



**Variations of Communicative Purpose ,
Text Structure, and Linguistic Features of
Written Short Functional Texts and Essays
in Grade X English Text Book**

THESIS

**Submitted in partial fulfillment of the requirements
for the degree of *Magister Pendidikan* (M.Pd.)
in English Education**

By

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ADVISORS' APPROVAL

Thesis on “Variations of communicative Purpose , Text Structure, and Linguistic Features of Short Functional Texts and Essays in Grade X English Text Book” by Istifaiyah has been approved by the advisors and ready to be examined by the Board of Examiners.



Semarang, July 2008

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Advisor II

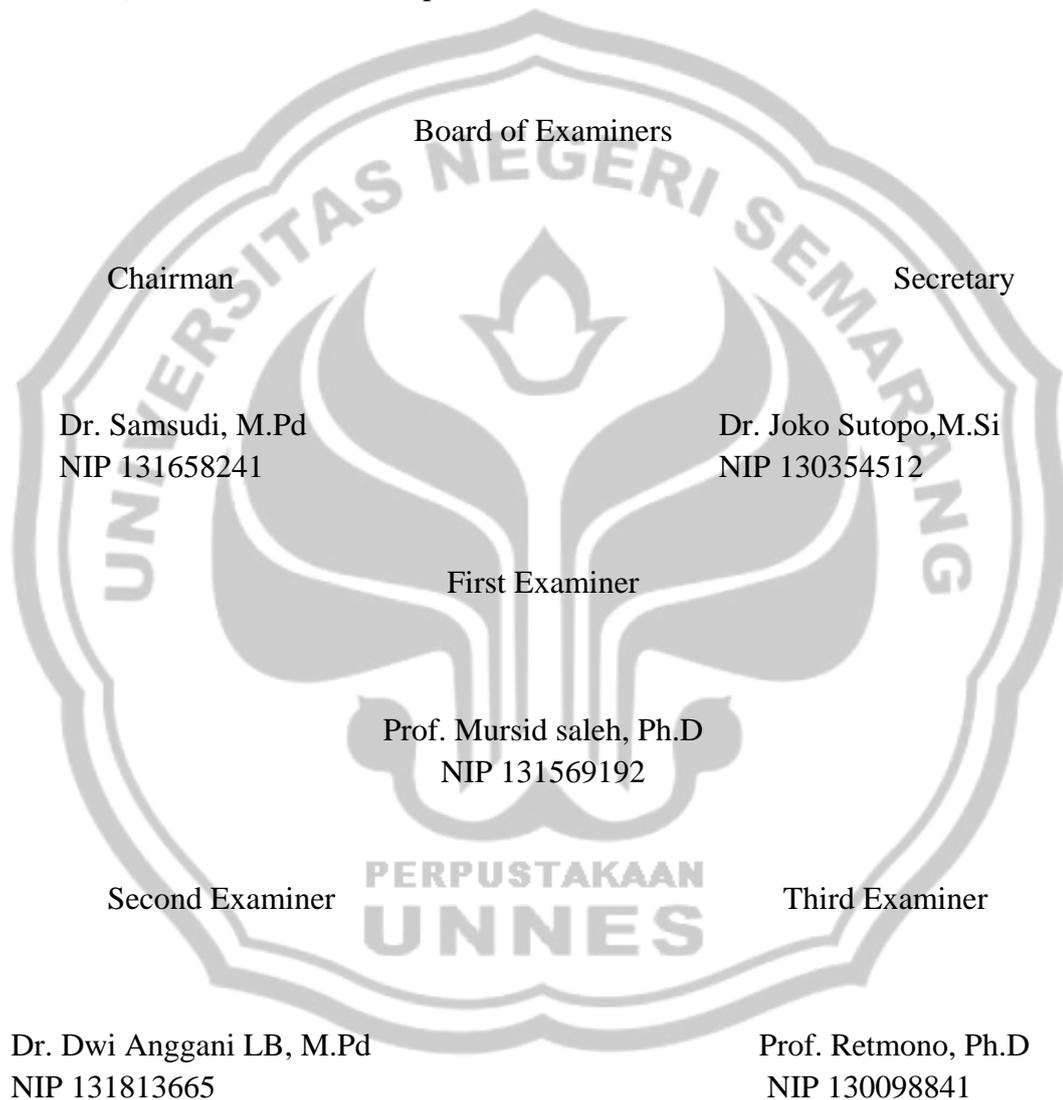
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STATEMENT

I certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in this thesis are quoted or cited accordance to ethical standard.



Semarang, July 2008

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MOTTO and DEDICATION

Faith makes life better

Knowledge makes life easier

Love makes life more beautiful

I dedicate this thesis to :

My husband, *mas* Choiruddin

My daughters, Sheila and Tsurayya

My beloved parents, *abah* and *ibu*

My beloved friends who supported me ,

dr. B Setyawan, WA Wakhid, Ima and Icha.

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ISTIFAIYAH

ABSTRACT

Istifaiyah. 2008. Title. Variations of Communicative Purpose, Text Structure, and Linguistic Features of Written Short Functional Texts and Essays in Grade X English Text Book.. Thesis. English Education Post Graduate Program of Semarang State University. Advisor I : Prof. Retmono, Ph.D Advisor II : Dr.Dwi Anggani LB, M.Pd

Keywords : Short Functional Text (SFT),text, register, Communicative Purpose, Schematic structure, Linguistic (Grammatical) Features, Genre, *KTSP*, English Textbook.

In this study, I analyzed the SFT and essays that were found in grade X English textbook. It was assumed that the SFT and essays that were displayed in the text book are compatible with the standard of content as mentioned in curriculum 2006, Curriculum for Each Level of Education (*KTSP or Kurikulum Tingkat Satuan Pendidikan*). The standard of content in *KTSP* 2006 develops student's linguistic competence to people's experience, ideas, and feelings and to understand various meanings. Statement of the standard of content invites my curiosity to conduct this research. Besides the compatibility between the English textbook and the standard of content, I also analyzed how the SFT and essays realized in the English textbook.

This study focuses on the issue of : register approach which analyzes the communicative purpose in social context, schematic structure and grammatical features which analyzes text types in cultural context. By analyzing the processes displayed in the SFT I can determine the communicative purpose of the texts. Then I can see to what extend the compatibility SFT and essays of the text book with the *Standar Isi* (content standard).

This is a qualitative study. The data are Short Functional Text and essays made up in grade X English textbook. Units of analysis in this study are clauses and texts. There are 21 texts in this text book, but I take 15 texts randomly as data . The clauses were analyzed structurally and grammatically to determine its communicative purpose and text type.

From 15 texts , the SFT that occur in the texts are : *condolences statenment, post card, short e – mail, letter of condolence, set of instructions (in a hotel), short letter, announcement of missing, campaign flyer, guide speech during a trip, invitation, congratulations letter, congratulation card, forward of booklet, and news report(2)*

The communicative purpose of the SFT varies according to the type of the text. I found 8 SFT and 7 Essays that have variations of communicative purpose.

Each text consist of schematic structure according to the genre of text. There are 3 texts that match to schematic structure of genre proposed by Gerot and Wignell (1995). On the other hand, there are many texts that have modified schematic structure or combinations text types. We can see it in text 2, 3, 6, 7, 8, 9. The schematic structure of text 5 is included in the procedure text but incomplete. The other 5 texts have specific schematic structure according to the sequence and nature of the stages through which they develop and the grammar that is appropriate to each type. They are text 1, 4, 10, 11 and 12.

The language features of the texts is analyzed from elements of grammatical pattern relating to processes, participant, circumstances and pattern. The processes that occur in the texts are material process, mental process, existensial process and exclamation. Mental process becomes the dominant process in the five texts (text 1,4,10,11 and 12). The processes that occur in other 10 texts are material process, mental process, behavioral process, verbal process, relational process, existensial process.. The pattern of tense that occur in the texts are : Simple Present Tense, Present Perfect Tense, Present Continuous Tense , Simple Past Tense. Simple Present Tense and Past Tense dominate the occurance in the texts. Circumstances of time,place and manner occur in most of the texts. Participants that occur in the texts are first, second and third person, single and plural.

The development of science and technology was accessed in the text. Text 3 proves that this book tries to accomodate the students' life need in technology, especially the ability to understand and / produce text through the internet.

Context of situation and culture as well as the development of science of technology gave background of this SFT as demanded in *KTSP* , but the balance demanding of national and local need is not clear yet.

From the communicative purpose, the text structure, the language features, context of situation and culture displayed, and development of science and technology accessed in the text, I conclude that the textbook had covered the objective of English Lessons in SMA(Senior High School). In other words the princples of *KTSP* had been tried to apply in the textbook although some texts are needed to be revised or canged.

It is recommended that the English textbook users, use the English textbook critically, because many short functional texts are not compatible with the indicators introduced in the standard of content. It is also

recommended that future English textbook writers, write the their English textbook compatible with the standard of content better than the textbook analyzed in this study .



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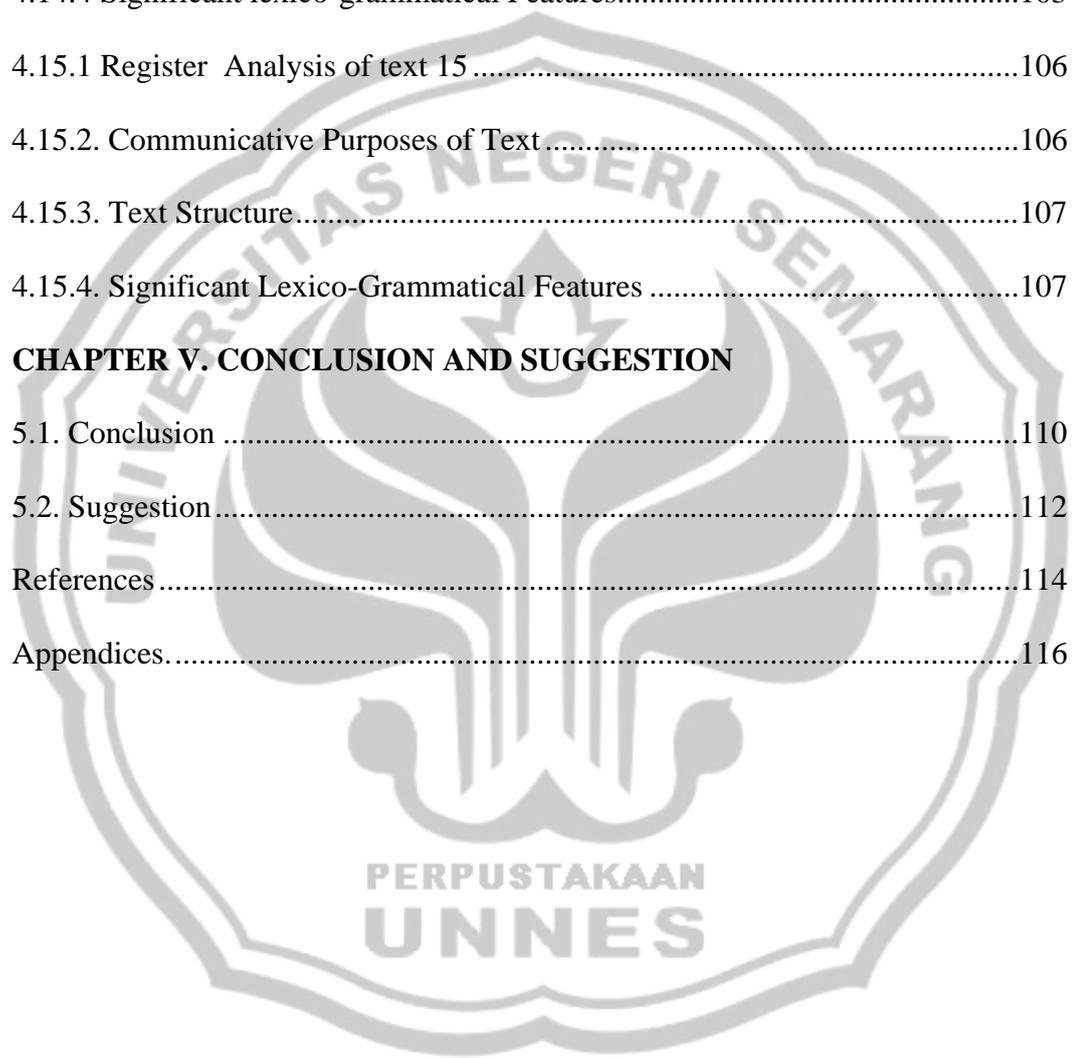
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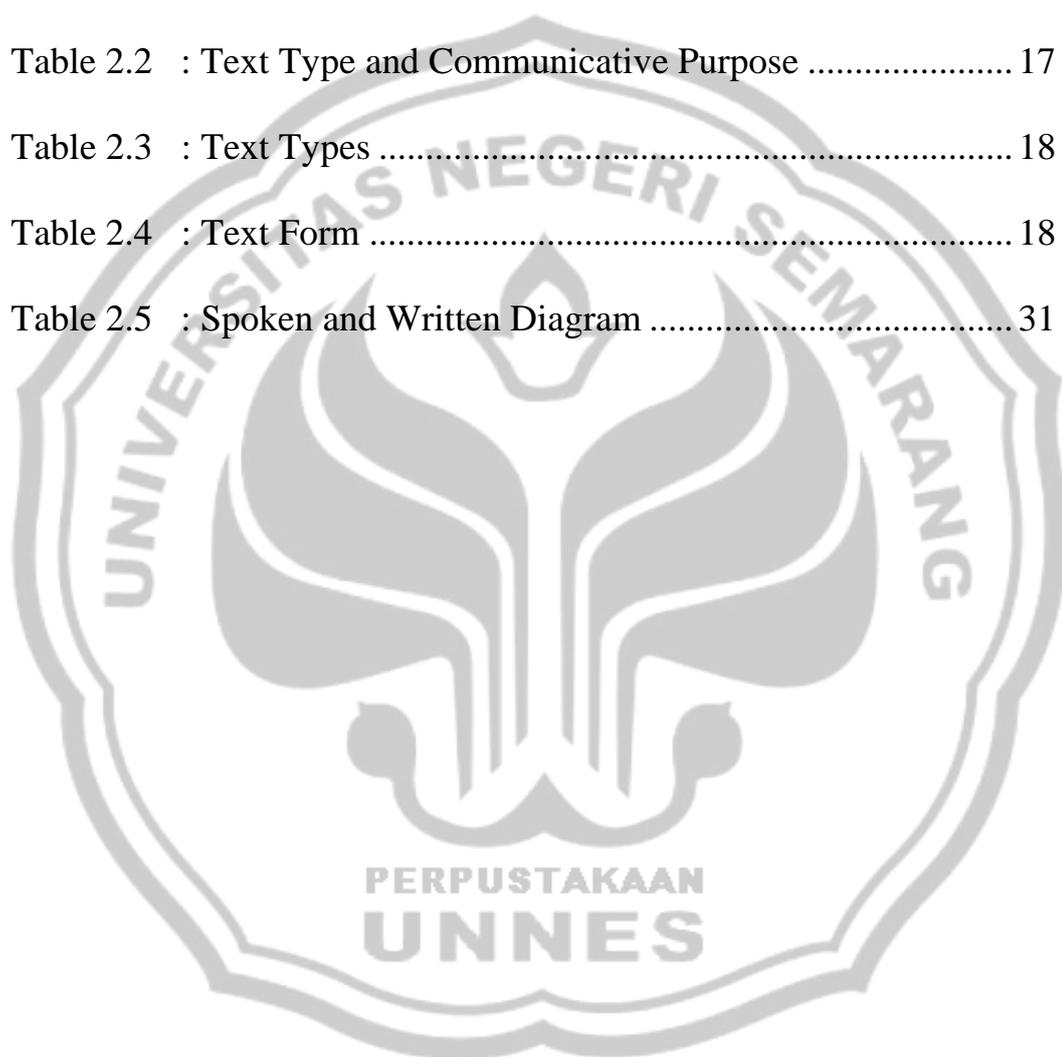
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Teaching material is the key component in most language programs. Whether the teacher uses a textbook, institutionally prepared materials, or his or her own materials, instructional material generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classrooms (Richards 2001 : 251). Usually materials are in the form of :

- (a) printed materials such as books, work books, worksheets, or readers.
- (b) non print materials such as cassette or audio materials, videos or computer – based materials.
- (c) materials that comprise both print and non - print sources such as materials on the internet.

These materials will guide learners to the goal of learning. So, materials that are given in the classroom have an important role in the teaching learning process. Cunningsworth (1995 : 7) summarized the role of materials (particularly course books) in language teaching as :

- a resource for presentation materials (spoken and written)
- a source of activities for learner practice and communicative interaction
- a reference source for learners on grammar, vocabulary, pronunciation
- a source of stimulation and ideas for classroom activities

- a syllabus (where they reflect learning objectives that have already been determined)
- a support for less experienced teachers who have yet to gain in confidence

Knowing the important role of materials in language teaching, a language teacher should choose materials (course books) that match the curriculum of the institution.

We know that the Indonesian government through Government Regulation no 19 , 2005 about Educational National Standard, (article 17) has recommended that the curriculum of “*Tingkat Satuan Pendidikan*” (usually called curriculum of KTSP or Curriculum of 2006) is developed to conform with each unit of education, the characteristics of a district/potency, social-life and culture of the surroundings community and learners (Fokusmedia, 2005). It means that the course books used by the institution are supposed to conform with the curriculum of “*Tingkat Satuan Pendidikan (KTSP)* ”. However, the government also published Government Regulation No 11, 2005 about Textbooks, in which article 1 stated that :

“Buku teks pelajaran adalah buku acuan wajib untuk digunakan di sekolah yang memuat materi pembelajaran dalam rangka peningkatan keimanan dan ketaqwaan, budi pekerti dan kepribadian, kemampuan penguasaan ilmu pengetahuan dan teknologi, kepekaan dan kemampuan estetis, potensi fisik dan kesehatan yang disusun berdasarkan standar nasional pendidikan (Fokusmedia, 2005)

From this regulation, it can be concluded that text books play an important role in the teaching - learning process. A book may be ideal in one

situation because it matches the needs of that situation perfectly. It has just the right amount of material for the program, it is easy to teach, it can be used with little preparation by inexperienced teachers. The same book in different situation or institution, however, may turn out to be quite unsuitable because it contains too little materials. It is sufficiently challenging for teachers or students and has elements in it that are not needed in the program.(Richard 2001 : 256)

In my thesis I want to observe the variations of communicative purpose, topic, text structures and linguistic features of written short functional texts and essays in year X English textbook. Short functional texts and essays are part of English materials that close to the social need of students. One of the aims of teaching – learning English especially at Senior High School Level is that students should be able to reach the **informational** level. It means student should be able to give and access information that they need in daily life. For example, when they want to share their feeling by short e- mail in English to their relatives or friends , they can do it without any problems because at school teachers had taught it to them. Another example, when they want to know the information found in newspaper in the form of advertisements or announcements they understand them without any problems because at school, their teachers had taught it .

Also, short functional texts and essays given are supposed to conform with students' life need, social life, culture of surrounding community or context of situation. It is because the goal of language learning is

communicative competence (Richard, 2007). After students study English , they can use it to communicate with each other and use it in their social life. More over, recently – in the era of technology – English has a central role in changing civilization because, now, English is used in international communication, commerce and trade, the media and pop culture. If the examples of short functional texts (SFT) and essays given in text books do not conform with the development of science and technology, the function of English as communication tool will disappear.

Beside this, by knowing the communicative purpose, topic, text structure and language feature of SFT, I can measure to what extent the textbook, especially its SFT and essays match the *KTSP (Curriculum of 2006)*.

The elaborations of *KTSP (Curriculum of 2006)* are stated in “Standard Isi” (Minister of Education Rule No 22 , 2006) which mentioned that the principles of curriculum development are based on:

- a. The focus of the potency, development, need and interest of the learners and environment
- b. Variations and unity
- c. Response to the development of science and technology
- d. Relevance with life need
- e. Holistic and continuous
- f. Life - long education
- g. Balance between national need and local need.

