this, Shavit says "Children's literature evolved from the convergence of and interaction among several cultural fields or systems" (cited in Knowles and Malmkjær, 1996). Knowles and Malmkjær (1996) further state that children's books are written for a special readership that is children, but normally they are written by adults. After all, children's books are written and then controlled by adults in which they determine what the children read.

Children's books are often presented in text and images. A text itself was traditionally referred to written words. However, Halliday and Hasan (cited in Eggins, 2004:24) state that linguistically, texts can be spoken and written, as long

as they form a unified whole. Moreover, Barker (cited in Hermawan, 2012) states that text can be further understood as "all practices that signify".

Related to text, and specifically to children's books, according to Hermawan (2012), the message sent in the story is actually a belief of how 'reality' should or should not be, a worldview or ideology. Children's story, which has been mentioned before, is created and controlled by adults who have their own worldview or ideology. Similarly, Nikolajeva (2008) mentions that writers have usually read books by other writers, or are at least aware of them. Specifically, the writers of children's literature are most likely to have read the major children's classics, but they have probably also read mainstream literature. It can be said that writers, consciously or not, are affected by what they read and even by what they have not read, but only heard about. Thus, children's literature can be said to be 'shaped' by the culture that the writers live in, and it contains ideology of the writers.

Using transitivity and theme-rheme analyses, the present research attempts to reveal how characters in children fables are represented, and the worldview of Indonesian and English authors as evidenced in their use of language. Transitivity analysis can be used to see clauses used to represent the worldview in the stories. The system of transitivity is used to explore the clause in its 'who-does-what-to-whom', 'who/what-is-what/who', when, where, why, or how function (Gerot and Wignell: 1994). Meanwhile theme-rheme analysis is done to reveal the textual meanings, whether it is contextually and co-textually relevant. Those analyses can reveal the author's worldview as evidenced in the texts.

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Transitivity analysis has been used to analyze texts in many studies, for example Hopper and Thompson (1980) stress that, although the implicational interrelationships among the elements of the transitivity continuum have a certain validity at the sentence level, there are the explanation for the salience of the particular features in discourse. Martin (1996) proposed a reinterpretation of Tagalog case relations within the framework of systemic functional linguistics which starts with the notion of process type and establishes distinct case frames for each of the different types of experiential meaning. In Indonesian context, Lukmana, *et al* (cited in Hermawan, 2012) investigated the thematic progression of Kakawihan Barudak Sunda (Sundanese Children Nursery Rhymes). Hermawan (2012) also conducted the study of theme-rheme and transitivity analyses in Carita Berbahasa Sunda (Sundanese Children Story), to reveal the worldview of Sundanese. In conclusion of his journal, he suggests that stories may be a site to store an ideology, and also a media to spread it. Further, his analysis shows that, by looking at the selected process type in the clauses of Carita Berbahasa Sunda, Sundanese tends to consider time as something flexible.

The present research focuses on how characters in children fables are represented, and the worldview of Indonesian and English authors as evidenced in their use of language, from the point of view of transitivity and theme-rheme, as proposed by Halliday (1994), which is further developed by Halliday and Matthiessen (2004), Gerot and Wignell (1994), Eggins (2004), and Martin and Rose (2003).

1.2. Research Questions

The present research attempts to answer the following questions:

1. How animals are represented in the selected English and Indonesian fables?
2. What is the worldview of Indonesian and English fable authors as evidenced in their use of language, from the point of view of three strands of meanings of Functional Grammar?

1.3. The Scope of the Research

The present research is limited to only investigate how characters in children fables are represented, and the worldview of Indonesian and English authors as evidenced in their use of language, from the point of view of transitivity and theme-rheme.

1.4. Aims of the research

The present research is aimed at revealing the worldview of Indonesian author and English author based on the analysis of children's stories that are produced by adults, and consumed by children. The research is expected to:

1. Identify how characters in children fables are represented.
2. Identify the worldview of Indonesian and English authors as evidenced in their use of language, from the point of view of three strands of meanings of Functional Grammar.

