

THE LEXICOGRAMMATICAL FEATURES OF HORTATORY TEXTS USED BY SENIOR HIGH SCHOOL TEACHERS IN PADANG

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THESIS



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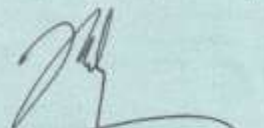
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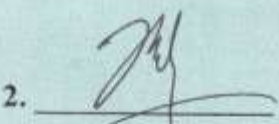
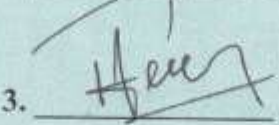
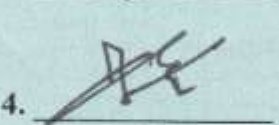
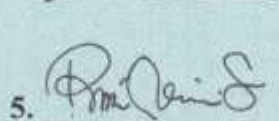
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ABSTRAK

Senorica Yulia Sari. 2012. The Lexicogrammatical Features of Hortatory Texts Used by Senior High School Teachers in Padang. *Universitas Negeri Padang*

Teks Hortatori merupakan salah satu jenis teks yang dianggap sulit oleh siswa kelas dua Sekolah Menengah Atas. Oleh sebab itu, guru menyediakan banyak contoh teks hortatori yang diambil dari berbagai sumber untuk diajarkan kepada siswa. Tujuan dari penelitian ini adalah untuk melihat bentuk-bentuk lexicogrammar yang ada didalam teks hortatori yang dipilih guru dan melihat relevansi lexicogrammar tersebut dengan standar *informational literacy* yang akan dicapai oleh siswa kelas dua SMA. Sumber data penelitian merupakan 13 teks hortatory yang digunakan oleh guru-guru bahasa inggris SMA di kota Padang. Melalui metode deskriptif, penelitian ini dilakukan dengan menggunakan pendekatan *Systemic Functional Grammar* (SFG) untuk menganalisis *transitivity*, *mood*, *theme*, dan *complex clause* masing-masing klausa dari teks tersebut. Hasil penelitian menjawab empat hal. Pertama, pada hasil *transitivity* analisis, penggunaan *material* dan *relational attributive process* serta banyak *circumstance* sudah tepat karena menggambarkan karakteristik dari teks hortatori. Namun, literasi SMA menganjurkan agar siswa diperkenalkan dengan lebih banyak *nominalisation*, sementara mayoritas teks hanya menggunakan sedikit *nominalisation* dan *nominal group*. Kedua, dari hasil analisis *mood*, diperoleh data bahwa teks didominasi oleh *declarative clause*, *modality* dan *present tense*. Dalam hal ini, semua hasil analisis menunjukkan ciri-ciri yang relevan dengan teks hortatori yang baik sebagai media untuk menyampaikan informasi melalui banyak pernyataan (*declarative*), mengandung unsur opini dan bujukan melalui banyak saran dan argumen (*modality*). Ketiga, dari hasil analisis *theme*, terdapat banyak *unmarked topical theme* dan *textual theme*. Hal ini membuktikan bahwa bahasa yang dipakai dalam teks masih sederhana sehingga cocok untuk anak SMA. Keempat, dari hasil *clause system*, ditemukan bahwa klausa yang ada didalam teks didominasi oleh *simplex clause*. Namun, literasi SMA mengharapakan siswa dapat memahami lebih banyak *complex clause*. Pada *complex clause* yang ada, *logico-semantic* yang dibangun banyak menggunakan kata hubung *hypotactic elaboration* dan *paratactic enhancement*. Artinya, hubungan antar klausa merupakan dan penambahan informasi atau pertentangan argumen.

Kata Kunci: Teks Hortatori, *Informational literacy*, *Transitivity Analysis*, *Mood Analysis*, *Theme Analysis*, *Complex Clause Analysis*.

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Considering this thesis still needs much more revision, any suggestions and comments are respectfully accepted.

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Writer

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CHAPTER I INTRODUCTION

A. Background of the Problem

Language takes a fundamental position to make communication exists. Through this existence, human are connected each other by conveying and sharing their ideas, needs and more events. One means of language which realizes these communicative events is called as text. When people speak or write, they actually create text, since the principal of verbal communication activity is a process of text production, both spoken and written.

This principal is considered by Ministry of Education to apply an approach namely Genre-based for Curriculum of English Subject in Indonesia. This approach concerns on how students learn English as second language through text. The ultimate aim of this approach is to create learners' ability in communicating, in participating in discourses, and then in developing life skills. The starting point of these steps is by comprehending texts, in which the learners are able to understand as well as create texts.

Genre-based approach is adopted for teaching English subject in junior high school, senior high school and also university. Many genres or text types are introduced based on the difficulty levels and expected standard of literacy for students. Due to that reason the students will deal with many genres that have different communication purposes at classroom. These genres are achieved through four language skills; reading, listening, speaking and writing. Comprehending meaning of texts is reached through listening and reading skill,

while producing and sharing meaning of texts can be achieved through speaking and writing skills.

