

**THE EVALUATION OF *MAKING SENSE OF FUNCTIONAL GRAMMAR*
AS THE MATERIAL IN THE FUNCTIONAL GRAMMAR COURSE AT
THE ENGLISH LANGUAGE TEACHING STUDY PROGRAM OF
STATE UNIVERSITY OF PADANG**

THESIS

**Submitted as a Partial Fulfillment of the Requirements to Obtain Strata One
(S1) Degree**



BY:

YESSI WIDYASARI

83623/2007

Advisors:

Refnaldi, S.Pd., M.Litt.

Havid Ardi, S.Pd., M.Hum.

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF PADANG**

2012

HALAMAN PERSETUJUAN SKRIPSI

Judul : *The Evaluation of Making Sense of Functional Grammar as the Material in the Functional Grammar Course at the English Language Teaching Study Program of State University of Padang*

Nama : Yessi Widyasari

BP/NIM : 2007 / 83623

Program Studi : Pendidikan Bahasa dan Sastra Inggris

Jurusan : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Padang, Maret 2012

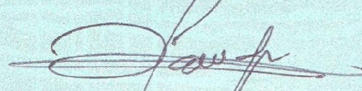
Disetujui Oleh:

Pembimbing I



Refnaldi, S.Pd., M.Litt.
NIP.19680301 199403 1 003

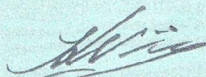
Pembimbing II



Havid Ardi, S.Pd., M.Hum.
NIP.19790103 200312 1 002

Diketahui Oleh:

Ketua Jurusan



Dr. Kurnia Ningsih, M.A.
NIP.19540626 198203 2 001

HALAMAN PENGESAHAN

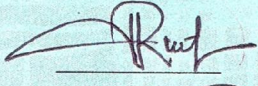
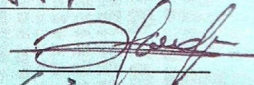
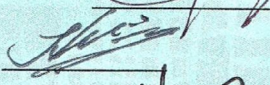
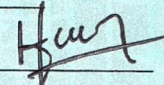
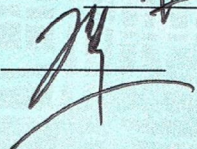
Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi
Jurusan Bahasa Inggris Fakultas Bahasa dan Seni
Universitas Negeri Padang

THE EVALUATION OF *MAKING SENSE OF FUNCTIONAL GRAMMAR*
AS THE MATERIAL IN THE *FUNCTIONAL GRAMMAR* COURSE AT
THE ENGLISH LANGUAGE TEACHING STUDY PROGRAM OF
STATE UNIVERSITY OF PADANG

Nama : Yessi Widyasari
Nim/ BP : 83623 / 2007
Program Studi : Pendidikan Bahasa dan Sastra Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Maret 2012

Tim Penguji:

Nama		Tanda Tangan
1. Refnaldi, S.Pd., M.Litt.	Ketua	
2. Havid Ardi, S.Pd., M.Hum.	Sekretaris	
3. Dr. Kurnia Ningsih, M.A.	Anggota	
4. Dr. Hamzah, M.A., M.M.	Anggota	
5. Rusdi Noor Rosa, S.S., M.Hum.	Anggota	

ABSTRAK

Widyasari, Yessi. 2012. "The Evaluation of Making Sense of Functional Grammar as the Material in the Functional Grammar Course at the English Language Teaching Study Program of State University of Padang". *Skripsi*. Padang: Jurusan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang.

