

CHAPTER I

INTRODUCTION

A. Background of Study

English has become an international language which plays a means role in globalization. For this necessity, English is taught and learnt in many countries, including Indonesia. It is now one of compulsory curricular program in Junior and Senior High School.

The standard of teaching and learning English process in Indonesia is elaborated through curriculum. Curriculum is made based on the Indonesian learners' need and is developed to achieve the certain aim of education. Since education improves rapidly through the time, it is important to keep the curriculum updated in order to get better education.

Based on Peraturan Pemerintah 32/2013, in Indonesia was launched the Curriculum 2013. The curriculum is actually a revised version of 2006 School-based curriculum, emphasizing that English teaching and learning focus on the improvement of students' competence in using the language to achieve communicational purposes in several contexts by using the text based learning approach. According to Ilma and Pratama (2015), text-based learning has some principles such as: (1) language is seen as a text not merely as a group of words or language rules, (2) the use of language is a selection process upon language forms to express something, (3) language is functional

which means it cannot get far from the context because it represents opinions, attitude, values, and the speakers' ideology, and (4) language is a medium to shape human's thinking.

However, curriculum 2013 caused many pros and cons in the beginning of its release that result in continuous revisions. The latest revision was in 2017 without changing the curriculum name, Curriculum 2013. The revisions uncovered several problems, one of which was disharmony between the competences and the syllabus and textbooks. Thus, in the revision, the syllabus is arranged in a more simple format and presentation so that it is easy for teachers to understand and implement (Kemendikbud, 2017). Simplification of the format is intended to make the presentation more efficient, not too many pages but the scope and substance are not reduced and still consider the sequence of the material and its competence. Hence, the revised syllabus component includes basic competencies, learning materials, and learning activities.

Along with the launch of the 2013 curriculum, the Ministry of Education and Culture published textbooks for both teachers and students. When the 2013 curriculum was revised, these textbooks were also revised and republished in 2017 along with the simplified syllabus. A textbook itself is used as the learning material provider and the guideline of the teaching and learning process in order to reach its goals. According to Richards (2001), textbook is considered as the major source of contact that EFL learners have

with the language. Thus, it is essential for English textbooks to be developed, adapted, or revised based on the prevailing curriculum.

English language competence in Senior High School includes the ability to communicate in three types of text; interpersonal, transactional and functional. Functional text is divided into two types, namely long and short functional text. According to the syllabus, in the tenth grade classroom, long functional texts such as descriptive, recount and narrative are taught.

The purpose of the competence in text types is to carry out social contexts, with the correct schematic or generic structure and appropriate linguistic or lexicogrammatical features. A text type is distinct from another based on these three criteria, but for practical reasons, realizations of each type of text is focused in lexicogrammatical aspects (Saragih, 2013). The reason for this is that in learning language particularly a foreign language in Indonesia, the realizations are much better seen at the level of grammar. Saragih (2013) also adds that the lexicogrammar is analogous to the machine which processes meaning into form, so it is through the lexicogrammatical choices that meaning is built up in a text.

Lexicogrammatical features make meaning for different genres in different ways. For example, Recount, which retells an event, tends to use past tense, Material Processes and particular Participant. On the other hand, the purpose of Descriptive is to describe the way things are in the world, and so they tend to use Relational Processes and generic Participants (Gerot and Wignell, 1994). Thus, it is important for students to master these lexicogrammatical

features first before starting to create a certain type of text, in order to correctly carry out the social meaning or purpose.

A previous study conducted by Arifiani (2017) showed one example on how one aspect of lexicogrammatical features, which is the process, can carry out the meaning in a text. Some texts types that were taken from an English textbook were analyzed using Halliday's transitivity theory to find out the types of processes used in the texts and the most dominant type as well. The finding showed that the most dominant process type used was material process which meant the texts indicated action; doing things or what was done.

From the previous study, it can be concluded that transitivity can be used to analyze texts. This is in accordance with Schleppegrell (2004) who states that functional grammar is a powerful tool to analyze texts since it identifies how grammatical structures realize social meanings and how the meanings construe different contexts. In functional grammar, language is seen as construing three kinds of meanings: ideational, interpersonal, and textual. To analyze the linguistic or lexicogrammatical features of a text, ideational meaning is used to reveal the kinds of processes that the text construes. Ideational meaning consists of logical and experiential meaning. Processes, along with participants and circumstances are the experiential elements which are managed by a grammatical system called transitivity.

Based on the explanations above, this research was conducted by using transitivity to investigate process types of genres in an English textbook for the tenth grade students.

B. Problems of Study

Based on the background above, the problems were formulated as follows:

1. What types of processes are found in Descriptive, Recount, and Narrative texts in English textbook for the tenth grade students?
2. How does each type of texts differ from the other in term of transitivity process?

C. Objectives of Study.

In line with the formulations of the problem, this research aimed:

1. To find out the types of processes in Descriptive, Recount, and Narrative texts in English textbook for the tenth grade students
2. To describe the differences among the types of text in terms of transitivity process.

D. The Scope of Study

Generally, English competence in Senior High School level is communication ability through three types of texts: interpersonal, transactional, and functional (long and short). This study focused on the

analysis of long functional texts or genres included in English textbook for the tenth grade students which are descriptive, recount and narrative texts.

As a tool to analyze texts, functional grammar sees language as construing three kinds of meanings: ideational, interpersonal and textual. Ideational meaning is divided into two: logical and experiential meaning. Experiential meaning implies that language construes human experience by processes that are sorted out in a grammatical system called transitivity. Thus, this study focused on the transitivity processes of genres in the English textbooks.

E. The Significances of Study

The result of this study was expected to give some practical and theoretical significances for these following parties:

1. Theoretical Significances

Theoretically, this study provided beneficial and referential contributions in giving general knowledge about English texts, especially long functional texts or genres and Systemic Functional Linguistics.

2. Practical Significances

Practically, the result of this research would be beneficial:

- a. For English teachers, the result of the study would be helpful as a consideration in selecting and evaluating good textbooks before making decision to use them for teaching and learning process in classroom.

- b. For English textbook writers or publishers, the result of the study would help them to be more careful in developing English textbooks for students and more aware of the content and layout of the books.
- c. For other researchers, this research could be used as the foundation for the next research and as a source for those who wish to conduct similar research related to Systemic Functional Linguistics, to get some insights of what aspects they should be concerned with.



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