From these principles, I can summarize that examples of short functional text and essays given in the text books used by teachers as hand book or course material in English class are supposed to match the principles of *KTSP*.

There are 16 subjects in the curriculum structure of SMA / MA for year X and 13 subjects for XI, XII. One of the subjects is English.

The aims of English in “*Standar Isi*” are as follows :

Learners should have the ability to :

- (1).Develop communication competence orally and written to reach **informational** literacy level.
- (2).Have consciousness about the importance of English to increase competition in global society.
- (3).Develop understanding of learner on the correlation between language and culture.

Furthermore, English lessons in SMA / MA are covers the following objectives :(1) the ability in discourse ,that is the ability to understand and or produce written and or oral texts that are realized on four skills, namely : listening, speaking, reading and writing to reach **informational** literacy, (2) the ability to understand and produce variation of short functional texts and monolog and essay in the genre **of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation discussion, review, public speaking,** (3) support competences, namely : **linguistic competence, socio cultural competence, strategy competence, and discourse competence.**

There are many text books distributed in society that are used by educational institutions. Usually teachers or learners just buy the book and use it as a hand book without paying attention to the core of the book. May be, they choose it for its beautiful cover only or for the inexpensive price. They do not care if the book matches the curriculum of KTSP or not.

The Minister of Education Rule No 11 about **text book** article 3 part (a) mentioned that text books for every subjects used in the unit of education are chosen from text books that are defined by the ministry based on recommendation from the institution of National Education Standard (Fokusmedia, 2005). In my thesis I want to observe whether the text books used in grade X, especially about the use of variations of communicative purpose, topic, text structures, and linguistic features of short functional texts and essays **match** the “*Standar Isi*” or not.

1.2 Reason for Choosing the Topic

Language plays a central role in the development of intellectual, social and emotional learners and contribute to the success of studying other subjects. Learning language is supposed to help learners to know themselves, their culture and other persons culture. Besides this, learning a language helps learners to express their idea and sense, participation in society and furthermore language help them to find and use their analytic and imaginative minds .

English is an oral and written communication tool. Communication means understanding and expressing information, notion, sense to develop

science, technology and culture. The communication ability is the ability to understand and produce oral and written text that is realized in the four skills such as listening, speaking, reading and writing.

Knowing the important role of English in society, I am interested to analyze the variations of communicative purpose, structures and linguistic features of short functional text in year X English text books. By understanding the communicative purpose of short functional text and essays, learners will respond to it accurately. Misunderstanding of the text can be avoided by the learners if they know well the communicative purpose of the text. By text is meant any connected stretch of language that is doing a job within a social context (Jenny Hammond et al, 1992).

Furthermore, in order that learners could produce a text, they must know the structures and linguistic feature of the text. The construction of language text in turn impacts on the context. Field, tenor and mode determine the choices that a speaker makes from the systems in the language of discourse, vocabulary and grammar (Jenny Hammond et al, 1992 : 3).

1.3 Purpose of the Study

The study aims at describing and analyzing some features characterizing written short functional texts and essays used in text book of year X.

1.4 Research Questions

1.4.1 What communicative purpose are displayed in short functional texts and essays in year X English text book?

1.4.2 What text structures are displayed in short functional texts and essays in year X English text book?

1.4.3 What linguistic features characterize the short functional texts and essays in year X English text book ?

1.4.4 To what extent compatability the short functional texts and essays in year X English text book with *standar isi* ?

1.5 Objectives of Study

Based on the purpose of the study above the objectives of the study are :

1. To describe the communicative purpose of short functional texts and essays in year X English Text Book..
2. To describe text structures of short functional texts and essays in year X English text books.
3. To describe and analyze linguistic features characterizing the short functional texts and essays in year X English text books.
4. To know compatability the short functional texts and essays in year X English textbook with *standar isi*.

1.6 Significances of the Study

It is hoped that the results of the study will be useful to help the English teacher to enrich their knowledge about short functional text features so they have the ability in selecting short functional text or create one and to enrich materials to improve mastery in producing English short functional texts matched to the context although they have limited sources or facilities. Besides this, it is my sincere hope that this study would help book writers in

writing text books and improving the quality of English text books by using the findings as examples. Furthermore, this study could inform to public whether the text books match the "Standar Isi" or not.

1.7 Definition of Key Terms

This study contains some terms that may cause misunderstanding for those who read it. I will try to avoid the misunderstanding by giving explanations.

By short functional texts is meant the short text written in certain books that are connected stretch of language that is doing a job within a social context. The 'texts' are used to refer to any written record of a communicative event. The event may involve oral language (for example a sermon, a casual conversation, a shopping transaction) or written language (for example, a poem, a newspaper advertisement, a wall poster, a shopping list, a novel). (Nunan, 1993).

Based on the size, there are two kinds of texts, short and long texts . I will use only the short ones. It is because I refer to standard competences in *Standar Isi*, one of which mentioned that in writing skill, students should be able to express meaning of short functional text in the genre of spoof, recount, and news item.

Functional means functions. I see a functional approach to language. As mentioned by Derewianka (1995 : 3), a functional approach looks at how language enables us to do things – to share information, to enquire, to express attitudes, to entertain, to argue, to get our needs met, to reflect, to construct

ideas, to order our experience and make sense of the world. So, Functional text, here, means a text that has language function in life need, especially for senior high school students. What kind of short texts do they need in real life for communication. They will use the text to make their life easier to access information. Also, students can make similar text to cope with their need in life for communication. Texts may be as short one word, e.g. STOP. Usually the texts are found in the form of a banner, a poster, an announcement, an invitation, an advertisement, etc.). So, **short functional texts** mean english texts in the form of : banner, poster, announcement, advertisement, short letter, short e-mail, short message, campaign flyer, etc.

Essays, in this study, mean English functional texts in the form of essay. They are more than short functional texts. They reflect people expression of written text, such as people experience in past (recount), newsworthy of things, describing of things , telling how to operate something that happened in daily life.

Those short functional texts and essays are written texts that are found in year X English text books. Year X English textbooks means English text books that are used in Senior High Schools Grade 1 or similar to first grade of SMA/MA.

1.8 Limitation of the Study

Short functional texts and essays under study are taken from English text books used in year X or first grade of Senior High School (SMA/MA) entitled *Look Ahead, English course of Senior High School Student Year X*

(Sudarwati and Grace, 2007). Short functional text features used in the study are short texts usually used to give information to the readers or listeners. These texts are found in text book.

1.9 Outline of the Study

This study is divided into five chapters which I present systematically as follows:

The first chapter describe background of the study, reason for choosing the topic, purpose of the study, research question, objectives of the study, significances of the study, definition of key terms, limitation of the study and outline of the study.

Chapter two deals with literature which briefly describes about language , theory of text, discourse analysis, characteristics of spoken and written discourse, levels of literacy, theory of learners, theory of foreign language teaching and learning, about *Kurikulum Tingkat Satuan Pendidikan, Standar Isi and Competence Standar in English*

Chapter three describes the method of investigation which consist of technique of gathering data, procedure of analyzing data, method of interpreting the result.

Chapter four presents data analysis and discussion.

Chapter five presents conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Term of Language

A text is inseparable part of language. Before creating a text, first, we should understand about language. Because a text, both spoken or written, is arranged by an understanding of language. Furthermore, language plays an important role in social life. People can communicate with each other by using language. People can catch our idea after we express it through language, spoken or written. Many ancient Greek, Egyptian, Sumerians use some signs as language to express their notion or their idea. (R Holme, 2004). Signs are any form of meaningful entity. They can be accidental or natural. Since that time we know symbols which encode meaning as a result of an agreed convention. One of the symbols we have is the alphabet. Then we use it to arrange text.

So, what is a language? There are many definitions of language. Language, in social – semiotic perspective, is understood in its relationship to social structure. (Halliday and Hasan, 1989: 4). A sophisticated statement from Pinker's *The Language Instinct* (1994) about language as follows :

“Language is complex, specialized skill, which develop in the child spontaneously without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual and is distinct from more general abilities to process information or behave intelligently”. (H. Douglas Brown, 2005).

A consolidation of a number of possible definitions of language yields the following composite definition:

- (1). Language is systematic.
- (2). Language is a set arbitrary symbol.
- (3). Those symbols are primarily vocal, but may also be visual.
- (4). The symbols have conventionalized meanings to which refer.
- (5). Language is used for communication.
- (6). Language operates in a speech community or culture.
- (7). Language is essentially human, although possibly not limited to humans.
- (8). Language is acquired by all people in much the same way, language and language learning both have universal characteristics.

(H. Daouglas Brown, 2000 : 5)

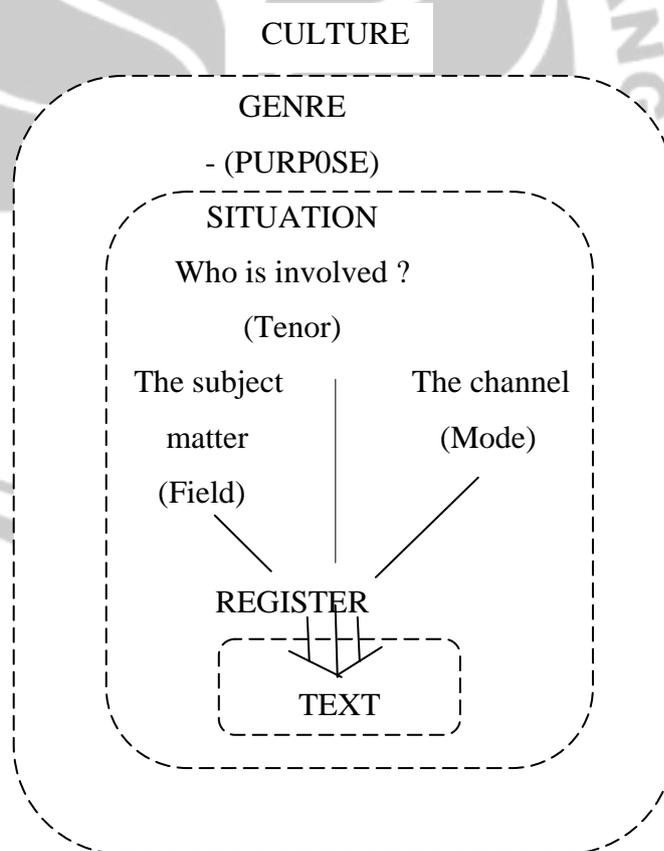
The sociolinguist Del Hymes (1974 : 196) saw a **language** as ‘ socially constituted’. By this he meant that what we do in society and the knowledge we have of this will be responsible for the linguistic forms that we use. He suggested to see a language not only as an expression of a social function, but also understand that language is such a function. (Holme, 2004). In the frequently- quoted words of Saussure, **language** is a social fact. It originates spontaneously in the individual, for the imitative and symbolic instinct is inherent in all intelligent beings, whether men or animals, like that of poetry and the arts, its development is social. Furthermore, Jenny Hammond et al (1992) in *English for Social Purposes* stated that systemic-functional

linguistics has a number of tenets that make it particularly useful as a basis for developing literacy program. We can thus make the following conclusion :

- (1) Language is functional, that is, language is the way it is because of the meaning it makes.
- (2) It is a theory of language in context, and suggests that language can only be understood in relation to the context in which it is used.
- (3) The theory focuses on language at the level of whole text. By text is meant any connected stretch of language that is doing a job within a social context.

The following model of language will demonstrate this correlation clearly :

Table 2.1 The Model of Language



(Derewianka, 1990)

2.2 Text

Halliday stated that the way into understanding about language lies in the study of texts (1989: 5). He defined a text as :

“Text that is ‘ with ‘; namely the con – text. This notion of what with text; however, goes beyond what is said and written; it includes other non verbal goings-on the total environment in which a text unfolds”

The similar definition given by Linda Gerot and Peter Wignell (1995 : 10) stated that context and text are connected to each other. The meaning of text is determined in line the context of situation and in a context of culture. In other words, Halliday and Hasan propose definition of text as follow :

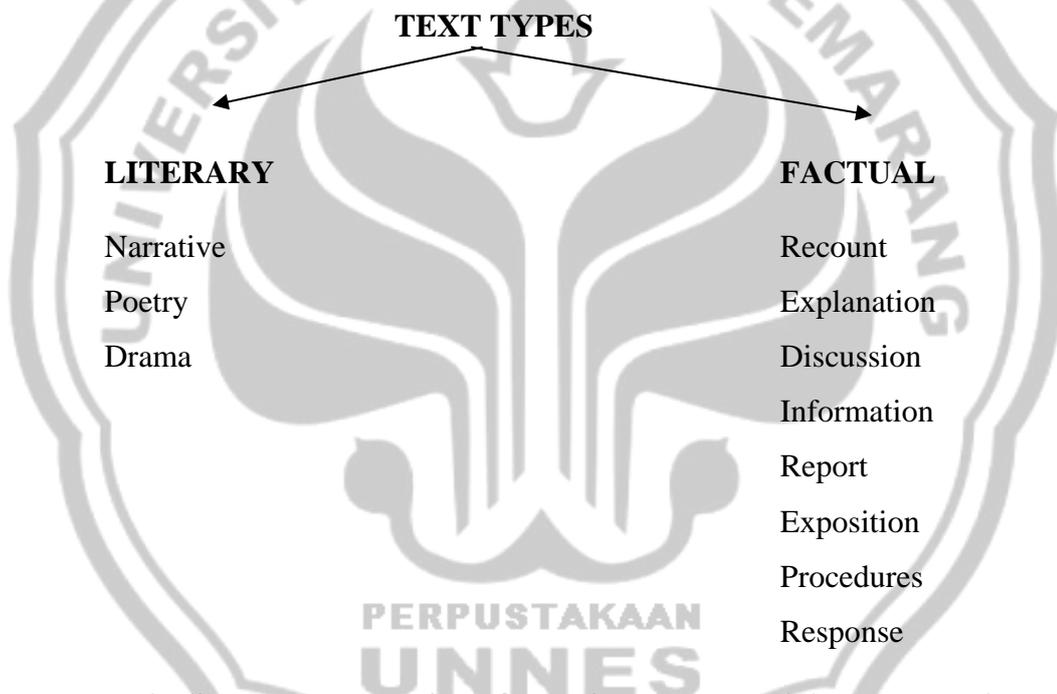
A text is a passage of discourse which is coherent in these two regards: it is coherent with respect to the context of situation, and therefore consistent in register; and it is coherent with respect to itself and therefore cohesive (1976:23).

The Oxford Companion to the English Language (1992:1037) defined a **text thus** from Old Northern French *tixte, texte*, Latin *textus* something woven, a tissue, version, style, from *texere / textum* to weave. Compare textile, texture:c

- (1) A continuous piece of writing such as the entirety of a letter, poem or novel, conceived originally as produced like cloth on loom: *the text of Caesar's 'De Bello Gallico* . (2) The main written or printed part of a letter , manuscript, typescript, book, newspaper, etc, excluding any titles,
- (2) The main written or printed part of a letter, manuscript, typescript, book, newspaper, etc., excluding any titles, headings, illustrations, notes, appendices, indexes, etc.
- (3) The precise wording of anything written or printed.
- (4) A theme or topic, especially of a religious nature and related to topic or statement in the Bible.
- (5) headings, illustrations, notes appendices, indexes, etc.(3) The precise wording of anything written or printed. (4) a theme or topic, especially of a religious nature and related to a topic or statement in the Bible...

Furthermore, Crystal (1992 : 72) as in cited in Nunan (1993 : 6) defined a text as a piece naturally occurring spoken, written, or signed discourse identified for purposes of analysis. It is often a language unit with a definable communicative function , such as conversation, a poster. While, Cook (1989 : 158) defined text was, more simple, that is a stretch of language interpreted formally, without context.

Mark and Kathy (1997 : 3) divided text into two types, **Literary** and **Factual Text**. Look the diagram below:



The literary genre consists of narrative, poetry, and drama. Factual genre has seven types of genre; they are recount, explanation, discussion, information report, exposition, procedure, response. The text type and the purpose of text are described in the table below :

Table 2. 2 Text Type and Communicative Purpose

Text type	Purposes
Poetic	To express the feelings or experience of the poet so as to describe, praise or criticize.
Dramatic	To portray human experience through enactment, sometimes in order to make social comment.
Narrative	To construct a view of the world that entertains or informs the reader or listener
Response	To respond to an artistic work by providing a description of the work and judgment
Discussion	To present differing opinions on a subject to the reader or listener
Explanation	To explain how or why something occurs
Exposition	To argue or persuade by presenting one side of an issue
Information report	To classify, describe or to present information about a subject
Procedure	To instruct someone on how something can be done
Recount	To retell a series of events, usually in the order they occurred

(Mark and Kathy, 1997 : 4 – 7)

Another theory about text type and the purpose is adapted from K-6 English syllabus (1994 : 101 - 102) :

Text can be classified into the broad categories of literary and factual texts. Media texts can be distinguished within these two categories by the medium of their transmission. They can be either literary or factual in orientation.

Still refers to K-6 English Syllabus, the categories of text type indicated above can be further subdivided into different text type. Each text type has predictable structures that are common to it, though they will vary from one text to another. Text type can be described according to the sequence and nature of the stages through which they develop and the grammar that is appropriate to each type. Many texts are a combination of text types.

Table 2.3

Text Types	
Literary Texts (including media Text)	Factual Texts (including media text)
Narrative	Discussion
Drama	Explanation
Poetry	Exposition
	Information Report
	Procedure

(K – 6 English Syllabus and Support Document, 1994)

Text types can be presented in a range of forms. They have predictable features, though writers and speakers often choose to vary these. The table below indicates some text form which are commonly recognized.

Table 2.4

Text Forms	
Literary Texts (including media texts)	Factual Texts (including media text)
Aboriginal Dreaming stories	Advertisements
Ballads	Announcements
Cautionary Tales	Conversations
Fables and Parables	Current Affairs Program
Fairy tales	Debates
Fantasy	Directions
Folk Tales	Documentaries
Historical Narrative	Editorials
Improvisations	Essays
Legends	Instructions
Limericks	Instruction Manuals
Lyrics	Interviews
Mimes	Lectures/Presentation
Myths	letters
Odes	Newspaper article
Playscripts	Public Speaking

(K – 6 English syllabus and Support Document , 1994)

Furthermore, Butt (2000 : 10-13) describes some structural elements of text type. They are :

The structural elements of recount :

Orientation : Information about who

Record of events : In the order in which they occurred

Reorientation : Rounding off the sequence of events

Coda : Personal evaluation.

The structural elements of narrative :

Orientation : information about who and where

Complication : events that constitute a problem or crisis, evaluation of the problem

Resolution : information about how problem was resolved and normal events resumed.

