

CHAPTER I

INTRODUCTION

A. Background of the Study

Grammar has evolved from time to time. There are two major kinds of grammars which have had a major influence in the entire of the world, that is, formal and functional grammar. Formal grammar is a descriptive approach which concerns on set-up in producing sentences correctly. In this grammar, it is claimed that a sentence is combined by element of phrase. It is more concerned on how the sentence itself is constructed rather than with the implications of individual words. Formal grammar covers the prescriptive approach to language that's normally taught in English-language schools from kinder to college. In this grammar, a sentence consists of subject and predicate. It can be concluded that formal grammars formulate the rules.

On the other hand, functional grammar or known as Systemic Functional Grammar (SFL) has been proposed originally by Halliday (Teich, 1999: 20). SFL focuses on how language constructs a meaning. It considers context and social network to determine the meaning. It attempts to explain language in actual use and to investigate the connection between text and context in social life. In SFL, there are three components of meaning. They are generalized as term "metafunction" which includes three language functions, namely ideational, interpersonal and textual (Halliday & Matthiessen, 2014: 211).

In everyday life, we usually tell what is going on and the fact happened around us. To reveal the meaning on the fact of everyday life can be known as ideational meaning. The ideational meaning is the meaning based on the phenomena, experiences or realities. In representing a phenomenon, ideational meaning has customary structure which consists of process and participant. An expert argues that ideational meaning represents some kinds of processes, some phenomena, participants and other aspects which have a relation among them (Halliday, 2014: 212).

Ideational meaning is interesting to be conducted because it explores the potential of English clause for representing our experience of the world. Furthermore, the importance of ideational meaning in SFL has induced a number of researches to investigate it. The previous studies about ideational meaning have been done by many researchers, such as, a study of SFL by Kazemian, Behnam, Ghafoori (2013), Soemantri, Indrayani, Afrianto (2014) and Dwi's research (2010). Most of the researches above have examined the ideational meaning realized in songs, speeches, and poems. Therefore, the researcher takes narrative texts in Elementary School textbook "Fly with English" as the data source.

"Fly with English" is a textbook which is used by some Elementary Schools in Indonesia that consists of pupil's book and workbook. The textbook is written by Frances Treloar and Steve Thompson. It is published firstly in 2012 by Marshall Cavendish Education, Singapore. After more observation of that textbook, the writer finds variation of structures and interesting theme and rheme in representing some phenomena of narrative text. In common, to reveal a phenomenon, ideational meaning consists of processes, participants, and circumstances in orderly. But, in that book, the structure of narrative text is not continual, and the author of this book more concerns on language function or meaning, such as, sometimes a clause is initiated by adjuncts, processes and etcetera. That is why, the writer interests to investigate deeply the ideational meaning realized in this book.

The reason why the writer chooses narrative texts because it is a text which has social function to amuse or entertain and to deal with actual and vicarious experiences in different ways (Gerot and Wignell, 1994: 204). Narrative texts have some variations created by an author based on her/his experiences. So, it is more interesting to be studied. By choosing narrative texts as the data source, it will give more understanding for the teacher to choose the text which is relevant to pedagogy and suitable with the student's context.

Lock (1996: 3) states that “the primary aim of functional grammatical analysis is to understand how the grammar of language serves as resource for making and exchanging meanings.” It is an effective approach to find out types of processes, participants, and circumstance which characterize narrative texts in that book. The researcher will take an example of narrative text’s clause to describe the phenomenon occurred in Elementary School textbook “Fly with English”. To make clear understanding, the sample is as follow:

“A sea monster!” he thought.

| | | |
|----------------------------|------------------------|-----------------|
| A sea monster | he | thought |
| Complement | Subject | Finite |
| | Mood | Predicator |
| | Residu | |
| Participant: Phenomenon | Participant: Senser | Process: Mental |

In the sampling above, the author wants to entertain Elementary student about mysterious story. He initiates it by mentioning the word “A sea monster”. It is called as phenomenon that indicates as the most important function. It is proved that the author emphasizes the meaning function. The researcher finds “thought” as process, namely mental process, because the author “he” has the role as a participant, namely senser. The author applies mental process in order to stimulate the sensory of the students. Moreover, the writer will examine deeply to know ideational meaning realized in narrative text.

From the explanation above, the present study is to fill in this gab by exploring a new perspective of analyzing ideational meaning by functional analysis in the framework SFL on narrative texts in Elementary School textbook. The researcher carries out the research entitled ”*Functional Analysis of Narrative Texts in Elementary School Textbook “Fly with English”*”.

B. Limitation of the Study

In order to make a focus of the study, the researcher intends to limit the study on ideational meaning analysis as the object of the study. Ideational meaning consists of two meaning analyses, that are, logical and experiential meaning. The experiential meaning is largely concerned on content or ideas which focus on transitivity analysis. However, the logical meaning is focused on the relationship between ideas. Logical meaning links between components rather than unit. It relates to the clause and clause-complexing (Bloor and Bloor, 2004: 10). The clause-complexing is beyond the researcher's scope. Therefore, the researcher limits the focus on experiential meaning which concerns on transitivity analysis. The researcher takes the data source from English texts in Elementary School textbook "Fly with English". The data are clauses which are found on narrative texts.

The researcher limits the focus on ideational meaning because of some reasons, as follow: 1) the researcher wants to analyze narrative text in textbook "Fly with English" as realization of experiential meaning which has not been analyzed yet; 2) the researcher wants to analyze deeply using transitivity analysis based on the lexicogrammar of SFL framework if there is a change of the result of previous studies.

C. Problem Statement

Based on the background and limitation of the study, the researcher wants to show that there are some problems which are related to this study. The problem of this study is formulated as follows:

1. What are the types of processes, participants and circumstances that characterize narrative texts in Elementary School textbook "Fly with English"?
2. How is the ideational meaning of narrative texts in Elementary School textbook "Fly with English" realized?
3. What is the pedagogical implication on the study of ideational meaning analysis of narrative text in Elementary School textbook "Fly with English"?

D. Objective of the Study

In the relation to the problem, the objective of the research is elaborated in as follow:

1. To find out the types of processes, participants and circumstances that characterize narrative texts in Elementary School textbook “Fly with English”.
2. To describe how the ideational meaning of narrative texts in Elementary School textbook “Fly with English” is realized.
3. To explain the pedagogical implication of the study of ideational meaning analysis of narrative text in Elementary School textbook “Fly with English”.

E. Benefits of the Study

This study is expected to give the benefits whether directly or indirectly. The benefits of the study are as follows:

1. Theoretically
 - a. The result of the study will deepen of the study on Systemic Functional Linguistics (SFL), especially on Ideational Meaning.
 - b. The research can be a resource of bibliography relating with the next relevant research.
2. Practically
 - a. This research will give contribution for other researchers who are interested in analyzing and investigating on Systemic Functional Grammar, especially Ideational Meaning.

F. Research Paper Organization

In order to make this research is easy to follow; the researcher organizes this as follows:

Chapter I is introduction. It consists of background of the study, limitation of the study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory. It includes previous study and theoretical review. It consists of notion of grammar, systemic functional grammar, metafunction, ideational meaning, transitivity system, types of process and participants, types of circumstance, notion of text, narrative text, genre, and about textbook “Fly with English”.

Chapter III is research method. It covers types of research, object of the research, data and data source, technique of collecting data, data validity, and technique of analyzing data.

Chapter IV is data analysis, finding and discussion. It concerns on the data analysis, research finding and discussion.

Chapter V is conclusion and suggestion for the next researches.