IDENTIFYING PARTICIPANTS IN "THE STORY OF RORO MENDUT AND PRONOCITRO" RETOLD BY SLAMET RIYANTO

Urip Tanggoro[1]

[1] The Lecturer of English Education Study Program
STKIP Islam Bumiayu – Brebes
E-mail: utanggoro@yahoo.co.id
Phone: 085742875833

Abstract

This study seeks to answer a research question: how are the participants introduced in the story? Introducing people mostly covers definite (presuming) more than indefinite (presenting) and difference (comparative). Tracking people aspect mostly deals with pronouns (presuming) more than with name (possessive) and with "the" (presuming). Possession aspect is used "by possessive pronouns" more than "by possession". The story produces possession (126.31%) dominated by possessive pronouns, tracking people (90.51%) dominated by possessive (name), and introducing people (47.42%) dominated by definite (presuming).

Keywords: identifying participants, identification system, story

A. Introduction

People use language to explore their own philosophical, political, existential posture and art with their social environment. They can negotiate their experiences since language cannot be separated from its culture. Therefore, it should be in cultural boundaries to express the experiences. People live in a context. It means that they are in their culture or society for using language so that their linguistic representation will be meaningful while they are in their contexts, context of situation or context of culture. One of the cultural contexts in language is a literary text.

Story is a part of the literary study. Learning it is very interesting, since from learning it, people are able to express their feeling. However, the study of the learning of literature in Indonesia is very limited. The Indonesian government suggests that the study of literature is not as important as other studies. In fact, that literary text is a part of literary studies. It is a kind of text which has its own context. In this case it could be situational or cultural context.

As said by Gerot and Wignell (1994: 170), reference as one of the semantic discourse system that refers to a system which introduces and tracks the identity of participants through text. It is related to textual meaning and thus to mode. We find very different patterns between spoken and written texts and these differences are accentuated the more "written" the text is.

Any description or analysis involving language implies some theories of how language works. The broad field of Systemic Functional Linguistics (SFL) has developed the model of language in social context. Martin and Rose (2003: 3) state that SFL has two general perspectives for looking as the phenomena of discourse. The two perspectives are three levels of language: as

grammar, as discourse, and as social context, and three general functions of language in social context.

To communicate their expressions by language, it can be done by one or both cycles of language: spoken and written. The systemic functional approach provides a very useful descriptive and interpretive for viewing language as strategic, meaning making resource (Eggins, 1994: 1). This approach involves asking both how people use language, and how language is itself structured for use. The systemic functional approach involves the analysis of complete linguistic, interactions (texts), and leads to a recognition of the importance of situational and cultural context in understanding why a text means what it does.

Furthermore, Martin and Rose (2003: 6) state that the SFL model of language in social context recognizes three general social functions that are used in language for enacting our social relationships; representing our experience; and organizing our enactments and representation discourse as meaningful text.

Gerot and Wignell (1994) convey that when people communicate they actually create texts. The wordings of texts realized in phonology or graphology simultaneously encode three types of meanings: ideational meaning, interpersonal meaning, and textual meaning. Ideational meanings are meanings about phenomena-about things, goings on, and the circumstances surrounding these happenings and doings. Interpersonal meanings are meanings which express a speaker's attitudes and judgments. Textual meanings express the relation of language to its environment, including both the verbal environment (what has been said or written before (co-text) and the non-verbal, situational environment (context)).

Based on the reason above, it is quite plausible to raise the topic of analysing identity of the story" by

tracking the participants. The analysis used identification system as a tool to track the characters of "The Story of Roro Mendut and Pronocitro" retold by Slamet Riyanto**.** The story is one of the greatest Javanese stories.