Coda : personal evaluation

The structural elements of procedure :

Goal

Materials

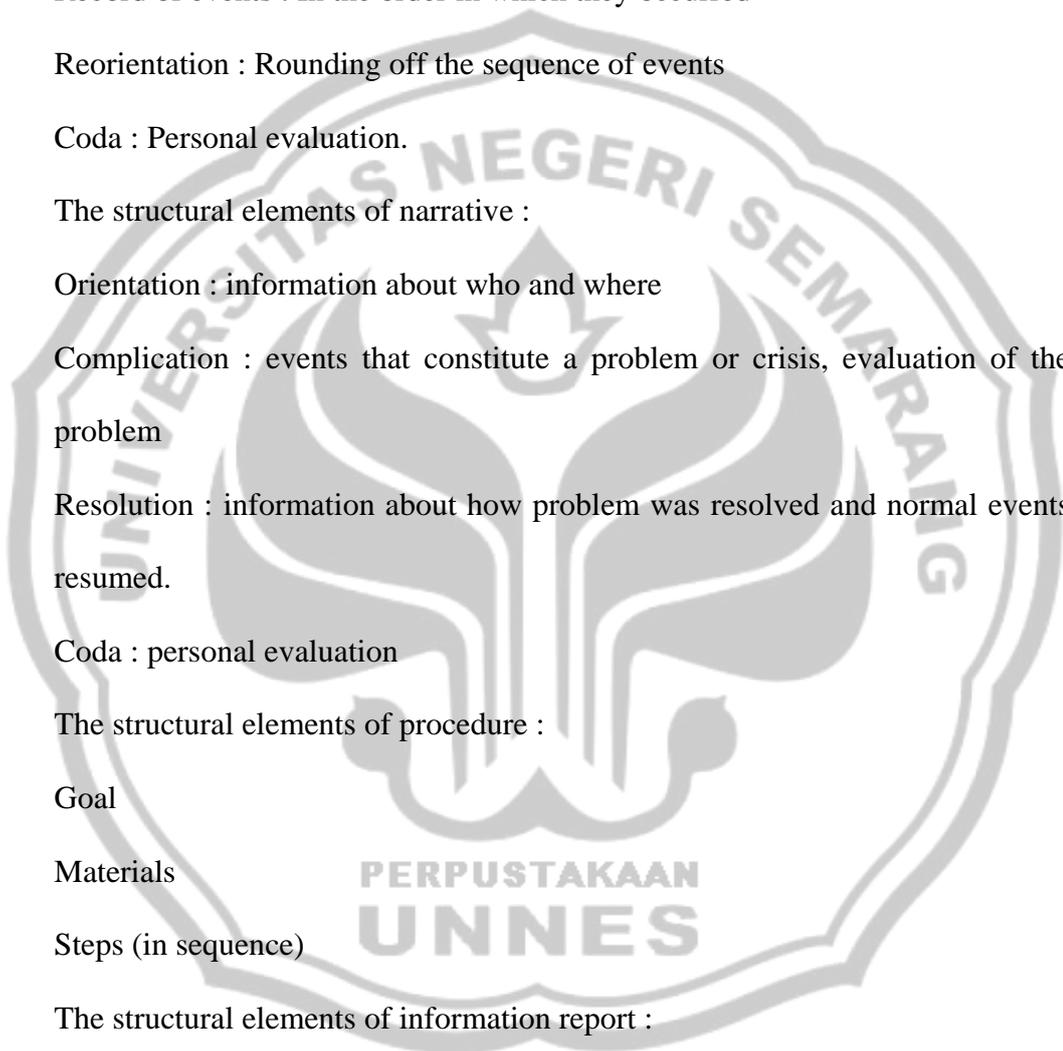
Steps (in sequence)

The structural elements of information report :

General statement : identification and classification

Description : information organized in bundles (appearances, habitat, behavior)

The structural elements of explanation :



Identifying statement

Explanation sequence : the phases of the process in the order in which they occur

The structural elements of exposition :

Statement of position

Preview of arguments

Arguments (supported by evidence)

Reinforcement of statement of position

The structural elements of discussion :

Issue

Arguments for

Arguments against

On the other hand, Gerot and Wignell do not categorize type of genre but directly divided it to be 13 genres. They are : Spoof/Recount, Reports, analytical exposition, news item, anecdote, narrative, procedure, description, hortatory exposition, explanation, discussion, reviews. Below, I will describe social function, generic (schematic) structure, and significant lexicogrammatical features of each genre as cited by Gerrot and Wignell. And I will use this describing to analyze the SFT and essays

Spoof/Recount

Social Function : To retell an event with a humorous twist.

Generic (Schematic) Structure :

Orientation : Sets the scene

Events : Tell what happened

Twist : provides the 'punchline'

Significant Lexicogrammatical Features :

Focus on individual participants

Use of material processes

Circumstances of time and place

Use of past Tense

Recount

Social Function : To retell events for the purpose of informing or entertaining.

Generic (Schematic) Structure :

Orientation : provides the setting and introduces participants.

Events : tell what happened, in what sequence.

Re – orientation : optional – closure of events

Significant Lexicogrammatical Features

Focus on specific participants

Use of Material Processes

Circumstances of time and place

Use of past tense

Focus on temporal sequence

Report

Social Function :

To describe the way things are, with reference to a range of natural, man – made and social phenomena in our environment.

Generic (schematic) structure:

General Classification: tells what the phenomenon under discussion is

Description: tell what the phenomenon under discussion *is like* in terms of:

Parts (and their functions)

Qualities

Habits or behaviors, if living; uses, if non – natural

Significant Lexicogrammatical Features

Focus on Generic Participants

Use of Relational Processes to state what is and that which it is

Use of simple present tense

No temporal sequence

Analytical exposition

Social Function: To persuade the reader or listener that something is the case.

Generic (schematic) Structure:

Thesis

Position: introduces topic and indicates writer's position

Preview: Outlines the main arguments to be presented

Arguments

Point: restates argument outlined in preview

Elaboration: develops and supports each point/argument

Reiteration: restates writer's position

Significant Lexicogrammatical Features

Focus on generic human and non – human participants

Use of simple present tense

Use of *Relational Processes*

Use of internal Conjunction to stage argument

Reasoning through causal conjunction or nominalization

News Item

Social Function: To inform readers, listeners or viewers about events of the day which are considered newsworthy or important

Generic Structure:

Newsworthy event (s): recounts the event in summary form

Background events; elaborate what happened, to whom, in what circumstances

Sources: comments by participants in, witnesses to and authorities expert on the event

Significant Lexicogrammatical Features:

Short, telegraphic information about story captured in headlines

Use of *Material processes* to retell the event

Use of projecting Verbal processes in sources stage

Focus on Circumstances

Anecdote

Social Function: to share with others an account of an unusual or amusing incident

Generic Structure

Use of exclamation, rhetorical questions and intensifiers (really, very, quite, etc) to point up the significance of the events

Use of *Material Processes* to tell what happened

Use of temporal conjunctions

Narrative

Social Function : To amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Generic Structure:

Orientation: sets scene and introduces the participants

Evaluation: a stepping back to evaluate the plight

Complication: a crisis arises

Resolution: the crisis is resolved, for better or for worse

Re – orientation: optional

Significant lexicogrammatical Features

Focus on specific and usual individualized Participants

Use of *Material Processes*

Use of *Relational Processes and Mental Processes*

Use of temporal conjunctions and temporal Circumstances

Use of past tense

Procedure

Social Function: To describe how something is accomplished through a sequence of actions or steps

Generic Structure:

Goal

Materials (not required for all procedural texts)

Steps – n i.e Goal followed by a series of steps oriented to achieving the goal)

Significant Lexicogrammatical Features:

Focus on generalized human agents

Use of simple present tense, often imperatives

Use mainly of temporal conjunctions (for numbering to indicate sequence)

Use mainly of *Material Processes*

Description

Social Function: To describe a particular person, place or things

Generic Structure:

Focus on specific participants

Use of *Attributive and Identifying Processes*

Frequent use of Ephithets and Classifiers in nominal groups

Use of Simple Present Tense

Hortatory Exposition

Social Function: To persuade the reader or listener that something should or should not be the case.

Generic structure

Thesis: announcement of issue of concern

Arguments: reasons for concern, leading to recommendation

Recommendation: statement of what ought or ought not to happen

Significant Lexicogrammatical Features

Focus on **generic** human and non – human participants, except for speaker or writer referring to self

Use of:

Mental Processes: to state what writer thinks or feels about issue i.g realize, feel, and appreciate

Material processes: to state what happens, e.g polluting, drive, travel, and should be treated
Relational Processes: to state what is or should be, e.g doesn't seem to have been, is.

Use of simple present tense

Explanation

Social Function: To explain the processes involved in the formation or workings of natural or sociocultural phenomena

Generic Structure:

A general statement to position the reader

A sequenced explanation of why or how something occurs

Significant Lexicogrammatical Features

Focus on generic, non – human participants

Use mainly of *Material and relational Processes*

Use mainly of temporal and causal circumstances and conjunctions

Use of simple present tense

Some use of Passive voice to get Theme right

Discussion

Social Function: To present (at least) to points of view about an issue.

Generic structure

Issue

Statement

Preview

Arguments for and against or statements of differing points of view

Point

Elaboration

Conclusion or Recommendations

Significant Lexicogrammatical Features

Focus on generic human and generic non – human participants

Use of:

Material Processes e.g has produced, have developed, to feed

Relational Processes e.g is, could have, cause, are

Mental Processes e.g feel

Use of Comparative; contrastive and consequential conjunctions

Reasoning expressed as verbs and nouns (abstraction)

Reviews

Social Function : to critique an art work or event for a public audience.

Such works of art includes movies, TV shows, plays, opera, recordings, exhibitions, concerts and ballets.

Generic Structure

Orientation: places the work in its general and particular context, often by comparing it with others of its kind through analogue with a non – art object or event.

Interpretative Recount: summarizes the plot and/provides an account of how the reviewed rendition of the work came into being: is optional, but if present, often recursive.

Evaluation: provides an evaluation of the work and or its performance or production: is usually recursive.

Evaluative Summation: provides a kind of punch line which sums up the reviewer's opinion of the art event as a whole: is optional

Significant Lexicogramatical Features

Focus on Particular Participant

Direct Expression of opinions rough use of attitudinal lexis (value –laden vocabulary) including: *Attitudinal Epithets in nominal groups: Qualitative attributes and affective Mental Processes.*

Use of elaborating and extending clause, and group complexes to package the information.

Use of metaphorical language

2.3 Discourse Analysis

Discourse analysis is the study of language in use that extends beyond sentence boundaries. (Celce-Murcia, 2000: 4). A wide definition about discourse is given by Blommaert (2005: ?), it is a general term for a number of approaches to analyzing written, spoken or signed language use. Nunan (1993: 5) defined discourse as a stretch of language consisting of several sentences which are perceived as being related in some way. The sentences can be related, not only in term of the ideas they share, but also term of jobs they perform within the discourse – that is, in term of functions. The objects of discourse analysis, discourse, writing, talk, conversation, communicative event, etc. are variously defined in terms of coherent sequences of sentences, propositions, speech acts or turns-at-talk.

Discourse analysis involves the study of language in use comparing with an analysis of structural properties of language divorced from communicative function (Cook, 1989). All linguists – from the phonetician, through the grammarian, to the discourse analyst – are concerned with the identifying regularities and patterns in language. The ultimate aim of this analytical work is both to show and to interpret the relationship between these regulations and the meanings and the purposes expressed through discourse.

Discourse analysis has been taken up in a variety of social science disciplines, including linguistics, anthropology, sociology, cognitive psychology, social psychology, international relations and communication

studies, each of which is subject to its own assumptions, dimensions of analysis and methodologies.

Another important aspect of discourse analysis is that of application. Many discourse studies have been motivated by concern with language teaching, with speech analysis, with the writing or reading process, and with genre and register analyses.

2.4 Spoken and Written Discourse

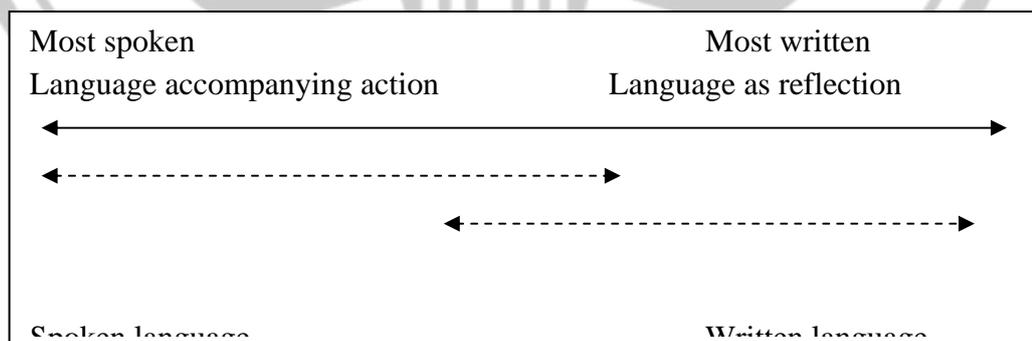
Spoken and Written languages differ in number of ways. Written language is not simply speech written down. Speaking and writing are manifestations of the same linguistic system but in general they encode meaning in different ways because they have evolved to serve different purposes. Many linguists, like Nunan, Halliday, Gerot and Wignell agreed that speech precedes writing, spoken language emerged before written language. So, spoken and written language has different characteristics, but they do not absolute.

Refers to Gerot and Wignell (1995: 158) stated that 'written language' does not only refer to language which is written down. Likewise the term 'spoken language' does not only refer to language which is said aloud. They illustrated, if someone reads an academic paper aloud the features of language are more like those of written language than spoken language. Similarly if we transcribe language, the written down version has more in common with spoken language than it does with written. What is at issue here is not just the

medium through which language is transmitted but, more importantly, they way meanings are encode.

Still refers to Gerot and Wignell (1995 : 158), spoken language is typically more dependent on its context than written language is. In contrast written language tends to be more independent of its immediate context While, Nunan (1993 : 8) mentioned that written language does, in fact, perform a similar range of broad functions to those performed by spoken language – that is, it is use to get things done, to provide information and to entertain. Meanwhile, Hammound et al (1992 : 5) described the relationship between spoken and written language viewed as a continuum, from ‘most spoken’ on the one hand to most written on the other. This view can be represented diagrammatically as shown in figure1.2 below :

Table 2.5 Spoken and Written Diagram



The term ‘ most spoken’ refers to language interaction where language most closely accompanies action, and where there is list physical distance between participants. More detail, in similar term, Gerot and Wignell described the differences between spoken and written language as below :

**Most Spoken****Most written**

Context dependent

context independent

Language in action

language as reflection

Language as process
(dynamic)language as product
(synoptic)

By concentrating on points towards either end of the scale above, it is possible to identify that spoken language tends to be complex grammatically and written language tends to be complex lexically. Spoken language tends to be grammatically intricate whereas written language tends to be lexically dense.

2.4.1 Grammatical **Intricacy**

In spoken language the content tends to be spread out over a number of clauses with complex logico-semantic relations among them. The work of meaning is spread out. The number of contents word per clause tends to be low but the number of clauses per clause complex quite high. There also tends to be a high proportion of grammatical words per clause.

Content words are words such as nouns, verbs, adjective and adverbs. These words carry much of the experiential content of the clause. Grammatical words, on the other hand, come from closed sets of option. These are words prepositions, conjunctions, auxiliary verbs, modals verbs, pronoun and article. (Gerot and Wignell, 1995: 162)

2.4.2 Lexical Density

In making the meaning of a text clear for readers who do not share the physical context, the writer necessarily increases the amount of information in a text. As usual way of systematically comparing the amount of information in each text is through a calculation of lexical density (Halliday : 1985) as cited in Hammond (1992 : 7). This is calculated by dividing the total number of lexical items by the number of clauses in the text, thereby giving a ratio of the average number of lexical items per clause in the text.

2.5 Levels of Literacy

Wells (1991:52-53) described four levels of literacy, as cited in Jenny Hammond (1992). The first level is what he calls *performative*.

The emphasis at this level is on the code as code. Becoming literate, according to this perspective, is simply matter of acquiring those skills that allow a written message to be decoded into speech in order to ascertain its meaning and those skills that allow a spoken message to be encoded in writing, according the conventions of letter formation, spelling and punctuation. At the performative level it is tacitly assumed that written messages differ from spoken message only in the medium employed for communication.

The second level described by Wells is what he calls *functional*

This perspective emphasizes the uses that are made of literacy in interpersonal communication. To be literate, according to this perspective, is to be able as a member of that particular society to cope with the demands of everyday life that involve written language.

Example given by Wells include reading a popular newspaper, writing a job application, following procedural instruction.

The third level referred to by Wells is what he called *informational*.

At this level, then, the curricular emphasis on reading and writing – but particularly – is on the student's use for accessing the accumulated knowledge that is seen as the function of the school to transmit.

The fourth level described by Wells is what he called *epistemic*.

... To be literate is to have available ways of acting upon and transforming knowledge and experience that are in general unavailable to those who have never learned to read and write.

Wells places the aesthetic aspect of language as art (literature, poetry) at this level.

2.6 Teaching – Learning Language

1. The best way to teach language.

Richard (2007) said that we are now at what has been termed *the post method era*. In this era we need the best method to teach a second or foreign language. As language teaching moved away from a search for the perfect method, attention shifted to how teachers could develop and explore their own teaching through *reflective teaching* and *action research*. (Richard, 2007). He argued that Communicative approaches in language teaching has survived into the new millennium. Because it refers to a diverse set of rather general and uncontroversial principles Communicative Language Teaching

can be interpreted in many different ways and used to support a wide variety of classroom procedure. The principle themselves can be summarized as follows :

- (1) The goal of language is communicative competence
- (2) Learners learn a language through using it to communicate
- (3) Authentic and meaningful communication should be the goal of classroom activities
- (4) Fluency and accuracy are both important dimension of communication
- (5) Communication involves the integration of different language skills
- (6) Learning is a gradual process that involves trial and error

Several contemporary teaching approaches such as *Content Based Instruction*, *Cooperative Language Learning*, and *Task-Based Instruction* all claim to be application of these principles and hence continue as mainstream approaches today.

2. Teaching – Learning Cycle

Classroom programming is based on four stages in Teaching-Learning Cycle (Callaghan and Rothery, 1988) as cited in Jenny Hammond (1992) which are aimed at providing support for learners as they move from spoken to written text.. The four stages are :

Stage one – Building of Context or field of the topic or text-type.

Classroom tasks and activities at this stage enable learners to:

(1) A range of communicative activities designed to enable students to share, discuss Explore cultural similarities and differences related to the topic including :

- Processes involved in achieving a goal such as visiting the doctor or applying for a job.
- Shared experiences such as knowledge and experience of finding accommodation

(2) Practice grammatical patterns relevant to the topic or text type

(3) Build up and extend vocabulary relevant to the topic or text type.

Tasks and activities might include :

- (4) Use of visual- photograph, filmstrips, videos – to build context
- (5) Hands-on' activities such as making bread, going on excursions, etc
- (6) Reconstructing and discussing 'hands-on' activities when back in the classroom, and argue about aspects of topic
- (7) Language lesson focused on vocabulary or grammatical patterns
- (8) Introducing learners to a broad range of written texts related to the topic, such as school brochures, notes, newsletters.
- (8) Developing reading strategies appropriate to texts, including predicting, skimming, scanning, or identifying the logo.

Stage two – Modeling the genre under focus

This involves preparing the learner for reading and writing by :

- (9) Focusing on the genre as a written or crafted object

(10) Discussing the social function of the genre and the purpose intended by the reader or writer

(11) Analyzing characteristic schematic structure and grammatical patterns.

Stage three – Joint Construction of genre

At this stage , the aim is for the teacher to work with the learners to construct a similar text. The emphasis at this stage is on the teacher providing guidance and support in order to convert and reshape language from the spoken to the written mode.

Stage four – Independent Construction of the genre.

At this stage, will be able learners to:

Incorporate knowledge of schematic structure and grammatical patterns into their own writing

Produce written texts that approximate control of the genre

Read other examples of genre in contexts outside the classroom

Feel confident about writing the genre in contexts outside the classroom.

2.7 Standar Isi- Standar Kompetensi (Content Standard-Competence Standard)

Permendiknas (Minister of National Education Regulation) No. 22, 2006, stated about the *Standar Isi* for elementary and high school levels. This regulation is a basic guide for the implementation of KTSP or *Kurikulum Tingkat Satuan Pendidikan* (Curriculum for Each Education Levels). The discussion of this study is to find short functional text that are used in year X English textbook specified in the *Standar Isi*.

For Senior High School, the teaching or learning process is aimed to bring the students come to the *informational* level to prepare them to enter college or education at tertiary level . The objectives of the teaching - learning process for the students are as follows :

- a. Improving their communicative competence orally and literally up to come or get the *informational* level.
- b. Understanding the importance of English to increase their ability in global competition.
- c. Raising their understanding for the relationship between language and culture.