Penelitian ini merupakan penelitian evaluasi materi ajar *Making Sense of Functional Grammar* yang digunakan dalam perkuliahan *Functional Grammar*. Responden dalam penelitian ini adalah mahasiswa Jurusan Pendidikan Bahasa Inggris yang telah mengambil mata kuliah *Functional Grammar* dan dosen Bahasa Inggris. Masalah dalam penelitian ini adalah rendahnya nilai mahasiswa yang mengambil mata kuliah *Functional Grammar*. Salah satu penyebabnya diduga buku yang digunakan sebagai sumber materi. Penelitian ini bertujuan untuk mengetahui apakah *Making Sense of Functional Grammar* cocok digunakan dalam perkuliahan *Functional Grammar* pada masa yang akan datang atau tidak. Aspek yang dievaluasi pada buku ini adalah aspek pendekatan dan metodologi (*approaches and methodologies*), desain dan organisasi (*design and organization*), isi (*contents*) secara umum dan khusus dan tugas (*tasks*) secara umum dan khusus. Desain penelitian ini yaitu penelitian evaluasi (*evaluation research*). Instrumen yang digunakan adalah kuesioner dan pedoman interviu. Hasil penelitian menunjukkan bahwa buku *Making Sense of Functional Grammar* dianggap cukup bagus yang dilihat dari aspek pendekatan dan metodologi (*approaches and methodologies*), desain dan organisasi (*design and organization*), isi (*contents*) secara umum dan khusus, dan tugas-tugas (*tasks*) secara umum dan khusus. Namun, penelitian ini juga menemukan beberapa hal yang perlu diperbaiki dari keempat aspek diatas agar buku ini lebih efektif lagi untuk digunakan pada masa yang akan datang. Oleh karena itu dapat disimpulkan bahwa buku *Making Sense of Functional Grammar* bisa digunakan dalam menunjang perkuliahan *Functional Grammar*.

ACKNOWLEDGEMENTS

Praise be upon to Allah SWT: The Lord of the Universe, that under his blessing, mercy and great guidance, I eventually able to finish this thesis as one of the requirements of obtaining the Strata One (S1) degree at the English Department, the Faculty of Languages and Arts, State University of Padang. In accomplishing this thesis, I have worked with a number of people who deserved special mention.

First, I would like to address my sincere gratitude to Refnaldi, S.Pd., M.Litt. as my first advisor as well as the instruments reviewer and the interviewee who has given a great deal of time, valuable advice and continuance guidance during this thesis accomplishment. Second, I also express my best regard to Havid Ardi, S.Pd., M.Hum. as my second advisor who has given encouragement, valuable ideas and suggestions as well as supports toward the finishing of this thesis. Furthermore, it is my pleasure to wholeheartedly dedicate my appreciation and faithful gratitude to Dr. Kurnia Ningsih, M.A. as my thesis proposal reviewers, my instruments reviewer and my thesis examiners, Dr. Hamzah, M.A., M.M. as my thesis proposal reviewer as well as my thesis examiner and Rusdi Noor Rosa S.S., M.Hum. as my thesis proposal reviewers, my instruments reviewer and my thesis examiners who gave very beneficial contribution, ideas and suggestions for this thesis development

Moreover, I also thank Dr. Kurnia Ningsih, M.A. and Dra. An. Fauzia R. Syafei, M.A. as the chairman and the secretary of the English Department of State University of Padang. In addition, It is my pleasure to address my gratitude for Drs. Saunir as my academic advisor and Rima Andriani Sari, S.Pd., M.Hum. as my interviewee who has given valuable information during this thesis accomplishment. I would like to express my appreciation and faithful gratitude to my beloved father and mother, Ismet and Wisnimar who sincerely raised me up with their cares, boundless love and countless support.

This thesis will never have completed without the corporation of the students of English (registered in 2008) as the respondents in this research and all of my friends who always inspire and motivate me during the accomplishment of this thesis. Finally, it is expected that the readers could contribute developmental criticism and suggestion to improve this thesis.

Padang, Maret 2012

Yessi Widiasari

TABLE OF CONTENTS

ABSTRAK	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF DIAGRAMS	ix
LIST OF APPENDICES	x

CHAPTER I: INTRODUCTION

A. Background of the Problem.....	1
B. Focus of the Problem	3
C. Formulation of the Problem.....	4
D. Research Questions.....	5
E. Purposes of the Study.....	5
F. Significance of the Study	6
G. Definitions of Key Terms.....	6

