

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

The English language teaching in Indonesia focuses on text types or genre. The teaching is based on the concept that language as a system of choice by which writers can communicate certain functions that allow them to express their experiences, to interact with others, and to create coherent message. Consequently, Systemic Functional Linguistics/Grammar (SFL/G) which views language as a strategic, meaning-making resource is implemented.

Curriculum of 2013 is one of the government's efforts to resolve the various problems being faced by the world of education today. The theme of 2013 curriculum is generating Indonesian people which are: productive, creative, innovative, affective; through the strengthening of attitudes, skills, and knowledge which are integrated. Putra, (2014) mentions that based on the theme, the implementation of 2013 curriculum is expected to produce a productive, creative, and innovative human. Curriculum of 2013 is designed with the following characteristics, such as (1) Developing a balance between spiritual and social attitudes, knowledge, and skills, and applying them in various situations in the school and community; (2) Putting the school as part of the community that provide a learning experience so the learners are able to apply what is learned in the school to the community and utilize the community as a learning resource;

(3) Giving freely enough time to develop a variety of attitudes, knowledge, and skills; (4) Developing the competencies expressed in terms of class core competencies which is specified more in basic competence of subjects; (5) Developing class core competence into organizing elements of basic competence. All the basic competencies and learning processes are developed to achieve the competence stated in core competencies; (6) Developing a basic competence based on the accumulative principle, mutually reinforced and enriched between-subjects and education level (horizontal and vertical organizations).

The expected objective of the implementation of 2013 curriculum could possibly be achieved. It is because the curriculum is competency and character based which conceptually has several excellences. First of all, 2013 curriculum uses a scientific approach. Learners as a subject of study will be led to develop various competencies according to the potentation of each. Secondly, 2013 curriculum is competency and character based curriculum, so it may underlie the development of other capacities in various aspects (mastery of knowledge, specific skills, and personality) which are able to be optimal based on the specific competence.

The analysis in this thesis will be focused on the transitivity systems analysis based on LFS theory. It provides an analytical framework which is interesting, useful and powerful for the analysis of texts. However, this is not to be understood as being to the exclusion of other possible theoretical approaches, which may well come to similar conclusions. However, it should be stressed, particularly for teachers who are less familiar with SFL, that this approach is not

simply a technique of textual analysis, but rather a useful theory of language. SFL helps highlight the features of the textbook in a particularly clear, powerful, and objective fashion. SFL analytical framework made it possible for teachers to analyse the data linguistically.

Richards (2001) mentions that textbooks are a key component in the most language programs. In some situations they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. They may provide the basis for the content of the lessons, the balance of skill taught and the kinds of language practice the students take part in. In other situations, the textbook may serve primarily to supplement the teacher's instruction. For learners, the textbook may provide the major source of contact they have with the language apart from input provided by the teacher. In the case of inexperienced teachers textbook may also serve as a form of teacher training – they provide ideas on how to plan and teach lessons as well as formats that teachers can use. Much of the language teaching that occurs throughout the world today could not take place without the extensive use of commercial textbooks. Learning how to use and adapt textbooks is hence an important part of teacher's professional knowledge.

Some supporting ideas are also given by some experts. Hutchinson and Torres (1994), for instance, mention textbooks provide input into classroom lessons in the form of texts, activities, explanations, and so on. Teachers and students will get benefits when textbook is used in teaching and learning process

(Harmer, 2007). Both teachers and students can look back from previous learning session to continue the next meeting in the textbook (O'Neill, 1982).

Richards (2001) gives eight advantages of textbooks, i.e. :

- (1) They provide structure and a syllabus for a program.

Without textbooks a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed.

- (2) They help standardize instruction

The use of textbook in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way.

- (3) They maintain quality

If a well developed textbook is used students are exposed to materials that have been tried and tested, they are based on sound learning principles, and that are paced appropriately.

- (4) They provide a variety of learning resources

Textbook are often accompanied by workbooks, CDs and cassettes, videos, CD ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners.

