# CHAPTER I

## INTRODUCTION

This section presents a brief description of the whole content of the research. It consists of seven sections, including background, research questions, research aims, scope of the research, significance of the research, clarification of terms, and organization of the research.

### 1.1 Background of Study

Descriptive text, based on the 2013 Curriculum, is one of text types that have to be learned by senior high school students. Through learning descriptive text, students can describe particular things (person, tourism attraction, and historical building) and use some adjectives and some verbs appropriately. In terms of its social function, descriptive text functions to express admiration, to give an introduction, to make an identification and promotion. Regarding this, Emilia and Christie (2013, p.1) further argue that learning descriptive genre is essential in order student can describe vivid and proper information (Emilia &Christie, 2013, p.1).

In learning descriptive genre, students can use a textbook, as it plays a key role in teaching and learning process (WattsTaffe, Gwinn, Johnson, & Horn, 2003; Dole & Osborn, 2003; Reys, Reys, & Chavez, 2004; Tyson, 1997; Apple, 1991; Elliot & Woodwart, 1990; Mc Grath, 2006; Presnyakova, 2011, p.8). Students can learn descriptive genre through the examples of descriptive texts which can be discovered in textbook's reading passages. Regarding the use of textbooks in learning, World Bank has conducted some analyses of existing data and experimental studies, the World Bank concluded that textbooks make more of an impact on student achievement than other inputs. In the same vein with World Bank's analyses, Agrawal et al (2010, p.1) argue that there is a positive impact of relevant, good-quality textbook on student achievement. Agrawal et al (2010) also

add that textbook is one of the most cost-effective instruments of positively impacting educational quality.

In Indonesian context, all public schools have used compulsory textbook published by the Department of Education and Culture (Sorohiti, 2005, p.2). Electronic version of some books which known as *Buku Sekolah Elektronik* (BSE), under the license of Department of Education and Culture, has been published by Pusat Perbukuan (Priyanto, 2009, p.2). The books are published as the result of the reviews and selections of drafts which is done by linguists and teachers. These books include the book for first grade of senior high school, which is the focus of the study. More specifically, the study looks at descriptive text within English textbook entitled *"Bahasa Inggris"* of 2013 Curriculum for first semester. This book is chosen because the book is suggested by the government in teaching and learning English in the public senior high schools in Indonesia, especially senior high school with the 2013 curriculum.

Regarding the *Buku Sekolah Elektronik* (BSE), many discussions was held by few scholars in many seminars and workshops regarding the content of current BSE which result the findings on some drawbacks in terms of its content, even though the drafts have gone through a tight review and selection (Priyanto, 2009, p.2). On the other hand, the English textbook should provide a good example of descriptive texts for students to get a good understanding of what the descriptive genre is. Beck, McKeown, & Worthy argue (1995, p. 220, cited in Presnyakova, 2005, p.8), "students' success in school depends to a great extent on their understanding of the texts, and this understanding is influenced 'by a variety of features that characterize the nature of text'." Thus, the descriptive texts in textbook should be analyzed in order to look whether texts provide an appropriate example to the students, based on the criteria of the descriptive text, such as its schematic structure, purpose and linguistic features.

The analysis of text of different genre can be done using metafunctions in SFL framework; textual, ideational (experiential and logical) and interpersonal metafunction. There are some previous studies which analyzed students written texts using SFL framework, such as studies conducted by Arancon (2013), Emilia

(2005), Emilia and Hamied (2015) and Zheng, Yang and Ge (2014). The SFL framework can be applied in studying discourse analysis concerned with English textbook (Sugiarto & Sutopo, 2015). Experiential metafunction as one of the SFL framework analysis was commonly used to analyze texts in textbook, in terms of how text delineates its meaning. In order to study texts in terms of its experiential metafunction, the Transitivity system analysis was employed.

Transitivity analysis has been mainly used to understand the language of speakers and writers (Mehmood et al, 2014, p. 79). It mostly classifies a clause into three components. The process which is realized by the verb phrase, the participant(s) carrying out by the process and usually realized by the noun phrases, and the circumstance(s) forming the adjunct of the clause generally expressed by the prepositional and adverbial phrases (Simpson, 2014 cited in Zahoor and Junjua, 2016, p. 202). In addition, Nguyen (2012, p.87) adds, "transitivity analysis is helpful in revealing the participants involved in action, how they relate to others and if they take an active or passive role in the utterance" (Nguyen, 2012, p.87). In the research, transitivity system is utilized to analyzed descriptive text of reading passages of English textbook.

