



**COMPARATIVE STUDY OF LEXICO-GRAMMATICAL FEATURES  
OF READING TEXTS IN “WHEN ENGLISH RINGS A BELL” AND  
“BRIGHT” ENGLISH TEXTBOOKS FOR GRADE 8**

**A Final Project**

**Submitted in partial fulfillment of the requirements for the degree of *Sarjana  
Pendidikan in English***

By:

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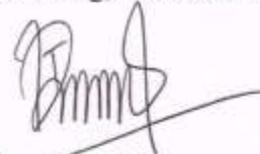
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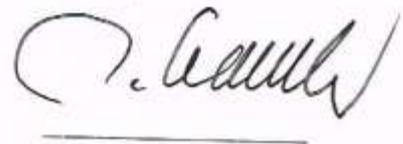
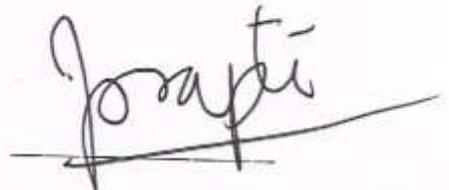
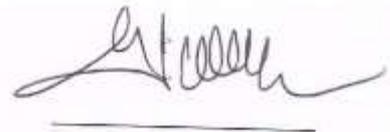
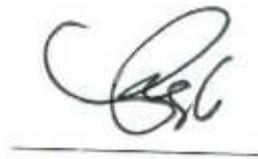
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*“So, verily, with every difficulty, there is a relief. Verily, with every difficulty there is a relief”*

- Q. S. Al-Insyirah

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## ABSTRACT

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Keywords: Comparative analysis, text-types, English textbooks

This final project was conducted to find out how the descriptive, recount, and narrative texts for grade 8 are presented in *When English Rings A Bell* and *Bright* English textbooks. In this study, *When English Rings A Bell* English textbook is called Book 1 and *Bright* English textbook is called Book 2.

Based on the Curriculum 2013, there are three kinds of text-types that should be learned by the eighth graders, they are: descriptive, recount, and narrative. Book 1 and Book 2 have those text-types materials. Both of textbooks are written by the Indonesia writers, so I assumed there would be some mismatches found in the written materials which are not in line with those written by native speakers in terms of the generic structure and lexico-grammatical features.

This study used qualitative approach. I collected the data by reading the reading texts in the text-types materials in those two English textbooks. I used document analysis in collecting and analysing the data for this study. I classify each element of lexico-grammatical features inside the reading texts.

According to the Systemic Functional Grammar (SFG), descriptive texts have Relational Processes. The findings of this study indicated that descriptive texts in Book 1 and Book 2 have other processes besides the Relational Processes, namely Material, Mental, Verbal, Behavioural, and Existential Processes. Recount texts have Material Processes. The recount texts in both of Book 1 and Book 2 have other processes besides the Material Processes namely Relational, Mental, Verbal, Behavioural, and Existential Processes. Narrative texts have Material, Relational, and Mental Processes. The narrative texts in both of Book 1 and Book 2 have other processes besides the processes mentioned before, namely Behavioural and Existential Processes.

The findings of the study indicated that some reading texts in the text-types materials in both of textbooks do not have complete lexico-grammatical features. It is better for the teachers to adjust the English textbooks that will be used in the teaching and learning process. For the textbookwriters, it is advisable that they be well-informed about the convention of writing English text-types, so that they can conform to the socio-culturally accepted practice.

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# **CHAPTER I**

## **INTRODUCTION**

The introduction consists of background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, limitation of the study, definitions of terms, and outline of the study.

### **1.1 Background of the Study**

Language is foremost a means of communication, and communication almost always takes place within some sort of social context (Amberg and Vause, 2009, p. 2). By using language, we can share our idea and thought with other people. We use language to convey information to others, ask questions, give commands, and express wishes (Fromkin et al, 2011, p. 139).

One example of language is English. English is currently seen the best option for communication among people from different language backgrounds, thereby being labeled as ‘English as an International Language (EIL)’ or ‘English as a Lingua Franca’ (Kilickaya, 2009, p. 37).

Seeing the statement above, it can be concluded that English is used by many people from different countries in the world. However, since English is not our mother tongue, it is no doubt that people in Indonesia will find difficulties in learning it. On the other hand, it is better for people in Indonesia to learn English so that they can help the development of the country, as stated by Matondang

(2005) that the people's ability in using English has influence to the development of the country (p. 128). See that problem, our government draws up a regulation that English becomes one of subjects to be learned at schools. It is expected that the students will be able to use English in their communication, either spoken or written. By learning English, students are also expected to practice English as means of communication, either in school or in their environment.

The English teaching in Indonesia has a guideline in the forms of curricula. Then, the teaching materials are developed from those curricula. Many media and teaching tools are used in the process of English teaching and learning in Indonesia. One teaching tool that is used, for example, textbook, or some people also call it course book. According to Mukundan, et al (2011), textbooks can play an important role in the students' success or failure in understanding the materials (p. 100). According to Wahab (2013), textbooks play a prominent role in the teaching/learning process as they are the primary agents of conveying knowledge to learners (p. 55). From those statements, we can say that textbook is an important teaching tool in the teaching and learning process. Those two statements also show that the role of textbooks in the teaching and learning process cannot be disparaged. In textbooks, it can be found explanation about materials based on the curricula.

Since there are many curricula that have been applied in English education in Indonesia, there are also many English textbooks that have been and still be used by English teachers and students. The materials in English textbooks are developed based on the development of curricula in Indonesia.

The newest curriculum that is applied in the education in Indonesia is Curriculum 2013. Alawiyah (2014) states that Curriculum 2013 is an improvement of KTSP Curriculum (p. 9). Of course, there are many English textbooks that are published to support the English teaching and learning process in the Curriculum 2013. Some English textbooks that are published to support the English teaching and learning process in the Curriculum 2013 are *When English Rings A Bell* published by Indonesian Ministry of Education and Culture, and *Bright* published by Erlangga, one of famous and trustworthy publishers for educational textbooks in Indonesia for years. Both of *When English Rings A Bell* and *Bright* English textbooks are composed based on Core Competences and Basic Competences in the Curriculum 2013.

This study focuses on the English textbooks for grade 8. There are many materials taught for grade 8, for examples: simple present tense, simple past tense, expressions for showing attention, expressions for asking attention, descriptive texts, recount texts, and narrative texts.

This study concerns in comparison of the reading texts in text-types materials in *When English Rings A Bell* and *Bright* English textbooks. Based on the Curriculum 2013, there are three text-types that should be learned by grade 8, they are: descriptive, recount, and narrative. I did a comparison to the lexicogrammatical features of reading texts in text-types materials in the two textbooks to know the similarities and differences between them in giving the text-types materials.

## **1.2 Statement of the Problems**

Considering the background of the study that is explained above, there are some problems that need to be solved as follow:

1. Why the text-types materials in *When English Rings A Bell* and *Bright English* textbooks for grade 8 can be stated have fulfilled the Core Competence and Basic Competences of text-types in the Curriculum 2013?
2. How the lexico-grammatical features of reading texts in text-types materials in *When English Rings A Bell* and *Bright English* textbooks for grade 8 are presented?

## **1.3 Objectives of the Study**

Regarding to the statement of the problems above, the objectives of the study which will be reached in this study are formed as the following:

1. To describe the appropriateness of reading texts in the text-types materials in *When English Rings A Bell* and *Bright English* textbooks for grade 8 with the Core Competence and Basic Competences of text-types in the Curriculum 2013.
2. To describe the structure and differences of lexico-grammatical features of reading texts in the text-types materials in *When English Rings A Bell* and *Bright English* textbooks for grade 8.

#### **1.4 Reasons for Choosing the Topic**

I have some reasons to choose this topic:

1. To find out whether the reading texts in text-types materials in the two English textbooks for grade 8 are composed based on the Curriculum 2013 or not.
2. To find out the structure and differences of lexico-grammatical features in each reading text of text-types materials in the two English textbooks for grade 8.

#### **1.5 Significance of the Study**

I hope this study can be useful for eighth grade teachers and students in improving the teaching and learning English texts, especially descriptive texts, recount texts, and narrative texts. I hope this study also useful for me to improve my knowledge about descriptive texts, recount texts, and narrative texts. Hopefully, there will be other researchers that can do better analysis and evaluation of textbooks than this research. Moreover, not only analyze the materials, but also analyze the exercises in the textbooks.

#### **1.6 Limitation of The Study**

The limitation of the study is used in order this study did not discuss other fields that do not have any relation to the topic. The limitations of this study are as follow:

1. This study analyzed the text-types materials in *When English Rings A Bell* and *Bright English* textbooks for grade 8, whether they have fulfilled the Core Competence and Basic Competences of text-types in the Curriculum 2013 or not.
2. This study compared the lexico-grammatical features of each reading text in text-types materials in *When English Rings A Bell* and *Bright English* textbooks for grade 8.

## **1.7 Definitions of Terms**

This sub-chapter gives definitions of some terms that appear in this study. The terms are: comparative analysis, text-type, lexico-grammatical features, textbook, Curriculum 2013, descriptive text, recount text, and narrative text.

### **1.7.1 Comparative Analysis**

Comparative research differs from non-comparative work, in that it attempts to reach conclusions beyond single cases and explains differences and similarities between object of analysis against the backdrop of their contextual conditions (Esser, 2013:114).

The primary reason for comparative analysis is the explanatory interest of gaining a better understanding of the causal processes involved in the production of an event, feature, or relationship. Typically it achieves this by introducing (or increasing) variation in the explanatory variable or variables (Pickvance, 2005:2).

### **1.7.2 Text-Type**

Kavcar, Oğuzkan and Sever (1999:23) in Şahin (2013) defined texts types are species that take place in literature and writings that have literary value. A text is a meaningful linguistic unit in a context (Siahaan and Shinoda, 2008:1). Feez and Joyce (1998:4) stated that a text is any stretch of language which is held together cohesively through meaning.

### **1.7.3 Lexico-grammatical features**

Lexico-grammatical features, sometimes also called as grammatical features, are terms that used to mention the language characteristics in a text that can be found by analysing in detail a type of text including the tenses that is used, the using of conjunction, the appearance of generic participant/specific participant, etc (Jaya et al, 2011:4).