- (5) They are efficient

They save teachers' time, enabling teachers to devote time to teaching rather than material production.

- (6) They can provide effective language models and input.

Textbook can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own.

(7) They can train teachers

If teachers have limited teaching experience, a textbook together with the teacher's manual can serve as a medium of initial teacher training.

(8) They are visually appealing.

Commercial textbook usually have high standards of design and production and hence are appealing to learners and teachers.

“Textbooks are one of the most important educational inputs: texts reflect basic ideas about a national culture, and ... are often a flashpoint of cultural struggle and controversy.”

The linguistic analysis of textbooks also has pedagogic relevance for students, applied linguistics, text and corpus linguistics. This study will attempt to impart to students a sense of the primary purposes of grammar. It is assumed that students will respond more positively to a focus on both form and meaning rather than on form only, because they themselves are more conscious of meaning in their own use of language, especially in its spoken mode.

The transitivity systems cover four main elements, ie. Participant I, Process, Participant II, and Circumstance. In traditional grammar, simply these elements function respectively as subject, predicate, object, and adverbial. The study will specifically identify and categorise the types of processes that help in the realisation of the messages of the reading texts in the textbook. The messages

are interpreted according to the identified process options and related to the ideological opinions expressed in the text. The study will reveal that texts will help to articulate a better understanding not only the constructions of clauses found in the text but also the meaning (lexico-grammar). It will also reveal that texts in Civics 3 textbooks used in Grade XII express different process types, which are used to describe or make references to teachers and learners. In other words, texts are rich with linguistic features that can be useful for English learning teaching. A good understanding of the corresponding grammatical features of processes can help students and teachers use them in expressing their experiences of the world in the appropriate register, and define the syllabuses for students learning English.

1.2 The Problems of the Study

Based on the description in the background of study, the problems of the study can be formulated as the following:

1. What transitivity systems (process, participant, and circumstance) are dominantly used in texts found in students Bilingual Civics 3 textbooks used in Grade XII SMA?
2. Why are the transitivity systems realized in students Bilingual Civics 3 textbooks used in Grade XII SMA as the way they are?

1.3 The Objectives of the Study

Referring to the formulation of the problems of the study, the objectives to be achieved in this research are:

1. To analyze the transitivity system (i.e. process, participant, and circumstance) found in students Bilingual Civics 3 textbooks used in Grade XII SMA.
2. To find out reasons of the realization of transitivity systems in students Bilingual Civics 3 textbooks used in Grade XII SMA

This research is focused on the learning materials, especially the reading texts found in the Civics textbook for Grade XII. The implementation of the traditional grammar in the previous curriculum (2006 curriculum of Indonesia) eventually adjusted to change into the new curriculum of 2013 with the stress on the functional text. Thus the core of the system of learning in this new curriculum is scientific one. Therefore, the implementation of lexicogrammar in the texts used in the teaching learning system may lead to this goal.

1.4 The Scope of the study

As it is mentioned in the objectives of this study, there will be three concentrations of the research dealing with transitivity analysis of bilingual Civic 3 education textbook for Grade XII and its relevance to English teaching at SMA.

The scope of the analysis is related to the research problems mentioned in 1.2 and the source of data source of data including taken from the English reading texts version only of bilingual Civics 3 education textbook for grade XII. English reading texts version will be taken as source of data with the only one reason, i.e. the results of the analysis will be for the purposes of English teaching. Outside of the above items they are not parts of the analysis.

1.5 The Significance of the Study

The significance of the study both theoretically and practically hopefully can be put into practice by the teaching and learning professional all over the world. In short, the significances of the research are as follow.

1. Theoretically, the findings of this study will be very useful to enrich the study and give another alternative in experiential metafunction research especially on the transitivity systems used in the reading text, specifically Bilingual Civics 3 textbook for Grade XII (SMA) in Indonesia.
2. Practically, the study will motivate all the teachers and learners in the process of teaching learning, especially teachers at Grade XII to enhance their ability at English teaching, and more specifically focus on the transitivity systems in English teaching.