CHAPTER I
INTRODUCTION

This study aims at analyzing expositions using transitivity system of SFL related to its schematic structure and linguistic features. This chapter gives a brief description of the whole content of the study. The information included in this chapter covers: 1) Background, 2) Research Questions, 3) Aims of the Study, 4) Scope of the Study, 5) Significance of the Study, 6) Clarification of the Main Terms, and 7) Organization of the Paper.

1.1 Background

The National Examination is held for all final year students in Indonesia. This examination is held every year at the end of the school year. In Senior High School level, English is one of the subject matters tested in the National Examination. English language examination assesses listening and reading ability. Reading section comprises some texts of various genres. This reading section test requires students the ability to understand how text works in making meaning. Therefore, there are required to have knowledge of the text types which is also called genre. As stated by Gerot and Wignell (1995, p. 17), "a genre is defined as a culturally specific text-type which results from using language (written or spoken) to help accomplish something". With regards to the definition above, students should have knowledge about purposes, schematic structures, and lexicogrammatical choices of texts in order to succeed in the examination.

One of the genres to be tested in the examination is exposition. Exposition is one of the difficult texts to understand. Flood (1986, p. 784) emphasizes the difficulty of expositions by saying that expositions are difficult task for students to comprehend. According to Dymock and Nicholson (2010), exposition has technical and specialized vocabularies that are challenging and outside students' everyday knowledge. In addition, some texts related to exposition had been found ineffective as

they are lack of verbal process which makes the ownership of the arguments clear (Emilia, 2005, p. 238). Meanwhile, the verbal process is important in strengthening the opinion of the writer.

Exposition is important to master since it has the potential to improve students' academic skills because exposition can stimulate students' curiosity and critical thinking. It can help students to develop their knowledge and way of thinking in postsecondary education as the university students (Departemen Pendidikan Nasional [Depdiknas], 2003, 2006; Beck & Jeffrey, 2009). Further, expositions belong to genre of arguing which is crucial in gaining students' critical thinking. As supported by Bizzel (1992), the ability of composing Expositions will enhance students' critical thinking so that they are ready to compete in the real world, i.e. the expositions are an influential text to prepare students to be able to deal with many aspects of life, such as the ability of reasoning, evaluating, and persuading. These abilities will enhance students' participation in social life (Knapp & Watkins, 2005).

Considering the benefits of learning language of exposition, text should be analyzed to provide students with the concepts of text structure and its language features. One of the tools to analyze texts is using SFL in order to investigate transitivity system. It examines the structure of clauses which are represented by processes, the participants involved in these processes, and the circumstances in which processes and participants are involved (Nguyen, 2012). Using transitivity analysis, researchers have tried to reveal that language structures can produce certain meanings and ideology which are not always explicit for readers. In other words, the task of functional analysis, particularly transitivity analysis, is to discover the relation between meanings and wordings that account for the organization of lexicogrammatical features in a text. Therefore, the concept of transitivity has been used by a number of linguists to shed more light on the use of language in texts.

Many studies concerning transitivity system have been carried out. Some studies focus on analyzing the transitivity system itself as a tool of analysis (Yuli & Yushan, 2012; Sasongko, 2011); while some of them focus on analyzing products

(e.g. writing, advertisement, textbooks etc.) (Zheng, Yang & Ge, 2014; Song, 2013; Afrianto, Indrayani, Seomantri, 2014; Brooks, 2010; Bustam, 2011; Caili, 2005; Opara, 2012; Naz, 2012; Nguyen, 2012; Ginting, 2015). For example, Yuli and Yushan (2012) compare the transitivity system in English and Chinese. On the other hand, Zheng, Yang, and Ge, (2014) analyze transitivity in English-medium medical research articles. The studies which focus on analyzing products can be categorized into two: 1) the analysis of texts written for public consumptions, e.g. the texts which derived from the newspapers, novels, the speech of the leaders, etc. and 2) the analysis of texts written for or used in educational environment.