### **1.7.4 Textbook**

The Canada Ministry of Education in the book entitled *Guidelines for Approval of Textbooks* (2006) defined textbook as a comprehensive learning resource that is in print or electronic form, or that consists of any combination of print, electronic, and non-print materials collectively designed to support a substantial portion of the Ontario curriculum expectations for a specific grade and subject in elementary school or for a course in secondary school, or a substantial portion of the expectations for a learning area in the Ontario Kindergarten program.

From that definition, we can conclude that textbook is a kind of book that supports the teaching and learning process which composed based on the curriculum and expected to fulfill the needs of materials taught in the classroom based. The textbook is a tool, and the teacher must know not only how to use it, but how useful it can be (Wen-cheng, 2011:95).

### **1.7.5 Curriculum 2013**

The Indonesian Culture and Education Ministry states that Curriculum 2013 is the integrated effort between (1) reconstruction of graduated competence, with (2) appropriateness and sufficiency, vastness and deepness of material, (3) revolution of learning, and (4) revolution of assessment.

### **1.7.6 Descriptive Text**

Descriptive text, or sometimes it is also called as description text is a kind of text which has function to describe a particular person, place, or thing (Gerot and Wignell, 1994:208).

*Generic Text Structure* (Siahaan and Shinoda, 2008:89) gives explanation about descriptive or description as a written English text in which the writer describes an object. The object in descriptive text can be a concrete or abstract object. The object can also a person, an animal, a building, etc. The object in descriptive text can be anything. Description has function to describe a particular person, place, or thing.

### **1.7.7 Recount Text**

Gerot and Wignell (1994:194) explain that recount text is a text which retells events for the purpose of informing or entertaining. Jaya et al (2011:6) define recount text as a text that reports events, experiences, or activities in the past time with the purpose of reporting or entertaining.

### **1.7.8 Narrative Text**

Gerot and Wignell (1994:204) give definition of narrative text as a text which amuses, entertains, and deals with actual or vicarious experience in different ways; narratives deal with problematic events which lead to a crisis or turning point of some kinds, which in turn finds a resolution.

Narrative or narration is any written English texts in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways (Siahaan and Shinoda, 2008:73).

The communicative purpose of narrative text is to entertain listeners or readers with story about real experience, imagination, or complicated event that directs to a crisis and ends with a solution (Jaya et al, 2011:8).

## **1.8 Outline of the Study**

This study consists of five chapters. Those chapters are explained as follow:

The introduction consists of background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, limitation of the study, definitions of terms, and outline of the study.

Chapter two describes about the review of related literature which consists of two sections. The first section presents the previous studies in subject related to this topic. The second section is about the theoretical reviews underlying this study.

Chapter three provides the method of investigation that consists of approach of the study, subject of the study, role of the researcher, the data of research, procedure of data collection, and procedure of data analysis.

Chapter four provides the findings and discussion of the study. It explains the appropriateness of text-types in *When English Rings A Bell* and *Bright English* textbooks for grade 8 with the Curriculum 2013. This chapter also gives analyses about the structure and differences of lexico-grammatical features of reading texts in text-types materials in those two textbooks.

Chapter five concludes the overall study. This chapter contains conclusion of the study and suggestions.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses the concepts that underlying the study. This chapter consists of two sections. The first section is review of the previous study, which mentions the previous studies related to this topic. The second section is theoretical review, which discusses about theoretical reviews underlying this study.

#### **2.1 Previous Related Studies**

There have been a number of research conducted in the area of textbook analysis. In this study, I take some previous studies related to the topic of the study to support this final project.

Yunestia in 2008 studied text-types in *Communicative & Interactive English* textbook for grade VII published by Yrama Widya. This study has purpose to find out the text-types that are found in the textbook, analyze the structure of the texts, and to know the suitability of text-types with the valid curriculum. This study found out that the text-types in the *Communicative & Interactive English* textbook for grade VII Published by Yrama Widya is appropriate with the curriculum.

Rahmasari in 2009 studied the text structure of monologue texts in *Let's Talk English* textbook for grade VIII which published by Pakar Karya. This study has purpose to find out the kinds of monologue texts in *Let's Talk English*

textbook for grade VIII, the structure of monologue texts, and also to find out whether the monologue texts in the textbook are written based on the valid curriculum or not. This study found out that *Let's Talk* English textbook for grade VIII is written based on the valid curriculum, that is Curriculum KTSP and it is appropriate with the curriculum.

Karlinah in 2010 studied monologue texts in the *Look A Head 3* English textbook for year XII published by Erlangga. This study intended to find out whether the monologue texts are written based on the School Based curriculum or not. This study also has purpose to know how the texts in the textbook are structured, what gambits that are used in the texts, and the function of gambits in the text. This study found out that there are three monologue texts in the *Look A Head 3* English textbook, they are: narrative, explanation, and discussion. However, according to the School Based curriculum, students of year XII should get four types of monologue texts, they are: narrative, explanation, discussion, and review. The writer of this study did not find any review monologue text. There are five monologue texts in the English textbook which found by the writer with one text does not have complete lexico-grammatical features. However, all the texts that are found in this English textbook still can be used as the texts in teaching monologue texts. She stated that all monologue texts in that English textbook are good enough. This study also found some gambits in the texts, for examples: do you know, okay, well, let's, etc. According to this study, the functions of gambits in the monologue texts are making our English sound more natural.

Nurkhasanah in 2010 studied narrative texts and their language features in *Look Ahead* English textbook for senior high school students year XII published by Erlangga. The purpose of this study is to find out the narrative construction and elements of lexico-grammatical features in narrative texts. This study found out that the generic structure of most narrative texts in this textbook are well-constructed. Although there are some deviations of generic structure in some texts, like the jumbled construction of the texts, the students can still understand the text. However, this study found out a narrative text that uses simple present tense which can make students confused.

Parviz Alavinia and Mansoor Siyadat in 2013 studied English textbooks that were used in Iranian Institutes. This study was written based on a research done in West Azerbaijan. The research has purpose to compare the excess and weakness of English textbooks that were used in the West Azerbaijan region. There were five English textbooks that compared in this study and there were 28 things that compared from those English textbooks. There are some similarities and differences of the five English textbooks. This study also gives weak and strong aspects of each English textbook.

Those are studies that have some similarities and also differences with the study that I did. The similarity is on the text-types that are analyzed on the textbooks, and the difference is on the subjects of the study.

## **2.2 Theoretical Review**

This section gives brief description about some theories related to this study, they are: importance of learning text-types, criteria of a good textbook, the characteristics of Curriculum 2013, the general concept of textbooks in the Curriculum 2013, *When English Rings A Bell* English textbook for grade 8, *Bright* English textbook for grade 8, text-types for grade 8 based on the Curriculum 2013, and definition of processes.

### **2.2.1 Importance of Learning Text-Types**

There are many kinds of text-types in English. For examples: descriptive, narrative, recount, report, explanation, procedure, etc. Sometimes, those kinds of text-types look similar one another. The thing that differentiates them are the generic structure and the lexico-grammatical features.

In a world that demands competency with printed texts, the ability to read in an L2 is one of the most important skills required of people in international settings. The acquisition of reading skills in an L2 is a priority for millions of learners around the world (Siriyothin and Zhou, 2011, p. 46).

It is important for students to learn about text-types to know the differences of them, and in order students can compose a good text. It is easier for them to compose a text if they have understood about text-types.

### **2.2.2 Criteria of a Good Textbook**

A well-constructed textbook should present not only language content that is communicable and interactive to the student, but also form a framework from which adequate teacher improvisation and teaching flexibility can develop and gradually improve (When-cheng, 2011, p. 93).

Mahmood (2009) states eight dimensions for the quality of a good textbook (p. 10) as follow:

#### **1. Performance**

The performance of a textbook refers to traits that help students in achieving the learning outcomes laid down in curriculum, and that cater to individual cognitive, social, cultural, religious, ethnic, and other needs.

#### **2. Features**

Features of textbooks refer to traits like promote student thinking and suggests activities for further study through Teachers' Guide, Teaching Kit, E-material, and Assessment.

#### **3. Reliability**

Reliability refers to the likelihood that a textbook will be useful as expected and nothing will be wrong within the time period during which it is intended to be used. Reliability of a textbook means that it provides updated and accurate information-valid for the period for which it is prescribed, and offers clarity in conveying meanings and is understable for every reader using the text.

#### 4. Conformance

Conformance refers to the extent to which a textbook meets pre-set standards. These are found in public and education policies, curriculum guidelines and objectives/standards, national ideology and culture, etc. These pre-set standards are consistent with the scope of the content given in the curriculum guidelines.

#### 5. Durability

As a measure of textbook life or duration, durability has both economic and technical dimensions. Economic dimension refers to physical state of textbook and technical dimension refers to content matter in textbook. In terms of physical state, durability is typically defined as the length of time a textbook can be used by students before it deteriorates beyond usefulness and replacement becomes preferable to continued repair. This depends largely on paper quality, quality of printing and binding and care of use. From content matter perspective, durability refers the validity of the information content before this information becomes invalid or obsolete.

#### 6. Serviceability

Textbook serviceability refers to the review of textbook and to the manner of the delivery of its content in the classroom. Review refers to periodic content evaluation in order to keep the book valid without changing its basic structure. Delivery refers to the availability of textbooks' teachers' guides to guide classroom instruction. In brief, review and delivery seek to ensure, through periodic examinations and updates of content and teachers' guides that the

textbook is fit for long term use. In turn these require the availability and capacity of professionals and reviewers.

#### 7. Aesthetics

How a product looks, feels, sounds, tastes, or smells is often a matter of personal preference. But there are general areas of agreement. For textbooks, the aesthetic dimension refers to the formulation of the title, layout, format, illustrations, and other graphics-acceptability with respect to age/level/relevant to content and context. Good looking title that attract students of the age and grade for which it has been developed. In brief, the aesthetics of textbook include: a) title, binding, font and font size, page layout/format and illustrations, and b) other graphics-acceptability with respect to age/level/relevant to content and context.

#### 8. Perceived Quality

For textbooks, perceived quality refers to positive perceptions of teachers, parents, and students regarding textbook appearance, content and publication quality.

Not all the dimensions for the quality of a good textbook above are used in analyzing the English textbooks in this study. Since this study analyzes the reading texts in the two English textbooks, so the dimensions that used are performance and conformance. For the performance dimension, this study pays attention to the cognitive needs.