The form of *Standar Isi* is called *Standar Kompetensi*. The complete standard competencies, particularly about **short functional texts** in year X that are cited from BSNP or *Badan Standar Nasional Pendidikan* (National Standard of Education Bureau) are as follows :

Year X, Semester 1

Competence Standard	Basic Competence
<p>Listening</p> <p>Understanding meaning of short functional texts and simple monolog texts of <i>recount, narrative, and procedure</i> in daily life context.</p>	<ul style="list-style-type: none"> - Responding meaning accurately, fluent and applicable in simple oral short functional texts (i.e announcement, advertisement, invitation, etc) formal and informal in many daily life contexts. - Responding meaning simple monolog texts using various oral language accurately, fluent and applicable in many daily life contexts in texts : <i>recount,</i>

<p>Speaking</p> <p>Expressing meaning short functional texts and monolog in texts : recount, narrative and procedure in daily life contexts.</p> <p>Reading</p> <p>Understanding meaning written short functional texts and essay in texts : recount, narrative, and procedure in daily life contexts to access knowledge.</p> <p>Writing</p> <p>Expressing meaning of written short functional texts and simple essay in texts : recount, narrative, and procedure in the daily life contexts.</p>	<p><i>narrative, and procedure</i></p> <ul style="list-style-type: none"> - Expressing meaning short functional texts (i.e announcement, advertising, invitation, etc.) formal and informal using various oral language in many daily life contexts - Expressing meaning simple monolog texts using simple various oral language accurately, fluent and applicable in many daily life contexts in texts : <i>recount, narrative, and procedure</i> <p>Responding meaning written short functional texts (i.e announcement , advertisement, invitation, etc) formal and informal, accurately, fluent and applicable in daily life contexts to access knowledge.</p> <p>Responding meaning and ways of written rhetoric texts of essay accurately, fluent and applicable in the daily life contexts and to access knowledge in texts : <i>recount, narrative and procedure</i></p> <p>Expressing meaning of written short functional texts (i.e announcement, advertisement, and invitation, etc) formal and informal using various written language accurately, fluent</p>
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	and applicable in daily life contexts. Expressing meaning and ways of rhetoric accurately, fluent and applicable by using various written language in texts : <i>recount</i> , <i>narrative</i> and <i>procedure</i>
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Year X, Semester 2.

Competence Standard	Basic Competence
<p>Listening</p> <p>Understanding meaning of short functional texts and simple monolog texts of <i>narrative, descriptive, and news item</i> in daily life context.</p>	<ul style="list-style-type: none"> - Responding meaning accurately, fluent and receiving in simple oral short functional texts (i.e announcement, advertisement, invitation, etc) formal and informal in many daily life contexts. - Responding meaning simple monolog texts using various oral language accurately, fluent and applicable in many daily life contexts in texts : <i>narrative, descriptive, and news item</i>
<p>Speaking</p> <p>Expressing meaning short functional texts and monolog in texts : <i>narrative, descriptive and news item</i> in daily life contexts.</p>	<ul style="list-style-type: none"> - Expressing meaning short functional texts (i.e announcement, advertising, invitation, etc.) formal and informal using various oral language in many daily life contexts - Expressing meaning simple monolog texts using simple various oral language accurately, fluent and applicable in many daily life contexts in texts : <i>narrative,</i>

<p>Reading</p> <p>Understanding meaning written short functional texts and essay in texts : <i>narrative, descriptive and news item</i> in daily life contexts to access knowledge.</p>	<p><i>descriptive and news item</i></p> <ul style="list-style-type: none"> - Responding meaning written short functional texts (i.e announcement , advertisement, invitation, etc) formal and informal, accurately, fluent and applicable in daily life contexts to access knowledge. - Responding meaning and ways of written rhetoric texts of essay accurately, fluent and applicable in the daily life contexts and to access knowledge in texts <i>narrative, descriptive, and news item</i>
<p>Writing</p> <p>Expressing meaning of written short functional texts and simple essay in texts : <i>narrative, descriptive and news item</i> in the daily life contexts.</p>	<ul style="list-style-type: none"> - Expressing meaning of written short functional texts (i.e announcement, advertisement, and invitation, etc) formal and informal using various written language accurately, fluent and applicable in daily life contexts. - Expressing meaning and ways of rhetoric accurately, fluent and applicable by using various written language in texts : <i>narrative, descriptive and news item</i>

(The original text of *standar isi* can be seen in appendeces.)

2.9 Understanding Text – Reconstructing the Context

To understand a text, we can reconstruct its context of situation. Gerot and Wignell (1995:12) point out that there is a systematic relationship

between context and text. The wordings of texts simultaneously encode three types of meaning : *ideational, interpersonal, and textual*.

Ideational meanings are meanings about phenomena, about things (living and non living, abstract and concrete), about going on (what the things are or do) and the circumstances surrounding these happenings and doings. These meanings are realized in wordings through Participants, Processes, and Circumstances. Meanings of kind are most centrally influenced by the *field* of discourse.

Interpersonal meanings are meaning which express a speaker's attitudes and judgments. Meaning are realized in wordings through what is called *Mood* and *Modality*. Meanings of this kind are most centrally influenced by tenor of discourse.

Textual meanings express the relation of language to its environment, including both the verbal environment – what has been said or written before (co – text) and the non - verbal, situational environment (context). These patterns are realized through patterns of theme and cohesion. Textual meanings are influenced by *mode* of discourse.

Halliday achieved explicitness in his model of context by developing a conceptual framework containing the three functional variables of situation : 'field', 'tenor', and 'mode' (Halliday, 1978: 222). These concepts serve to interpret the social context of atext, the environment in which meanings are being exchanged.

CHAPTER III

METHOD OF INVESTIGATION

3.1 Research Design

The main purpose of the study is to describe communicative purpose, text structure and language feature of short functional texts and essays in English Text Book Grade X. Furthermore in this study I use descriptive analysis. As mentioned by Koenjtaraningrat (1986: 29), descriptive analysis is analysis that aims at describing the existence of condition through the activity of collecting the data and clarifying the hypothesis. In other words this study will use qualitative research design.

In order to gain the objective of this study I present the technique of gathering data, procedure of collecting data, technique for analyzing data and method of interpreting the result.

3.1.1 Technique of Gathering Data

3.1.1.1 The Object of the Study

The object of this study is short functional texts and essays that will be collected from a sample of English Textbook used in grade X. The choice of the sample is based on the Senior High School Teacher's Recommendation who were teaching the X level of *Madrasah Aliyah Negeri* in ex – *Bakarlin Pati*. They are teacher's of MAN 1 Pati, MAN 2 Pati, MAN 1 Kudus, MAN 2 Kudus, MAN 1 Jepara, MAN 2 Jepara, MAN Rembang, MAN Lasem and MAN Blora. Based on their

recommendation, the English text book that they use in grade X from nine of the *Mdrasah Aliyah's* (Islamic Senior High School) , four of them use *Look Ahead an English Course for Senior High School year X* by Sudarwati and Grace, 2006; 2 of them use *English Better Life Grade X* by Yuliani and Permaty, 2005; 2 of them use English Texts in Use by Yusak et al , 2005 and 1 of them use a worksheet produced by Local English Teachers Association. Because much of them use *Look Ahead an English Course for Senior High School Students year X*, by Sydarwati and Grace so I choose the book as the object of the study.

3.1.1.2 Data

The data of this study is short functional texts (clauses) and essays namely announcement , advertisement, invitation, diary written, post – card, short e-mail, campaign flyer, guide speech, newspaper report, short letter,instruction , congratulation card, newspaper head lines that are found in *Look Ahead an English Course for Senior High School Students year X* by Sudarwati and Grace.

3.2 Procedure of Collecting Data

First, English Textbook Grade X recommended by English Senior High School (SMA/MA) is chosen purposely. Weiss (1994) as cited in Maxwell (1996 : 70) stated that many qualitative interview studies do not use samples at all, but panels. He said, “People who are uniquely able to informative

because they are expert in an area or were privileged witnesses to an event, this is one form of purposeful sampling.”

Maxwell (1996: 70) also cites that Patton (1990) describes in different types of sampling that can be employed in qualitative research, almost all of which are forms of purposeful sampling.

Second, Several short functional texts and essays were collected, they were read and numbered on a piece of paper as data. There are 21 written texts in *Look Ahead, an English Course Book for Senior High school Students Year X* as a population.. Tuckman (1978 : 227) states population is a group about which the researcher is interested in gaining the information and drawing conclusion. For the study I take 15 texts as samples to be analyzed randomly. Saleh (2001:34) mentions that the limitation for determining sample may use rules as below :

Population	Sample
100 down	50 %
101	30 – 50 %
501	20 – 30 %
1000 up	15 – 20 %

Based on the statement I has 71, 43 % of the population.

3.3 Technique for analyzing data

Data analysis is probably the aspects of qualitative research that most clearly distinguishes it from experimental and survey research. Strategy for analyzing data I use main categorizing strategy in qualitative research, that

is **coding** proposed by Maxwell (1996: 76). From coding in qualitative research which consists of applying a pre - established set of categories to the data according to explicit, unambiguous rules, with the primary goal being to generate frequency counts of the items in each category. By coding I want to fracture the data and rearrange it into categories that the comparison of data within and between these categories and aid in the development of theoretical concept.

The technique for analyzing data in this study is:

- (1) Reading text one by one
- (2) Describing the communicative purpose of the text
- (3) Analyzing the text to get the schematic structure
- (4) Describing lexicogrammatical features characterized in the text to describe linguistics features of those texts specified in *Standar Isi*
- (5) Describing kind of genre of the text
- (6) Summarizing the communicative purpose and linguistic features that are used in short functional text in the textbook
- (7) Interpreting to what extent the short functional texts match with the communicative purposes or speech function and their linguistic features match the literacy levels specified in *Standar Isi*.

CHAPTER IV

ANALYSIS AND DISCUSSION

4.1 Register Analysis in Practice

In order to investigate the communicative purpose, text structure, and linguistic feature of short functional text (SFT) produced by *Look Ahead for Senior High Student Year X* (by Sudarwati, 2007), the textbook is analysed in systemic functional linguistic (SFL) proposed by Halliday and R Hasan (1980). So, in analysing SFT, I use the concept of “register“. By register I can describe a variety of language associated with recurrent communicative situation or set of communicative role.

A conceptual framework containing the three functional variables of situation : ‘field’, ‘tenor’, and ‘mode’

Text 1. (p. 12)

Condolences

We wish to express our deepest
Condolences on the passing of
Amir Daud
The first chief editor of **The Jakarta Post**
(78 years of age) on Saturday, Sept, 9'
2006

His body is laid out at jl.Sawo Raya
No 2 Rawamangun, East Jakarta.
Burial will be in Tanah Kusir Cemetery
South Jakarta
on Sunday, Sept, 10, at 10 am.
May God Almighty bless and keep him
Always
The management and staff of

4.1.1 Analysis of text 1

The register analysis of text 1 is- as follow :

Field : Expressing sympathy stated through condolences statement on a newspaper to show deep sorrow. We can see it in the first line, “condolences”and in second line, “we wish to express our deepest condolences”. The author uses formal lexis. Superlative degree of “deep”, that is “deepest” expressed that the death of addressee had made the author’s feeling so sad.

Tenor : Staff of the Jakarta Post as a colleague to the readers included the family of deceased (Amir Daud). High formality are constructed. From first line till end sentence the present tense is used.

Mode : The text is written to be read, does not invite feedback. It is formal written text.

4.1.2 Communicative Purpose

From the register I can determine that the communicative purpose of the text is that the authors (the management and staff of the Jakarta Post) express sympathy. They show their sympathy through written text published or announced in a newspaper. It can be seen in line 2 and 3, “ *we wish to express our deepest condolences on the passing of ...*”, and line 12, “ *May God Almighty bless and keep him always*”. Besides this, the author also inform when and where the burial will be held. . We can see the information in line 10 – 12.

4.1.3 Text Structure.

The schematic structure of text 1 is : **expressing condolences** ^ **Opening statement** ^ **Sequence of related statement.**

Expressing condolences begins with , “*condolences* “. (first line), then followed by the introduction of the topic to readers, that is condolences on the passing of Amir Daud. We can see in sentence *We wish to express our deepest condolences on the passing of Amir Daud,*

the first chief editor of The Jakarta Post (78 years of age on Saturday, Sept 9, 2006)

It seems the **opening statement** included in expressing condolences that is *the passing of Amir Daud, the firsts chief editor of The Jakarta Post (78 years of age on Saturday, Sept 9, 2006).*

Sequence of related statement is shown in the sentence *His body is laid out at Jl.Sawo Raya no 2, Rawmangun, East Jakarta , Burial will be in Tanah Kusir Cemetery, South Jakarta, Sept 10, at 10 am.*

4.1.4 Significance Lexico – grammatical Features .

The participants of the text are the writer (the Management and Staff of the Jakarta Post) and readers, including the family of deceased. The text focuses on **information** about the death of Amir Daud and giving sympathy of the death. The text is also supported by circumstances of time and place.

There are 5 clauses in the text. From 5 clauses I found kinds of verbs. There are mental process (3), material process (1), existensial process (1). Mental process become the dominant one. The examples of process found in this text are :

Mental process

We *wish* to express our deepest condolences on the passing of Amir Daud.

May God Almighty *bleess* and *keep* him always.

Material Process

His body *is laid* out at Jl.Sawo Raya no.2 Rawamangun, East Jakarta

Existential Process

Burial *will* be in Tanah Kusir Cemetery

The tenses that are found are simple present tense (3) and simple future tense (1). The simple present tense becomes the dominant one. The examples of tenses that occur in this text are :

Simple Present Tense :

We wish to express our deepest condolences on the passing of Amir Daud.

His body is laid out at Jl.Sawo Raya no 2 Rawamangun, East Jakarta.

May God Almighty and keep him always.

Future Tense :

Burial will be in Tanah Kusir Cemetery, South Jakarta on Sunday Sept.10,at 10 a.m.

Based on the analysis above , it proves that the text is expressing sympathy (condolences) extended with announcement since the communicative purpose is besides showing sympathy on the passing away of someone also tells information to the readers about when and where a certain activity takes place. Furthermore, it is called **expressing condolences extended** since the schematic structure of the text is not only the schematic structure of announcement, opening statement ^ sequence

of related statements, but we can also see expressing sympathy (condolences) in first line. I can say that the text is not a pure announcement text, but it is a mixture between announcement and expressing sympathy (condolences).

The tenses that occur in the text are present tense and simple future tense. The text is dominated by simple present tense as an important segment in reports. Other characters that occur to prove and support report genre of this short functional text focuses on generic participant (Amir Daud). The verbs that occur in the text are mental process, material process and existential process. But the mental process becomes dominant one. So, the text may be called **report text in modification**.

Text 2.(p.17)

<p>Flores, Indonesia</p> <p>Dear Hendri,</p> <p>Here we are in Flores! Flores is undoubtedly one of the most beautiful places in Indonesia if you like to get 'off the beaten track' I started off with Redo in Maumere and took an amazing journey over the mountain village called Detusoko. We managed to wake up at 4 to see the three different colored lakes at dawn. It was truly an inspiring. I would love to go back to Flores one day.</p> <p>Best wishes</p>	<p>-----</p> <p>M. Hendrison</p> <p>-----</p> <p>Mambo Street no-5-----</p> <p>-----</p> <p>Bekasi – 1745</p> <p>Indonesia</p>
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4.2.1. Analysis of text 2.

Register analysis of text 2 is as follow :

Field : Tell information about a specific place (Flores). The information tells to the author's experiences in that place.

Tenor : The participant is informant as a friend to reader as her friend.

We can see it from colloquial term such as, " if you like ...," is a representation of informal lexis. The participants are relative close. We can see it at the closing, " Best wishes". This phrase is expressing close relation feeling. It is personal letter (*English Plus* : 2007).

Mode : The text was written to be read . Although the aauthor did not invite feedback or reply, but there is a possibility the reader (M.Hendrison) gave feedback as his response to the experience information.

4.2.2 Communicative Purpose of Text

From the register I can determine that the communicative purpose of the text is that the author wants to tell her experiences to reader (M Hendrison) when she was visiting Flores.

4.2.3 Text Structure

The schematic structure of text 2 is **Salutation**
^Orientation^Events^ Evaluation^Reorientation^Closing.

Salutation is opening cited in first line of the letter. The author used the salutation ,” Dear Hendri,”

To show her tribute to the reader as friend, namely Hendri. Greeting is usually cited in writing letters or post cards.

Orientation is presented in line 2 and 3 inform about Flores. Those sentences are *Here we are in Flores. Flores is undoubtedly one of the most beautiful places in Indonesia.*

The event stage has 2 sentences. The sentences describe the author’s experiences in Flores. She informed about an amazing journey and coloured lakes. These sentences are *I started off with Redo in Maumere and took amazing journey over the mountain village called Detusoko and We managed to wake up at 4 to see the tree defferent coloured lakes at down.*

Evaluation has 1 sentence. The sentence tells the comment of the author about Flores.

Reorientation is also 1 sentence. It tells the conclusion of author’s experiences. The sentence : *I would love to go back to Flores one day.*

Closing has 1 phrase. The post card is closed with phrase *Best Wishes, Devisa* . It is common closing for post card or informal letter.

4.2.4 Significant Lexico – grammatical Features .

The text focuses on Devisa’s experiences when visiting Flores. Flores become the subject of this story.

There are 9 clauses in the text. The processes that occur in the text are: 1 relational process, 2 existential processes, 4 material processes, 2 mental processes.

Relational process :

Here we are in Flores

Existential process :

Flores is undoubtedly one of the most beautiful places in Indonesia ...

It was truly our inspiring

Material process :

I started off ...

And took an amazing ...

We managed to wake up at 4

To see the three different colored lakes at dawn

Mental process:

If you like to get off ...

I would love to go back...

The tenses that occur in this text are : simple present tense (3), past tense (5), past future tense (1).

Simple present tense :

Flores is undoubtedly one of the most beautiful places in Indonesia ...

If you like to get off ...

To see the three different colored lakes at down

Past tense

It was trully our inspiring

I started off ...

It was trully our inspiring

We managed to wake up at

Past Future Tense

I would love to go back.

Based on analysis above, it can be concluded that the short functional text in the form of post card above is recount genre since the communicative purpose is to tell events for the purpose of informing or entertaining to reader and the schematic structure contains of Orientation^Events^Evaluation^ Reorientation^closing.

Text 3. (24)

To : Rachmat@telkom.net.com

From : Regan@google.com

Subject : Mugged on air

Last Tuesday was a nightmare in my life . I've never been in such an experience. (1 when I was about to deliver an on – site report from a local settlement (2) then somebody mugged me. He pulled a gun and pointed it at my head (3) next he threatened me, “ Give me your cellphone or I will kill you”. I give him my cellphone but (4) then he also asked for my other belongings (5). Lastly I complied and the show went on without my report.

4.3.1 Analysis of text 3

Register analysis of text 3 is as follow :

Field : Talking about experience of being mugged while on air.

Tenor : A friend from abroad to a friend in Indonesia. We can see on first line (To : Rachmat@telkom.net.com) and second line (From : Regan@google.com)

Mode : The text is sent through the e-mail. It is a formal witten text since the tenses that the author chose is past tense, such as the sentence *Las Tuesday was a nightmare in my life.*

4.3.2 Communicative Purpose of text

From the register I can determine that the communicative purpose of the text is that the author telling what happened in the past through sequence of events to his friend in Indonesia. The subject is Regan. He told about his experiences of being mugged on air to his friend, Rahmat by e-mail. The addressee is an Indonesian because Rahmat is a common name in Indonesia. Besides this, the address @telkom.net.com is a website in Indonesia.

4.3.3 Text Structure

The schematic structure of text 3 is **Addressee ^ Narrator ^ Subject ^ Orientation ^ Events ^ Re – Orientation.**

Addressee is found in first line (Rachmat@telkon.netcom). **Narrator** is found in second line (Regan@google.com), and **Subject** is in third one (Mugged on air). **Orientation** of the text is in the first sentence of the e-mail *Last Tuesday was nightmare in my life* and then followed by **Events**. The first event in the sentence *when I was about to deliver an-on site report from a local settlement then somebody mugged me*. The second event in sentence *He pulled a gun and pointed it at my head*. The third event in sentence *He also asked for my other belongings*. **Re-orientation** is in the last sentence *Lastly, I complied and the show when on without my report*.

