

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is used differently depending on the context in which it is being used. According to Malinowski (1935) stated in Eggins book, language only makes sense (has meaning) when it is understood in context. However, in general, language is classified into two types of language, written and spoken language. In this situation humans cannot escape those contexts, certainly using both written and spoken language as media for communicating with each other. Merely, written language is different from spoken language. Written known as language using materials, like paper, computers, pen. While spoken language is known as spontaneous language. In spoken language, most of the significance is specified by the context.

Formal and informal contexts also affect the language used. In comparison to the informal language, formal language is more impersonal. It is employed in professional and academic writing, such as university papers. In contrast to formal language, informal language is more enjoyable and spontaneous. It is used while writing or speaking to family or friends. Thus far, previous studies by Faren (2021) have revealed a correlation between formal and informal language, the formal and informal use of language differs depending on the situation, and it is direct influence on grammar is commonly acknowledged in the literature. A language learner should understand formal and informal language and be able to utilize in it variety of contexts. Learners would be able to cope with any needed interactional situations if

the structure and situational usage of both formal and informal language were better understood by them. However, in most circumstances, the established form of language structures is not followed.

Language for children is different from that of an adult. Children appear to acquire language in a variety of situations. In certain cultures, children are frequently spoken to, whereas in others, they are not. In certain cultures, children can often watch adults conversing, but in others, youngsters are less likely to witness adult contact. According to Lieven (1994) in communities where adults engage directly with prelinguistic children, children begin interacting by constructing single words, and the modified speech they hear helps them separate from the speech stream. On the other hand, although youngsters have a limited vocabulary, learning a second language in order to convey their needs is simple. Adults have had a much stronger vocabulary than children and think and communicate in a much more complicated way. As a result, they take longer to learn how to communicate successfully in a second language.

The aspect of language as a social semiotic system involves a strong link between language and context. In Eggins book, Malinowski (1946: 307) points out language only becomes understandable when it is presented in its proper context. Malinowski used this phrase to emphasize how the context in which words are spoken 'can never be passed over as unimportant to the linguistic expression,' and how "the meaning of every one word is to a very high degree reliant on its context". To put it more simply, language develops in the context of its social environment, and there is no language without it. Essentially, context is divided into two parts:

context of culture and context of situation. But this paper only focusing to analyze the context of situation. According to Halliday (1978) the concept of context of situation is a theoretical construct that describes how a text is connected to the social processes in which it is positioned. It signifies that a register is a type of language utilized in society for a certain purpose. Register has divided into three variables; Field, Tenor, and Mode. The term field refers to the topic about which language is being utilized. Halliday (1994: 22) argues the field of discourse is described as the complete event in which the text operates, as well as the speaker's or writer's purposeful activity; it thus encompasses the subject-matter as one of its elements. While Tenor means that the role relationships between the interactants. Halliday (1994: 22) points out that “The tenor relates to the type of role interaction, as well as the set of significant social relationships, both permanent and temporary, among the participants.” The role of language in the encounter is referred to as Mode. Halliday (1994: 22). concludes that “the role of the text in the event, taking into account both the language's channel, spoken or written, extempore or planned, as well as its genre or rhetorical mode, such as narrative, didactic, phatic communion, persuasive, and etc.” In addition, Eggins (1994:53) claims “the role of language is appeared in an interaction”. It is also supported by Martin’s explanation that language's part can be viewed as involving two concurrent continua that reflect two different sorts of distance in the relationship between language and situation. Those are called spatial/interpersonal and experiential distance. Spatial / interpersonal distance: This continuum contains a variety of situations dependent on the author's and readers' simultaneous interaction. Experiential distance: This continuum

categorizes events based on the distance between language and the underlying social process. In order to use language appropriately, people must understand its rules in the context of situation.

In this paper, the writer is interested to analyze the context of situation containing in *Beatrix Potter short stories*. The reason why the writer chose to analyze the Beatrix Potter literature work is that most of her literary work is related between human and animals. The reason why the writer chose those six (6) short stories is that they have more variety in their setting and the participants contained in the stories are both humans and animals. The writer was interested to analyze this topic because the stories characters are occupied by humans, animals, and plants and also the purpose of the text is to entertain children.

1.2 The Problem of the Study

The problems of this study are formulated into three research questions, namely:

1. How are the field constructed in the *Beatrix Potter short stories*?
2. How are the tenors in the *Beatrix Potter short stories*?
3. How are the mode of the *Beatrix Potter short stories*?

1.3 Objectives of the Study

Based on the formulated research problems, therefore the objective of the study is formulated into three major research answers, they are:

1. To find out the fields in the *Beatrix Potter short stories*.
2. To find out the tenors in the *Beatrix Potter short stories*.
3. To find out mode are used in the *Beatrix Potter short stories*.