### **2.2.3 The Characteristic of Curriculum 2013**

Based on the Module of Implementation of Curriculum 2013, there are eight characteristics of Curriculum 2013, they are :

1. Content of the curriculum is the competence that stated in the form of class Core Competence and detailed further in the subject Basic Competence.
2. Core Competence is the visualization in the categorial manner about competence in behavior, knowledge, and skill (cognitive and psychomotoric) aspects that should be learned by the students for a level of school, class, and subject. Core competence is a quality that should be had by a student in every class through Basic Competence course that is organized in a active students learning process.
3. Basic Competence is a competence that learned by students for a theme in elementary school, and for a specific subject in junior high school, senior high school, and vocational high shool.
4. Core Competence and Basic Competence in junior high school gives priority in behavior aspect whereas in senior high school in intellectual skill (high cognitive skill).
5. Core Competence becomes organizing elements. Basic Competence, that is all of Core Competence and developed learning process to reach competence in Core Competence.
6. The developed Basic Competence is based on accumulative principle, reinforced, and enriched between all of subjects and education level (horizontal and vertical organization).

7. Syllabus is developed as a lesson plan for one subject (junior high school, senior high school, and vocational high school). In the syllabus, it is stated all of Core Competence for theme or subject in the class.
8. Lesson plan is developed from every Basic Competence for every subject of a class.

#### **2.2.4 The General Concept of Textbooks in The Curriculum 2013**

There are four general concepts of textbook in the Curriculum 2013 based on the Module of Basic Framework and Structure of Curriculum 2013 that can be the hints in composing the appropriate textbooks for teaching and learning process by using the Curriculum 2013. They are:

1. It refers to the Core Competence that has been formulated for the class where the book is written for.
2. It explains knowledge as the input to students to result the output in the form of students' skill and empties into the forming of students' behavior as the learning outcome.
3. It uses scientific approach through observing, questioning, exploring, associating, and communicating.
4. It drives the students to find the concept that they are learning to through deduction (discovery learning). The students as much as possible are invited to ask for information, not given the information.

### **2.2.5 When English Rings A Bell English Textbook for Grade 8**

*When English Rings A Bell* English textbook is published by Indonesian Ministry of Education and Culture. This textbook is an English textbook prepared by the government as an effort to support the Curriculum 2013. This textbook is composed and arranged by many experts under the coordination from Indonesian Ministry of Education and Culture by paying attention to the Curriculum 2013. There are Siti Wachidah and Asep Gunawan as the writers of this English textbook. Both of them are Indonesian. All the materials in this English textbook are based on Core Competences and Basic Competences in the Curriculum 2013.

There are two kinds of this textbooks. The first one is as guidance for teachers, and another is as guidance for students. This study only focuses on the textbook for students guidance.

### **2.2.6 Bright English Textbook for Grade 8**

*Bright* English textbook is composed and published with the expectation it can help teachers and students in the English teaching and learning process. This English textbook is arranged by Nur Zaida, an English teacher in State Junior High School 8 Semarang. She is an Indonesian. This book is published by Erlangga, a trustworthy publisher for textbooks in Indonesia for many years. This English textbook is also composed based on the Core Competences and Basic Competences in the Curriculum 2013.

### **2.2.7 Text-Types for Grade 8 based on the Curriculum 2013**

There are three kinds of text-types which taught grade 8 based on the Curriculum 2013, they are: descriptive texts, recount texts, and narrative texts. This study focuses on the lexico-grammatical features analyses of reading texts in the two English textbooks.

Below are the brief explanation about generic structure and lexico-grammatical of those text-types:

#### **2.2.7.1 Descriptive Text**

The significant lexico-grammatical features of a descriptive text according to Gerot and Wignell (1994:208) are as follow:

1. Focus on specific participants.
2. Use of attributive and identifying processes.
3. Frequent use of epithets and classifiers in nominal groups.
4. Use of simple present tense.

#### **2.2.7.2 Recount Text**

The significant lexico-grammatical features of a recount text according to Gerot and Wignell (1994:194) are as follow:

1. Focus on specific participants.
2. Use of material processes,
3. Circumstances of time and place

4. Use of past tense.
5. Focus on temporal sequence.

### **2.2.7.3 Narrative Text**

There are some lexico-grammatical features that become the characteristics of a narrative text according to Gerot and Wignell (1994:204). Those significant lexico-grammatical features are as follow:

1. Focus on specific and usually individualised participants.
2. Use of material, behavioural, and verbal processes.
3. Use of relational processes and mental processes.
4. Use of temporal conjunctions and temporal circumstances.
5. Use of past tense.

### **2.2.8 Definition of Processes**

Processes are realised by verbs (Gerot and Wignell, 1994:54). There are seven different process types identified by Halliday as stated by Gerot and Wignell (1994:54). The processes and brief definition of them are stated as below:

#### **1. Material Processes**

Material Processes are processes of material doing. They express the notion that some entity physically do something-which may be done to some other entity.

## 2. Behavioural Processes

Behavioural Processes are processes of physiological and psychological behaviour, like breathing, dreaming, snoring, smiling, hiccuping, looking, watching, listening, and pondering.

## 3. Mental Processes

Mental Processes are ones of sensing: feeling, thinking, perceiving. There are three types: affective or reactive (feeling); cognitive (thinking), and perceptive (perceiving through the five senses).

## 4. Verbal Processes

Verbal Processes are processes of saying, or more accurately, of symbolically signalling.

## 5. Relational Processes

Relational Processes involve states of being (including having).

## 6. Existential Processes

Existential Processes are processes of existence.

## 7. Meteorological Processes

There are some examples of meteorological processes below:

It's hot

It's windy

It's five o'clock

The 'it' has no representational function, but does provide a Subject. These are analysed as Process: Meteorological.

Not all the processes above are used in analyzing the reading texts in this study. There are six processes from the processes above that used to analyse the reading texts, they are material, behavioural, mental, verbal, relational, and existential processes. Meteorological processes are not used to analyze the reading texts in this study.

## **CHAPTER III**

### **METHODS OF INVESTIGATION**

Chapter three provides the methods of investigation. I divide this chapter into six parts, they are: approach of the study, subjects of the study, role of the researcher, the data of research, procedure of data collection, and procedure data analysis. Those parts are described as follow:

#### **3.1 Approach of the Study**

The purpose of this study is to find out to what extent the text-types materials in *When English Rings A Bell* and *Bright English* textbooks for grade 8 are appropriate with the Basic Competences 3.10, 3.12, and 3.14 in the Curriculum 2013. The Basic Competence 3.10, 3.12, and 3.14 are respectively about descriptive materials, recount materials and narrative materials. This study also has purpose to compare the elements of lexico-grammatical features of reading texts in the text-types materials in both English textbooks.

In presenting the data, I used qualitative research approach. Qualitative research can be done in some models, like case studies, biographies, phenomenologies, text analyses, ethnographies, etc (Muhammad, 2011:30). Qualitative research is a research that produces analysis procedure which does not use statistical analysis procedure or other quantification methods (Moleong, 2005:6). The design of this study is exploratory-interpretive one which utilises a

non-experimental methods, yields qualitative data, and provides an interpretive analysis (Grotjahn 1987:59-60 in Nunan 1992:6).

Since this study compares the lexico-grammatical features of reading texts in text-types materials in the two English textbooks, so this study is a comparative research. The two conventional types of comparative analysis focus on the explanation of differences, and the explanation of similarities (Pickvance, 2005:2). It means that I explained the differences and similarities of the lexico-grammatical features of reading texts in the text-types materials in *When English Rings A Bell* and *Bright English* textbooks for grade 8. This study also analyses the appropriateness of text-types materials in those two textbooks based on the Curriculum 2013.

### **3.2 Subjects of the Study**

The subjects of this study are reading texts in the text-types materials in English textbooks *When English Rings A Bell* English textbook, published by Indonesian Ministry of Culture and Education, and *Bright English* textbook, published by Erlangga. Both English textbooks are for grade 8 and composed based on the Curriculum 2013.

### **3.3 Role of the Researcher**

In qualitative research, the instrument or research tool is the researcher him/herself (Sugiyono, 2012:305). The qualitative research as the human instrument, has function to decide the research focus, select source of the data, do

the data collection, evaluate data quality, analyse the data, interpret the data, and make the conclusion of his/her finding (Sugiyono, 2012:306).

Since I am the researcher in this study, so I am the main instrument. I have the duty and full dominance in doing this research from deciding the research focus until making the conclusion of my finding.

### **3.4 The Data of Research**

The source of the data in this research are in the form of descriptive, recount, and narrative texts as the materials presented in *When English Rings A Bell* and *Bright* English textbooks for grade 8 respectively published by the Indonesian Ministry of Culture and Education and Erlangga.

The data in this research is in the form of qualitative data which explaining the researcher's finding. In this research, I tried to find out the appropriateness between text-types materials in *When English Rings A Bell* and *Bright* English textbooks for grade 8 with the Core and Basic Competences of text-types in the Curriculum 2013. I also tried to find out the differences in lexico-grammatical features of reading texts in the text-types materials in both English textbooks.

In this research, I observed, analyzed, and interpreted the data. I got the data after read and observed the reading texts in the text-types materials in *When English Rings A Bell* and *Bright* English textbooks for grade 8, and found out to what extent the text-types materials in those two textbooks are appropriate with the Core Competence and Basic Competences of text-types in the Curriculum

2013. I also analysed the differences of lexico-grammatical features of reading texts in the text-types materials in those two textbooks.

### **3.5 Procedure of Data Collection**

In collecting the data for this study, I did some steps. The first step was collecting all the documents that can support this research, they are: *When English Rings A Bell* English textbook, *Bright* English textbook, and syllabus of English subject for grade 8. The next step were finding the text-types materials inside the two textbooks and deciding the type of each reading text.

After that, I did analysis to know how far the text-types materials in those two English textbooks match to the Basic Competences 3.10, 3.12, and 3.14 in the Curriculum 2013.

### **3.6 Procedure of Data Analysis**

I did analysis to decide the type of the reading texts in *When English Rings A Bell* and *Bright* English textbooks for grade 8 and the lexico-grammatical features of each of them. I tried to find the appropriateness of text-types materials in the textbooks with the curriculum.