B. Literature Review

According to Matthiessen (1995: 1), language is resource for expressing meanings relating to various aspects of the social system (culture). The use of language is to communicate and negotiate people's ideas. When they use language, they have a process of communication whereby they create, negotiate, and interpret personal meaning. Functionalists argue that in communication, people use language as a means to develop texts. They create and develop text while negotiating together in exchanging meanings. This means that they work together to complete the texts. Halliday and Hasan (1976: 1) state that text in linguistics refers to any passage, spoken or written of whatever length, that forms unified the whole. In addition, Halliday (1994: 311) says that the text is something that happens, in the form of talking, writing, or reading. When it is analysed, people analyse the product of the process.

Based on Systemic Functional Grammar, text is seen as a unit of meaning, not of form, as a basis for analysing language. It relates to the quality (meaning), not the quantity (form) of the text. It can be seen as either the contained wording or how wording works together to set up one whole meaning. As a result, each wording could take the right position in the text as the role it plays.

While creating meaning, it depends on the context of culture and context of situation. There is a context that must be interpreted in creating and understanding a text. Eggins (1994: 26) states that context of situation is the

immediate situational context in which the text is produced. Another context is Genre (Context of Culture) that is widely used in some fields of arts, literature and media. Comedy, romantic story, heroic novel, or newspaper belongs to a different genre.

Halliday (1985b: 46) asserts that context of situation is the mediate environment in which the text is actually functioning. Halliday and Hasan (1985: 12) propose a conceptual framework that can be used to interpret the social context of text, the environment in which the meanings are being exchanged. This framework is under the following terms:

1. The field of discourse refers to what is happening and to nature of the social action that is taking place. It relates to the "play", the kind of activity (predict experiential meaning).

2. The tenor of language refers to who is taking part, to the nature of participants, their statuses, and roles. It relates to the "players", the actors or rather the interacting roles that are involved in the creation of the text (predict interpersonal meaning).

3. The mode of discourse refers to what part of language is playing, what it is that the participants are expecting the language to do for them in a situation. It relates to the "parts", the particular functions that are assigned to language (predict textual meanings).

According to Halliday (1985b: 46), context of situation focuses the interpretation on the immediate environment of a context. But, the context of culture focuses more on the broader background of the context of the situation. Context of culture considers any actual context of situation including the field, the tenor, and the

mode. People live in a context that can be thought of as their culture. This context does not begin with the birth of them. In the same way that people are "born into" a language, they come to occupy a place in their context: it is a social and linguistic framework that has an important role in how people think, act, feel, and understand what happens.

The participants of the story as part of words have immediate context to express the writer's ideas. They may refer words like "liberty", "love", "democracy", and "justice", to the word "independence", and do not only choose what meanings to give these words, but also deliberately construct the dialogues meanings and intentions.

C. Method of Investigation

The method covers the research design, the source of data, the procedure of data collection, and the steps in data analysis.

1. Research Design

This study was aimed at identifying participants so that this study used qualitative and descriptive method of investigation. This approach was in relation to Hammersley and Atkitson (1995) in Holloway, et al. (1996: 4). Qualitative method focuses on everyday life of participants. It describes participants' lives and feelings so that it does not relate to the numeral data, but it relates to the meanings, concepts, definitions, and description of things. Thus, to analyse the meanings, concepts, and characteristics the qualitative research was appropriate.

2. Source of Data

The source of the data under analysis in this study was one of Javanese stories entitled "The Story of Roro Mendut and Pronocitro" retold by Slamet Riyanto. It is a kind of short story which consists of nineteen paragraphs.

The data for text analysis were classified into chunk of paragraphs on the story. From the paragraphs, it could be analysed by interpreting and identifying participants in the story.

3. Procedure of Data Collection

The data were collected by reading the story and keeping identification of the participants of the story entitled 'The Story of Roro Mendut and Pronocitro" retold by Slamet Riyanto.

4. Steps in Data Analysis

The data or text analysis was conducted by applying identification system as set up by Martin and Rose (2003) model as follows:

a. Reading the text carefully and repeatedly to have complete understanding of the content of the story in order to make the next steps easy to accomplish.

b. Identifying the participants. This step is to identify and introduce all of the participants involved in the story.

c. Classifying the participants. This step is to classify the participants of the story by tracking them.

d. Interpreting by identifying the participants. This analysis is to interpret the identifying processes that appear in the story and from this analysis.