CHAPTER II: REVIEW OF RELATED LITERATURE

A. Learning Materials.....	8
1. Definitions of Materials	8
2. Types of Materials.....	8
3. Roles of Materials in Language Teaching	10
4. Characteristics of Good Materials.....	11
B. Evaluating Materials	12
1. Definitions of Evaluation.....	12
2. Reasons for Conducting Materials Evaluation.....	13
3. Purposes of Materials Evaluation.....	14
4. Models of Evaluation.....	16
5. Steps in Materials Evaluation	17
C. Developing Criteria for Materials Evaluation	18
1. Approaches and Methodologies.....	19
2. Design and Organization	21
3. Contents	22
4. Tasks.....	24
D. Functional Grammar	26
1. Definitions of Functional Grammar	26
2. Scopes of Functional Grammar.....	27

a. Mood and Elements of Mood.....	27
b. Transitivity	31
1) Material Processes	32
2) Mental Processes	32
3) Behavioural Processes.....	33
4) Relational Processes.....	34
5) Verbal Processes.....	35
6) Existential Processes.....	36
c. Theme	37
1) Interpersonal Theme	38
2) Textual Theme.....	39
3) Topical Theme.....	40
d. Clause Complex.....	41
1) Taxis.....	42
a) Parataxis	42
b) Hypotaxis.....	43
2) Logico-Semantic System	43
a) Expansion	43
(1) Elaboration.....	44
(2) Extension	46
(3) Enhancement.....	46
b) Projection.....	47
e. Nominalization	48
f. Cohesion.....	49
E. Review of Related Studies	52
F. Conceptual Framework	55

CHAPTER III: RESEARCH METHOD

A. Design of the Research.....	56
B. Data and Source of the Data.....	56
C. Instrumentation of the Research	56
1. Questionnaires.....	57
2. Interview Guidance	58
D. Technique of Data Collection.....	58
E. Technique of Data Analysis	59

CHAPTER IV: FINDINGS AND DISCUSSION

A. Data Description and Data Analysis	60
1. Data from Questionnaires	60

a) Approaches and Methodologies	60
b) Design and Organization	65
c) Contents	69
1) Contents in General	69
2) Contents in Specific	72
d) Tasks	76
1) Tasks in General	76
2) Tasks in Specific	78
2. Data from Interviews	81
B. Findings	83
1. Findings from Questionnaires	84
a) Approaches and Methodology	84
b) Design and Organization	85
c) Contents	85
1) Contents in General	86
2) Contents in Specific	86
d) Tasks	87
1) Tasks in General	87
2) Tasks in Specific	88
2. Findings from Interviews	89
C. Discussion	91
D. Implication of Findings on the Teaching <i>Functional Grammar</i>	94
E. Weaknesses of the Research	94
 CHAPTER V: CONCLUSIONS AND SUGGESTIONS	
A. Conclusions	96
B. Suggestions	96
 BIBLIOGRAPHY	
APPENDICES	100

LIST OF TABLES

Table 1.: The Analysis of Subject and Finite	28
Table 2.: The Analysis of Predicator	29
Table 3.: The Analysis of Complement	29
Table 4.: The Analysis of Adjunct.....	30
Table 5.: The Analysis of Material Processes in the Active Form.....	32
Table 6.: The Analysis of Material Processes in the Passive Form.....	32
Table 7.: The Analysis of Mental Processes	33
Table 8.: The Analysis of Behavioural Processes	34
Table 9.: The Analysis of Relational Attribute	35
Table 10.: The Analysis of Relational Identifying	35
Table 11.: The Analysis of Verbal Processes with Target	36
Table 12.: The Analysis of Verbal Processes with Receiver and Verbiage	36
Table 13.: The Analysis of Existential Processes.....	37
Table 14.: The Analysis of Theme and Rheme	38
Table 15.: The Analysis of Interpersonal Theme	39
Table 16.: The Analysis of Textual Theme.....	40
Table 17.: The Analysis of Topical Theme.....	41
Table 18.: The Analysis of Paratactic and Hypotactic.....	47
Table 19.: The General Specification of the Evaluation Forms	57
Table 20.: The Conversion of Informants' Responses into Number	59
Table 21.: The Conversion of the Score into the Description	59
Table 22.: The Data Description and Data Analysis for the Approaches and Methodology	60
Table 23.: The Data Description and Data Analysis for the Design and Organization.....	65
Table 24.: The Data Description and Data Analysis for the Contents in General.....	69
Table 25.: The Data Description and Data Analysis for the Contents in Specific	72
Table 26.: The Data Description and Data Analysis for the Tasks	76
Table 27.: The Data Description and Data Analysis for the Tasks in Specific	78
Table 28. : The Information Gathered from Interview	89