I used document analysis in analysing the data of this study. Document analysis is a series of activity that related to documents collecting method, reading and recording, as well as processing research material (Zed, 2008:3). There are four main characteristics of document analysis according to Zed (2008:4), they are as follow:

1. The researcher faces text (*nash*) or number data directly and does not face the direct knowledge from the field or eyewitness in the form of event, people, or other things.
2. The documents data have characteristic of ready made. It means that the researcher does not go anywhere, except faces the available sources in the library directly.
3. The documents data are usually secondary source, it means that the researcher gets the materials from the second hand and not the original data from the first hand in the field.
4. The condition of documents data is not limited by space and time.

I analyzed the differences of lexico-grammatical features aspects of reading texts in the text-types materials of those two English textbooks. I analysed the appropriateness of text-types materials in those two textbooks with the Core Competence and Basic Competences of text-types in the Curriculum 2013. In analysing the data, I did some steps as follow :

- (1) Analyzing the text-types materials appropriateness to the Curriculum 2013.

In analysing the text-types materials, I present the checklist of the text-types materials appropriateness to the Core Competences of text-types in the Curriculum 2013, and the page of text-types materials in the textbooks. There are checklist signs to show whether the text-types materials appropriate with the curriculum or not.

(2) Analyzing the distribution of text.

In this step, I present some tables that show the distribution of texts in the materials of text-types, like the pages of texts, the sum of texts in every text-type materials, and the sum of sentences in each text.

(3) Analyzing the lexico-grammatical features.

For analyzing the lexico-grammatical features, I show the lexico-grammatical features of the reading texts in the textbooks in diagrams based on the type of texts.

(4) Analyzing and comparing the differences of lexico-grammatical features of reading texts in text-types materials between two English textbooks.

In this step, I give explanation and comparison about the differences of *When English Rings A Bell* and *Bright English* textbooks in giving the reading texts in the text-types materials.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

In this chapter, I present the findings and discussion. This chapter describes about: the materials appropriateness of text-types materials in the two English textbooks with the Curriculum 2013, the material appropriateness and the distribution of reading texts of text-types materials in the two textbooks, and the lexico-grammatical features comparison between text-types materials in the two textbooks.

#### **4.1 Materials Appropriateness of Text-types in the Two English Textbooks with the Curriculum 2013**

There are two English textbooks compared in this study. The first textbook is *When English Rings A Bell* and the second textbook is *Bright*. For this sub-chapter and the next, *When English Rings A Bell* English textbook is called Book 1 and *Bright* English textbook is called Book 2.

Whether the text-types materials in Book 1 and Book 2 are appropriate with the Curriculum 2013 or not, it can be seen in the Core Competence 3 in the Curriculum 2013, and also in the Basic Competences that are related to the text-types materials inside the Core Competence 3. Below is the table that shows the Core Competence 3 and the Basic Competences of text-types materials in the Curriculum 2013:

**Table 4.1 Core Competence 3 of the Curriculum 2013**

<b>Core Competence</b>	<b>Basic Competences (related to the text-types materials)</b>
3. Understanding and applying knowledge (factual, conceptual, and procedural) based on the curiosity about knowledge, technology, art, culture that are related to phenomenon and visible events.	3.10 Applying text structures and language features to do social function of descriptive texts by expressing and asking about description of people, animals, and things, short and simple fit to their using context.
	3.12 Applying text structures and language features to do social function of recount texts by expressing and asking about activities, occurrences, and events, short and simple, fit to their using context.
	3.14 Understanding social function, text structures, and language features of narrative texts in the form of fables, fit to their using context.

Source: Syllabus of English for 8<sup>th</sup> Grade based on the Curriculum 2013

For the Basic Competences 3.10, 3.12, and 3.14, there are some topics and basic materials that become the guide for composing and arranging the text-types materials. Below is the table that shows the topics and main materials of the Basic Competences 3.10, 3.12, and 3.14:

**Table 4.2 Topics and Basic Materials in Basic Competences 3.10, 3.12, and****3.14**

<b>Basic Competences</b>	<b>Topics</b>	<b>Basic Materials</b>
3.10 Applying text structures and language features to do social function of descriptive	Everything related to the description of people, animals, and things around house, school, and	Oral and written descriptive texts, short and simple, about people,

texts by expressing and asking about description of people, animals, and things, short and simple fit to their using context.	environment.	animals, and things.
3.12 Applying text structures and language features to do social function of recount texts by expressing and asking about activities, occurrences, and events, short and simple, fit to their using context.	Occurrences, event, and experiences that happened in school, house, and surrounding society, by giving role model about discipline behavior, honest, care, healthy life pattern, and friendly to the environment.	Oral and written texts in the form of recount by expressing and asking about occurrences and events, short and simple.
3.14 Understanding social function, text structures, and language features of narrative texts in the form of fables, fit to their using context.	Stories that give role model about discipline behavior, honest, care, healthy pattern life, and friendly to the environment.	Oral and written narrative texts in the form of fables, short and simple.

Source: Syllabus of English for 8<sup>th</sup> Grade based on the Curriculum 2013

Based on the tables above, it is made a checklist table of text-types materials appropriateness in the two textbooks to the Basic Competences of text-types materials in the Curriculum 2013 as below:

**Table 4.3 Text-types Materials Appropriateness in the Two Textbooks to the Basic Competences 3.10, 3.12, and 3.14**

Basic Competences	Textbooks			
	Book 1		Book 2	
	Page	Appropriateness	Page	Appropriateness

		A	I		A	I
3.10 Applying text structures and language features to do social function of descriptive texts by expressing and asking about description of people, animals, and things, short and simple fit to their using context.	143, 144, 146, 147, 155.	✓ ✓ ✓ ✓ ✓		171, 173.	✓ ✓	
3.12 Applying text structures and language features to do social function of recount texts by expressing and asking about activities, occurrences, and events, short and simple, fit to their using context.	188, 189, 191, 193.	✓ ✓ ✓ ✓		196, 206.	✓ ✓	
3.14 Understanding social function, text structures, and language features of narrative texts in the form of fables, fit to their using context.	217	✓		243, 260.	✓ ✓	

Notes:

A : Appropriate

I : Inappropriate

#### 4.2 The Distribution of Texts

After seeing the appropriateness between the text-types materials in the two English textbooks with the Core Competence and Basic Competences of text-

types materials in the Curriculum 2013, we need to know the number of texts in each textbook. Below is the table that presents the number of texts in each textbook:

**Table 4.4 The Number of Texts in Text-types Materials in the Two Textbooks**

Text-types	Sum in the Textbooks	
	Book 1	Book 2
Descriptive	13 texts	4 texts
Recount	4 texts	2 texts
Narrative	1 text	2 texts
Total	18 texts	8 texts

Below is the table that shows the sum of sentences and words in each text in the text-types materials in the two textbooks. By knowing the sum of sentences and words of each text, we can assume the length of the texts in Book 1 and Book 2.

**Table 4.5 The Sum of Sentences and Words in Each Text**

Text-types	Textbooks	
	Book 1	Book 2
<b>Descriptive</b>	Text 1: 6 sentences (43 words)	Text 1: 6 sentences (40 words)
	Text 2: 6 sentences (45 words)	Text 2: 6 sentences (45 words)
	Text 3: 8 sentences (49 words)	Text 3: 10 sentences (88 words)
	Text 4: 6 sentences (51 words)	Text 4: 7 sentences (68 words)
	Text 5: 8 sentences (65 words)	

	Text 6: 8 sentences (61 words) Text 7: 8 sentences (71 words) Text 8: 12 sentences (80 words) Text 9: 10 sentences (83 words) Text 10: 12 sentences (82 words) Text 11: 11 sentences (75 words) Text 12: 8 sentences (72 words) Text 13: 44 sentences (449 words)	
<b>Recount</b>	Text 1: 11 sentences (118 words) Text 2: 11 sentences (108 words) Text 3: 15 sentences (119 words) Text 4: 14 sentences (111 words)	Text 1: 29 sentences (304 words) Text 2: 10 sentences (106 words)
<b>Narrative</b>	Text 1: 22 sentences (269 words)	Text 1: 25 sentences (288 words) Text 2: 14 sentences (158 words)

### 4.3 The Materials Appropriateness and Distribution of Text-types in the Two Textbooks

Basically, Book 1 and Book 2 are composed by referring to the Core Competences and Basic Competences in the Curriculum 2013. So, the materials in both of textbooks can be said appropriate with the Curriculum 2013, so that the text-types materials.

The Curriculum 2013 applies scientific approach, which uses five steps in the teaching and learning process, they are: observing, questioning, exploring, associating, and communicating; so that Book 1 and Book 2. The textbooks also

give activities that should be done by students and teachers in every step of those scientific approaches.

Since this study only focuses to the reading texts in text-types materials in the two English textbooks, this study only compares the textbooks with the Basic Competences 3.12, 3.12, and 3.14 in the Core Competence 3 of the Curriculum 2013 which explain about scope in the text-types materials. Table 4.1 shows the Core Competence 3 and the Basic Competences in the Curriculum 2013 that discuss about text-types materials. While for the Table 4.2, it shows the Basic Competences, the Topics, and the Basic Materials in the Core Competence 3 that become the guidance for composing the text-type materials for the two English textbooks.

Actually, there are no many differences in the text-types materials between Book 1 and Book 2, since both of them are composed based on the same curriculum. The differences may just in the number of texts that can be seen in the Table 4.4. For descriptive and recount materials, Book 1 has more texts than Book 2. However, for narrative materials, Book 2 has more texts than Book 1.

We can see the appropriateness of text-types materials in Book 1 and Book 2 with the Core Competence 3.10, 3.12, and 3.14 in the Basic Competences 3 of the Curriculum 2013 in the Table 4.3. Table 4.3 also shows the pages where the texts for text-types materials are located in the Book 1 and Book 2.

All texts in the text-types materials in both of textbooks are appropriate with the Basic Competences of text-types materials, they are Basic Competences 3.10, 3.12, and 3.14 of Core Competence 3 in the Curriculum 2013. The generic

structure and lexico-grammatical features of most reading texts in text-types materials of the two English textbooks are appropriate with the systemic functional grammar presented in the book entitled *Making Sense of Functional Grammar* written by Gerot and Wignell. However, there are still some differences between the text-types materials in Book 1 and Book 2. Those differences are discussed in this chapter.

