

CHAPTER I

INTRODUCTION

This study aimed at analyzing students' analytical expositions using the Transitivity system of SFL, especially in terms of schematic structure and linguistic features. This chapter presents the background of the study, statement of problem, purpose of the study, scope of the study and significance of the study. This chapter also presents the clarification of terms and organization of the paper.

1.1 Background of the Study

Writing various text types is important, since being proficient in writing certain text types will give advantages in postsecondary education such as university (Departemen Pendidikan Nasional [Depdiknas], 2004, 2006; Beck & Jeffery, 2009). Earlier, Freebody (as cited in Emilia, 2005), argued that writing various text types can measure students' actual achievement. Depdiknas (2006) further added that writing is one of the realizations of communication ability in English.

English in Indonesian curriculum, from 2004 until 2013, serves as one of the obligatory subjects. Moreover, English subject curriculum uses the model which perceives language as communication or recently known as systemic functional linguistics developed by Halliday (Depdiknas, 2004). Furthermore, the model closely relates to genre-based approach which is developed from the same basis – systemic functional linguistics. Thus, we can see at Indonesian schools that in learning English, students are required to write various text types. One of the texts is analytical exposition which is the focus of the study.

As stated above, the students' writings may give teachers information regarding students' actual performances namely weaknesses, strengths and whether or not they achieve the goals of the text they write (Freebody as cited in Emilia, 2005; Fang & Wang, 2011). However, Indonesian teachers tend to

analyze students' writings only from its grammar and fulfillment of generic structure. The analysis of grammar among teachers and students refer to dichotomous judgments that will only be expressed in form of "good or bad grammar" or the expressions of "grammatically correct or incorrect" (Bloor & Bloor, 2004; Christie, 2005; Hudson, Carter & McCarthy, Veel as cited in Emilia, 2014). Hyland (2002, p. 10) also found that teacher's analysis to students' writing tend to focus on error correction and identification of problems in students' control of language rather than how meanings are being conveyed. Meanwhile, the analysis of generic structure fulfillment tends to only teach student to acknowledge the structure of certain genre.

Many studies concerning SFL have been conducted. Some studies among them focus to analyze products (e.g. writing, advertisement, textbooks etc.), while some of them focus to analyze the SFL itself as a tool of analysis. Some examples of studies concerning SFL and students' writings are as follow.

Anderson (2013) conducted a study which aimed to outline the respective contributions of two approaches to multimodality in literacy and writing studies – SFL and situated literacies. Similar study comes from Fang & Wang (2011) which investigates the ability of SFL as a tool in analyzing students' writings. These two studies are similar with this study where it shows what possible information can be gathered by using SFL as a tool in analyzing students' writings.

In addition, some studies, as what have been done by Brown (2011) and Zheng, Yang, and Ge (2014), focus on analyzing students' writing by using SFL. The study conducted by Brown (2011) focus on the analysis of interactions of dialect and register in academic writing practices of African American English-speaking high school students. Meanwhile, Zheng, Yang, and Ge (2014) conducted a study that reports the corpus-based Transitivity analysis on the

employment of the six processes in realizing the stylistic features of the English-medium research article.

Furthermore, Emilia (2005), Cullip (2009) and Schulze (2011) conducted studies which both report the effectiveness of genre-based approach by analyzing students' argumentative text using systemic functional grammar. It shows that by using SFL can also be used to identify the effectiveness of particular approach (especially Genre-based approach). In relation with this study, the analysis of students' analytical expositions can also identify the effectiveness of their learning process, especially in writing text types.

In Indonesian public schools, especially secondary, the analysis of students' texts is still inaccurate since most teachers did not use SFL as the tool of analysis. In fact, as stated before, that English in Indonesian curriculum since 2004 until 2013 adopted the Genre-Based Approach which is developed from the SFL approach. Teachers tend to analyze students' texts in terms of its grammar and generic structure fulfilment without paying attention to how their texts have fulfilled the purpose of particular genre or text types. It causes students to assume the writing activity in the class is merely writing which is in concordance with the goal of Genre-Based Approach.