LIST OF FIGURES

Figure 1.: The Conceptual Framework	55
---	----

LISTS OF DIAGRAMS

Diagram 1. : The Diagram of the Finding of the Approaches and Methodologies	84
Diagram 2. : The Diagram of the Findings of the Design and Organization	85
Diagram 3. : The Diagram of the Findings of the Contents in General.....	86
Diagram 4. : The Diagram of the Findings of the Contents in Specific	87
Diagram 5. : The Diagram of the Findings of the Tasks in General	88
Diagram 6. : The Diagram of the Findings of the Tasks in Specific	89

LIST OF APPENDICES

Appendix 1.: The Result of Experts' Review.....	100
Appendix 2.: The Questionnaires for Lecturers	105
Appendix 3.: The Questionnaires for Students.....	117
Appendix 4.: The Interview Guidance for Lecturers of <i>Functional Grammar</i> Course	127
Appendix 5.: The Score of Questionnaire.....	128
Appendix 6.: The Informants' Comments about the Strengths and Weaknesses of Each Indicator	131
Appendix 7.: The Result of Interviews with the Lecturers of <i>Functional Grammar</i>	135

CHAPTER I

INTRODUCTION

A. Background of the Problem

In the process of teaching and learning, curriculum is very important. It guides the lessons and keeps the instruction organized. The curriculum has been developed as the development of the knowledge and skills based on what are needed and expected in education. The development of curriculum also happened at the English Department of State University of Padang. This department revised the previous curriculum to be *Competence-Based Curriculum* in 2007.

This revision was done in order to prepare students with competence that can be applied in the real world after they graduate. This curriculum had been applied since 2008. Consequently, it had impact toward the change of some courses offered at the English Language Teaching Study Program. This can be seen in *Buku Pedoman Akademik Universitas Negeri Padang 2008/2009*. One of the courses is *Structure 4*, which was taught in the fifth semester, was replaced by *Functional Grammar*.

Functional grammar is a grammar that sees the function of language as a human tool of communication. It is the study of textual analysis. This course is not for the beginners but for the advance learners, especially for university students. Therefore, English Department of State University of Padang offered this course for the students.

Functional grammar is necessary to be learnt by the students as prospective teachers. Through this course, the English Language Teaching Study Program

students will have the ability to construct different text types or genre and also to analyze and interpret the purpose, the context and the language features of the texts. This will further useful to recognize and to identify texts carefully when they teach text types or genre. This is relevant with a system of grammar introduced by Halliday (emeritus professor of Linguistics of University of Sydney) in 1985 which is known as *functional grammar* that is for analyzing of how and why the text means as it is (in a book *An Introduction of Functional Grammar*).

However, after the students learnt this course for a semester, their scores were low. The row data obtained from one of the lecturers of *Functional Grammar* showed that from 38 students, ten students got score 67-70 (rating quality B), sixteen students got score in the range of 57-65 (rating quality C) and twelve others got score in the range of 50-57 (rating quality D). The row data implied that the students have low ability in *Functional Grammar*.

There are some factors that may cause this problem. Based on the informal interview with the lecturer, there are three main factors that caused this problem. First, the students were still accustomed to the formal grammar they have studied which is divided into *Structure 1*, *Structure 2* and *Structure 3*. Therefore, they felt confused in understanding a new concept in *Functional Grammar* as the continuation of *Structure 3* course. Second, the material that is *Making Sense of Functional Grammar* is a workbook. The discussions related to functional grammar are limited. Consequently, the students may have less comprehension

and understanding of functional grammar. Third, this material has been being used for a semester, and it has not been evaluated yet.

Based on the reasons above, material is one of the important matters that is necessary to be discussed in overcoming the problem. Evaluating material used is one of the important ways that can be carried out since no single book is perfect in fulfilling the students' needs as explained by Amuseghan and Olayinka (2007: 179).