If we see the Table 4.4, we find out that Book 1 gives many descriptive texts, there are 13 descriptive texts in Book 1, two recount texts, and only one narrative text in Book 1. While for Book 2, it gives four descriptive texts, two recount texts, and two narrative texts. If we total the number of texts in text-types materials in the two textbooks, it can be seen that Book 1 has more texts in the text-types materials than Book 2. It becomes a thing that differentiates the two English textbooks. The distribution of texts in text-types materials in the two textbooks also differentiates the two textbooks.

Table 4.5 shows the sum of sentences and words in the text-types materials of the two English textbooks. There is a gap between texts 1-12 and text 13 of descriptive materials in Book 1. Texts 1-12 have the sum of sentences and words on the average of 6-12 and 43-83, while text 13 has 44 sentences and 449 words. The descriptive texts in Book 2 are not as many as in Book 1. There are only four descriptive texts in Book 2 which consist of 6-10 sentences and 40-88 words. There are four recount texts in Book 1. Those texts consist of 11-15 sentences, and 108-119 words. Book 2 only gives two recount texts with text 1

consists of 29 sentences and 304 words, and text 2 consists of 10 sentences and 106 words.

There is only one narrative text in Book 1, and it consists of 22 sentences and 269 words. The recount texts in Book 2 are less than in Book 1. For the narrative materials, Book 2 gives more texts than Book 1, with text 1 consists of 33 sentences and 288 words, and text 2 consists of 14 sentences and 158 words. While Book 1 only gives one text in narrative materials which consists of 22 sentences and 269 words.

#### **4.4 The Lexico-Grammatical Features Comparison of Text-types Materials in the Two Textbooks**

The are the lexico-grammatical features comparison of descriptive materials, recount materials, and narrative materials between the two textbooks in this sub chapter.

##### **4.4.1 The Lexico-Grammatical Features Comparison of Descriptive Texts**

According to Gerot and Wignell (1994: 208), a descriptive text has the following significant lexico-grammatical features:

1. Focus on specific participants.
2. Use of attributive and identifying processes.
3. Frequent use of epithets and classifiers in nominal groups.
4. Use of simple present tense.

None of descriptive texts in Book 1 and Book 2 that have the complete elements of lexico-grammatical features of a descriptive text. There are no any

descriptive texts in Book 1 and Book 2 which have classifiers in nominal groups. Classifiers in nominal groups can be title of a descriptive text. Moreover, two descriptive texts in Book 1 do not have any epithets.

As suggested by Gerot and Wignell, a descriptive text should have relational processes, either attributive or identifying processes. Even though, the descriptive texts in both of Book 1 and Book 2 have other processes besides relational processes. For the descriptive materials in Book 1, we can find that descriptive text 1 has mental, verbal, and material processes (see Appendix 1, page 56). Descriptive text 2 has mental, material, and behavioural processes (see Appendix 1, page 57). Descriptive text 3 has mental, behavioural, and verbal processes (see Appendix 1, page 58). Descriptive text 4 has mental and verbal processes (see Appendix 1, page 59). Descriptive text 5 only has material processes besides relational processes (see Appendix 5, page 60). Descriptive text 6 has mental, material, and behavioural processes (see Appendix 1, page 62). Descriptive text 7 has mental and existential processes (see Appendix 1, page 64). Descriptive text 8 has mental, material, and behavioural processes (see Appendix 1, page 66). Moreover, descriptive text 8 has other processes more than the relational processes. Descriptive text 9 has mental, verbal, and material processes (see Appendix 1, page 68). Descriptive text 10 has mental and material processes (see Appendix 1, page 70). Descriptive text 11 has behavioural, material, mental, and existential processes (see Appendix 1, page 72). Descriptive text 12 has behavioural, material, mental, and existential processes (see Appendix

1, page 74). Descriptive text 13, which is the last descriptive text in Book I, it has material, behavioural, existential, and verbal processes (see Appendix 1, page 76).

For the descriptive materials in Book 2, we can find that descriptive text 1 has some behavioural processes (see Appendix 4, page 99). Descriptive text 2 has behavioural and existential processes (see Appendix 4, page 100). Descriptive text 3 has behavioural, existential, and material processes (see Appendix 4, page 101). The last descriptive text in Book II, that is descriptive text 4, it has behavioural, mental, and existential processes (see Appendix 4, page 103).

If we compare the existence of processes in descriptive text materials in Book 1 and Book 2, we can see that the descriptive text materials of Book 1 have more variation than Book 2. The descriptive materials in Book 1 are also more complete and appropriate with the basic competences about descriptive texts in the Curriculum 2013 than Book 2. According to Gerot and Wignell, a descriptive text uses frequent compound sentences in it, sometimes a descriptive text also uses complex sentences in it. It can be seen from the descriptive text in *Making Senses of Functional Grammar* book (see Appendix 7, page 122). There are 13 descriptive texts in Book 1, eight of them have compound sentences, two of them have complex sentences, and three of them do not have either compound or complex sentences. For Book 2, from 4 descriptive texts in it, two of them have compound sentences, and the other two do not have either compound or complex sentences. However, each descriptive text in the two textbooks does not use frequent compound and complex sentence in it, just one to two compound or complex sentences. The descriptive text given by Gerot and Wignell has a title

which can help the readers to assume what will be described in a descriptive text. It is different with Book 1 and Book 2. From 13 descriptive texts in Book 1, only descriptive text 13 that has a title (see Appendix 1, page 76). For the descriptive materials in Book 2, none of the descriptive texts in Book 2 that has a title. That are the difference of descriptive texts in Book 1 and Book 2 with the descriptive text according to Gerot and Wignell. Overall, for the descriptive materials, it can be concluded that Book 1 has better descriptive materials than Book 2.

#### **4.4.2 The Lexico-Grammatical Features Comparison of Recount Texts**

According to Gerot and Wignell (1994:194), a recount text has the following significant lexico-grammatical features:

1. Focus on specific participants.
2. Use of material processes.
3. Circumstances of time and place.
4. Use of past tense.
5. Focus on temporal sequence.

Both of Book 1 and Book 2 give the recount texts in the recount materials that have fulfilled all of the lexico-grammatical features. Book 1 gives more variations of recount texts than Book 2. As it is explained before, Book 1 gives four texts in the recount materials, while Book 2 only gives two texts in the recount materials.

The recount texts in Book 1 have more balanced distribution of each element in the significant lexico-grammatical features and distribution of processes than Book 2.

As suggested by Gerot and Wignell, a recount text should have material processes. Even though , the recount texts in both of Book 1 and Book 2 have other processes besides material processes. For the recount materials in Book 1, recount text 1 has mental, verbal, and behavioural processes besides the material processes (see Appendix 2, page 84). Recount text 2 has behavioural, verbal, rational, and mental processes (see Appendix 2, page 87). Recount text 3 has relational, mental, behavioural, and verbal processes (see Appendix 2, page 89). Recount text 4 has behavioural, mental, and relational processes (see Appendix 2, page 91).

For the recount materials in Book 2, recount text 1 has relational, mental, behavioural, existential, and verbal processes (see Appendix 5, page 105). While recount text 2 has relational, mental, and behavioural processes (see Appendix 5, page 111).

Both of Book 1 and Book 2 gives the recount materials that are appropriate with the Curriculum 2013. However, Book 1 gives more variation of recount texts than Book 2. Although Book 1 gives more variation of recount texts than Book 2, none of recount texts in Book 1 that has the title. It is difference with Book 2. Both of recount texts in Book 2 have titles, just like the recount text suggested in *Making Sense of Functional Grammar* book (see Appendix 8, page 123).

#### **4.4.3 The Lexico-Grammatical Features Comparison of Narrative Texts**

According to Gerot and Wignell (1994:204), a narrative text has the following significant lexico-grammatical features:

1. Focus on specific and usually individualised participants.
2. Use of material, behavioural, and verbal processes.
3. Use of relational processes and mental processes.
4. Use of temporal conjunctions and temporal circumstances.
5. Use of past tense.

Both of Book 1 and Book 2 give the recount texts that have fulfilled all of the lexico-grammatical features. However, both of Book 1 and Book 2 do not give much texts in the narrative materials.

There is only one text in the narrative materials in Book 1, while Book 2 gives two texts in the narrative materials. The narrative text in Book 1 has the complete generic structures of a narrative text and has completed the Basic Competence of narrative texts in the Curriculum 2013. However, this text does not have the complete significant lexico-grammatical features, because it does not have any verbal processes. This narrative text has another process besides the main processes that should be had by a narrative text, that is existential process (see Appendix 3, page 94) .

Both of texts in the narrative texts in Book 2 have the complete generic structures of narrative texts. However, none of them that have the temporal conjunctions (see Appendix 6, pages 113 and 119). Narrative text 2 in Book 2 has

one process besides the processes that are suggested in a narrative text, that is existential process (see Appendix 6, pages 119).

The texts in the narrative materials in both of Book 1 and Book 2 do not have the complete significant lexico-grammatical features of a narrative text. However, all the narrative texts in Book 1 and Book 2 have title as the narrative text suggested by Gerot and Wignell in *Making Sense of Functional Grammar* book (see Appendix 9, page 124). Book 2 gives more variation of narrative texts than Book 1 that only gives one text in the narrative materials.

#### **4.5 The Comparative Analysis of Text-types Materials in the Two Textbooks**

The comparative analysis of text-types materials of Book 1 and Book 2 are about the appropriateness of text-types materials to the Basic Competences of text-types in the Curriculum 2013, the presentation of the texts in the textbooks, and the lexico-grammatical features. Moreover, the comparative analysis can also about the grammar and the vocabularies that are used inside the reading texts.

#### **4.6 The Appropriateness of Text-Types Materials to the Basic Competences of Text-Types in the Curriculum 2013**

We can take a look at the Table 4.2, in the Core Competence 3.10. It is written that the topics of that competence are about the description of people, animals, and things. The main materials are the descriptive texts about people, animals, and things. The descriptive materials in Book 1 give reading texts about people, animals, and things. The descriptive materials in Book 1 give eight descriptive

texts about people, one descriptive text about animal, and four descriptive texts about things. While for the Book 2, it gives four descriptive texts which all of them are about the description of things. However, the descriptive materials in Book 2 are not as complete as in Book 1. If we see the Core Competence 3.10 of descriptive materials in the Curriculum 2013, it is stated that descriptive materials should contain the description about people, animals, and things. Book 2 only gives description texts about thing. There are no descriptive texts about people and animals that can be found in the descriptive materials in Book 2.