4.3.4 Significance Lexico – grammatical Features .

The text is a form of short e - mail. It uses a specific participant and use of personal pronouns to identify people. There are 2 participants, Regan and somebody .The pronouns are I , he and him .

The text consists of 13 clauses. The process that occurs in text is relational process (3). Material process (8), verbal process (1), mental process (1). The example processess in the text are :

Relational Process :

Last Tuesday *was* a nighmare in my life.

I *'ve never been* in such an experience.

When I *was* about to deliver an on – site report from a local settlement.

Material Process

Then somebody *mugged* me

He *pulled* a gun

And *pointed* it at my head

Give me your cellphone

Or I *will kill* you

I *give* him my cellphone but

Then he also *asked* for my other belongings

The show *went* on without my report

Verbal process

Next he *threatened* me,

Mental process :

Lastly I *complied*

The tense that occurs in the text is past tense, present tense and future tense. Past tense become the dominant one The examples of tense as follow :

Past Tense

Last Tuesday was a nightmare in my life

I was about to deliver an on – site report from a local settlement

He pulled a gun and pointed it at my head.

He threatened me,

I gave my cellphone but ..

He also asked me for my other belongings.

Lastly I complied and the show went on without my report.

Present tense :

Give me your cellphone

I give him my cellphone

Present Future Tense :

Or I will kill you

The use of temporal sequence , *when, then, next, lastly*. The use of adverb and adverb of phrases , *in my life, from a local settlement, at my head, without my report*.

Based on analysis above, the text belongs to recount genre since the communicative purpose is to tell the readers what happened in the past through a sequence of events. Regan recounts of being mugged on air to Rahmat. Beside that, the text has a schematic structure Orientation ^ Event ^ Event ^ Event ^ Re – orientation. The text is not an original recount but **recount text in modification** because the text is written an sent through the e – mail so the text modified by **addressee, name of narrator and subject / topic**.

Text 4. (p.43)

Jayapura Street 25

Yogyakarta

27 June 2005

Dear Mr Indian,

I have just learned of the death of Tommy, your beloved pet. I share the grief that you are going through at this moment and convey my heartfelt condolences.

Please do not hesitate to write and tell me if I can be of any help to you in this hour of sorrow.

Sincerely yours,

4.4.1 Analysis of Text 4.

Register analysis of text 4 is as follow :

Field : Expressing sympathy in a letter of condolence. We can see in a sentence *I share the grief that you are going through at this moment and convey my heartfelt condolences.*

Tenor: Young man to old man. We can see it in the use of salutation : :
Dear Mr Indian. The word Mr is used to address an honoured older people. It is personal letter (*English Plus*, 2007)

Mode: It is written text. From the clause and sentences, it can be seen that the text is written text because it uses formal language, complete pattern, such as *I have just learned of the death of Tommy, your beloved pet.*

4.4.2 Communicative Purpose of the Text

From the register I can determine that the communicative purpose of the text is that the author is expressing sympathy to the reader through a letter of condolence. We can see it in sentence *I share the grief that you are going through at this moment and convey my heartfelt condolences .*

4.4.3 Text Structure

The schematic structure of the text is : **Opening ^ Orientation^Personal Ccomment^Clossing.**

Opening can be seen in the salutation *Dear Mr Indian*. The text is a form of personal letter so opening is usually placed in first line before writer write main purpose of the letter.

Orientation is provided in the first paragraph. It consists of general statement and condolence statement. We can see general statement in sentence *I have just learned of the death of Tommy, your beloved pet*. Condolence statement can be seen in sentence *I share the grief that you are going through at this moment and convey my heartfelt condolences*.

Personal comment is found in second paragraph. It provides author's comment to the death of Tommy, his friend's beloved pet. We can see in sentence *Please do not hesitate to write and tell me if I can be of any help to you in this hour of sorrow*.

Closing can be seen in the last sentence of the letter, *Sincerely yours*. As mentioned in a previous sentence, the text is a form of personal letter, the author uses a closing phrase to end the letter.

4.4.4 Significance Lexico – grammatical Features

The text is a form of a letter. It uses a specific participant and use of personal pronouns to identify people. There are 3 participants, Mr Indian, the addressee; Belle, the author and Tommy are being spoken. The pronouns are I, you and your.

Based on the text above, there are 8 clauses. Mental processes occurs in 5 clauses, 2 material processes, relational process (1). Mental process becomes the dominant one.

The example processes in this text are :

Mental process:

I have just *learned* the death of Tommy, your beloved pet

I *share* the grief

that you *are going through* at this moment.

Convey my heartfelt condolences.

Please do not *hesitate*

Material process :

To write

Tell me if ...

Relational Process

I *can be* of any help to you in this hour of sorrow

The text uses noun phrases e.g., *the death of Tommy, beloved pet, the grief, this moment my heartfelt, condolences, any help, this hour of sorrow.*

The tenses that occur in this text are : present perfect tense (1), present tense (6), present continuous tense (1). Present tense becomes the dominant one. The examples of tenses that occur in this text are :

Present perfect tense :

I have just learned of the death of Tommy, your beloved pet.

Present Tense :

I share the grief that ...

Convey my heartfelt condolences

Please do not hesitate

to write

and tell me ...

I can be of any help to you in this hour of sorrow.

Present Continuous Tense

You are going through at this moment

Based on the analysis above this is a factual text, a kind of letter that has specific generic structure because the text is a letter of condolence. The generic structure is opening ^ orientation ^ personal comment ^ closing. The orientation of the text gives expressing sympathy. In personal comment the author persuade the addressee not to be sad , she also offer a help. I can summerise that the text is form of condolence letter.

Text 5 (p.75)



hotel royal taipei



ROOM 1036

When Checking Out :

- Check out by 12.00 noon
- Be sure to take all your personal belongings
- Leave your keys at the front desk
- Ask for the bill and pay at cashier's desk

In Case of Fire :

- Go to the nearest FIRE ALARM box and pull the alarm. Fire extinguishers are available next to each fire alarm box.
- Follow the signs to the nearest EMERGENCY EXIT in the

4.5.1 Analysis of Text 5.

Register analysis of text 5 is as follow:

Field : An instruction should be obeyed by persons in a hotel. The instructions are when checking out and in the case of fire.

Tenor : Hotel manager and readers or person who lives or rents in the hotel.

Mode :The text is written to be read with no elements of spoken language

4.5.2 Communicative Purpose of the Text

The communicative purpose of the text is that the author, the hotel manager, helps us do tasks with set of instruction or through a sequence of action or steps. Due to the text is produced by the hotel manager of Hotel Royal Taipei when checking out and in case of fire, so he means helping / guiding reader (renter of the room) what the room renter should do when checking out and in case of fire.

4.5.3 Text structure

The generic structure of the text is **Goal ^ steps ^ Goal ^ steps**

We can see the goal in clause *when checking out*.

We can see the steps in clauses : *check out by 12.00 noon, Be sure to take all your personal belongings, Leave your keys at the front desk, Ask for the bill and pay at the cashier's desk.*

We find the goal again in line 6 in clause *In Case of Fire*. After that we find steps. The steps are in clauses : *Go to the nearest FIRE ALARM box and pull the alarm. Fire extinguishers are available next to each fire alarm box; Do not use elevators; follow the signs to the nearest EMERGENCY EXIT in the order to evacuate the building.*

4.5.4 Significance Lexico-grammatical Features :

The text focuses on set of instructions when Checking Out and In Case of Fire.

There are 9 clauses in the text. From 9 clauses I found kinds of verbs. There are behavioral process (1), material process (7), relational process (1) . Material process becomes the dominant one. The examples of process found in the text are:

Behavioral process :

Check out by 12.00 noon

Material Process

Be sure to *take* all your personal belonging

Leave your keys at the front desk

Ask for the bill

And *pay* at cashier's desk

Go to the nearest FIRE ALARM box

And *pull* the alarm

Follow the signs to the nearest EMERGENCY EXIT

Relational Process

Fire extinguishers *are* available next to each fire alarm box

The tense that occur in the text is simple present tense. All the clauses are present tense, mainly imperative. They are :

Check out by 12.00 noon

Be sure to take all your personal belongings

Leave your keys at the front desk

Ask for the bill and pay at the cashier's front desk

Go to the nearest FIRE ALARM box and pull the alarm. Fire extinguishers are available next to each fire alarm box.

Do not use elevators

Follow the signs to the nearest EMERGENCY EXIT in the order to evacuate the building

Other language features that supported the texts are :

Use of action verbs, e.g., *leave, go to, follow, to take pay, pull.*

Use of noun phrase. They are *personal belongings, keys, front desk, bill, cashier's desk, fire alarm extinguishers, elevators, emergency exit, the building.*

Use of adverbial phrases :

12.00 noon

Use of prepositional phrase :

By, at, next, to, in.

Based on the analysis above the text is modified procedure text since the generic structure is goal ^ steps ^ goal ^ steps. As we know, procedure text has generic structure goal ^material^ steps. We can see the pattern from Gerot and Wignell (1994: 2006). The text gives 2 main

informations to the readers in a hotel. They are to follow instructions when checking out and in case of fire.

Text 6. (p. 123)

Dearest Mom.

Mom, I couldn't wait to tell you about my new girl friend. Last month I met a girl in my college. Her name is Elizabeth I call her Lizzy for short. She comes Jakarta but she lives in Semarang with her aunt. Lizzy is a slim girl of average height. Her short wavy jet-black hair makes her look young and fresh. She is charming and gentle girl and has a pleasant manner. I like her because she understands me very much and she is always ready to hear my opinion.

Mom, when are you going to Semarang again ? When you do, I will introduce Lizzy to you. Mom, I'm sure you'll like her very much. So, I'm expecting to see you soon. Bye, Mom

Love,

George

4.6.1 Analysis of text 6

Register analysis of text 6 is as follow:

Field : A letter about Author's girl friend, Elizabeth. We can see it from sentence *Mom, I couldn't wait to tell you about my new girl friend*. The author gives information about Elizabeth and describe her in detail. We find the description from the sentence

Lizzy is a slim girl of average height. Her short wavy jet-black hair makes her look young and fresh, etc.

Tenor : A son to his mother. We can see from opening letter, *Dearest Mom. Bye, Mom.* Beside that the kind mode of language used indicates their relationship is a son to mother.

Mode : The text is a combination of written and spoken text. It is because the author uses written mode but in other hand he also use spoken mode. Written mode can be seen in sentences, such as *Last month I met a girl in my college; Her name is Elizabeth; I call her Lizzy for short; She comes from Jakarta ...etc. They are complete sentences and pattern.*

4.6.2 Communicative Purpose of Text.

From the register I can determine that that the communicative purpose of the text is that the author gives information about his new girl friend to his mother. We can see it from the sentences *Mom, I couldn't wait to tell you about my new girl friend.* In order that his mother knows well the information, the author also describes his new girl friend. in detail, like in sentence *Lizzy is a slim girl of average height. Her short wavy jet-black hair makes her look young and fresh; etc.* Moreover, by describing her new girl friend in detail, the author wants to know his mother's response mo. And he hopes his mother will give sympathy to his girl friend because the author was brave enough to express his

feeling about his new girl friend to his mother like in the *sentence I like her because she understands me very much and she is always ready to hear my opinion. She is charming and gentle girl and has pleasant manner.*

4.6.3 Text Structure

The schematic structure of the text 6 is **Opening ^ Identification ^ Description ^ some personal comment.**

This text is started with opening because it is a letter form. We can see the opening in the phrase *Dearest Mom,*

Identification consists of 4 sentences that inform about George's new girl friend, Elizabeth. This event begun tby starting to tell a detailed information about Geoge's new girl friend. It is started from the sentences : *Mom, I could't wait to tell you about my new girl friend. Last month I met a girl in my college. Her name is Elizabeth. I call her Lizzy for short.*

Description stage has 4 sentences. This stage describes George's new girl friend. Where she comes from. What she looks like. This event is started with the sentence *She comes from Jakarta but she lives in Semarang with her aunt. Lizzy is a slim girl of average height. Her short wany jet-black hair makes her look young and fresh. She is a charming and gentle girl and has apleasant manner.*

In this text I find personal comment. It can be understood because the text is a kind of personal letter (English Plus: 2007). Besides describing information in detail, the author also gives comment to what he described. This event can be seen in sentences *I like her because she understands me very much and she is always ready to hear my opinion.*

The closing stage of this text has 5 sentences. This event is closed with the question when George's mother is going to Semarang again. George promises to introduce her new girl friend to her and also he confidences that his mother will like Goerge's girl friend (Elizabeth) This event is started with the sentence *Mom, when are you going to Semarang agani ?When you do, I will introduce Lizzy to you, Mom.*

4.6.4 Significance Lexico-grammatical Feature

The text focuses on information about Elizabeth, George's new girl friend.

Based on the text above, there are 24 clauses. Material processes occur in 7 clauses, relational processes occur in 7 clauses, mental processes occur in 6 clauses and behavioral processes occur in 2 clauses. I find 2 minor clauses as address (vocative). Material processes become the dominant one. The example of process in this text are :

Material process :

Mom, I couldn't *wait*

to tell you about my new girl friend.

I *call* her Lizzy for short She *comes* Jakarta

Her short wavy jet-black hair *makes* her look young and fresh

When you *do*

I will introduce Lizzy to you, Mom.

Relational Process :

Her name *is* Elizabeth

Lizzy *is* a slim girl of average height

She *is* charming and gentle girl

and *has* a pleasant manner

and she *is* always ready to hear my opinion

when *are* you *going* to Semarang again ?

Mental Process :

I *like* her

she *understand* me very much

I'm sure you'll *like* her very much.

So, I'm *expecting*

to *see* you soon

Behavioral process :

Last month I *met* a girl in my college.

she lives in Semarang with her aunt

clause as address (vocative):

Dearest Mom,

Love, George

The tenses that occurs in the text are : Past Tense (2), Present Tense (8), Future Tense (3), Present Continuous Tense (1). Present Tense becomes the dominant one. The examples of tenses that occur in this text are :

Simple Past Tense :

Mom, I couldn't wait to tell you about my new girl friend

Last month I met a girl in my college.

Simple Present Tense :

Her name is Elizabeth I call her Lizzy for short.

She comes Jakarta

but she lives in Semarang with her aunt.

Lizzy is a slim girl of average height.

Her short wavy jet-black hair makes her look young and fresh.

She is charming and gentle girl and has a pleasant manner.

I like her because she understands me very much.

She is always ready to hear my opinion.

Future Tense ;

Mom, when are you going to Semarang again ?

When you do, I will introduce Lizzy to you.

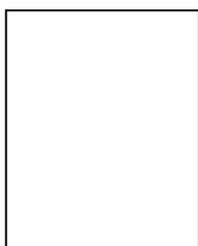
Mom, I'm sure you'll like her very much.

Present Continuous Tense :

So, I'm expecting to see you soon.

Based on the analysis above this text is **modified description text** since the generic structure is opening ^ identification ^ description ^ personal comment As we know, procedure text has generic structure identification ^ description . We can see the pattern from Gerot and Wignell (1994: 2006). Besides that the communicative purpose of the text is the author giving information about his new girl friend to his mother. He describes in detail so that his mother will know her well and supposes that his mother will like her. The author also gives personal comment about his new girl friend. Because of that ,I call the text is **modified description text**. We can understand it since it is a form of a letter.

Text 7 (p.134)

MISSING

Dian, a three-year old girl, has been reported missing. She has short curly hair and dimples when she smiles. She was last seen wearing a white shirt and red shorts.

If you see a child who looks like the little in the picture, please call the nearest Police Station or Mr. Jeckyl at 9333-3333

4.7.1 Analysis of text 7.

Register analysis of text 7 is as follow :

Field : Announcement of missing about a three – year old girl. For easy identification, the author describes the participant in detail, like in sentence line 2 (*she has short curly hair and dimples when she smiles*).

Tenor : Publisher of newspaper or family of missing girl or police station publications to everyone who read this announcement.

Mode : The text is written to be read text with no element of spoken language. It can be seen from its formal text. Also from sentece *If you see who looks like in the picture please call ..*

4.7.2 Communicative Purpose of the Text.

From the register I can determine that the communicative purpose of the text is that the author giving information about the missing of a three year-old girl. In order that the reader could easily identify the girl, the author describes the features of the girl. The author also requests response from readers if they see the girl. It can be seen from the sentence *If you see a child who looks like the little girl in the picture, please call the nearest Police Station or Mr Jeckyl at 9333-3333*

4.7.3 Text Structure

The generic structure of the text is **Title ^ Identification ^ Description ^ Personal statement.**

The title of the text is *missing*.

Identification occurs in first sentence *Dian, a three – year old girl, has been reported missing.*

Description occurs in 2 sentences. They are *She has short curly hair and dimples when she smiles. She was last seen wearing a white shirt and red short.*

In last part of the text we find personal statement. It occurs in sentence *If you see a child who looks like the little girl in the picture, please call the nearest Police Station or Mr Jeckyl at 9333-3333.*

4.7.4 Significance Lexico – grammatical Feature

The text focuses on information about the missing of Dian, a three – year old girl. Dian becomes the subject of the information.

The text has 7 clauses. Relational processes (attributive) occur in 2 clauses. Verbal process occur in 1 clause. Mental processes occur in 2 clause. Behavioral process occurs in 1 clause. Material process occurs in 1 clause. The examples of process in the in the text are :

Relational Process (attributive) :

She *has* short curly hair

A child who *looks like*

Verbal process :

Dian, a three – yearold girl, has been *reported* missing.

Mental Process :

She was last *seen* wearing a white shirt and red short

If you *see* a child ..

Behavioral process :

... dimples when she smiles

Material Process :

Please *call* the nearest Police Station ...

The tenses that occur in the text are present perfect tense (1), past tense (2), Present tense (3). Present tense becomes the dominant one.

Present Perfect Tense :

Dian, a three – year old has been reported missing.

Past Tense :

She was last seen wearing a white shirt and red shorts.

Present Tense :

She has short curly hair and dimples when smiles.

If you see the child who looks like the little girl in the picture,

Please call the nearest Police Station

The text use adjectives and compound adjectives such as *Dian, a three – year old, She has short curly hair, dimples. She was last seen wearing a white shirt and red short.*

Linking verb was also found in the text such as *looks like*.

Besides that I found circumstances of time and place . Circumstances of time occurs in sentence she was *last* seen wearing a white shirt and red short. Circumstances of place occurs in clause please call *the nearest Police Station or Mr Jeckyl at 9333-3333*.

Based on the analysis above , the text is modified description text since the generic structure of the text is title ^ identification ^ description ^ personal statement. As we know that description text has generic structure identification ^ description as cited in Gerot and Wignell (1994: 208). The communicative purpose of the text is the author giving information about the missing little girl. And ask readers who see the girl descibed in the information to report or call Police Station or Mr. Jeckyl. From the language features we can say that the text is modified description text, because besides language features of the txt : use of dominant relational process and mental process, use adjectives and compound adjectives phrase, linking verb, simple present tense, the text is extended by personal statement.

Text 8 (page.134)

Vote for Susan Daron

Susan's English Teacher, Mrs. Trim, says:
Susan is very popular girl among her classmate. She has an easy - going personality and is friendly and understanding. Although she has a lot of ideas and opinion of her own, she always listens to other people's point of view and

The Headmaster of Senior High School, Mr. Sugeng Says:
Susan has been studying in Sukabelajar for the past two years. She always takes a leading part in organizing event, and is popular with all members of this school. She has a happy way of getting almost everyone to work with her, and I personally think that she would make an

4.8.1. Analysis of text 8

Register analysis of text 8:

Field : Campaign flyer of a candidate for a class chairman. It can be seen from first clause *Vote For Susan Daron*

Tenor : constituent of susan to voter (member of class).