There are some researchers conducting the study using the transitivity system, such as Nguyen (2012) who investigates the main character's personality is portrayed and represented through language used in short story, Presnyakova (2013) who investigated the process types to reveal the distribution of process types in the texts of elementary school textbooks and Ardini (2012) who analyzed English textbook for junior high school student. In short, they tried to analyze the text in order to find out the process types applied in the text. From all of the research, it was unforeseen that there was a few literature written about descriptive genre, while it seemed to be essential type of text (McSaveny, 2010, p.2). What makes the research differs from those three researches is that the research analyzed descriptive text in English textbooks for first grade senior high school which is seemed important to be conducted.

## 1.2 Research Question

To what extent do the descriptive texts of the English textbook used in the first grade of the senior high school meet the criteria of descriptive genre in terms of its schematic structure, purpose and linguistic features?

## 1.3 Research Aims

This study aims at answering the question of 'to what extent do the descriptive texts of the English textbook used in the first grade of the senior high school meet the criteria of descriptive genre in terms of its schematic structure, purpose and linguistic features.'

## 1.4  Scope of the Research

The research focuses on analyzing four descriptive texts within English textbook for first grade students of senior high school in terms of its schematic structure, purpose and linguistic features by using Systemic Functional Linguistic framework proposed by Halliday & Matthiessen (2004). Each text is taken from reading passages of four different chapters. The texts have been chosen because the topic of those descriptive texts was representative of the descriptive text topic that should be learned by first grade students of senior high school as required by 2013 curriculum.

The selected reading passages which categorized as descriptive text were the main focus of the analysis of the research. The descriptive text has been chosen because of some reasons. First, the descriptive text is a representation of factual genre and crucial to be utilized in many field (Anderson & Anderson, 2003; Emilia & Christie, 2013, p.1). Second, learning descriptive genre is essential in giving students fundamental science of communication in English. Third, descriptive genre is one of genre required to learn by student of first grade of

senior high school as stated in grade ten's Core Competence (Kompetensi Inti) and Basic Competence (Kompetensi Dasar) of 2013 Curriculum.

## 1.5 Significance of the Research

The research is significant theoretically and practically. Theoretically, the results of the research are expected to enrich the literature related to the text analysis by using Systemic Functional Linguistic framework. Practically, the results of the research are expected to give a reference to the teacher to develop their teaching material, especially when they are teaching descriptive text to the student.

In addition, the result of the research is also expected to help further researchers who are interested in investigating the schematic structure and linguistic features of the text by providing relevant information.

## 1.6 Clarification of Terms

To avoid misunderstanding, some terms related to the research have been clarified, as follows:

1. *Systemic Functional Linguistics* is "an approach developed by Halliday and Matthiessen, which views language as a resource for making meaning used by the people to interact with each other within particular situational and cultural context" (Eggins, 2004, p. 3; Imtihani, 2010, p. 87; Jones & Lock, 2011, p. 7; Emilia, 2014, p. 63).

2. *Textbook* is "a course book of a certain study as a standard book, made by specialist and it has instructional purpose to make easy to be 1 2 understood by learner at school or university so it can support the education programs (Tarigan and Djago, 1992: 13, cited in Agusari, 2010, p.1-2). As stated above, the textbook selected for analysis in the study is an English textbook entitled "Bahasa Inggris" of 2013 Currriculum for first semester published by Depdiknas.

3. *Descriptive Text* is "a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person or others" (Gerot and Wignell, 1994, p.208). In this study, the descriptive texts that will be analyzed are four descriptive texts taken from the last four chapters of English Textbook that has been selected. The four chapters selected have in depth discussion about descriptive text.

4. *Transitivity System* is the overall grammatical resource for construing goings on (Martin, Matthiesen&Painter,1997, p.100, cited in Emilia, 2014, p.149)

## 1.7 Organization of the Paper

In this section, organization paper will be elaborated and the content of each chapter in the paper is overviewed as follows:

**Chapter I Introduction:** in this chapter, the general description of the paper is elaborated. It includes background, statement of problems, aims of the study, scopes of the study, significances of the study, clarification of key terms and the organization of the paper.

**Chapter II Literary Review:** this chapter explains the theoretical foundation of the study. It covers notions about relationship between genre, curriculum and textbook, Descriptive text, Systemic Functional Linguistics, text and context, genre, register, transitivity, complex clauses and previous research related to the study.

**Chapter III Methodology:** this chapter discusses the method of the study. It covers the design of the study, subject of the study, data collection and data analysis.

**Chapter IV Findings and Discussion:** in this chapter, the findings of the research result is presented and discussed.

**Chapter V Conclusions and Suggestions:** this is the last chapter of this paper. It contains writer's interpretation of the study from what have gained from the research result. There is also suggestion and recommendation for the reader on next research.

## 1.8 Concluding Remarks

This section has presented a brief description of the whole content of the research, including background, research questions, research aims, scope of the research, significant of the research, clarification of terms and organization of the research proposal. In the following section, the literatures relevant to the research will be elaborated.