The Basic Competence 3.12 gives the topics about occurrences, events, and experiences that happened in the past time which are given in the main materials of recount texts. Book 1 gives four reading texts in the materials of recount texts, and Book 2 gives two texts in the recount materials. For the recount materials, Book 1 gives more variations of texts than Book 2.

If we take a look at the Table 4.2, it is written that the Basic Competence 3.14 is about narrative texts in the form of fables. Book 1 only gives one reading text in the narrative materials. While Book 2 gives two reading texts in the narrative materials. For the narrative materials, Book 2 gives more reading texts than Book 1. Overall, Book 1 gives more reading texts in text-types materials than Book 2.

#### **4.7 The Presentation of Reading Texts in the Textbooks**

Most of descriptive texts in descriptive materials of Book 1 are short texts. Only one reading text in descriptive materials of Book 1 that is included into long text. Most of descriptive texts in Book 1 have 43-83 words. While for Book 2, all

reading texts in the descriptive materials in this book are short texts. The descriptive texts in Book 2 consist of 40-88 words. There are no big differences in the sum of the words in the reading texts between Book 1 and Book 2, except one descriptive text in Book 1 that has 449 words.

All of four recount texts in the recount materials in Book 1 are short texts. They consist of 108-119 words. There are only two recount texts in recount materials in Book 2. One reading text is included into long text, because it has 304 words. While the other one is included into short text, because it has 106 words.

There is only one narrative text in the narrative materials of Book 1, and it is included a long text. It consists of 269 words. While for the narrative materials in Book 2, there are two narrative texts, text one is long (288 words), and text 2 is shorter than text 1 because it has 158 words. If we see the entire reading texts in the text-types materials in the two English textbooks, most of them are short texts.

If we see all the reading texts in the text-types material in the two textbooks, only few of them that have titles above the texts. The title is not included in the generic structures of reading texts. However, the title can help readers in getting the contents of the texts before reading them. All the reading texts in the text-types materials in Book 2 have the title. However, only few reading texts in text-types materials in Book 1 that have title.

#### **4.8 The Lexico-Grammatical Features Comparison**

In the previous sub-chapters, it has been stated that there are 13 texts in the descriptive materials of Book 1. From those 13 descriptive texts, none of them

fulfill all the lexico-grammatical features elements of descriptive texts based on the book *Making Sense of Functional Grammar* (Gerot and Wignell, 1994). There are no any descriptive texts in Book 1 that have classifiers in nominal groups. However, many descriptive texts in Book 1 that have other processes besides the relational processes that become the characteristics of a descriptive text. Many of descriptive texts in Book 1 have the material, mental, verbal, behavioural, and existential processes.

While for Book 2, from the four descriptive texts in descriptive materials, all of them also do not fulfill all elements of lexico-grammatical features of descriptive texts. All the texts in descriptive materials in Book 2 do not have any classifiers in nominal groups. The descriptive texts in Book 2 also have other processes besides the relational processes. However, since Book 2 does not give descriptive texts as much as Book 1, so there is not many variation of lexico-grammatical features elements in the descriptive texts in Book 2.

Recount text materials in Book 1 gives four recount texts which all of them fulfill the lexico-grammatical features of recount texts. The recount texts in Book 1 also have some other processes besides the material processes that become the characteristic of a recount text. Moreover, the material processes in recount text three are less than the other processes. However, recount text four can be said as a good recount text because it has the balanced distribution of processes and has the complete significant lexico-grammatical features.

Book 2 has two recount texts in the recount text materials and all of them do not have the temporal sequences that become one of the characteristic of a recount

text. It can be concluded that recount texts in Book 2 have not completed the significant lexico-grammatical yet.

There is only one reading text in the narrative text materials in Book 1. This reading text does not fulfill all the lexico-grammatical features of narrative texts as stated in *Making Sense of Functional Grammar* book, since it does not have any verbal processes. Book 2 gives two narrative texts for the narrative text materials. Narrative text 1 in Book 2 does not have any temporal conjunctions. Narrative text 2 in Book 2 does not have any behavioural and verbal processes. For the narrative materials, Book 2 gives more texts than Book I.

#### **4.9 The Texts Grammar and Vocabularies Comparison**

Both of Book 1 and Book 2 have good grammar for the descriptive texts in the descriptive materials. All the texts use verbs and to be in the simple present forms and there is no deviation of grammar in the descriptive texts in the both textbooks. For the vocabularies, both of textbooks have many vocabularies to be learned and known by students. However, since Book 1 gives more descriptive texts, so descriptive materials in Book 1 has more vocabularies than Book 2.

The recount materials in Book 1 and Book 2 have the correct grammar and past tense forms. Book 1 has more vocabularies than Book 2 for recount text materials since Book 1 gives more recount texts than Book 2.

Book 1 and Book 2 give narrative texts for the narrative materials that have good grammar. For the narrative materials, Book 2 gives more narrative texts than Book 1, it makes Book 2 gives more kind of vocabularies for the narrative materials than Book 1.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter gives conclusion and suggestions related to the analyses that are reported in the previous chapter of this study.

#### 5.1 Conclusion

Book 1 gives more descriptive texts than Book 2. Book 1 gives descriptive texts about people, animals, and things. Book 2 only gives descriptive texts that describe things. There are 13 descriptive texts in Book 1 which all of them do not have classifiers in nominal groups. Moreover, there are two in the descriptive materials of Book 1 that do not have any epithets, that are text 5, which is located on page 144 that gives description about Aunt Dina; and text 6, which is also located on page 144 and gives description about a cat named Manis. While for Book 2, there are four texts in the descriptive materials in it which all of them do not have classifiers in nominal groups. Book 2 only gives descriptive texts about things. Descriptive texts about people and animals cannot be found in the descriptive materials in Book 2. It gives less variation of descriptive texts. It can be concluded that Book 1 gives the better descriptive texts than Book 2. It also means that the descriptive materials in Book 1 more appropriate than the descriptive materials in Book 2.

While for the recount materials, Book 1 still gives more texts than Book 2. Book 1 gives four recount texts and Book 2 gives two recount texts. All the

reading texts in recount materials in Book 1 have the complete lexico-grammatical features, so that Book 2. Book 2 gives more narrative texts than Book 1. Book 1 only has one narrative text, while Book 2 has two narrative texts. The narrative text in Book 1 does not have any verbal processes. Both of narrative texts in Book 2 do not have any temporal conjunctions.

## 5.2 Suggestions

Based on the conclusion above, I would like to give some suggestions related to this study.

First, it is better for the teachers to adjust the English textbook that will be used in the teaching and learning process with the condition of their students. The teachers can use both of *When English Rings A Bell* English textbook and *Bright* English textbook as the combination and variation in giving the texts for each text-type materials. It is also important for teachers to explain every part text generic structures and lexico-grammatical features of the texts, since not all the texts in both of Book 1 and Book 2 have the complete lexico-grammatical features, and to make students more clear about every element of a text. In my opinion, it is better is English teachers master the Systemic Functional Grammar, so that they can explain not only about text-types to their students, but also the elements in it.

Second, for the textbook developers, it is better if they improve the presentation of texts inside the textbooks. I think it is also better for the textbook developers if they give the texts in the text-types materials that have the complete

lexico-grammatical features. So that, it is expected that students not only have knowledge about text-types materials, but also about the significant lexico-grammatical features of text-types materials. It is also expected that the book developers can master the Systemic Functional Grammar (SFG), so that they can improve their text-types writing.

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# APPENDICES

## Appendix 1

### Descriptive Texts in Book 1

#### Text 1

My father is a good man. He loves his family. He does not get angry easily. He talks to us, his children, about many things. He and my mum often go out together to enjoy the evening. He is friendly to the neighbours.

My father	is	a good man	}	Relational Process (attributive)
Carrier	Attributive:intensive	Attribute		

He	loves	his family	}	Mental Process
Senser	Mental:Affective	Phenomenon		

He	does not get angry	easily	}	Mental Process
Senser	Mental:Affective	Circ:manner		

He	talks	to us, his children,	about many things	}	Verbal Process
Sayer	Verbal	Receiver	Verbiage		

He and my mum	often	go out together	}	Material Process
Actor	Circ:frequency	Material		

to enjoy the evening	}
Goal	

He	is	friendly	}	Relational Process (attributive)
Carrier	Attributive:intensive	Attribute		

to the neighbours	}
Circ:matter	

**Text 2**

My father is friendly, too. He knows almost everybody in the neighbourhood. He always goes to the neighbourhood meetings. He is never absent from the Cleaning Day. He is a good volleyball player. He plays volleyball with our neighbours in the community centre every Saturday.

My father	is	friendly,	too.	} Relational Process (attributive)
Carrier	Attributive:intensive	Attribute		

He	knows	almost everybody	} Mental Process
Senser	Mental:Cognitive	Phenomenon	
in the neighbourhood.			
} Circ:place			

He	always	goes	} Material Process
Participant	Circ:frequency	Material	
to the neighbourhood meetings.			
} Goal			

He	is never absent	from the Cleaning Day.	} Behavioural Process
Behaver	Behavioural	Circ:place	

He	is	a good volleyball player.	} Relational Process (attributive)
Carrier	Attributive:intensive	Attribute	

He	plays	volleyball	with our neighbours	} Material Process
Actor	Material	Goal	Circ:matter	
in the community centre every Saturday.				
} Circ:place			} Circ:time	

**Text 3**

I love my mum very much. She is an Elementary School teacher. She is very patient. She is never angry. She always smiles and never complains. My mum is my best friend. I can talk to her about everything. Oh ya, she can sing! She has a beautiful voice.