D. Discussion

This discussion comprises the analysis and interpretation.

1. Analysis

The followings were the examples of data that could be analysed by classifying and categorizing the identification of participants and encoding them in the story as follows:

a. Bold type for introducing people, for examples:
   1) Indefinite (Presenting)
      "Once upon a time there was **a beautiful young girl**."
   2) Definite (Presuming)
      "Most of **the young boys** were gossiping about Roro Mendut's beauty and her good behaviours."
   3) Difference (Comparative)
      "Most of the young boys were gossiping about Roro Mendut's beauty and her good behaviours."

b. Bold and underlined type for tracking people, for examples:
   1) Indefinite (Presenting)

      "Once upon a time there was **<u>a beautiful young girl</u>**. **<u>Her</u>** name was Roro Mendut. **<u>She</u>** was Ki Ragawangsa's daughter."

   2) Definite (Presuming)
      "At night, **<u>they</u>** kidnapped Roro Mendut and took her away. Nobody in the regency was brave enough to run after **<u>the kidnappers</u>** who turn out to be Prince Panoleh."
   3) Difference (Comparative)
      "She was very famous **<u>among the youths</u>** of her age. **<u>Most of</u>** the young boys were

gossiping about Roro Mendut's beauty and her good behaviours."

c. *Italic* type for comparing people, for examples:
1) By Cardinal Number (Comparative)
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2) By Superlative (Comparative)
    "She was very famous *among the youths* of her age. *Most of* the young boys were gossiping about Roro Mendut's beauty and her good behaviours."
3) By "Other" and "Else" as Difference (Comparative)
    "No sooner did they met, they love each *other.*"

d. *Italic* and underlined type for possession, for examples:
1) By Possessive Pronoun

    "*Your wife* was kidnapped", one of the men answered. Hearing Roro Mendut's statement, Wiroguno got angrier and took *his sword* 'kris' and stabbed Pronocitro's chest. Blood flew around *his body*."

2) By Possessed

    She was Ki *Ragawangsa's* daughter. Most of the young boys were gossiping about Roro *Mendut's* beauty and her good behaviours. Wiroguno got angrier and took his sword 'kris' and stabbed *Pronocitro's* chest.

2. Interpretation
    From the identification analysis in "The Story of Roro Mendut and Pronocitro", it could be seen that it produced in introducing people aspect (47.42%) which consisted of 26.32% of indefinite (presenting),

21.05% of definite (presuming), and 0.05% of difference (comparative); in tracking people aspect (90.51%) which consisted of 26.32% by pronoun (presuming), 63.16% by name (possessive), and 1.05% by "the" (presuming); in comparing people aspect (1.10%) consisted of 0% by cardinal (comparative), 0.05% by superlative (comparative), and 1.05% by "other" and "else" as difference (comparative); in possession aspect (126.31%) which consisted of 73.68% by possessive pronoun. 52.63% by possessed.

In short from the data above, it could be seen that they produced the most for possession (126.31%) which was dominated by possessive pronouns, tracking people (90.51%) which was dominated by possessive (name), and introducing people (47.42%) which was dominated by indefinite (presenting).

E. Conclusion

Introducing people which was used in "The Story of Roro Mendut and Pronocitro" retold by Slamet Riyanto, mostly covered definite (presuming) more than indefinite (presenting) and difference (comparative). Tracking people aspect which was used in "The Story of Roro Mendut and Pronocitro" mostly dealt with pronouns (presuming) more than with name (possessive)and with "the" (presuming). Comparing people aspect which was used in "The Story of Roro Mendut and Pronocitro" was hardly words found. It was only found 0.05% for superlative (comparative) and 1.05% used by "other" and "else". On the contrary, I was not found words used for cardinal number (comparative). Possession aspect in "The Story of Roro Mendut and Pronocitro", quantitatively used "by possessive pronouns" more than "by possession".

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