

GETTING TO GRIPS WITH THE LARGER PATTERNS IN THE REPORT TEXT

Syarah Nur Rahmah¹, Evie Kareviati²

¹ IKIP Siliwangi

² IKIP Siliwangi

¹ syarahnr410@gmail.com, ² kareviati@stkipsiliwangi.ac.id

Abstract

This research is aimed to know about what larger patterns are used in the report text and what is the role of larger patterns used for the reader. The researcher found that the report text about Australian senator hit with egg after blaming immigration for mosque attack (Karasz, 2019) used claim-counterclaim patterns. The role of claim-counterclaim patterns in that report text is to make readers easy to understand the text, as the reader will know who is the one who was claimed at the beginning as an anti-immigration person, and why he hit a teenager, and what is the reason the teenager smashed him. The researcher suggests for the further researcher to use other more interesting sources to find more the larger patterns and to know about the role of the patterns.

Keywords: *Larger patterns, report text*

INTRODUCTION

In every text certainly formed with some patterns that have the intent and purpose of the writer. In reading and writing, not only vocabulary and grammar but also text structure, systems, networks and patterns, are important tools to process a text because they help to navigate the readers (Coulthard, n.d.). And in discourse analysis the pattern is known as the larger pattern. According to Toolan & McCarthy (2006), larger patterns that can be found in text (and indeed which may constitute the whole text) are the objects of interpretation by the reader, just as the smaller clause-relation were, and in the same way, are often signalled by the same sorts of grammatical and lexical devices.

As a good writer before wants to write a text, the writer should think first what he will write and how his writings can be understood by the reader. Because writing is included in the written discourse, then this statement corresponds to Toolan & McCarthy (2006) that in the larger patterns that commonly used by the writer there are “Problem-Solution”, “General-Specific”, “Claim-Counterclaim”, and “Question-Answer” patterns. And the explanation is as follows:

1. Problem-Solution

Problem-Solution patterns are very general in texts. Problem-solution patterns are culturally entrenched, but they are often manifested in a sequence of textual segments that are not straightforward as our concocted text suggests. The problem-solution patterns usually found in advertising texts and report texts about technological advances (which are often seem as solving problems or removing obstacles).

2. General-Specific

This patterns are describe something in general at the beginning and then explain in more detail

about the information. General-specific patterns can be found in encyclopedia and other reference texts.

3. Claim-Counterclaim

This patterns are also referred to as ‘hypothetical-real’, and the words such as claims, truth, false, in fact, in reality, etc. Claim-counterclaim texts are frequent in political journalism, as well as in the letters to the editor pages of newspaper and magazine.

4. Question-Answer

These patterns have the some features with the problem-solution patterns, but the main motivation is cashing a satisfying answer for questions that are explicitly submitted usually at the beginning of the text.

From the patterns above the researcher analyzed about the larger patterns that be used to grips in the report text. According to Gerot and Wignell (1994) as cited in (Khairani & Zainuddin, n.d.) that the report text is a text which functions to describe the way things are, with reference for various natural, man-made and social phenomena in our environment. Therefore in the report text also can describe about someone, and what is happening to him, and also the events that are happening.

METHOD

The method used in this research is qualitative research method. Qualitative research method is an approach for exploring and understanding the meaning individuals to a social or human problem (Creswell, 2014). This research is regarded appropriate to the aim of this study as stated by Creswell (cited in Apsari, 2016) that “Analyzing qualitative data requires understanding how to make sense of text and image, so that you can form answers to your research questions”. The research procedure of this research are taking data, grouping and analyzing the data, and reader response. In Taking data, the researcher used the data from . After read the report text the researcher grouping every paragraphs into the types of larger patterns and analyze it. And after that the researcher give the response about the result of larger patterns that be used.

RESULTS AND DISCUSSION

Results

The researcher analyzed the larger patterns that be used to grips in the report text of Australian Senator Hit With Egg After Blaming Immigration for Mosque Attack (Karasz, 2019). From that report text, the researcher classify the text into claim-counterclaim patterns. Because in the report text, the author raised the happening issue about a claim or judge addressed to someone. The researcher found in every paragraphs which is 10 paragraphs included in claim-counterclaim patterns. Here is a table of result distributed by the researcher.