I	love	my mum	very much.
Senser	Mental:Affective	Phenomenon	

} Mental Process

She	is	an Elementary School teacher.
Carrier	Attributive:intensive	Attribute

} Relational Process  
(attributive)

She	is	very patient.
Carrier	Attributive:intensive	Attribute

} Relational Process  
(attributive)

She	is never	angry.
Behaver	Circ:frequency	Range

} Behavioural Process

She	always	smiles and
Behaver	Circ:frequency	Range

} Behavioural Process

never	complains.
Circ:frequency	Range

My mum	is	my best friend.
Token	Identifying:intensive	Value

} Relational Process  
(identifying)

I	can talk	to her	about everything.
Sayer	Verbal	Receiver	Verbiage

} Verbal Process

Oh ya, she	can sing!
Sayer	Verbal

} Verbal Process

She	has	a beautiful voice.
Carrier	Attributive:possessive	Attribute

} Relational Process  
(attributive)

**Text 4**

I'm proud of my English teacher. She is smart and very friendly. Her English is very good and very clear. She speaks English to us, and we speak English to her too. She often reads us good stories from different parts of Indonesia. She knows many stories from other countries too.

I'm	proud of	my English teacher.
Senser	Mental:Affective	Phenomenon

} Mental Process

She	is	smart and very friendly.
Carrier	Atributive:intensive	Attribute

} Relational Process  
(attributive)

Her English	is	very good and very clear.
Carrier	Atributive:intensive	Attribute

} Relational Process  
(attributive)

She	speaks	English	to us,
Sayer	Verbal	Verbiage	Receiver

and we speak English to her too.

Sayer	Verbal	Verbiage	Receiver
-------	--------	----------	----------

} Verbal Process

She	often	reads	us
Senser	Circ:frequency	Mental:Perceptive	Phenomenon

good stories from different parts of Indonesia.

Circ:matter
-------------

} Mental Process

She knows many stories from other countries too.

Senser	Mental:Cognitive	Phenomenon
--------	------------------	------------

} Mental Process

**Text 5**

Aunt Dina is very healthy. She is rarely sick. She is married and has two children. She is more than 40 years old, but her skin is smooth and her face always looks young and beautiful. Oh ya, she exercises almost everyday. She works at bank. It is almost 2 kms from her home. She has a motorcycle, but she goes to work on foot.

Aunt Dina is very healthy.

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

} Relational Process  
(attributive)

She is rarely sick.

Carrier	Attributive:intensive	Circ:frequency	Attribute
---------	-----------------------	----------------	-----------

} Relational Process  
(attributive)

She is married and has two children.

Carrier	Attributive:intensive
---------	-----------------------

Attributive:possessive	Attribute
------------------------	-----------

} Relational Process  
(attributive)

She is more than 40 years old, but her skin is smooth and her face always looks young and beautiful.

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

Carrier	Circ:frequency	Attributive:circumstantial
---------	----------------	----------------------------

Attribute
-----------

} Relational Process  
(attributive)

Oh ya, she exercises almost every day.

Actor	Material	Circ:time
-------	----------	-----------

} Material Process

She works at bank.

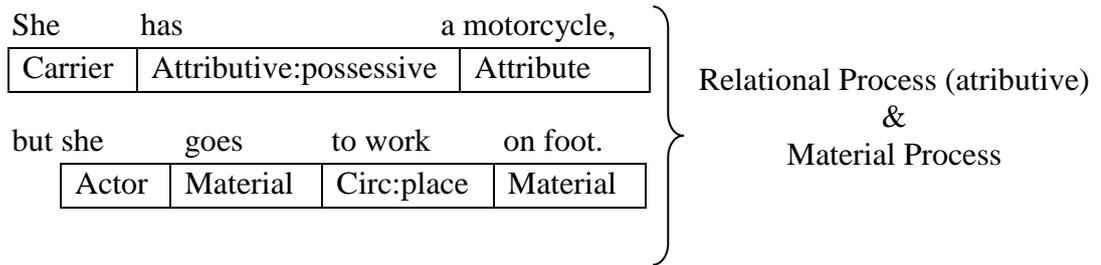
Actor	Material	Circ:place
-------	----------	------------

} Material Process

It is almost 2 kms from her home.

Token	Identifying:circumstantial	Value	Circ:place
-------	----------------------------	-------	------------

} Relational Process  
(identifying)



**Text 6**

I love my cat, Manis. She makes me happy. When I tickle her, she rolls around and taps her paws on my hand. I like the feeling. She has three colors, white, yellow, and black. She often lies on my feet when I study or watch TV. Sometimes she sleeps in my bed with me, on my feet. It feels warm.

I	love	my cat, Manis.
Senser	Mental:Affective	Phenomenon

} Mental Process

She	makes	me	happy.
Senser	Mental: Affective	Phenomenon	Circ:manner

} Mental Process

When I	tickle	her,
Actor	Material	Goal
she	rolls	around
Actor	Material	Circ:place
and taps	her paws	on my hand.
Material	Goal	Circ:place

} Material Process

I	like	the feeling.
Senser	Mental:Affective	Phenomenon

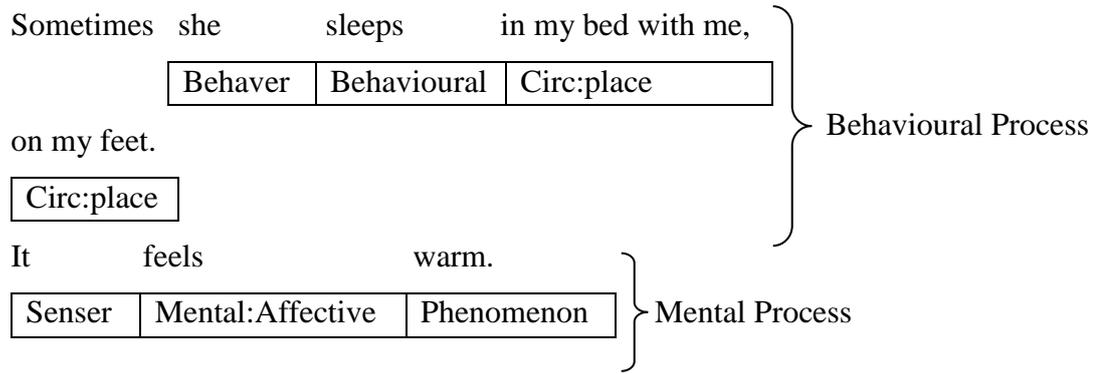
} Mental Process

She	has	three colors, white, yellow, and black.
Carrier	Attributive:possessive	Attribute

} Relational Process (attributive)

She	often	lies	on my feet
Behaver	Circ:frequency	Behavioural	Circ:place
when I	study		
Senser	Mental:Cognitive		
or watch	TV.		
Mental:Perceptive	Phenomenon		

} Behavioural & Mental Processes



**Text 7**

I'm proud of my school. Our teachers are smart. We have many good books and magazines in our school library. The classrooms are not big, and they are clean and tidy. *But*, the school yard is very small. There are not many plants, so it is very hot in the afternoon. We only have terrace when we are not in the classrooms. So the terrace is very crowded during the break.

I'm proud of my school.

Senser	Mental:Affective	Phenomenon
--------	------------------	------------

} Mental Process

Our teachers are smart.

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

} Relational Process  
(Attributive)

We have many good books and magazines  
in our school library.

Token	Identifying:possessive	Value
-------	------------------------	-------

} Relational Process  
(Identifying)
  

Cir:place
-----------

The classrooms are not big,  
and they are clean and tidy.

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

} Relational Process  
(Attributive)
  

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

*But*, the school yard is very small.

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

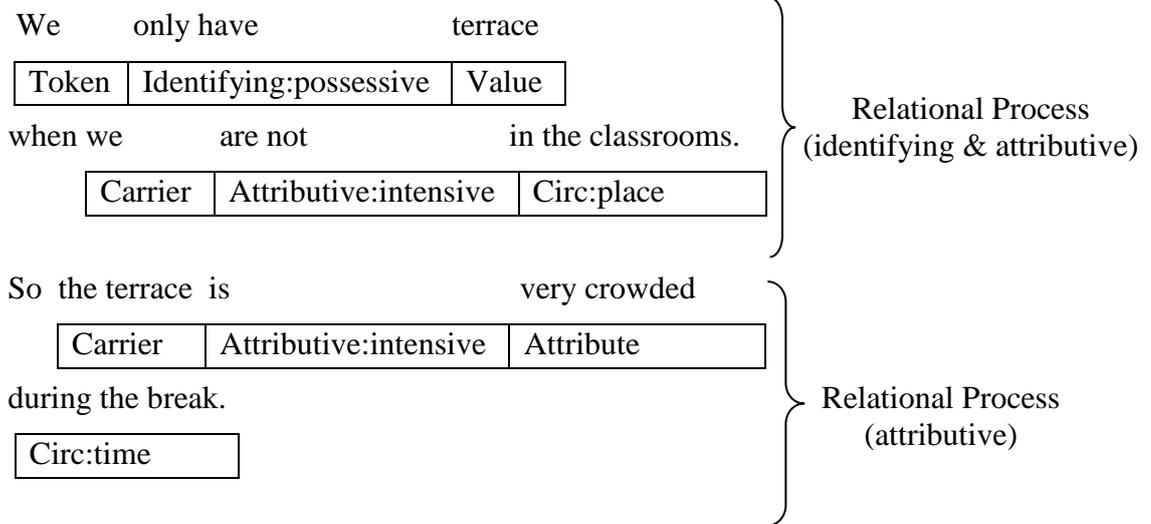
} Relational Process  
(Attributive)

There are not many plants,  
so it is very hot in the afternoon.

Existential	Existent
-------------	----------

} Existential & Relational  
(attributive) Processes
  

Carrier	Attributive:intensive	Attribute	Circ:time
---------	-----------------------	-----------	-----------



**Text 8**

I like my classmates. We are close to each other. We tease each other, but we do not get angry easily. We play together. We study together. *But* I do not like a number of things about them. Some are not discipline. They do not do their work seriously. They litter. So, our classroom is often messy and dirty. They also write bad words on the desks. During the class, they move around and they make a lot of noise.

I like my classmates. }  

Senser	Mental:Affective	Phenomenon
--------	------------------	------------

 } Mental Process

We are close to each other. }  

Senser	Mental:Affective	Phenomenon
--------	------------------	------------

 } Mental Process

We tease each other,  

Actor	Material	Goal
-------	----------	------

  
but we do not get angry easily.  

Senser	Mental:Affective	Circ:manner
--------	------------------	-------------

 } Material & Mental Processes

We play together. }  

Actor	Material	Circ:manner
-------	----------	-------------

 } Material Process

We study together. }  

Actor	Material	Circ:manner
-------	----------	-------------

 } Material Process

*But* I do not like a number of things about them. }  

Senser	Mental:Affective	Phenomenon
--------	------------------	------------

 } Mental Process

Some are not discipline. }  

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

 } Relational Process  
(attributive)

They do not do their work seriously.