Hence, this study aims to fill the gap by analyzing analytical exposition text of students in a public school in Cimahi by using systemic functional linguistics. The study focuses on the analysis in terms of the schematic structure and linguistic features using SFL, especially, the Transitivity system.

1.2 Statement of Problem

This study addressed the question below:

1. To what extent do the students' analytical expositions fulfill the schematic structure and linguistic features of analytical exposition text criteria?

1.3 Aim of the Study

The study aims:

1. To reveal to what extent the students' analytical expositions fulfill the schematic structure and linguistic features of analytical exposition text criteria.

1.4 Scope of the Study

This study focuses on analyzing six analytical exposition texts written by students of a public school in Cimahi. The analysis is done in terms of schematic structure and linguistics features fulfillment by using the Transitivity system of systemic functional linguistics. Some underlying frameworks used in this study have been drawn from Derewianka (1990), Gerot & Wignell (1994), Halliday (1994), Lock (1996), Martin, Matthiessen & Painter (1997), Bloor & Bloor (2005), Eggins (2004), Emilia (2005; 2014), Knapp & Watkins (2005), Martin & Rose (2008).

1.5 Significance of the Study

The study is significant from theoretical and practical perspectives. First, theoretically, this study is expected to enrich the literature of students' writings (especially analytical exposition) analysis by using Transitivity system of systemic functional linguistics. Second, it is also expected to give teachers practical information of how to analyze students' writings (especially analytical exposition) in terms of schematic structure and linguistic features by using Transitivity of systemic functional linguistics.

1.6 Clarification of Terms

This part presents the technical explanation of related terms that are used in this study to prevent ambiguity, misinterpretation and misunderstanding towards the concepts presented and the meaning constructed.

- a. **Systemic Functional Linguistics (SFL)** is a theory in linguistics which perceive language not as a set of rules, but resources in making meaning system (Halliday, 1994 p.15; Lock, 1996 p.2; Eggins, 2004 p.2; Emilia, 2005 p.87).
- b. **Transitivity System** is used to express experiential meaning in writing which is done by selection of processes that is related to participant roles and configurations (Eggins, 2004 p.206). In this study, transitivity system will be referred as the system of participants, processes, and circumstances within students' analytical expositions.
- c. **Genre** in systemic functional linguistics is explained as the recurrent configuration of meanings that occurs and represents the social practices of a culture (Martin & Rose, 2008 p.6).
- d. **Analytical Exposition** is one of the genres in genre-based approach which content has purpose explain, analyze, interpret, speculate, evaluate, persuade, or reflect (Olson, 2003 p.161). In the study, the term refers to analytical exposition writing that is written by second year students of a public senior high school in Cimahi.

1.7 Organization of the Paper

The paper is organized as follows:

Chapter I Introduction : This chapter elaborates the background of the study. The chapter discusses that the focus of this study is students' writings analysis. The chapter also contains the statement of problem, aim of the study, scope of the

study, significance of the study, research method, clarification of related terms, and paper organization.

Chapter II Literature Review : This chapter discusses the underlying theories of this study. The discussion will go through the related literature of systemic functional linguistics, genre, register, analytical exposition text and Transitivity system.

Chapter III Research Methodology : This chapter gives a clear exposure about how the study is carried. It clarifies why the study needs certain number of participant. The data collection and analysis will also be briefly explained.

Chapter VI Findings and Discussions : This chapter presents the findings and discussions of data analysis results. The discussion will be presented in terms of schematic structure and linguistic features.

Chapter V Conclusion and Suggestion : This chapter presents the conclusion and several suggestions of the study based on the analysis in chapter four. The conclusion states the answer to the research questions about the Transitivity System in students' analytical exposition text. There are also several suggestions for further research related to the Transitivity System analysis.