Mode : The text is written to be read. It use complete pattern and formal lexis although this is a campaign flyer.

4.8.2 Communicative Purpose of Text

From the register I can determine that the communicative purpose of the text is that the author persuades the reader (voter) to choose Susan Daron as chairman of the class. To make sure that the readers will vote for Susan, the author uses a campaign flyer with testimonies from Susan's English Teacher and The Headmaster Of the Senior High school. The campaign flyer describes What Susan looks like, her personality, her talents and her ideas.

4.8.3 Text Structure

The schematic structure of the text 8 is **Goal ^ Orientation ^ Identification ^ Description.**

Goal of the text can be seen in the clause *Vote For Susan Daron.*

Identification occurs in first sentence of Mrs. Trim says, e.g *Susan* is very popular girl among her classmates. and first sentence of of Mr Sugeng says, e.g, *Susan* has been studying. Orientation occurs in 2 clauses. They are *Susan's English Teacer, Mrs Trim, says :* and *The Headmaster of Senior High Schol, Mr Sugeng says :*

Description occurs in what Mr Trim and Mr Sugeng say. It is started from sentence *Susan is a very popular girl among her classmates* until in last sentence *She has a happy way of getting*

almost everyone to work with her, and I personally think that she would make an excellent class chairwoman.

4.8.5 Significant Lexicogrammatical Feature

The text focuses on the campaign flyer to vote for Susan Daron becomes the Subject of of the whole information.

Based on the text above, there are 15 clauses. Relational process occurs in 7 clauses. Verbal process occurs in 2 clauses. Material process occurs in 4 clauses. Mental process occurs in 2 clauses. Relational process becomes the dominant one. The xamples of process in this textS are :

Relational process :

Susan *is* a very popular girl among her classmates.

She *has* an easy going personality

And *is* friendly and understanding

Although she *has* a lot of ideas and opinions of her own

She always *takes* a leading part in organization events

And is popular with all members of this school

She *has* a happy way of getting almost everyone to work with her

Verbal Process :

Susan's English teacher, Mrs trim , *says* :

The Headmaster of Senior High School, Mr Sugeng, says :

Material Process :

She always *listens* to other people's point of view.

And never *tries* to vorce her opinions on other people

She would *make* an excellent class chairwoman.

She has been *studying* in Sukabelajar for the past two years.

Mental Process :

Vote for Susan Daron

I personally *think* that.

Beside that, the text uses: noun phrase , e.g.: *a very popular girl, friendly, understanding getting, a happy way of.*

Focus on specific participant : *Susan*

The tenses that occur in the text are simple present tense (8). Present perfect tense (1).

Simple Present Tense:

Susan is very popular girl among her classmates

She has an easy going personality and is friendly and understanding.

Although she has a lot of ideas and opinions of her own,

She always listens to other people's point of view, and

Never tries to force her opinions on other people.

She always takes a leading part in organizing events, and is popular with all members of this school.

She has happy way of getting almost everyone to work with her, and personally think that

she would make an excellent class chairwoman

Present perfect continuous tense :

She has been studying in sukabelajar for the past two years.

The text uses conditional sentence to strengthen the opinion, e.g. :
Although she has a lot of ideas and opinions of her own, she always listens to other people's point of view.

Based on the analysis above the text is **modified description** since the generic structure of the text is goal ^ orientation ^ identification ^ description. As we know that the pattern of description text refers to Gerot and Wignell (1994: 208) is identification ^ description.

To produce a campaign flyer, one can combine the generic structure of text type to achieve their communicative purpose (*K-6 English Syllabus*, 1994 :101).

The communicative purpose of the text is to persuade people to choose or vote for Susan Daron as a chairwoman of the class. To support the campaign, the author asked some influential people to persuade others to vote Susan Daron.

Text 9. (p.149)

Good morning, Ladies and Gentlemen. I'm Riantiarno, your guide on this " Kariminjawa Beach National Park" trip.

Ladies and Gentlemen, Karimunjawa Beach National Park is one of the best tourist resorts in Central Java. It belongs to Jepara Regency.

Karimunjawa island consist of 27 island , rich in flora and fauna under the sea water. Karimunjawa is about 83 kilometers from the west of Kartini beach, Jepara. Karimunjawa has a shark preservation. We can also see Dewandaru trees live around the island

4.9.1 Analysis of text 9

Register analysis of text 9 is as follow :

Field : Guide speech during a trip. He gives information and describes spot trip.

Tenor : Tourist guide and tourist in a trip.

Mode : The text is a spoken text. It can be seen from the gambit *good morning, ladies and gentlemen.*

4.9.2 Communicative Purpose of the text

From the register anlysis I can determine that the communicative purpose of the text is that the guide tells information about Karimunjawa by describing it to tourist. It can be seen from sentence in line 3 to 4: *Ladies and Gentlement, Karimunjawa Beach National Park is one of the best tourist resorts in central Jawa.*

4.9.3 Text Structure

Generic structure of the text nine is : **Orientation** ^ **Identification** ^ **description**.

The orientation consists of a gambit and one sentence. The gambit is *Good morning, Ladies and Gentlemen*. One sentence that expresses orientation is *I'm Riantarno, your guide on this " Karimunjava Beach National Park " trip*.

The stage description is started from the second paragraph. It is begun with a gambit again *Ladies and Gentlemen, Karimunjava Beach is one of the best tourist resorts in Central Java. It belongs to Jepara Residen* until the last sentence *We can also see Dewandaru trees live around the island*.

The explanation describes Karimunjava Beach National Park in detail. What Karimunjava is, where it lies, what it has, and what is the interesting about it

4.9.4 Significant Lexicogrammatical Features

The text focuses on one particular place, namely *Karimunjava Beach National Park*.

Based on the text above, there are 11 clauses. Two clauses are gambits . Existensial process occurs in 3 clauses. Relational process occurs in 3 sentences. Mental process occurs in 1 clause. There is 1 clause of Behavioral process. Relational process (attributive) and

existential process become the dominant one. The examples of process in this text are

Gambits / greeting

Good morning, Ladies and Gentlement.

Ladies and Gentlemen.

Existensial process :

I'm Riantarno, your guide on this “ Karimunjava Beach National Park” trip.

Karimunjava Beach National Park *is* one of the best tourist resorts in Central Jawa

Karimunjava *is* about 83 kilometres from west of Kartini beach, Jepara.

Relational process :

It *belongs* to Jepara Regency.

Karimunjava island *consists* of 27 island,

Karimunjava has a shark preservation

Mental process :

We can also *see*

Behavioral Process

Dewandaru trees *live* around the island

The tense that occurs in the text is present tense. All of the sentences use simple present tense. Some of the examples are :

I'm Riantarno, your guide on this " Karimunjava Beach National Park" trip.

Karimunjava Beach Nasional Park is one of the best tourist resorts in Central Jawa.

The Karimunjava islands consist of 27 islands.

Etc.

Based on the analysis above, this text is **modified description text** since the generic structure of the text is orientation ^ identification ^ description. As we know that the pattern of description refers to Gerot and Wignell (1994:208) is identification ^ description. In other words the text has specific structure because in society life to gain the communicative purpose, people usually combine many text structures.

Besides that, although the text is written but actually the text uses spoken language since in the first line of text uses the gambit *Ladies and Gentlemen*.

Text. 10 (p. 152)

The Chairman and Director of General Mercantile Ltd

Request the presence of Mr. & Mrs. Frank Jackson

To the opening ceremony of the branch office
Of General Mercantile

At 300, Victoria Street, London EC

At 7 pm

On Thursday, 1th April 2007

Evening dress

RSVP to the secretary

4.10.1. Analysis of text 10

Register analysis of text 10 is as follow :

Field : Invitation. We can see the invitation from first clause *The chairman and Director of General Mercantile Ltd. request the presence of....*

Tenor : Chairman and director of General Mercantile Ltd. to the relations (friends and colleagues)

Mode : Written text. It is written text because of the use of formal lexis. The text invites feedback. It can be seen from the last phrase RSVP that means asking for a reply.

4.10.2. Communicative Purpose

From the register I can determine that the communicative purpose of the text is that the author invites their relations and colleagues to be present at the opening of the branch office of General Mercantile at 300 Victoria Street London E.C. This purpose can be seen from sentence *The Chairman and Director of General Mercantile Ltd request the presence of*

Mr & Mrs Frank Jackson. It is informed when and where the ceremony is held. Also, I found what kind of dress the visitors should wear, i.e. : evening dress.

4.10.3. Text Structure

The schematic structure of text 10 is **Personal invitor (chairman)** ^ **Invitation Phrase** ^ **Addressee** ^ **Content** ^ **Circumstances** ^ **Note**.

The personal invitor of the text is the Chairman and Director of General Mecantile Ltd. **Invitation** phrase is in the phrase *request the presence of* from the phrase we know that the purpose of the text is that the author invites Mr and Mrs Frank Jakson.

The content (subject matter) can be seen in the phrase *to the opening ceremony of the branch office of General Mercentile*.

The addressee is *Mr and Mrs Frank Jackson*

The circumstances are in the clause *at 300, Victoria Street, London EC*. and *at 7 pm, on Tuesday , 1st april 2007*.

4.10.3 Significant Lexicogrammatical Features

The participants of the text are the invitores (the chairman and Director of General Mercantile Ltd.) and addressee (Mr. And Mrs. Frank Jackson.)

There are 3 clauses in the text. From 3 clauses I found only 1 verb in 1 clause. The verb is mental process. The 2 clauses are elliptical clauses. Circumstances are also found in this text.

The mental process found in the text is in clause *The Chairman and Director of General Mercantile Ltd requests the presence of Mr. and Mrs. Frank Jackson to the opening ceremony of the branch office of general mercantile*.

The elliptical clauses are in clauses *evening dress* and *and RSVP to the secretary*. The clauses *evening dress* is meant to give information to

the visitors or addressees that they should wear evening dress to attend the ceremony or in other words the writer wants to say *you should wear evening dress to attend the party*. The clause RSVP to the secretary means give information or politely requesting the visitors or addressees to confirm that they are attending the party to the secretary. If the clause is written in complete sentence it may be like *Please reply to the secretary if you could come*.

There are 2 circumstances in the text, circumstance of place and circumstance of time. The circumstance of place is *at 300, Victoria Street, London Ec*. But according to the rule of English grammar the preposition for place use *on* (Hornby, 1975). We found the text use *at* for at 300 Victoria street. Escape of the little correction the circumstances means where the ceremony will be held.

There are 2 the circumstance of time in the text, namely *at 7 p.m* and *on Thursday, 1st April 2007*. The circumstance is an important part in an invitation because it gives information when the ceremony will be held.

The tense that occurs in the text is simple present tense. It can be seen in the clause *The chairman and Director of General Mercantile Ltd request the presence of Mr. And Mrs. Frank Jackson*

Based on the analysis above, I can determine that the text is short functional text in the form of invitation since the main purpose of the text is inviting the addressee to come to the opening party.

From the language features we know that to make the invitation the writer writes the chairman rightly, then followed by the word request as an inviting word. Other important part in this text is circumstances of time and place. They are always mentioned in the invitation. Usually in the invitation there is an added note at the bottom of the text. The note may inform kinds of dress. We did not find opening and closing greeting, and neither did we find their names at end of the letter. Although the text is

written, we can see the writer use spoken language such as *evening dress* and *RSVP to the secretary*. Those clauses are simple with extensive meaning.

Aslo, we found that the text actually uses only one complex sentence. Furthermore the verb used is only one verb phrase e.g *request*. In other words English invitation text is simple, we can just use 1 complex sentence.

Text 11 (p.153)

Jalan Duku 33
Salatiga

Dear Mr. Hutabarat,
I am writing to convey my warmest congratulations on your appointment to the post of Director in the Oil and Natural Gas Commission.

I am delighted to see that the many years of service that you have rendered to this organization have been rewarded. I wish you all the best.

Yours sincerely,
- - - -

4.11.1. Analysis of text 11

Register analysis of text 11 is as follow :

Field : Congratulations letter. It can be seen from the sentence *I am writing to convey my warmest congratulations on your appointment to the post of director in the Oil and Natural Gas Comission.*

Tenor : A friend to a friend (relation). It is a personal letter (English Plus : 2007) It can be seen from the opening salutation *Dear Mr. Hutabarat* and closing salutation *yours sincerely.*

Mode : The text is written text to be read and it may invite feedback.

4.11.2. Communicative Purpose

From the register I can determine that the communicative purpose of the text is that the author conveying congratulation through congratulation letter to his friend, Mr. Hutabarat. It can be seen in first sentence *I am writing to convey my warmest congratulations on your appointment to the post of Director in the Oil and Nature Gas Commission.*

4.11.3. Text Structure

The schematic structure of the text is **Addressee ^ Conveying Congratulation ^ Content ^ Related Statement ^ Closing salutation.**

Addressee begins with *Dear Mr. Hutabarat.* (first line). We found salutation in the stage then followed by the **conveying congratulation** (second line). We can see it in the sentence *I am writing to convey my warmest congratulations*

Content occurs on clause *on your appointment to the post of Director in the Oil and Natural Gas Commission.*

Related Statement occurs in the second paragraph , beginning with *I am delighted to see that many years of service that you have rendered to ...*It conveys the writer's feeling about the matter.

Closing salutation is written in the end of the letter, namely *Yours sincerely*, then the writer's name (Franky Mangarangap).

4.11.4. Significant Lexicogrammatical Features

The participants of the text are the writer, Franky Mangarangap and his friend, Mr.Hutabarat. The text focuses on conveying congratulations for the post of director from the author (Franky Mangarangap) to his friend / relations / colleague. The text is supported by salutation and circumstance of place.

There are 9 clauses in the text. From 9 clauses I found 3 kinds of verbs, material process (3) and mental process (3), Relational Process (1

). The others are minor clauses (2). The examples of process found in this text are :

Material Process :

I am writing

That you *have rendered*

to this organization *have been rewarded*

Mental Process :

To convey my warmest congratulations on your appointment ...

to see that the many years of service

I wish you all the best

Relational Process (attributive)

I am delighted

Minor Clause is found in salutations

Dear Mr.Hutabarat

Your sincerely ,Franky Mangarangap

The tenses that occurs in the text are present continuous tense (1), present tense (2), present perfect tense (2). Present tense becomes the dominant one. The examples of the text are :

Present Continuous Tense :

I am writing to convey my warmest congratulations on your appointment to the post of Director in the Oil and Natural Gas Commission.

Present Tense :

I am delighted to see that many years.....

I wish you all the best

Present Perfect Tense :

That you have rendered.....

To this organisation have been rewarded.....

Circumstances of place :

Jalan Duku 33 Salatiga. It informs where the letter **was** made.

Based on the analysis above, the text is a congratulations letter since the communicative purpose of the text is to convey congratulations . Furthermore, it is called short functional text. The schematic structure for the text is **addressee ^ conveying congratulations ^ content ^ related statement ^ closing** salutation.

The tenses that occur in the text are present continuous tense, simple present tense and present perfect tense. Simple present tense becomes the dominant one. Other characters that occur in the text are the use of salutation in opening letter e.g *dear Mr. Hutabarat*, circumstance place that informs where the letter **was** made, and the title and the name of the writer.

Text. 12. (p.154)

Dear Sandra and Tom

Congratulations

Have a nice New Home

4.12.1. Analysis of text 12

Register analysis of text 12 is as follow :

Field : Expressing congratulations through a congratulations card. It is expressed in *Congratulation*

Tenor : It is a personal congratulation card. The relation between the author and addressee is a friend or relative. We can see from the *Dear Sandra and Tom*

Mode : It is written text. We can see from salutation *Dear Sandra and Tom*

4.12.2 Communicative Purpose

From the register I can determine that the communicative purpose of the text is that the author express congratulation for a nice new Home of Jeff and Hellen through congratulations card. We can see it from the phrase *Congratulations Have a nice New Home*.

4.12.3 Text Structure

The schematic Structure of the text is **addressee ^ Conveying Congratulation ^ content ^ Sender**.

The addressee is found in the first line, beginning with *Dear Sandra and Tom*, then followed **with conveying congratulations** e.g *Congratulation* then followed the **content** of the text in sentence *Have a Nice New Home*. **Sender of the text** is *Jeff and Helen*.

4.12.4 Significance Lexico-grammatical Features

The participants of the text are Sandra, Tom, Jeff and Hellen. The text focuses on expressing congratulation from Jeff and Hellen to their friends, Sandra and Tom.

There are 4 clauses in the text. All of them are minor clauses. Referring to Gerot and Wignell (1995: 83) there are 3 types of minor clause : address (vocative), greeting, and exclamation. In text 12, I found 2 of them are *address type*, one of them is *exclamation type* and the last one is *major clause (dependent clause)*.

The examples of clause in the text are :

Address

Dear Sandra and Tom

Jeff & Hellen

Exclamation

Congratulations

Major Clause (Dependent)

Have a nice New Home

The tense that occurs in the text is simple present tense. We can see it in the clause *Have a Nice New Home*. If the author of the text writes the complete text it may look like *You have a nice new home*.

Based on the analysis above, the text is short functional text of the congratulations card type. Minor clause becomes dominant for expressing the communicative purpose since the text is written just for a card. The writers do not need many sentences to express their communicative purpose. By short text the addressee understood what the sender meant.

In scrutinizing the structure of the text I can conclude that for making a saying card, especially a congratulations card we just write **addressee ^ convey saying ^ content ^ sender**. For paying honour, we may add solution.

In addition, I found the letter used in the text is different with common letter. Pay attention to the text *CONGRATULATION*, it uses capital letter, and so does the clause *Have a Nice New Home*, every first word of the clause uses capital letter.

Lay out of the text seems different with common text, addressee is written on top-left side of the paper, the expressing in the middle, and the sender is on the bottom - right – Side.

Text 13. (p. 168)

Forward

Purna Bhakti Pertiwi Museum is a place to preserve the historical evidence of Mr. Suharto's struggle and service to the country and nation from early independence up to the era of national development.

As a tourist object, this museum also ~~houses~~ houses a number of the finest works of art presented to Mr. and Mrs. Suharto by friends as well as colleagues from all corners of the world.

Through this booklet, one will have a glimpse at Purna Bhakti Pertiwi. It covers the meaning and material of the existing collections, consisting of various kinds and forms of the works of art, which makes this museum appealing to visit.

4.13.1 Analysis of Text 13

Register analysis of text 13 is as follow :

Field : Foreward of booklet contains description of a museum. It gives information about what the Purna Bhakti Pertiwi Museum has to offer and who presents it. It can be seen from first paragraph (*Purna Bhakti Pertiwi Museum is a place to preserve ...*) and second paragraph (*As a tourist object tis museum also houses a number of the finest works of art presented to Mr. And Mrs. Suharto ...*)

Tenor : Chairman of the museum and the visitors / tourists (paragraph 3).

Mode : The text is written to **be** read with no element of spoken language.

4.13.2 Communicative Purpose of Text

The communicative purpose of the text is to describe Purna Bhakti Pertiwi Museum (first paragraph). It also gives information what the museum has, who presents it and what the visitors will get (paragraph 3)

4.13.3 Text Structure

The generic structure of the is **Identification ^ Description.**

The identification becomes the opening of the text. It occurs in the first paragraph. It begins with *Purna Bhakti Pertiwi Museum is a place to preserve the historical evidence of Mr. Suharto struggle and service to the country...*

The description strage occurs in the second and third paragraph. The second Paragraph describes parts of the museum and informs about the finest works of art presented to Mr and Mrs. Suharto. It can be seen in sentence *As a tourist object, this museum also houses a number of the finest works of arts presented to Mr. And Mrs. Suharto* Paragraph 3 describes the characteristics of the museum, like in sentence *It covers the meaning and material of the existing collections, consisting of various kinds and forms of the works of art, ...*

4.13.4 Significant Lexico - grammatical Features

The text focuses on the description about Purna Bhakti Pertiwi Museum, a place to preserve the historical evidence of Mr. Suharto's service to this country.