Therefore, a research related to material evaluation is very beneficial to be done. This research focuses on providing an evaluation of *Making Sense of Functional Grammar* as one of the books used in the teaching and learning *Functional Grammar* for the English Language Teaching Study Program students in the fifth semester at the English Department of State University of Padang. The evaluation will be done towards four aspects. They are approaches and methodologies, design and organization, contents and tasks. The result of the evaluation will be the consideration whether the material will be used for the future occasions, or it needs some improvement through supplementing, adaptation or substitution.

B. Focus of the Problem

There are at least twelve aspects that should be taken into account in the material evaluation which are proposed by Cunningsworth (1995), Brown (1998), and Tok (2010). The aspects are approaches and methodologies, design and organization, language focus, contents, tasks, attractiveness and physical

make-up, vocabulary and grammar, the skills, material background, the fit to curriculum or not, logistical characteristics and teachability.

However, there are only four aspects that will be the focus on this research. They are the approaches and methodologies, the design and organization, the contents and the tasks. There are three main reasons of why this study focuses into those five aspects. First, dealing with the attractiveness & physical make-up and logistical characteristics, they are considered to be evaluated subjectively instead of the four aspects that are considered to be objectively evaluated. Different person may have different point of view, and it is difficult to be measured).

Second, and in the aspect of teachability, it is taken into account that this aspect is closely related to the teachers' or lecturers' side. Meanwhile, material evaluation done in this research involves both lecturers and students. Therefore, the students cannot evaluate this aspect since the limitation of the students' ability to evaluate it. Dealing with language skills, the course is not about the language skills. Therefore, this aspect is not evaluated in this research. Finally, because of the limitation amount of time and also the ability and capability of the researcher, the four aspects above are focused to be discussed in this research.

C. Formulation of the Problem

Based on the background of the study above, the problem of this study is formulated to the question as follow:

“How is *Making Sense of Functional Grammar* as the material used in the *Functional Grammar* course at the English Language Teaching Study Program of State University of Padang?”

D. Research Questions

Regarding the formulation of the problem being informed above, the specific research questions are stated as follows:

1. To what extent is the material good related to the approaches and methodologies?
2. To what extent is the material good related to the design and organization?
3. To what extent is the material good related to the contents?
4. To what extent is the material good related to the tasks?

E. Purposes of the Study

Related to the research questions stated previously, the purposes of this research are to figure out:

1. The quality of *Making Sense of Functional Grammar* viewed from the approaches and methodologies
2. The quality of *Making Sense of Functional Grammar* viewed from the design and organization
3. The quality of *Making Sense of Functional Grammar* viewed from the contents.
4. The quality of *Making Sense of Functional Grammar* viewed from the tasks.

F. Significance of the Study

Since this course has been implemented for a semester, this study would be the first empirical study, especially in the State University of Padang evaluated the quality of *Making Sense of Functional Grammar* in the aspects of the approaches and methodologies, the design and organization, the contents and the tasks. Therefore, it is greatly expected that the findings of this research will give contribution to the development of *Functional Grammar* course both practically and theoretically. In term of practicality, after considering the findings of this research, it is hoped that it can be a consideration for the *Functional Grammar* lecturers to make a further decision whether the material is still good to be used in future occasions, or it needs some improvement through supplementing, adaptation or substitution.

Meanwhile, theoretically, it is expected that this research findings will greatly influence as well as enrich the theory of material evaluation. Finally, it is also expected that the research findings will be beneficial as useful information for the following researchers or writers who want to conduct a further research concerning material evaluation.

G. Definitions of Key Terms

Evaluation : a procedure of gathering information to know the quality of *Making Sense of Fuctional Grammar* material

Functional Grammar : a course at the English Department of the State

University of Padang which consists of three credits, and it is given in the fifth semester

Approach and methodology : principle concept which frames a way of teaching

Functional Grammar

Design and organization : How *Making Sense of Functional Grammar* material presented and organized

Contents : The topics presented in the *Making Sense of Functional Grammar* material

Task : An activity that carried out by students related to the contents (the topics) in *Making Sense of Functional Grammar*