

CHAPTER I

INTRODUCTION

A. Background of the Study

English is a tool for communicating. Through language as the primary communication tool, especially English as a global language, we can develop science, technology, and culture. In education, English has a communication function which allows us to access, store and share information. In everyday life, the function of a language is to establish interpersonal relationships, exchange information, and enjoy the beauty of the language. Given the importance of English in today's global era, English education also has to be developed to attract students' interest on the subject, as a result the learning objectives can be achieved. Language teaching at high school focuses on increasing students' competence using the language to achieve communication goals in various contexts, both spoken and written, with a higher complexity using a text-based approach. Therefore, the method of learning English at high school level needs to have various innovations due to the complex material and higher learning objectives.

The 2013 curriculum (K-13) is a new policy from the Ministry of Education and Culture (Kemendikbud 2014). This curriculum is giving an impact in English lessons' position at all school levels, especially at the high school level. The objectives of teaching English subjects in the current K-13 curriculum include: (1) Developing skills to communicate in language, both verbal and writing. Those skills are listening, speaking, reading, and writing; (2) Raising awareness of the nature and the importance of English as a foreign language to become the primary learning tool; (3) developing an understanding of the relationship between language and culture as well as broaden cultural horizons.

Writing is one of the language skills for high school students that are required to be known and learned. Therefore, writing skill is necessary considering that one of the objectives of learning English at the Senior High School level is to develop the competence to communicate in English verbally and written to achieve informational literacy. This level's learning scope includes understanding and creating various short functional texts as well as monologues and essays in various text types such as procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation discussion, review, and public speaking (Depdiknas, 2006).

According to Indonesian Curricula (2004) there are various types of texts, namely descriptive text, recount text, narrative text, report text, clarification text, analytical exposition text, and hortatory exposition text. In this analysis, the writer focuses on descriptive text because it is related to everyday life. It is also a text to describe something such as person, things and animals. Based on the 2013 Curriculum, descriptive text is one of the forms of text which has to be learned by senior high school students in Indonesia. Emilia and Christie (2013) argue that descriptive learning genres are necessary for students in order to make them able to explain vivid and accurate details. Similar with Christie (2013), Gerot and Wignell (1994: 208) states that descriptive text is a text that describes a particular person, place, or thing. Descriptive text contains some elements, such as social function, generic structure, and lexicon grammatical features. All the elements have be included in a descriptive text. Effendi (2008) said there are two elements of generic structure in descriptive text, the first is identification. Identification is the part where writers of descriptive text identify phenomenon to be describe. The second is description which describes parts, qualities, and characteristics. According to Gerot (1995), descriptive text has communicative purpose to describe a particular person, place or thing. Through descriptive text, students can describe someone they are familiar with as well as their favourite place or thing. .

This study used the theory of Systematic Functional Linguistics. Gerot&Wignell (1995) stated that functional grammar in SFL is different with traditional grammar and formal grammar. Traditional grammar and formal grammar are concerned on structure of sentences. Meanwhile, functional grammar focuses on texts and their contexts. Moreover, functional grammar is related to how structures create meaning. As language is socially constructed, SFL attempts to clarify how people use languages and how language is organized for various purposes (Halliday, 2004). According to O'Donnel (2011), systematic functional linguistics does not add how language is interpreted or expressed in the brain, but rather looks at the text generated (whether spoken or written) and its context. Regarding the use of language, SFL puts more focus on the language feature (what it is used for) than language structure (how it is composed). SFL begins with the social context, looking at how language works and limited by it. Systemic functional linguists make four key theoretical statements about language: (a) that language usage is functional; (b) that its role is to make sense; (c) that meaning is affected by social and cultural contexts; and (d) that the use of language is a semiotic mechanism in which people make sense by making linguistic choices (Eggins, 2004). This research also used linguistic features based on the transitivity process. According to Halliday (1994), there are

three components of Transitivity Process consist of the process itself, participants in the process, and circumstances associated with the process. The concept of transitivity in Halliday's theory is a powerful tool in the grammatical system to analyse the meanings expressed in clauses.

Several researchers have discussed generic structure, linguistic features, and communicative purposes of descriptive text. Yuniarti, Rahayu, & Eripuddin (2015), Wijayatiningsih & Wardhani (2015), Ulfa (2017), Wulandari (2017). However, previous researchers focused the students' ability to write a descriptive text. They only identified the generic structures and language features used in writing descriptive texts which were not based on SFL theory.