1.4 Limitation of the Study

This study limited discussion about the context of situation. It can be classified into the following terms such as; Field, Tenor, Mode of the text: in the *Beatrix Potter short stories*.

1.5 Significance of the Study

The study is expected to be useful in the terms of academic purpose and beneficial for society, therefore the significance of the study is divided into two sections, called theoretical significance and practical significance.

1.5.1 Theoretical Significance

Theoretically, the study provides the knowledge about context of situation with observe to analyze the field, tenor, and mode of the text which is intended to be useful for the writer and reader. Therefore, the reader can be used as learning the materials about context of situation in short story to improve the reader knowledge.

1.5.2 Practical Significance

Practically, the study provides new things for learning material concerning discourse analysis, especially context of situation for students of FBA Saraswati Denpasar and for any student in general. For the writer and text producer in general,

the study can be the reference in order to develop the meaning, participant, and role of text to get a better understanding of the readers.



CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS AND THEORIES

Writing an academic study at the tertiary level needs to evolve ideas in many features, and describe your idea. Indeed, several concepts and theoretical framework requirements need to be applied as the main point of the analysis. Therefore, in this second chapter, the writer presented the review of related literature, concepts, and theories applied in this study as the basis of the analysis.

2.1 Review of Related Literature

In the academic study of tertiary level, it is important to list out and describe the previous study which is related to this study in order to be used as compare and as an idea establishment.

The first, Muspita (2018). In her thesis, she examines the similarities and variations in the context of situation that influence readers perceptions of the content of Indonesian and Malaysian online newspapers. The data was obtained from an English-language internet newspaper covering the murder of Kim Jong Nam. The findings reveal parallels in the context of situation in Indonesian and Malaysian online newspapers, such as Field, Tenor, and Mode, as well as differences in grammatical complexity between Indonesian and Malaysian online newspapers. The similarity of this study is that both of the studies are using the same theory by Halliday. The difference between both studies is in the study of Muspita, she doesn't care in terms of Tenor, especially in the affective involvement. However, in this study, it is explained by the specific intimacy relationship between

participants, which is high or low relationship. Another different is in the study of Muspita, she using The Indonesian and Malaysian online newspaper as the data source. While in this study the writer will use a short story as the data source.

The second study is taken from Redinata (2012) English Department, Udayana University, in his article, he concerned context of situation and conversational analysis which found in the *Dora The Explorer* entitled *To The Three House*. The result of the study in terms of context of situation such as Field; *Dora and Boot* which about their travel to the three houses, Tenor; all the characters in the story, while Mode; spoken language. and term of the conversational analysis found that turn-taking organization, preference organization, sequence organization, disproved the first pair part. The difference of both studies between the writer is theories imply in the study. This article use theory from Halliday and Liddicoat. While in this study the writer only focusing on theory by Halliday

The last research is taken from Penyang (2008). In his thesis, he is interested in the components of context of situation that appear in the conversations contained in Erlangga's English textbook *English on Sky*. The technique to analyze data by documentation (book). The findings revealed that the majority of the transitivity done by discussion participants is material. As a result, analysis focusing on field, tenor, and mode is meant to be beneficial to instructors and students. The difference of this study is the context of situation analysis by Davit Butt (1996), and lexicogrammar description and contextual description. While in this study the writer only focusing on theory by Halliday which is about the context of situation.

2.2 Concepts

In order to make good understanding in the research study, some terminologies which are point out in this study need to be determined to form standardization that can be fully understood and to acquire to similar comprehension upon the study between the reader and the writer. The concepts that need to be understood in this study are explained below.

2.2.1 Context of Situation

Context of situation is the place in which meaning are conveyed, each of situation has own meaning. A theoretical framework for describing how a text links to the social processes in which it is situated it is called context of situation, Halliday (1978)

2.2.2 Short Story

Short story is a type of fiction that falls within the literary genre of fiction. Because most short stories are based on fantasy stories, such as fairy tales, they might be classified as fiction. According to Webster's dictionary (1989), a short story is a work of prose fiction that is less than 10,000 words long. As a result, a short story is a component of the literary genre of fiction. Short story deals with important elements. They are theme, setting, plot, character, and point of view.

2.3 Theories

In supporting the research, the writer adopted the theory propose by M.A.K Halliday as the main theory for this research. On the other hand, there are also additional theories as supporting the main theories.