Based on the text above there are 5 clauses. Relational process occurs in 2 clauses, material process occurs in 3 clauses. Material process becomes the dominant one. The examples of process in this text are :

Relational process :

Purna Bhakti Pertiwi Museum is a place to preserve the historical evidence of Mr Suharto's struggle and service to the country and nation from early independence up to the era of national development.

Through this booklet, one will have a glimpse at purna Bhakti Pertiwi.

Material Process :

As a tourist object, this museum also houses a number of the finest works of art presented to Mr and Mrs. Suharto by friends as well as colleagues from all corners of the world.

It covers the meaning and material of the existing collections, consisting of various kinds and forms of the works of art,

Which makes this museum appealing to visit.

The tense that occurs in the text is simple present tense (4) and simple future tense (1). Simple present tense becomes the dominant one. The examples of tense that occur in this text are :

Simple Present Tense :

The Purna Bhakti Pertiwi Museum is a place to preserve the historical evidence of Mr Suharto's struggle and service to the country and nation from early independence up to the era of national development.

As a tourist object, this museum also houses a number of the finest works of art presented to Mr and Mrs. Suharto by friends as well as colleagues from all corners of the world.

It covers the meaning and material of the existing collections, consisting of various kinds and forms of the works of art,

Which makes this museum appealing to visit.

Simple Future Tense :

Through this booklet, one will have a glimpse at purna Bhakti Pertiwi.

The use of adjectives and compound adjectives are supported in the text. We can see them in clauses :

As a tourist object,

The meaning and material of the existing collections,

consisting of various kinds and forms of the works of arts

Based on the analysis above the text is a description text since the generic structure of the text is identification ^ description. Besides that the tense that occurs in the text, present tense becomes the dominant one. From 5 clauses, 4 of them are present tense. The use of adjective and compound andectives also supported the text.

Text. 14 (p. 179)

TWENTY- ONE KILLED IN ROAD ACCIDENT

SAUDI ARABIA : Twenty one people were killed when two vehicles collided on a highway near the Red Sea port city of Jeddah, a newspaper reported on Saturday.

Al-Riyadh newspaper said the accident occurred on Friday when a vehicle carrying 14 Yemenis and two Saudis tried to avoid a police checkpoint by going around it, and rammed into an incoming car carrying five passengers from Saudi Arabia , Egypt and Sudan.

Around 4000 people die each year in road accidents in

4. 14.1 Analysis of text 14

Register analysis of yext 14 is as follow :

- Field* : News item reported by a newspaper (Al- Riyadh Newspaper)
 We can see from the first line of the first paragraph. (*Twenty one people were killed when two vehicles collided on a highway near the Red Sea part city of Jeddah*)
- Tenor* : Journalist or news writer to public readers. We can see it from the source of the news . (Reuters)
- Mode* : It is written text to read with no element of spoken language.It uses complete pattern and formal lexis.

4.14.2 Communicative Purpose

From the register I can determine that the communicative purpose of the text is to inform the readers that there was an accident on a highway near the Red Sea Port of Jeddah. Twenty one people were killed in the accident. It is informed that the accident occurred on Friday when a vehicle carrying 14 Yemenis and 2 Saudis tried to avoid a police checkpoint. In the last paragraph the writer mentioned that around 4000 people die each year in road accidents.

4.14.3 Text Structure

The generic structure of the text is **Newsworthy events** ^ **Background events** ^ **Sources**.

Newsworthy event occurs in the beginning of the text (paragraph 1). We can see in sentence *Twenty – one people were killed when two vehicles collided on a highway near the Red Sea port city of Jeddah.*

Background events occurs in paragraph two. This stage begins with *Al-Riyadh newspaper said the accident occurred on Friday when a vehicle carrying 14 Yemenis and two Saudis tried to avoid a police checklis by going aroud it, and remmed into an incoming car c five carrying five passangers from Saudi Arabia, Egypt and Sudan.*

Sources occurs in third paragraph. It begins with *Around 4000 people die each year in road accidents in Saudi Arabia mainly due to reckleness – Reuters.*

4.14.4 Significant Lexico – grammatical Feature

The text focuses on the information about road accident that happened on a highway near the Red Sea port city of Jeddah. In the accident, twenty – one people were killed.

Information on the use of headlines can be seen in the text. The processes that are seen in the text are : Material process occurs in 6

clauses, Verbal Process occurs in 2 clauses. The use of passive sentences are supported in the text, as well as circumstances .

Information on the use of headlines :

Twenty – one killed in road accident.

Material Process :

Twenty – one people were killed

.....when two vehicles collided on a highway near the Red Sea port city of Jeddah

.....when a vehicle carrying 14 Yemenis

and two Saudis tried to avoid a police checkpoint by going around it

.....and rammed into an incoming car carrying five passengers from Saudi Arabia, Egypt and Sudan.

Around 4000 people die each year in road accidents in Saudi Arabia mainly due to recklessness.

Verbal Process (saying verbs) :

A newspaper reported on on Sunday

Al- Riyadh newspaper said

Passive Sentence :

Twenty-one were killed

Circumstances :

On a highway near the Red Sea port city of Jeddah (place)

The accident occured on Friday (time)

And rammed into an incoming car carrying five passangers from Saudi Arabia, Egypt and Sudan (place)

The tenses that occur in the text 14 are Past Tense (7 clauses) and Present Tense (1 clause). Past Tense becomes the dominant one. The examples of tenses in the text are :

Past Tense :

Twenty one people were killed

when two vehicles collided on a highway near the Red Sea port city of Jeddah,

a newspaper reported on Saturday.

Al-Riyadh newspaper said

the accident occurred on Friday when a vehicle carrying 14 Yemenis and two Saudis tried to avoid a police checkpoint by going around it,

and rammed into an incoming car carrying five passengers from Saudi Arabia , Egypt and Sudan.

Present Tense :

Around 4000 people die each year in road accidents in Saudi Arabia mainly due to recklessness - Reuters

Based on the analysis above the text is short functional text of News Item genre since the communicative purpose of the text is to inform readers about the road accident that happened on a highway near the Red Sea port city of Jeddah and the generic structure of text consists of Newsworthy event ^ Background event ^ Sources . The processes that occur in the text are material process, verbal process. The material process becomes the dominant one. Passive sentence and circumstances supported the newsworthy text.

Text 15 (p. 187)

Earthquake Jolt Japan Capital	
<p>TOKYO (Reuters) – A slight earthquake jolted the Japanese capital last night but authorities said there were no immediate reports of casualties or damage.</p> <p>A spokesman for the Japan meteorological agency said, “an earth tremor was registered in</p>	<p>The earth tremor struck shortly after midnight Tokyo time.</p> <p>Residents of central Tokyo said the tremor was the strongest in several months in the capital.</p>

4.15.1 Analysis of text 15

Register analysis of text 15 is as follow :

Field : News item reported by news office (Reuters). The newsworthy item is *earthquake jolts Japanese Capital*. The complete one can be seen in first paragraph of the text.

Tenor : Journalist or news writer with public reader. It can be seen in clause TOKYO (Reuters) – *a slight earthquake jolted Japanese*

Mode : It is written text to be read. It uses complete sentence and pattern. We can see it in sentence *A slight earthquake jolted the Japanese capital last night but authorities said there were no immediate reports of casualties or damage.*

4.15.2 Communicative Purpose

From the register I can determine that the communicative purpose of the text is to inform the readers that an earthquake jolted the Japanese capital and there were no casualties or damage. Also, the text informs how the earth tremor was.

4.15.3 Text Structure

The generic structure of the text is **Newsworthy events** ^ **Background events** ^ **Sources**.

Newsworthy events occur in the beginning of the text (paragraph 1). They begin with *A slight earthquake jolted the Japanese capital last night but authorities said there were no immediate reports of casualties or damage.*

Background events occur in second and third paragraph. They elaborated what happened and explain how the incident was. We may see it in sentence *A spokesman for the Japan meteorological agency said, "An earth tremor was ... etc* and sentence *The earth tremor struck shortly after midnight Tokyo time*

Sources stage occurs in last paragraph. They begin with sentences *Residents of central Tokyo said the tremor was the strongest in several months in the capital.*

4.15.4 Significant Lexico - grammatical Features

The text focuses on information about an earthquake which jolted the Japanese capital. The earth tremor did not cause casualties or damage. It struck shortly after midnight Tokyo time.

The processes that are seen in the text are : Material process (3), Verbal Process (3), Relational Process (3). The examples of process in the text are :

Material Process

A slight earthquake jolted the Japanese capital last night

An earth tremor *was registered* in Tokyo

The earth tremor *struck* shortly after midnight Tokyo time

Verbal process :

But authorities *said*

A spokesman for the Japan meteorological *said*

Resident of central Tokyo *said*

Relational Process :

There *were* no immediate reports of casualties or damage

But there *are* no reports of casualties or damage

The tremor *was* the strongest in several months in the capital

The tenses that occurs in text are Past tense that occurs in 8 clauses and present tense that occurs in 1 clauses. Past tense becomes the dominant one.

Past Tense :

A slight earthquake jolted the Japanese capital last night

An earth tremor was registered in Tokyo

The earth tremor struck shortly after midnight Tokyo time

But authorities said

A spokesman for the Japan meteorological said

Residents of central Tokyo said

There were no immediate reports of casualties or damage

The tremor was the strongest in several months in the capital

Present Tense :

But there are no reports of casualties or damage

Circumstances support the text. They are :

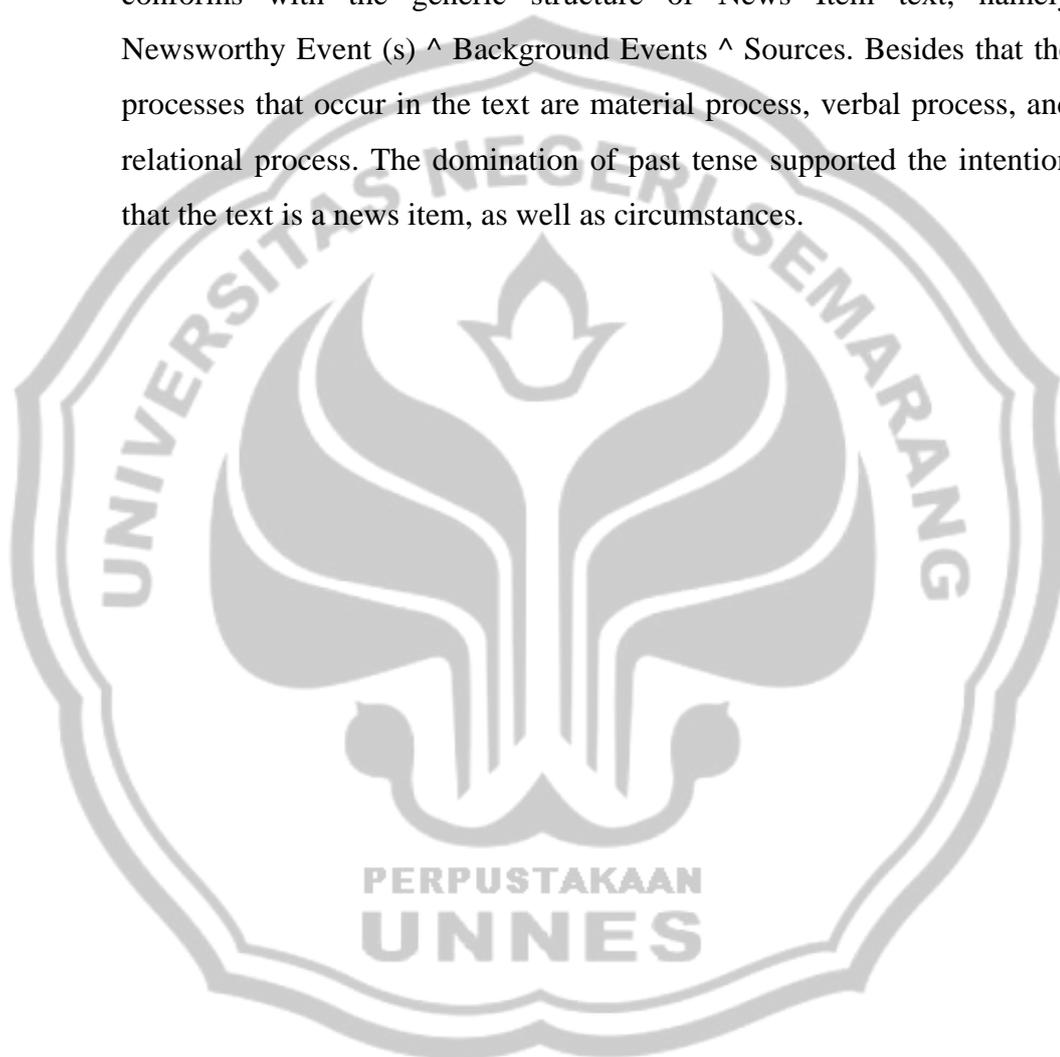
A slight earthquake jolted the Japanese capital last night

An earth tremor was registered in Tokyo

The earth tremor struck shortly after midnight Tokyo time

Residents of central Tokyo said the tremor was the strongest *in several months in the capital*

Based on the analysis above the text is essays of newsworthy because the communicative purpose is to inform the readers about the earthquake which jolted the Japanese Capital and the generic structure of the text conforms with the generic structure of News Item text, namely Newsworthy Event (s) ^ Background Events ^ Sources. Besides that the processes that occur in the text are material process, verbal process, and relational process. The domination of past tense supported the intention that the text is a news item, as well as circumstances.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

From 15 texts that are analyzed in chapter IV, it can be concluded that the short functional texts and essays that occur in the book are : *condolences statement, post card , short e-mail, letter of condolence, set of instructions (in a hotel), short letter, announcement of missing, campaign flyer, guide speech during a trip , invitation, congratulation letter, congratulation card, forward of booklet, and news report* (2). The short functional texts occur in texts 1,4,5,7,8,10,11 and 12. Essays occur in texts 2,3,6,9,13, 14 and 15

The communicative purpose of the SFT varies according to the type of the text. I found from 8 SFT, 2 of them express sympathy (*condolences*) .They are text 1 and 4. One text (text 5) give instruction, text 7 inform the missing, text 8 persuade to vote a chairman, text 10 invite to come to the party text 11 and 12 express congratulation . From 7 essays I found 2 texts, namely text 2 and 3 tell experience, 3 texts (6,9,13) describe people or things that is important to know by readers, last 2 texts give information about event of the day which are considered important.

Each text consist of schematic structure according to the genre of text. There are 3 texts that match to schematic structure of genre proposed by Gerot and Wignell (1995), namely : text 13, 14 and 15. On the other hand, there are many texts that have modified schematic structure or combinations

text types. We can see it in text 2, 3, 6, 7, 8, 9. The schematic structure of text 5 is included in the procedure text but incomplete. The other 5 texts have specific schematic structure according to the sequence and nature of the stages through which they develop and the grammar that is appropriate to each type. They are text 1, 4, 10, 11 and 12.

The language features of the texts is analyzed from elements of grammatical pattern relating to Processes, Participant, Circumstances and Pattern. The processes that occur in the texts are material process, mental process, existensial process and exclamation. Mental process becomes the dominant process in the five texts (text 1,4,10 and 12). The processes that occur in other 10 texts are material process, mental process, behavioral process, verbal process, relational process, existensial process. Material process becomes the dominant one, except in essays that describe things or people. The texts are dominated by relational process. The pattern of tense that occur in the texts are : Simple Present Tense, Present Perfect Tense, Present Continuous Tense , Simple Past Tense. Simple Present Tense and Past Tense dominate the occurrence in the texts. Circumstances of time,place and manner occur in most of the texts except in 12.Participants that occur in the texts are first, second and third person, single and plural.

Context of situation and culture emerge from the texts. We can see it from examples of context of situation produced by the texts. For instance, a condolence statement stated in a newspaper uses language differently from a

letter of condolence. Context of culture becomes the background in text 1, 2, 3, 4, 6, 9, 10,11, and 12.

The development of science and technology was accessed in the text. Text 3 proves that this book tries to accommodate the students' life need in technology, especially the ability to understand and / produce text through the internet.

It is not easy to conclude whether the text book balances between consideration of national and local need. Text 2 and text 9 may be called on effort to balance the last principle of this curriculum.

From the communicative purpose, the text structure, the language features, context of situation and culture displayed, and development of science and technology accessed in the text, I conclude that the textbook had covered the objective of English Lessons in SMA(Senior High School). In other words the principles of *KTSP* had been tried to apply in the textbook although some texts are needed to be revised or changed.

5.2 Suggestion

It is suggested that the readers, and especially teachers should not to ignore the genre applied in short functional text in the activity of reading and writing because the the competence to handle (to understand and produce) genre by students in grade X had been determined in *Standar Isi*

It is suggested that the author of the book should not to ignore the theoretical framework proposed by experts in linguistics. There many samples of short functional text need to be consulted by experts (Linguists).

The short functional text analyzed in this thesis is the simple example. There are a lot of SFTs that occur in social life that need to be analyzed. So, it is suggested that other researchers should analyze further in using data and different analysis



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Appendices

A. Form of SFT, Genre and Communicative Purpose of the Texts

Text Number	Form of SFT	Genre	Communicative Purpose
1	Condolences Statement	-	Expressing sympathy
2	Post Card	Recount	Tell experiences when visiting Flores
3	Short e – mail	Recount	Tell experiences of being mugged on air
4	Letter of Condolences	-	Expressing Sympathy
5	Instruction in a hotel	Procedure	Instruct do tasks with set instruction
6	Short letter	Description	Give information about his new girl friend to his mother by describing her to his mother
7	Announcement of missing	Description	Tell information about the missing of a three year-old girl and describe the features of the girl.
8	Campaign flyer	Description	Persuade the reader to choose Susan Daron as chairman of the class by describing what Susan looks like

9	Speech guide	Description	Give information about Karimun Jawa by describing it to tourists
10	Invitation	-	Invite their relation and colleagues to present at the opening of branch office
11	Congratulation letter	-	Conveying congratulation
12	Congratulation Card	-	Express congratulation through a card
13	Farward of Booklet	Description	Describe Purna Bhakti Pertiwi
15	News	News Item	Inform the readers that there was an accident on a highway near the red Sea port Citi of Jeddah
15	News	News Item	Inform the readers about an earthquake that jolted the Japense Capital

B. Schematic Structure of the Text

Text	Text type	Schematic Structure
1	Condolences statement	Expressing condolences ^ Opening statement ^ Sequence of Related Statement
2	Recount	Salutation ^ Orientation ^ Events ^ Evaluation ^ Reorientation ^ Closing
3	Recount	Addressee ^ Narrator ^ Subject ^ Orientation ^ Events ^ Reorientation
4	Letter of Condolences	Opening ^ Orientation ^ Personal Comment ^ Closing
5	Procedure	Goal ^ Steps ^ Goal ^ Steps
6	Description	Opening ^ Identification ^ Description ^ Some Personal Comment
7	Description	Title ^ Identification ^ Description ^ Personal Statement
8	Description	Goal ^ Orientation ^ Identification ^ Description
9	Description	Orientation ^ Identification ^ Description
10	Invitation	Personal invitor (Chairman) ^ Invitation phrase ^ Addressee ^ Content ^ Circumstances ^ Note
11	Congratulation Letter	Addressee ^ Conveying congratulation ^ Content a related statement ^ Closing salutation
12	Congratulation Card	Addressee ^ Conveying Congratulation ^ Content ^ Sender
13	Description	Identification ^ Description
14	News Item	Newsworthy Events ^ Background Events ^ Sources
15	News Item	Newsworthy Events ^ Background Events ^ Sources