Another previous research is Sipayung (2016), Astuti (2016), Anggun (2016), Noprianto (2017), Rohmat, Nurhaeni, & Anggraeni (2018), Potradinata (2018), Pramesti (2019), and the last is Appendi & Mulyani (2020). The previous researches focused identified three metafunctions' as a language features where relational, material and mental are dominant in their use. Another thing was that the previous research only discussed about the communicative purpose of the text. They explained it in detail following the content of the text, but they did not discuss upon what kind of topics are often used by the students. Moreover, the two previous studies discussed problem-faced when students wrote the descriptive text.

Meanwhile, the previous study examined the generic structure, linguistics feature and communicative purpose in different countries, school and class. The previous was conducted in Semarang, Rambah Hilir, Jakarta, Bandung, Medan, and Cirebon. And the previous took data with students in Junior High school and tenth grade students in Senior High School. However, none of the previous studies examined descriptive texts from texts based on the SFL perspective from Central Java, especially in class XI SMA 1 Kartasura.

Besides, the previous one has the same topic, namely analysing the genre of descriptive text. However, the subjects of the two studies are different. The previous research only identified the generic structure and language features in writing descriptive texts. The current research analyses the generic structure, linguistic feature (transitivity process) and communicative purposes from descriptive text-based SFL perspectives. Another similarities previous research with the current research is focused on the generic structure, transitivity, and communicative purpose (social function) of descriptive text. But the current research does not analyse problems in writing descriptive.

This study interested to be analysed. It is also important to investigate students' descriptive texts related to Systemic Functional Linguistic Framework based on generic structure, linguistic characteristics, and communicative purposes. Teachers must have knowledge's of SFL for descriptive text as their teaching materials. SFL gives a real contribution in increasing a teacher's creativity to carry out the learning processes at their classes. In addition, SFL can also encourage critical thinking skills and children's analytical power of the phenomenon or situation they faced. For example, when students are taught about how to analyse a text, they can slowly learn how to analyse the relationship, meaning, content, and purpose of the text.

This research aims to investigate the writing of the students. It aims to see whether the generic structure and linguistic features are correct and whether students are being able to write a descriptive text according the rules from the theory itself. Linguistic features are also used to see what processes are dominantly used by students based on the transitivity process. The last is the communicative purpose which aims to see the social purpose of descriptive text and see what kind of topics that students often use. The success of students in writing descriptive text at school depends on their understanding of the text. Therefore, the researcher observes whether the descriptive text written by the students appropriate was based on criteria such as generic structure, linguistic features, and communicative purpose-based SFL perspective. Based on those reasons provided, the writer decided to choose the title of this research, “**EXPLORING EFL STUDENT’S DESCRIPTIVE TEXT BASED ON SYSTEMIC FUNCTIONAL LINGUISTICS: A CASE STUDY AT SMAN 1 KARTASURA**”.

B. Problem of The Study

The problem of this study is how students in the SFL of the descriptive text. Based on the research problem, the researcher raised 3 questions, as follows:

1. What are the generic structures contained in the descriptive text written by students at SMAN 1 Kartasura?
2. What are the language features contained in the descriptive text written by students at SMAN 1 Kartasura?
3. What are the communicative purposes contained in the descriptive text written by students at SMAN 1 Kartasura?

C. Objective of the Study

The objectives of this study are formulated as the follows

1. To discover the generic structures realize in the descriptive text written by students class XI at SMAN 1 Kartasura.
2. To discover linguistic features based on transitivity realize in the descriptive text written by students class XI at SMAN 1 Kartasura.
3. To discover communicative purpose realize in the descriptive text written by students class XI at SMAN 1 Kartasura.

D. Significance of the Study

The benefits of this study are below:

1. Theoretical Significance

Every empirical study should be conducted to develop the teaching and learning of English writing. Theoretically, this study contributes to the body of knowledge especially teaching upon writing descriptive text. This study provides information about the results of student writing in the aspect of generic structure and communicative purpose. Furthermore, this research provides information about the field of linguistics, especially about the ideational meaning of the transitivity system. In addition, it is a reference for further studies related to descriptive text based on the SFL perspective.

2. Practical Significance

a. For teacher

This research help teachers to find out students' ability to write descriptive text using the SFL perspective based on the generic structure, linguistic features and communicative purpose.

b. For student

This research helps students in learning, especially in descriptive text material. Students can improve their knowledge of texts and pay more attention to grammar and meaning when compiling texts and relating them to context.

c. For Writer

This research enriches the present writer's understanding of their knowledge of teaching writing, especially the systematic functional linguistics analysis of the descriptive text.