| No | Paragraph | Larger Patterns | Explanation | Transcript |
|----|-------------|-----------------|--|--|
| 1. | Paragraph 1 | Claim | The overall thesis the author will argue for | The first line of this paragraph is “An anti |

| | | | | |
|-----|--------------|--------------|--|---|
| | | | | immigration lawmaker in Australia who has been criticized for blaming Muslim immigration, etc.” |
| 2. | Paragraph 2 | Data | Data Evidence gather to support claims | The first line of this paragraph is “In video footage on the Facebook page of the senator, Fraser Anning, etc”. |
| 3. | Paragraph 3 | Data | Data Evidence gather to support claims | The first line of this paragraph is “Mr. Anning turns and swiftly strikes the young man, etc” |
| 4. | Paragraph 4 | Data | Data Evidence gather to support claims | The first line of this paragraph is “A police spokesman said officers had arrested a 17 years-old man, etc.” |
| 5. | Paragraph 5 | Warrant | Explanation why or how data supports claims, fundamental assumptions that connect your data to your claims | The first line of this paragraph is “On, Sunday, Prime Minister Scott Morrison suggested the legislator should be charged for, etc.” |
| 6. | Paragraph 6 | Backing | Logic or reason that might be needed to support the linking of your data with your claim | The first line of this paragraph is “After dozens of people were shot and killed at two mosques in Christchurch, etc.” |
| 7. | Paragraph 7 | Backing | Logic or reason that might be needed to support the linking of your data with your claim | The first line of this paragraph is “His remarks drew condemnation across, etc.” |
| 8. | Paragraph 8 | Backing | Logic or reason that might be needed to support the linking of your data with your claim | The first line of this paragraph is “Mr Anning, 69, who was elected as a senator from Queensland in 2017, etc.” |
| 9. | Paragraph 9 | Counterclaim | A claim that exclude or disagree with the claim | The first line of this paragraph is “Las summer, he invoked a Nazi euphemism for genocide when he called for Muslims to barred from entering Australia, etc.” |
| 10. | Paragraph 10 | Rebuttal | Nullifying evidence or disagrees with the counterclaim | The first line of this paragraph is “On Saturday, prople were donating to cover, etc.” |

Discussion

In the results above, the patterns used in the report text is claim-counterclaim patterns. In the claim-counterclaim patterns, there is the easy way to use with the Toulmin Method (P, 2014). The basic format for the method are: Claim, data, warrant (like a bridge), backing (like a foundation), counterclaim, and rebuttal.

Therefore, by using the larger patterns to grips in the report text, the researcher found that the paragraphs which are included in the claim is paragraph 1, because the paragraph told about a claim for Mr Fraser Anning. The paragraphs which are included in the data are paragraphs 2, 3 and 4, because the data told about the information to support the claim. The paragraphs which are included in the warrant is paragraph 5, because the paragraph explains why data supports claims. The paragraphs which are included in the backing are paragraphs 6,7 and 8, because the paragraphs told about logic or additional reasons that might be needed to support warrants. The paragraphs which are included in the counterclaim is paragraph 9, because the paragraph told about the claim that exclude or disagree with the claim. And The paragraphs which are included in the rebuttal is paragraph 10, because the paragraph told about nullifying evidence or disagrees with the counterclaim.

The role of claim-counterclaim in that report text is to make it easier for reader to understand the text, as the reader will know who is the one who was claimed at the beginning as an anti-immigration person, and why he hit a teenager, and what is the reason the teenager smashed him. Then, by presenting data and opinions from several speakers, it will convince readers of the issue. Which ultimately makes the reader can conclude whether he agrees or disagrees with the teenager's actions.

CONCLUSION

The findings refer to the previous chapter, the researcher arrived at the following conclusion. The purpose of this research is to find out about what larger patterns are used in the report text and what is the role of larger patterns used for the reader. Based on the research, it was concluded that the report text used claim-counterclaim pattern. The role of claim-counterclaim in that report text is to make readers easy to understand the text, like the reader will know who is the one who was claimed at the beginning as an anti-immigration person, and why he hit a teenager, and what is the reason the teenager smashed the egg on his head in Melbourne on Saturday.

ACKNOWLEDGMENTS

The researcher suggests for the futher researcher to use other more interesting sources to find more the larger patterns and to know about the role of the patterns.

REFERENCES

- Aryana, S., & Apsari, Y. (2018). Analysing Teacher's Difficulties In Teaching Listening. *Eltin Journal, Journal Of English Language Teaching In Indonesia*, 6(2), 100-106.
- Coulthard, M. E. al. (n.d.). *Written Discourse*. Birmingham: The Center for English Language Studies at University of Birmingham.
- Creswell, J. W. (2014). *Research Design & Quantitave Approaches*. USA: SAGE.

- Karasz, P. (2019). Australian Senator Hit With Egg After Blaming Immigration for Mosque Attack. *The New York Times*. Retrieved from <https://www.nytimes.com/2019/03/16/world/australia/australia-anning-egg-new-zealand-shooting.html>
- Khairani, Y., & Zainuddin. (n.d.). *Improving Students' Achievement In Writing Report Text Through Numbered Heads Together*. 1–23.
- P, P. A. P. D. (2014). *Getting to Grips With Larger Patterns*. 1–4. Retrieved from <https://www.slideshare.net/mobile/ryanfujhi/getting-to-grips-with-larger-patterns>
- Toolan, M., & McCarthy, M. (2006). Discourse Analysis for Language Teachers (Cambridge Language Teaching Library). In *TESOL Quarterly* (Vol. 26). <https://doi.org/10.2307/3587181>