CHAPTER I
INTRODUCTION

This chapter presents a brief introduction of the study, including reasons of choosing the topic, research questions, aims of the study, significances of the study, clarification of key terms and the organization of the paper.

1.1 Background of the Study

Textbooks are used as supporting media in the learning process and accomplishing the goals of the syllabus (Hutchinson & Torres, 1994; Nunan, 2000; Celce-Muria, 2001; Lee, 2003; McGrath, 2006). The textbooks consist of several texts and materials. Recount is one of the text found in the textbooks.

The Recount text, according to Derewianka (2004, p. 15; see also Emilia, 2011, p. 75; Sudarwati, 2013, p. 197) is divided into some particular types, such as imaginative recount, procedural recount, factual recount (including historical recount, biographical recount and autobiographical recount), and personal recount.

Among those kinds of the texts, one of the text which is considered difficult is biographical recount, because the aspects, such as social purpose, schematic structure and linguistic features, are similar to the aspects of narrative text (Derewianka, 2004, p. 15; Coffin, 2005, p. 53; Emilia, 2011, p. 75).

In order to understand the aspects (including social purpose, schematic structure and linguistic features) of the text, the English textbooks, particularly used in Indonesia as sources for learning and teaching English, should provide a good example of the text.

However, almost all Biographical Recount texts in textbooks for Indonesian Senior High School students Grade X does not achieve the aspects (including social purpose, schematic structure and linguistic features). Therefore, evaluation of Recount texts in English textbooks for Indonesian Senior High School students grade X, particularly in term of aspects, is demanded.

A way to assess aspects of Biographical Recount text is using the Transitivity system in Systemic Functional Linguistic (Eggins, 2004; Emilia &

Fina Aufar Laela Ibrahim,2015
An Analysis of Biography Recount Texts
in English Textbooks for Senior High School Grade 10th
Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

Tati, 2008).Transitivity analysis can identify the linguistic features of certain text and how the linguistic features help the text achieve its purpose; and Transitivity enables students to explore and build knowledge of the grammar patterns (Butt et all, 2003, p. 80; Eggins, 2004, p. 211; Emilia, 2014, p.171).

There were some researchers conducting the study using the transitivity system, such as Hattingh (2011) who examined how two narrators construe their experiences of the same events differently through the linguistic choices that they make, through a systemic functional analysis, as well as a genre analysis of two testimonies, and Presnyakova (2013) who investigated the process types to reveal the distribution of process types in the texts of elementary school textbooks. Nevertheless, to the researcher`s knowledge, there were not so many researchers who evaluated Biographical Recount text in English textbooks while it is seemed important to be conducted. Moreover, the textbooks analysed in this study is for Senior High School implementing 2013 curriculum.

Based on the phenomenon above, the researcher intends to ensure the aspects of the Biographical Recount text in textbooks for Senior High School using transitivity, and identify whether or not the prescribed textbooks in Indonesia Senior High Schools are suitable to be used as the sources for teaching and learning English.

1.2 Research Questions

This study aims to investigate recount texts in Senior High School English textbooks in Indonesia. Therefore, the research questions for this study are:

1. To what extent do the Recount texts on the English textbooks Pathway *to English for Senior High School Grade X General Program and Bahasa Inggris: Untuk SMA-MA/SMK Kelas X* achieve the criteria of Recount text in terms of its social purposes, schematic structures and linguistic features?

2. To what extent are prescribed textbooks in Indonesia Senior High Schools relevant to be used as the sources for teaching and learning English?

1.3 Aims of the Study

In accordance with the research questions, this study is aimed to :

1. Investigate the Biographical Recount texts on the English textbooks *Pathway to English for Senior High School Grade X General Program* and *Bahasa Inggris: Untuk SMA-MA/SMK Kelas X* in achieving the criteria of Biographical Recount text in terms of its social purpose, schematic structure and linguistic features.

2. Identify to what extent the prescribed textbooks in Indonesia Senior High Schools are relevant to be used as sources for teaching and learning English.

1.4 Significance of the Study

The aim of the study is analyzing the Biographical Recount texts in two textbooks for grade ten using Transitivity system analysis and investigating which textbook is more relevant to be a source in teaching and learning Biographical Recount texts. This study was expected to give importance in academic fields, such as theory and practice.

In terms of theory, the study can enrich the reference of analysis on schematic structure, purpose and linguistic features of Biographical Recount texts in English texts using the Transitivity system.

In terms of practice, the subject field can aid teachers in selecting materials for teaching and memorizing from texts and helping them take the most relevant textbook for their learning source in the teaching Recount genre, particularly biography types.

1.5 Clarification of terms

In order to avoid misperception about some main terms that will be used in the study, the definition of the terms will be elaborated in this section.

1. Textbook is a material specifically designed for language teaching and learning process to reach the objectives of learning (Cunningsworth, 1995, p. 7; McGrath, 2006).

Fina Aufar Laela Ibrahim,2015
An Analysis of Biography Recount Texts
in English Textbooks for Senior High School Grade 10th
Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

2. Systemic Functional Linguistics (SFL) is a theory in linguistics which sees language as not only a set rules, but also serves as a resource for making meaning system (Halliday, 1994, p. 15; Lock, 1996, p. 2; Emilia, 2005, p.87; Eggins, 2004, p.2).

3. Transitivity system refers to overall grammatical resource for construing goings on, which realized in participants, process types and circumstantial (Martin, Mathiessen & Painter, 1997, p.100; Emilia, 2005, p.94; Eggins, 2004, p. 249).

4. Recount text is a text retelling what is happening and involving writer`s interpretation (Emilia, 2011, p. 75; Nafisah & Kurniawan, 2007, p. 65).

5. Biographical Recount is a factual recount retelling events or what happened in the past which are arranged in a temporal sequence and specifically focuses on somebody`s life (Macken-Horarik, 2002, p. 21; Emilia, 2011, p. 27)

1.6 **Organization of the Paper**

The paper of study is arranged into five chapters. Each section includes subsections to give an insight to the topic under investigation. The first chapter is an introduction, which provides a background of study, statements of problem, purpose of study, clarification of key terms, and organization of the paper in order to give an overview to the readers. The second chapter is literary review, which explains the theories shaping the study. On that point are some theories that build this study, which are curriculum, text and genre; Recount text; Biographical Recount; Systemic Functional Linguistics and Its Metafunctions; Transitivity system and previous research related to the field. The third chapter is research methodology, which concentrates on the methodology used in taking the survey. It covers research design, details of textbooks, data collection, and data analysis. The fourth chapter is findings and discussion, which introduces the findings of the data analysis. Those findings will be discussed and interpreted in this chapter. The last chapter is conclusion, which shows the conclusion and some suggestions to other researchers who intend to develop the research.

1.7 **Concluding Remark**

This chapter has presented some aspects underlying the study, including background of the study, statement of problems, aims of the study, the significance of the study, clarification of key terms, and organization of the paper. The next section will present some theories relevant to the study.