C. Linguistic Feature of the Text

Text 1

No	Clauses	Process	Tenses
1	We wish to express our deepest condolences on the passing of Amir Daud The First chief editor of The Jakarta Post (78 years of age) on Saturday, Sept 9 ' 2006	Mental	Simple Present Tense
2	His body is laid out at jl.Sawo Raya No 2 Rawamangun, East Jakarta	Material	Simple Present Tense
3	Burial will be in Tanah Kusir Cemetery South Jakarta on Sunday, Sept, 10,at 10 am	Existensial	Present Future Tense
4	May God Almighty bless and keep him always	Mental	Simple Present Tense

Text 2

No	Clauses	Process	Tenses
1	Here we are in Flores	Relational	Simple Present Tense
2	Flores is undoubtedly one of the most beautiful places in Indonesia ...	Existential	
3	If you like to get off the beaten track	Mental	Simple present tense
4	I started off with Redo in Maumere	Material	Past tense
5	And took amazing journey over the mountain village called Detusoko	Material	past tense
6	We managed to wake up at 4	Material	Past tense
7	To see the different colored lakes at dawn	Material	Simple present tense
8	It was truly inspiring	Existential	Past tense
9	I would love to go back to Flores one day	Mental	Past Future tense

Text 3

1	Last Tuesday <i>was</i> a nightmare in my life.	Relational	Past Tense
2	I <i>'ve never been</i> in such an experience.	Relational	Past Tense
3	When I <i>was</i> about to deliver an on – site report from a local settlement	Relational	Past Tense
4	Then somebody <i>mugged</i> me	Material	Past Tense
5	He pulled a gun	Material	Past Tense
6	And <i>pointed</i> it at my head	Material	Present Tense
7	Next he <i>threatened</i> me,	Verbal	Present Future Tense
8	<i>Give</i> me your cellphone	material	Present Tense
9	Or I will <i>kill</i> you	Material	Past Tense
10	I <i>give</i> him my cellphone but	Material	Past Tense
11	Then he also <i>asked</i> for my other belongings	Material	Past Tense
12	Lastly, I <i>complied</i>	Mental	Past Tense
13	The show <i>went on</i> without my report	Material	Past Tense

Text 4

1	I have Just <i>learned</i> the death of Tommy, your beloved pet	Mental	Present Perfect Tense
2	I share the grief	Mental	Present Tense
3	that you are going through at this moment		Present Continuous Tense
4	Convey my heartfelt condolences	Mental	Present Tense
5	Plese do not hesitate	Mental	Present Tense
6	To write	Material	Present Tense
7	Tell me if		Present Tense
8	I can be of any help to you in this hour of sorrow	Relational	Present Tense



Text 5

1	<i>Check out by 12.00 noon</i>	Behavioral	Present Tense
2	Be sure <i>to take</i> all your personal belongings	Material	Present Tense
3	<i>Leave</i> your keys at the front desk	Material	Present Tense
4	<i>Ask</i> for the bill	Material	Present Tense
5	And <i>pay</i> at cashier's desk	Material	Present Tense
6	<i>Go</i> to the nearest FIRE ALARM box	Material	Present Tense
7	And <i>pull</i> the alarm	Material	Present Tense
8	<i>Follow</i> the signs to the nearest EMERGENCY EXIT	Material	Present Tense
9	Fire extinguishers <i>are</i> available next to each fire alarm box	Existential	Present Tense

Text 6

1	Mom, I <i>couldn't</i> wait	Material	Past Tense
2	To tell you about my new girl friend	Material	Present Tense
3	Last month I <i>met</i> a girl in my college	Behavioral	Past Tense
4	Her Name is Elizabeth	Relational	Present Tense
5	I call her Lizzy for short	Material	Present Tense
6	She comes Jakarta	Material	Present Tense
7	But she <i>lives</i> in Semarang with her aunt	Behavioral	Present Future Tense
8	Lizzy is a slim girl of average height	Relational	Present Tense
9	Her short wavy jet – black makes her look young and fresh	Relational	Present Tense
10	She is charming and gentle girl	Mental	Present Tense
11	And has a pleasant manner	Mental	Present Tense
12	I like her	Relational	Present Tense
13	Because she understands me very much	Relational	Present Future Tense
14	And she is always ready to hear my opinion	Material	Present Tense
15	Mom, When are you going to Semarang again ?	Material	Present Future Tense
17	When you do	Mental	Present Tense
18	I will introduce Lizzy to you	Mental	Present Future Tense
19	I'm sure	Mental	Present Continuous Tense
20	You will like her very much	Mental	Present Future Tense

21	So, I'm expecting	Mental	Present continuous Tense
22	To see you soon	Mental	Present Tense
23	Dearest Mom	Vocative	Present Tense
24	Love, George	Vocative	Present Tense



Text 7

1	Dian, a three – year old, has been <i>reported</i> missing	Verbal	Present Perfect Tense
2	She has curly hair	Relational	Present Tense
3	And dimples when she smiles	Behavioral	Present Tense
4	She was last seen wearing a white shirt and red short	Mental	Past Tense
5	If you see a child	Mental	Present Tense
6	Who looks like the little girl in the picture	Relational	Present Tense
7	Please call the nearest Police Station or Mr.Jeckyl at 9333 – 3333	Material	Present Tense

Text 8

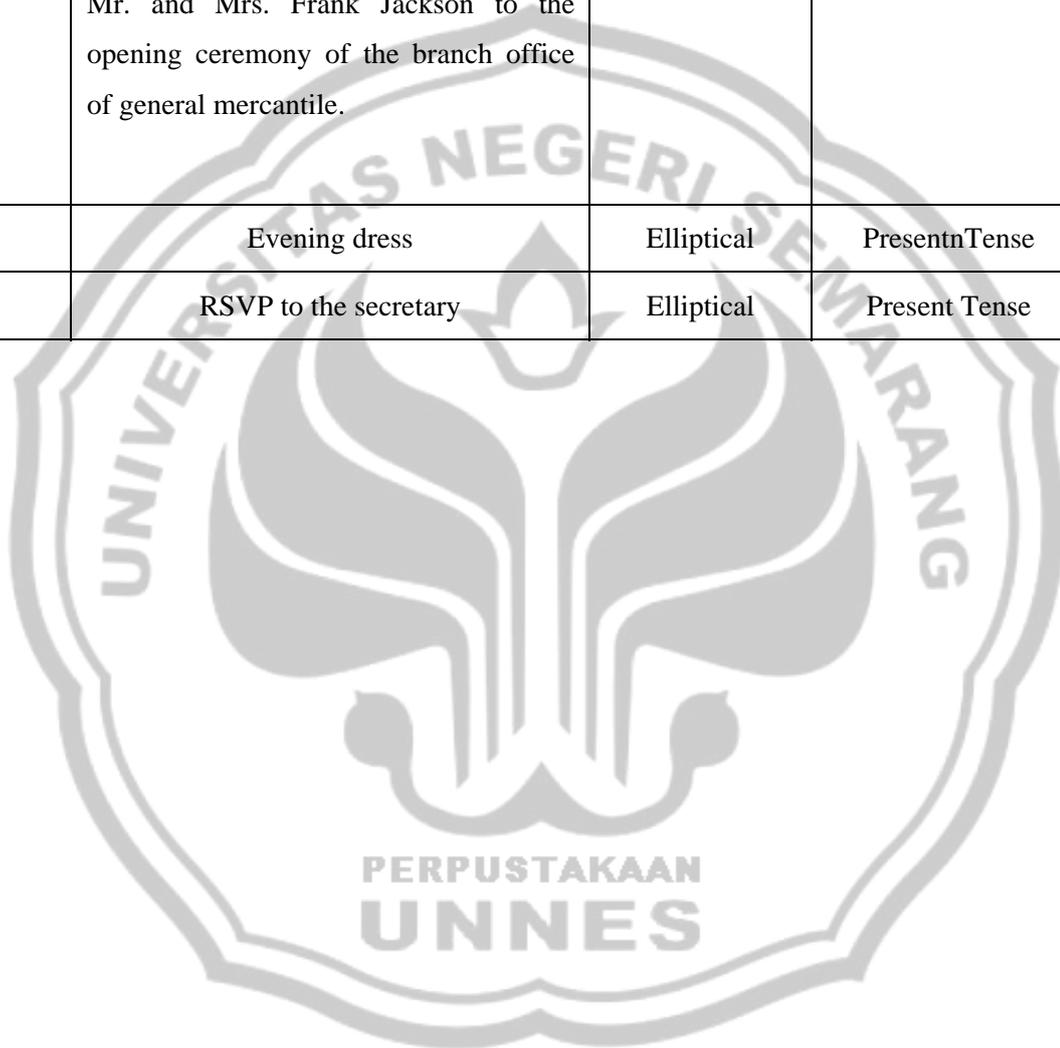
1	Susan is very popular among her classmates	Relational	Present Tense
2	She has an easy going personality	Relational	Present Tense
3	And is friendly and understanding	Relational	Present Tense
4	Although she has a lot of ideas and opinion of her own	Relational	Present Tense
5	She always listens to other people's point of view	Material	Present Tense
6	And never tries to force her opinions on other people	Material	Present Tense
7	Susan has been studying in Sukabelajar for the past two years.	Material	Present Tense
8	She always takes a leading part in organizing events	Relational	Present Tense
9	And is popular with all members of this school.	Relational	Present Tense
10	She has a happy way of getting almost everyone to work with her.	Relational	Present Tense
11	And I personally think	Mental	Present Tense
12	That she would make an excellent class chairwoman	Material	Present Tense
13	Susan's English Teacher, Mrs. Trim, says	Verbal process	Present Tense
14	The Headmaster of senior High School, Mr Sugeng, says :	Verbal process	Present Tense
15	Vote for Susan Daron	Mental	Present Tense

Text 9

1	Good Morning, Ladies and gentlement	Gambit	
2	I am Riantarno, your guide on this “ Karimunjava National park Trip	Existensial	Present Tense
3	Ladies and Gentlemen:	Gambit	
4	Karimunjava Beach National Park is one of the best tourist resorts in Central Java	Existential	Present Tense
5	It belongs to Jepara Regency	Relational	Present Tense
6	Karimunjava islands consist of 27 islands, reach flora and fauna under the sea water	Relational	Present Tense
7	Karimunjava is about 83 kilometers from the west of Kartini Beach, Jepara	Existential	Present Tense
8	Karimunjava has a shark preservation	Relational	Present Tense
9	We can also see	Mental	Present Tense
10	Dewandaru trees live around the islands	Behavioral	Present Tense

Text 10

1	The Chairman and Director of General Mercantile Ltd <i>requests</i> the presence of Mr. and Mrs. Frank Jackson to the opening ceremony of the branch office of general mercantile.	Mental	Present Tense
	Evening dress	Elliptical	PresentnTense
	RSVP to the secretary	Elliptical	Present Tense

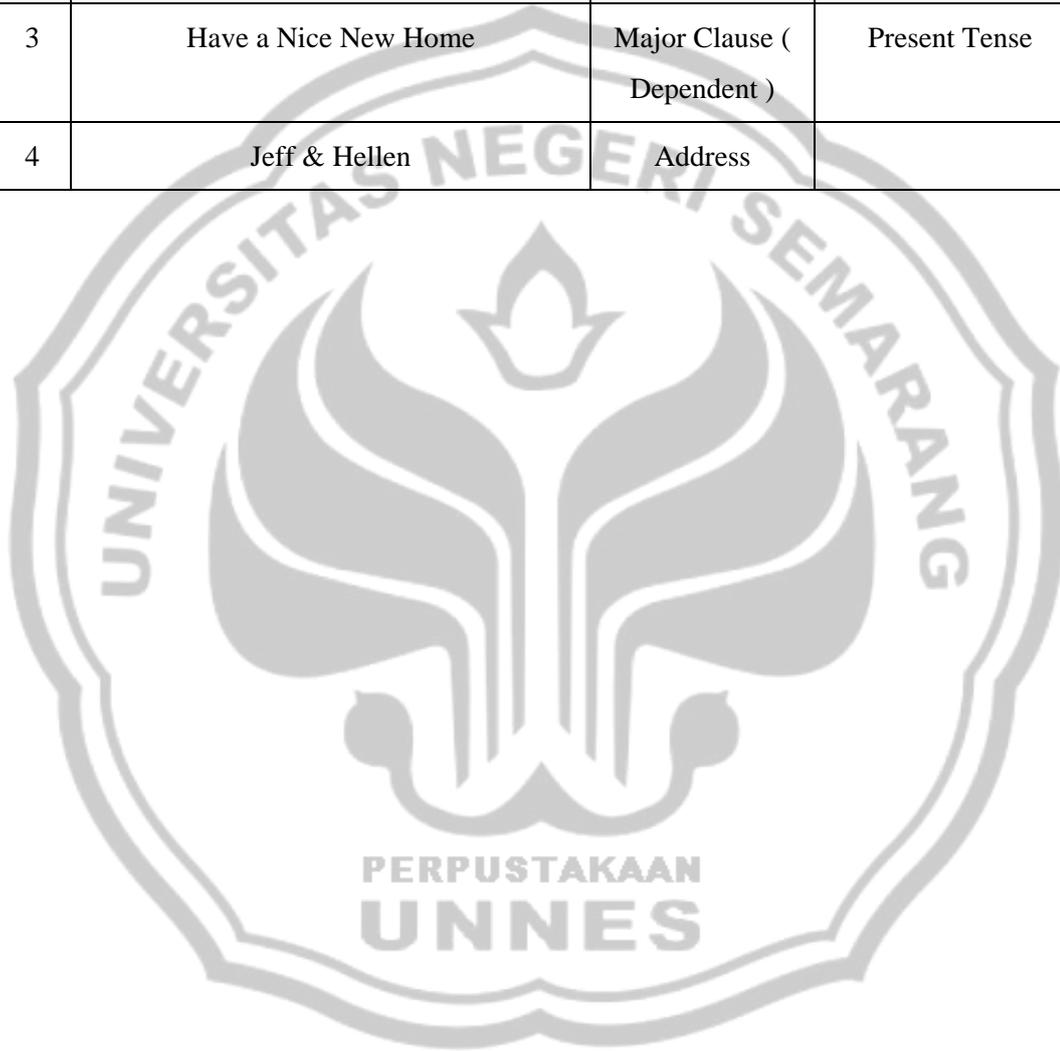


Text 11

1	I am writing	Material	Present Continuous Tense
2	<i>To convey</i> my warmest congratulations on your appointment to the post of Director in the Oil and Natural Gas Commission	Mental	Present Tense
3	I <i>am</i> delighted	Relational	Present Tense
4	<i>To see</i> that many years of service	Mental	Present Tense
5	That the many years of service that you have <i>rendered</i>	Material	Present Tense
6	To this organisation have been <i>rewarded</i>	Material	Present Tense
7	I <i>wish</i> you all the the best	Mental	Present Tense
8	Dear, Mr Hutabarat	Salutation Opening	Present Tense
9	Yours sincerely	Salutation Closing	Present Tense

Text 12

1	Dear Sandra and Tom	Address	Present Tense
2	Congratulation	Exclamation	Present Tense
3	Have a Nice New Home	Major Clause (Dependent)	Present Tense
4	Jeff & Hellen	Address	



Text 13

1	Purna Bhakti Pertiwi Museum is a place to preserve the historical evidence of Mr Suharto's struggle and service to the country and nation from early independence up to the era of national development.	Relational	Present Tense
2	Through this booklet, one will have a glimpse at purna Bhakti Pertiwi.	Relational	Present Tense
3	As a tourist object, this museum also houses a number of the finest works of art presented to Mr. and Mrs. Suharto by friends as well as colleagues from all corners of the world	Material	Present Tense
4	It covers the meaning and material of existing collections, consisting of various kinds and forms of the works of arts,	Material	Present Tense
5	which makes this museum appealing to visit	Material	Present Tense

Text 14

1	Twenty – one people were killed	Material	Past Tense
2	When two vehicles collided on a highway near the Red Sea port city of Jeddah	Material	Past Tense
3	A newspaper reported on Saturday	Verbal	Past Tense
4	L –Riyadh Newspaper said	Verbal	Past Tense
5	The accident occured on Friday	Material	Past Tense
6	when vehicle carrying 14 Yemenis and two Saudis tried to avoid a police checkpoint by going around it	Material	Past Tense
7	And remmed into an incoming car carrying five passangers from Saudi Arabia, Egyp and Sudan	Material	Past Tense
8	Around 4000 people die each year in road accients in Saudi Arabia mainly due to recklessness	Material	Past Tense

Text 15

1	A slight earthquake jolted the Japanese capital last night	Material	Past Tense
2	But the authorities said	Verbal	Past Tense
3	There were no immediate reports of casualties or damage	Relational	Past Tense
4	A spokesman for the Japan meteorological agency said	Verbal	Past Tense
5	An earth tremor was registered in Tokyo	Material	Past Tense
6	But there are no reports of casualties or damage	Relational	Present Tense
7	The earth tremor struck shortly after midnight Tokyo time	Material	Past Tense
8	Residents of central Tokyo said	Verbal	Past Tense
9	The tremor was the strongest in several months in the capital	Relational	Past Tense

D. Standar Kompetensi – Kompetensi Dasar

Kelas X, Semester 1

Standar Kompetensi	Kompetensi Dasar
<p>Mendengarkan</p> <p>1. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari</p>	<p>Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/ undangan, menerima janji, dan membatalkan janji</p> <p>Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi</p>
<p>2. Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk <i>recount</i>, <i>narrative</i> dan <i>procedure</i> dalam konteks kehidupan sehari-hari</p>	<p>2.1 Merespon makna secara akurat, lancar dan berterima dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dalam berbagai konteks kehidupan sehari-hari</p> <p>2.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks: <i>recount</i>, <i>narrative</i>, dan <i>procedure</i></p>

Standar Kompetensi	Kompetensi Dasar
<p>Berbicara</p> <p>3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari</p>	<p>Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/ undangan, menerima janji, dan membatalkan janji</p> <p>Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi</p>
<p>Membaca</p> <p>4. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk <i>recount</i>, <i>narrative</i> dan <i>procedure</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p>	<p>5.1 Merespon makna dalam teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p> <p>5.2 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: <i>recount</i>, <i>narrative</i>, dan <i>procedure</i></p>

Standar Kompetensi	Kompetensi Dasar
<p>Menulis</p> <p>6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk <i>recount</i>, <i>narrative</i>, dan <i>procedure</i> dalam konteks kehidupan sehari-hari</p>	<p>Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p> <p>Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>recount</i>, <i>narrative</i>, dan <i>procedure</i></p>



Kelas X, Semester 2

Standar Kompetensi	Kompetensi Dasar
<p>Mendengarkan</p> <p>7. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari</p>	<p>Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat</p> <p>Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan</p>
<p>8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk <i>narrative</i>, <i>descriptive</i>, dan <i>news item</i> sederhana dalam konteks kehidupan sehari-hari</p>	<p>Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari</p> <p>Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; <i>narrative</i>, <i>descriptive</i>, dan <i>news item</i></p>
<p>Berbicara</p> <p>9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari</p>	<p>Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat</p>

Standar Kompetensi	Kompetensi Dasar
	<p>Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan</p>
<p>10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk <i>narrative</i>, <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari</p>	<p>Mengungkapkan makna dalam bentuk teks lisan fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari</p> <p>Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i>, <i>descriptive</i>, dan <i>news item</i></p>

E.LIST OF MADRASAH ALIYAH NEGERI IN EX-BAKARLIN PATI

NO	Name of MAN	Address
1	MAN Blora	Taman Rejo Tunjungan - Blora
2	MAN Rembang	Taman Bahagia no 21 Rembang
3	MAN 1 Pati	Jl. P. Sudirman KM 3 Pati
4	MAN 2 Pati	Jl.R.Kalinyamat Gg. Melati II Tayu- Pati
5	MAN 1 Kudus	Jl. Conge- Ngembalrejo – Bae - Kudus

6	MAN 2 Kudus	Prambatan Kidul – Kaliwungu - Kudus
7	MAN 1 Jepara	Jl. Raya Bawu – Batealit KM 7
8	MAN 2 Jepara	Jl. Raya Kelet – Keling - Jepara
9	MAN Lasem	Jl. TRuban Km 1 Lasem - Rembang