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1.5. Research Method

This present research is descriptive with the element of quantitative in the form of percentage. The present research identifies transitivity and theme-rheme system of Indonesian fable entitled “Si Kancil dan Siput” and English fable entitled “The Tortoise and The Hare”. By analyzing the transitivity and theme-rheme system of the texts, the representation of the characters and the worldview of Indonesian and English as it is evidenced in the texts can be revealed.

1.5.1. Data Collection

The data used in this research are in the form of clauses taken from Indonesian and English fables. The fables are “The Tortoise and The Hare” rewritten by Arthur Rackham for English fable and “Si Kancil dan Siput” rewritten by Ghulam Pramudiana for Indonesian fable, which are downloaded on October 2012 from several sites, such as childhoodreading.com, and ceritaanak.org.

1.5.2. Data Analysis

The collected data are then broken down into clauses and analyzed using transitivity and theme-rheme proposed by Halliday (1994), which is further developed by Halliday and Matthiessen (2004), Gerot and Wignell (1994), Eggins (2004), and Martin and Rose (2003).

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1.6. Clarification of terms

1 Narrative

Narrative is a piece of text which tells a story to inform and entertain the reader and listener

2 Fable

Fable is a short tale to teach a moral lesson, often with animal or inanimate objects as characters

3 Children's literature

Children's literature is a form of literature which provides the interesting and entertaining works, and especially designed for children.

4 Representation

Representation is an essential part of the process by which meaning is produced and exchanged between members of a culture

5 Clause

A clause is considered to be the largest grammatical unit, and a clause complex is two or more clauses that are logically connected.

6 Minor clause

A minor clause is a clause that has no predicator.

7 Major clause

A major clause is a clause that has predicator.

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8 Independent clause

Independent clause is a clause that can stand alone and realize speech functions which are make statements, ask questions, command, and exclaim.

9 Dependent clause

Dependent clause is a clause that cannot stand alone.

10 Non-elliptical clauses

Non-elliptical clauses are the complete clauses. There is nothing ellipsed.

11 Elliptical clauses

Elliptical clauses are ellipsed and left out. However, the information is recoverable from the accompanying text.

12 Embedded clauses

Embedded clauses are the clauses in which the element comes to function within the structure of a group, which itself is a constituent if a clause.

13 Non-embedded clauses

It is the complete clauses that have nothing being embedded.

14 Circumstances

It is a semantic category that answer such questions as when, where, why, how, how many, and as what.

15 Process

It is the central to transitivity which suggests that there are different kinds of goings on, which necessarily involve different kinds of participants in varying circumstances.

16 Theme

It is the beginning of a clause that is a topic of a clause and containing the given information.

17 Rheme

It is the end of a clause that contains the new information of a clause.

18 Theme Reiteration

The pattern of thematic development where the same element occurs regularly as theme

19 The Zig-zag Pattern

The pattern of thematic development in which the element introduced in the rheme in clause 1 gets promoted to become the theme of clause 2

20 Multiple Rheme

The pattern of thematic development in which the theme of one clause introduces a number of different pieces of information, each of which is then picked up and made theme in subsequent clauses

1.7.Organization of the research

This research is arranged into five chapters. The first chapter is introduction which contains the background of the research, research questions, aims of research, research method, and organization of the paper. The second chapter is theoretical framework which can help the researcher to answer the research questions. It is about transitivity and theme rheme from Systemic Functional Grammar. It also provides the theory of representation.

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The third chapter is research method which discusses the methodology used in this research. It also introduces the tool and describes the reason for choosing the methodology. The fourth chapter is finding and discussion of the research which describes the result of the research and answers the research questions according to the finding. The fifth chapter is conclusion which discusses the result of the research and suggestions for future research.