This study is intended to provide an insight to the transitivity system of the texts used in educational environment, i.e. exposition texts included in the National Examinations. Its purpose is to give contribution to the development of education in Indonesia. This study attempts to contribute to students' learning in preparing for the National Examination since there are no studies specifically analyzing exposition texts included in the National Examinations. However, it is important for teachers to recognize the lexicogrammatical features of exposition texts, more prominently transitivity system. Teaching transitivity system helps students understand and use in writing effective verbs to achieve the purpose of the texts, i.e. expositions.

1.2 Research Questions

The present study probes the following research questions:

1. What types of processes are dominant in exposition texts included in the 2006 to 2014 Senior High School National Examinations?
2. What are the pedagogical implications of the transitivity analysis undertaken in this study?

1.3 Aims of the Study

Based on the questions formulated above, the aims of the study are:

1. To analyze the types of processes commonly used in the exposition texts as included in the National Examinations from 2006 to 2014.

2. To explore how the understanding of process types in exposition texts has some pedagogical implications.

1.4 Scope of the Study

With regards to the problems and objectives of the study, the writer has to limit the scope of the study. Therefore, this study concentrates on the analysis of process types (transitivity system) in the exposition texts included in the Senior High School National Examinations from 2006 to 2014. The reason the data taken started from 2006 is because the implementation of genre-based approach in the National Examination started from that year until recently (Budairi, 2015, p. 33). Meanwhile, the reason why the data from the 2015 National Examination are not included is simply because the scripts of the recent examination are not available for public yet.

1.5 Significance of the Study

This study is expected to offer some theoretical and practical contributions. In term of theory, this study can hopefully enrich the literature about transitivity system in exposition texts and also hopefully be useful for the readers who are interested in studying the transitivity system in which it can help them to master English and to understand the system itself. In addition, this study can hopefully be used as a reference in the analysis of transitivity system.

Practically, the result of this study is expected to provide information for the readers, especially teachers regarding the quality of the texts used in the National Examinations so that teachers are able to select proper texts as examples. In addition, this study will help teachers enhance their ability to analyze texts using transitivity system. Thus, teachers will be able to help students gain their ability to create well-written texts.

1.6 Clarification of the Main Terms

To avoid misunderstanding, below are some terms clarified:

1. Systemic functional linguistics

    Systemic functional linguistics (SFL) is a theory in linguistics which perceive language not as a set of rules, but as a meaning-making resource (Halliday, 1994, p. 15; Eggins, 2004, p. 2; Emilia, 2005, p. 87).

2. Transitivity system

    The concept of transitivity in Halliday's grammatical system is a powerful tool for the analysis of meanings expressed in clauses. Transitivity system consists of various types of processes together with its structures that realize these processes. Eggins (2004, p. 206) informs that transitivity system is used to express experiential meaning in texts by selecting the process that is related to participant roles and configurations. In this study, transitivity system is referred to as the system of participants, processes, and circumstances within analytical and hortatory expositions as included in the National Examinations.

3. Genre

    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). The texts being studied, i. e. Expositions, belong to the genre of arguing.

4. Expositions

    Exposition is one of the genres in genre-based approach whose content has purpose explain, analyze, interpret, speculate, evaluate, persuade, or reflect (Olson, 2003, p. 161). There are two types of exposition, analytical and

hortatory which are different slightly in the way they deliver the last stage of generic structure. In this study, expositions refer to both analytical and hortatory expositions included in the Senior High School National Examinations from 2006 to 2014.

1.7 Organization of the Paper

This study pictures an exploratory case study which encompasses five chapters. Chapter 1 elaborates the background of the study. The chapter also contains research questions, aims of the study, scope of the study, significance of the study, clarification of the main terms, and the organization of the paper. Chapter 2 discusses the underlying theories of this study. The discussion goes through the literature of systemic functional linguistics, expositions, and process types (transitivity system). Chapter 3 gives a clear exposure about how the study is undertaken. It describes a conceptual framework consisting research direction, research design, data collection, and data analysis techniques. Chapter 4 presents the findings of the analysis and discussion of the findings. The findings and discussion are adjoined and formed three sections, i.e. the expositions, the processes, and the pedagogical implications. Chapter 5 presents the conclusion and recommendation based on the findings in Chapter 4. The conclusion states the answer to the research questions regarding the transitivity system in the exposition texts. Meanwhile, the recommendation states several suggestions based on the findings of the analysis for both methodological and practical purposes.