In senior high school level, there are twelve kinds of genres that are introduced and should be comprehended by students. These chosen texts have strong relation to the literacy of informational. Informational literacy means senior high school graduates are expected to achieve the level where they can carry out more extended and interpersonal conversations, and deal with texts to access knowledge at university level and self study later. These genres are narrative, descriptive, report, procedure, spoof, recount, news item, explanation, discussion, review, analytical and hortatory. Each text has its own characteristic and difficulty to be comprehended by students. As instance, hortatory is considered as a difficult text for the second year students.

Based on observations in some schools, teachers have prepared many hortatory texts example. These texts examples are taken from various sources, such as adopted from internet, taken from published textbooks or they design the texts by themselves. A lot of examples of text are served in order the students can understand more about the texts and get the meaning of the texts. As the matter of fact, students still get difficulties in understanding the text. When preliminary interviews are taken in SMA 6 and SMA 3 Padang, students complain about their difficultness in learning hortatory texts. Even some teachers have admitted that their students in grade two got low score in understanding hortatory text that comes in second semester.

Ideally, all texts material taught should be relevance with the students' ability, which is drawn through standard of literacy. The relevancy can be seen from three main elements that a text has. First element is in context of culture, which focuses to text's purpose. Second element is in context of situation that explores generic structures of text. Third element is in the lexicogrammatical features that text has.

When lots of examples of text do not help students, a doubt comes that any element of texts used by teachers are not suitable so they cannot support what students need yet. In order to prove whether hortatory texts used are appropriate with the standard of language features that ideal hortatory expositions text has, the researcher is keen on analyzing one of elements—the lexicogrammatical features in hortatory texts.

B. Identification of the Problem

There are some bases that can be used to analyze any written text to see is suitability to standard of literacy need, schools genres in particular. First is to analyze the context of culture, for example what kind of text is it, who wrote it, and what is it about. Second is by analyzing the overall organization of the text. For example, what are the stages and what is the function of each stage. Third way is by analyzing the lexicogrammatical features contained within text. There are some lexicogrammatical features of text, such as mood choice, transitivity, theme patterns, cohesion, and complex clause system.

C. Limitation of the Problem

Based on the identification above, the researcher is concerned to see some of lexicogrammar features of hortatory texts used by teacher, and relate them into their suitability toward the literacy standard. The lexicogrammatical features that will be analyzed are transitivity, mood, theme and complex clause.

D. Formulation of the Problem

The problem of this research can be formulated as follows: “how is the suitability of lexicogrammatical features found in hortatory text used by teachers toward senior high school’s standard of literacy?”

E. Research Questions

The problem can be clarified into the following research questions:

1. How is the suitability of experiential meaning in hortatory texts, which is analyzed through transitivity analysis toward standard of informational literacy?
2. How is the suitability of interpersonal meaning in hortatory texts, which is analyzed through mood analysis toward standard of informational literacy?
3. How is the suitability of textual meaning in hortatory texts, which is analyzed through theme and rheme analysis toward standard of informational literacy?
4. How is the suitability of clause combining in hortatory texts, which is analyzed through complex clause analysis toward standard of informational literacy?

F. Purposes of the Study

The analyses have each significance purposes as followed:

1. To see the suitability of experiential meaning in hortatory texts toward standard of informational literacy based on the transitivity analysis.
2. To see the suitability of interpersonal meaning in hortatory texts toward standard of informational literacy based on the mood analysis.
3. To see the suitability of textual meaning in hortatory texts toward standard of informational literacy based on the theme analysis.
4. To see the suitability of clause combining in hortatory texts toward standard of informational literacy based on the complex clause analysis.

G. Significance of the Study

Systemic functional grammar (SFG) is a model of grammar that presents a view of language in terms of both structure (grammar) and words (lexis). The term "lexicogrammar" describes this combined approach and give another point of view to see grammatical problems in teaching and learning process, one of them is grammatical features in texts.

First, this study is very expected to give contributions for English teacher to prepare and serve appropriate texts which relevance to students' need. Second, this research can be reference to see other sides in educational aspect that can be analyzed by using SFG, and contribute any idea in teaching process. This idea can be applied as strategies to teach many other texts later.

H. Definitions of Key Terms

1. Hortatory text is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done.
2. Standard of literacy is competence that is expected from or should be mastered by a student in learning process.
3. Lexicogrammar is a pattern describing the words and structures that are used in text to realize the experiential, interpersonal, and textual meaning.
4. Transitivity analysis is aimed to realize experiential meaning of the texts.
5. Mood analysis is aimed to realize interpersonal meaning of the texts.
6. Theme analysis is aimed to realize textual meaning of the texts.
7. Clause complexes analysis is aimed to see whether the text belongs to spoken or written text.