

CHAPTER 1

INTRODUCTION

This section elaborates background of the research, research questions, purpose of the research, scope of the research, significance of the research, clarification of key terms and organization of the paper.

1.1 Background

Providing teaching materials is the important thing for teachers before entering class. Teachers have to provide good materials to make the students more understand about the lesson. In providing teaching materials which can be understood by students, teacher must fulfill a particular competence in teacher competences which related to ability in developing materials, named Content Knowledge. According to Richard (2011), “Content Knowledge refers to what teachers need to know about what they teach and constitutes knowledge that would not be shared with teachers of other subject areas.”(p.3). It means that teachers have to master all of the materials, including the details of materials before they deliver it to the students.

Content knowledge has three categories, and the closest category to represent a subject is Subject Matter Knowledge. According to Shulman (1986), subject matter knowledge includes the knowledge of the content of a subject discipline, that is, the major facts and concepts in that discipline and their relationships.

This research analyzed the teaching materials that was selected and used by pre-service teacher in the class. Therefore, this research focused on subject matter knowledge. This knowledge includes its substantive and syntactic structure (Schwab, as cited in Tsui, 2009, p.51). The substantive structures of a subject discipline refer to ‘the explanatory framework or paradigms that are used to guide inquiry in the field and to make sense of data’ and the syntactic structures are “the canons of evidence that are used by members of the disciplinary community to guide inquiry in the field. They are the means by which the knowledge is introduced and accepted into that community.” (Grossman, Wilson, and Shulman as cited in Tsui, 2009, p.51) According to Shulman (as cited in Tsui, 2009), teachers’ knowledge of the explanatory or interpretative frameworks used in a discipline and how to conduct inquiry in that discipline has

an important influence on their curricular decisions and how they represent the content and the nature of the discipline to the students.

In Indonesia, According to Law of the Republic of Indonesia No. 14 Year 2005 on Teachers and Lecturers, in Article 10, paragraph (1), teachers have four competences encompass pedagogic competence (*kompetensi pedagogik*), personality competence (*kompetensi kepribadian*), social competence (*kompetensi sosial*) and professional competence (*kompetensi profesional*) which can be obtained by professional education. The professional competence is in line with subject matter knowledge. In connection with the professional competence number 19 of 2005 on national education standards article 28 paragraph (3) item C: The professional competence is the ability mastery learning materials widely and deeply that enable guiding learners to meet the standards of competence specified in the national standard of education.

Teachers can make the teaching materials by themselves or they can adapt the teaching materials from various sources. Especially when teaching a text, teachers are given the freedom to write their own text or to take it from various sources. However in practical, lots of teachers prefer taking the teaching materials that have been provided then adapting it into student's needs. It is because of some reasons such as simplicity and limitation of time. Teaching materials are usually taken from textbooks, journals, magazines, newspapers, etc. Problems arise when the teaching materials such as texts were taken directly then applied in the classroom without going through a process of adaptation. Thus, the teaching materials such as texts in textbook are not yet known whether they are understood or not by the students in the class. As stated by Grabe (2009) that lots of textbooks do not provide content learning into reading instruction in a clear way (p.340). In a similar vein, Collins & Mangieri (1992) states that several textbooks do not provide novice learners with important causal relationship between ideas and do not make the clear relationships among series of events (p.18). Additionally, they add, lots of texts do not make the points become clear, but put them in ways that make their importance uninteresting. It can be a problem for novice learners who find it difficult to differentiate the most important information from less important information.

Therefore, teachers have to first analyze the material that will be given to students. Moreover, if the material is in the form of text, teachers must carefully analyze whether the text is already coherent so that students can understand the content of the text. In this research, the researcher analyzed teaching materials which are exposition texts that have been selected and

adapted by pre-service and will be used in the classroom. Exposition text was chosen because this text belongs to the teaching materials for 11th grade according to curriculum 2013. In line with the basic competence number 3.10 that the students have to analyze the social function, the structure of the text, and linguistic elements of analytical exposition text about the recent topic discussed generally, according to the usage context. The next basic competence which is number 4.14, states that students have to grasp the meaning in analytical exposition text about the recent topic discussed generally, according to the usage context.

Then, in analyzing the coherence of the text, the researcher used a theme system which belongs to Systemic Functional Linguistics. Systemic Functional Linguistics (SFL) is a tool in linguistic that can be used to analyze text. In Systemic Functional Linguistics, according to Michael Halliday, a clause is built by theme and rheme.