2.3.1 Context

Generally, context is the environment or circumstance in which something happens and which helps to explain it. Any situation has a different context, either spoken or written. For example, *when a* student is talking with a lecturer, in this situation, the student will be more polite when they are talking. Otherwise, when students are paired up, they will be more relaxed during their discussion. Another common definition of the word *context* is another segment of the real world in which certain actions or conversations take place, which is knowledge of the same subject is sometimes mistaken with another meaning. (Christiansen & Dahl,p. 100, 2005). Therefore, in communication, context is extremely important when considering meaning.

2.3.2 Context of Situation

Malinowski in Halliday and Hasan (1985 :5) point out a semantic system, or array of subsystems, connected with a specific type of circumstance or social context is also known as the context of situation. This is a work of fiction, something that may be easier to describe. On the other hand, Halliday (1985: 45) points out, every use of language has a context. The literary component that

supports the context of situation develops coherence, not just in and of itself, but also in relation to the situation's context. A systemic connection between the system of another linguistic function and the social environment wraps a pattern of process and brand of social meaning in the text. Halliday employs three characterizations to represent the context of situation: field, mode, and tenor. The following are his descriptions:

2.3.3.1 Field of Text

According to Martin in Eggins book (1994: 404), field is known as social action, which is what is exactly taking place. It relates to the current situation and the type of the social action taking place. It describes the activities that the individuals are involved in, with language playing a key role. Meanwhile, Eggins (1994: 67) suggest field is a situational variable that refers to the activity center in which it is matched. The field determines the use of specialized language has divided into two parts of language, referred to in both technically and everyday language. The writer would want to clarify the following in order to have a better understanding

Table 2.1 Technical vs Everyday Terms

No	The linguistics implication of field	
	Technical Language	Everyday Language
1	Technical terms	Everyday terms
2	Words only "insider" understand	Words interactants all understand
3	Acronyms	Full names
4	Abbreviated Syntax	Standard Syntax
5	Technical action process Identifying process	Identifying process
6	Attribute descriptive process	Defining terms

2.3.3.2 Tenor of the Text

Tenor indicates the role structure and who is participating. It relates to who is participating, as well as the type of the participants, as well as their class and responsibilities. This refers to the various types of role relationships that develop among the participants, including long-term and short-term relationships of various kinds, they play a variety of speaking roles in the discussion, as well as the complete cluster of socially relevant connections in which they are involved. Martin in Eggins book (1994: 404). Tenor has an impact on interpersonal choices in the language system, and therefore on the function of structures and techniques used to activate linguistic interaction. In Eggins book (1994:64), Cate Poynton (1985), Brown (1960), and Gilman (1972) argued that tenor may be broken down into three distinct continua: power, affective involvement, and contact. The writer will define those words in the following in order to provide a better knowledge of them;

a. Power

Power is divided into two categories: equal and unequal. The term "equal power" refers to a friendship between two people. In a summary, unequal power relates to the relationship between teachers and students.

b. Contact

Contact continuum shows the position of situation which refers to the positions circumstances in terms of whether the roles interactions are playing those brought into frequent or in frequent contact.

c. Affective involvement

The affective involvement continuum shows the situation between the participants, high or low. This dimension relates to how emotionally invested or devoted participants are in a situation.

2.3.3.3 Mode of the Text

In general definition mode refers to 'the role language is playing in an interaction'. According to Martin in Eggins book (1994) recommended in the relationship between language and circumstance, this role may be viewed to entail two simultaneous continua that define two different forms of distance. Those are called Spatial/interpersonal distance and experiential distance.

a. Spatial/interpersonal distance

This continuum encompasses a variety of situations based on to the possibilities or immediate input between author and readers. The interpersonal distance of the text is visual and feedback.

b. Experiential distance

This continuum categorizes events based on the distance between language and the underlying social process. This continuum can differ into two different poles; language is both an action and a reflection. Words as an action refers to the use of language to accompany an activity in which interactants are participating, while language as reflection means that language is used to reflect or constitute a social process that happened.

Another circumstance in the mode that must be represented in study is the spoken and written language situation. Eggins (1994:55) defines the fundamental distinction between spoken and written language use. The following are examples of both spoken and written differences:

Table 2.3 Characteristics of Spoken and Written Language Situation

No	Mode: Typical situation of language use	
	Spoken	Written
1	+ interactive	Non-interactive
2	2 or more participants	One participant
3	Face-to-face	Not face- to-face
4	In the same place at the same time	On his/her own
5	+language as action	Not language as action
6	Using language to accomplish some task	Using language to reflect
7	+ spontaneous	Not spontaneous
8	Without rehearsing what is going to be said	Planning, drafting, & rewriting
9	+ casual	Not casual
10	Informal and everyday	Formal and special occasions