Studies related with text analysis written by teacher or students of English education are varied. Several studies focus on the ability of a teacher to write the text, to measure their capability in writing or preparing teaching material by themselves. One of research studies was carried out by Jing (2015). The study provides an instructional package in theme or thematic progression for Chinese EFL students by examining theories in Systemic Functional Grammar and reviewing relevant literature. The activities in this instructional package are designed to build students' meta-knowledge of coherence and theme or thematic progression in order to give students more grammatical resources to improve the coherence of their writing, help them become aware of how information and ideas should flow in a text so that it could be easily understood by the reader. In addition, students would apprehend which theme or thematic progression patterns are valued in English writing and have the opportunities to apply this knowledge to improve their writing.

Meanwhile this research focuses on the ability of the teachers to choose and then adapt the teaching materials from existing sources. It is because, in reality, many teachers prefer to take the teaching materials that are already available. Thus, this study is encouraged to fill the gap; A Systemic Functional Linguistics Analysis of Exposition Text Adapted by Pre-Service Teacher, with the specific focuses; using Theme System of Systemic Functional Linguistics.

1.2 Research Question

Related to the previous discussion, this study attempts to answer the following questions:

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1. In terms of Systemic Functional Linguistics (SFL), which theme and thematic progression type mostly appear in exposition texts written by pre-service teachers as teaching materials?
2. What are the challenges faced by pre-service teachers in developing exposition text?

1.3 Purpose of the Study

Based on the two research questions, this study is aimed to meet the following purposes. The first question seeks to analyze which theme and thematic progression pattern mostly occur in exposition texts. Then, the second question concerns with the challenges faced by pre-service teachers in adapting and developing exposition text as a teaching material.

1.4 Scope of the Study

This study focuses on analyzing several exposition texts as a teaching material written by pre-service teachers. The researcher uses theme system in the Systemic Functional Linguistics (SFL) theory in order to analyze the texts and interview to find out the challenges encountered by pre-service teachers.

1.5 Significance of the Study

This research is expected to offer some theoretical and practical contributions. In terms of theory, this research is expected to contribute in enrichment of the literature review about the system of systemic functional linguistics. Also, this research is expected to add information about teacher competence especially in subject matter knowledge. In terms of practice, first, this research is intended to give information for pre-service teachers or teachers of how to analyze exposition texts that is adapted from various sources using theme system in the Systemic Functional Linguistics theory before it is used as a teaching material in the class. Second, it is supposed to serve as a useful piece of information for the future pre-service teachers on some possible challenges faced by previous pre-service teachers in developing materials.

1.6 Clarification of Key Terms

- a. Teacher Competences is a teacher's ability in mastering a certain amount of knowledge, attitudes and skills (Richard, 2011).

- b. Content Knowledge is the second competence of teacher competences. It refers to what teachers need to know about what they teach and constitutes knowledge that would not be shared with teachers of other subject areas (Driel&Berry, 2010; Shulman, 1986; Richard, 2011).
- c. Subject matter knowledge includes the knowledge of the content of a subject discipline, that is, the major facts and concepts in that discipline and their relationships (Shulman, 1986; Tsui, 2009).
- d. Exposition Text is categorized as argumentation writing which states the reason why a thesis has been presented (Martin, 1985). In this study, the exposition text will serve as a data are gathered from pre-service teachers.

1.7 Organization of the Paper

This paper is organized into five chapters. The chapters are divided into subtopics that elaborate the given issues.

The first chapter is introduction. This chapter introduces the present study. It includes background of the research, research questions, purpose of the research, scope of the research, significance of the research, clarification of key terms and organization of the paper.

The second chapter is literature review. This chapter provides the literature related to teacher competences, genre, analytical exposition text, systemic Functional Linguistics, theme system, theme progression. In the end of the chapter, there is previous study which is related to this research.

The third chapter is research methodology. It is related to the methodological aspects of this study. It consists of research design, site and participants, data collection technique, and data analysis

The fourth chapter is findings and discussions. This chapter describes the result of the research such as findings of the theme and theme progression mostly occur in exposition texts and also findings of the challenges faced by pre-service teachers in adapting teaching materials.

The fifth chapter is conclusions and suggestions. First, it comes up with the conclusion. There are brief discussions of background, purpose, findings and conclusion. Then, there are suggestions for further research related to research in systemic functional linguistics field.

1.8 Concluding Remark

This chapter has presented the introduction of this research. This section elaborates background of the research, research questions, purpose of the research, scope of the research, significance of the research, clarification of key terms and organization of the paper. In the next chapter, the literature relevant to this research will be discussed.