Actor	Material	Goal	Circ:manner
-------	----------	------	-------------

} Material Process

They litter.

Actor	Material
-------	----------

} Material Process

So, our classroom is often messy and dirty.

Carrier	Attributive:intensive	Circ:frequency
---------	-----------------------	----------------

} Relational Process

Attribute
-----------

They also write bad words on the desks.

Behaver	Behavioural	Range	Circ:place
---------	-------------	-------	------------

} Behavioural Process

During the class, they move around and they make a lot of noise.

Circ:time	Actor	Material
-----------	-------	----------

Actor	Material	Goal
-------	----------	------

} Material Process

**Text 9**

Pak Bacu is a janitor in our school. He is a hard worker. He sweeps the yard every morning and afternoon. He washes the toilets clean. I like him, because he is friendly, and he knows our names. *But* sometimes he is annoying. He often teases me, and laughs at me in front of my friends. He is sometimes fussy too. He tells us not to litter, again and again. He gets mad when we do not put our rubbish in the rubbishbin.

Pak Bacu is a janitor in our school.

Token	Identifying:intensive	Value
-------	-----------------------	-------

} Relational Process  
(identifying)

He is a hard worker.

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

} Relational Process  
(attributive)

He sweeps the yard  
every morning and afternoon.

Actor	Material	Goal
-------	----------	------

Circ:time
-----------

} Material Process

He washes the toilets clean.

Actor	Material	Goal	Circ:manner
-------	----------	------	-------------

} Material Process

I like him,  
because he is friendly,  
and he knows our names.

Senser	Mental:Affective	Phenomenon
--------	------------------	------------

Actor	Material	Goal
-------	----------	------

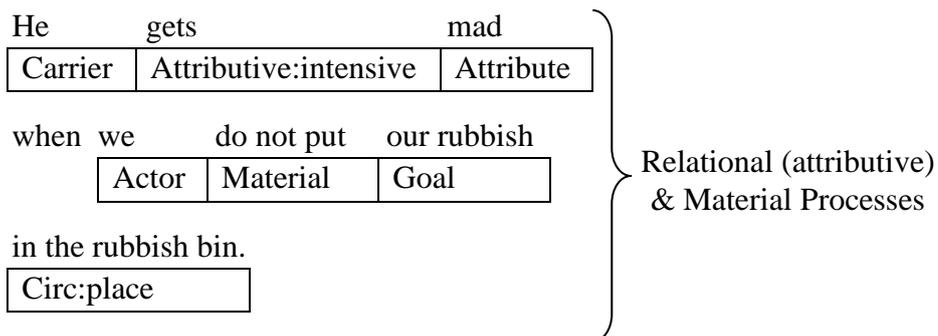
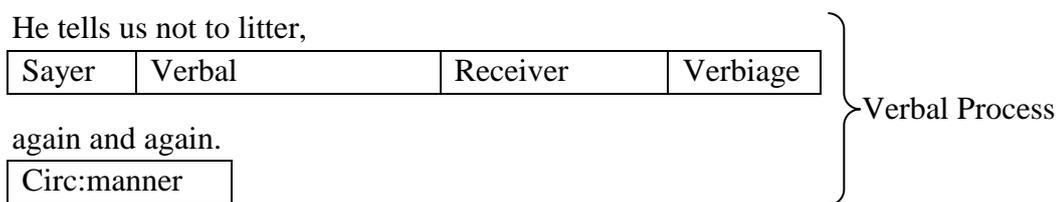
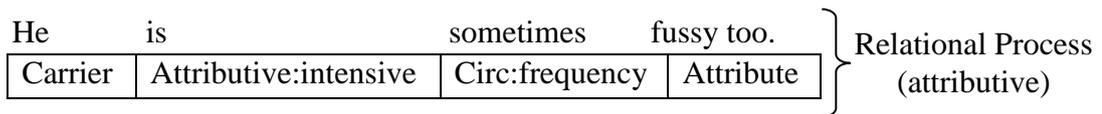
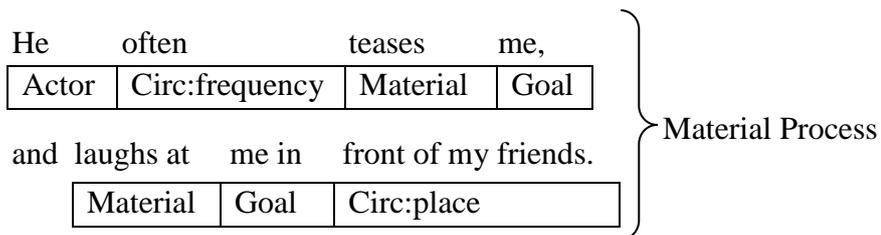
Senser	Mental:Cognitive	Phenomenon
--------	------------------	------------

} Mental & Material  
Processes

*But* sometimes he is annoying.

Circ:time	Carrier	Attributive:intensive	Attribute
-----------	---------	-----------------------	-----------

} Relational Process  
(attributive)



**Text 10**

My brother is very smart. He is also a good football player. He is generous. He is funny, too. I love him very much. *But* I don't like some things about him. His room is always messy. He puts his things everywhere. Sometimes he is smelly because he is very sweaty after he plays football and he does not take to bath straight away. He drinks too much soft drinks. He does not like fresh water. I'm often worried about his health.

My brother	is	very smart.
Carrier	Attributive:intensive	Attribute

} Relational Process  
(attributive)

He	is also	a good football player.
Carrier	Attributive:intensive	Attribute

} Relational Process  
(attributive)

He	is	generous.
Carrier	Attributive:intensive	Attribute

} Relational Process  
(attributive)

He	is	funny, too.
Carrier	Attributive:intensive	Attribute

} Relational Process  
(attributive)

I	love	him very much.
Senser	Mental:Affective	Phenomenon

} Mental Process

<i>But</i> I	don't like	some things about him.
Senser	Mental:Affective	Phenomenon

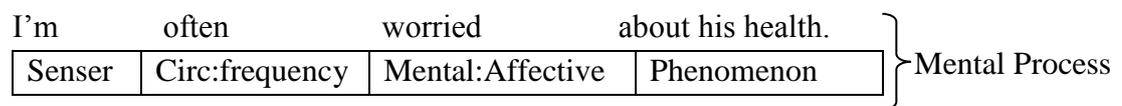
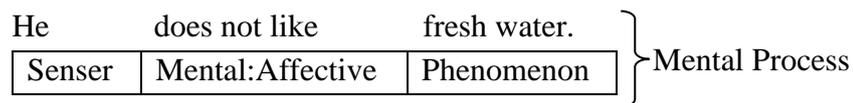
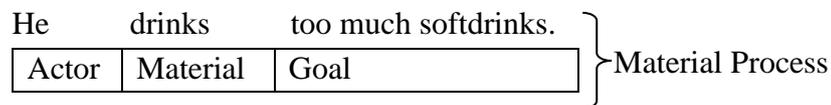
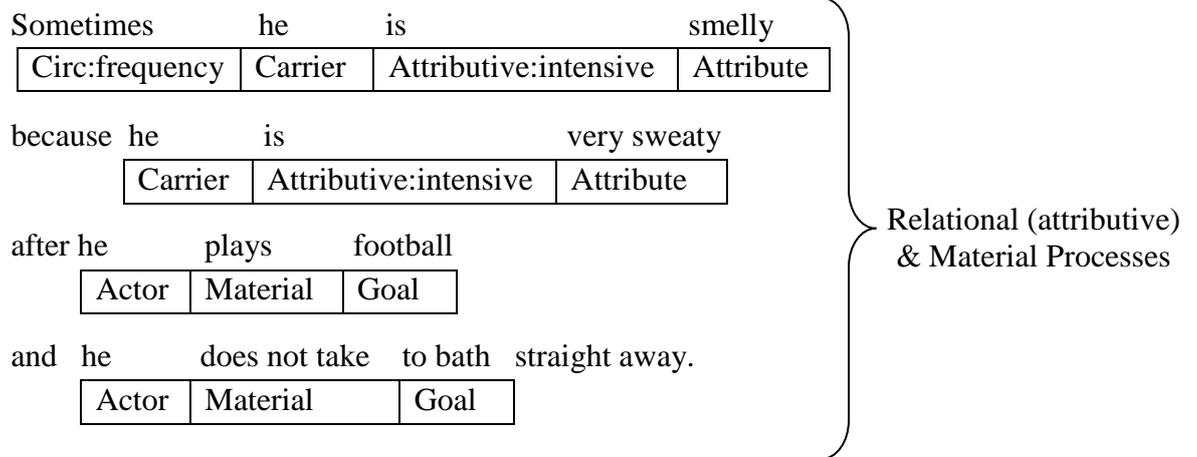
} Mental Process

His room	is	always	messy.
Carrier	Attributive:intensive	Circ:frequency	Attribute

} Relational Process  
(attributive)

He	puts	his things	everywhere.
Actor	Material	Goal	Circ:place

} Material Process



**Text 11**

I like my hometown. It is cool and green. There are many new buildings. The streets and the markets are clean. There are many plants on the sides of the roads. *But* I don't like some things about my town. The traffic is rather dangerous. Some people drive too fast. Many young people ride carelessly. They stop in wrong places and often block the ways. You have to be careful when you cross the road.

I	like	my hometown.	} Mental Process
Sensor	Mental:Affective	Phenomenon	

It	is	cool and green.	} Relational Process
Carrier	Attributive:intensive	Attribute	

There are	many new buildings.	} Existential Process
Existential	Existent	

The streets and the markets	are	clean.	} Relational Process
Carrier	Attributive:intensive	Attribute	

There are	many plants	on the sides of the roads.	} Existential Process
Existential	Existent	Circ:place	

<i>But</i> I	don't like	some things about my town.	} Mental Process
Sensor	Mental:Affective	Phenomenon	

The traffic	is	rather dangerous.	} Relational Process
Carrier	Attributive:intensive	Attribute	

Some people	drive	too fast.	} Material Process
Actor	Material	Circ:manner	

Many young people	ride	carelessly.	} Material Process
Actor	Material	Circ:manner	

They stop in wrong places  

Behaver	Behavioural	Circ:place
---------	-------------	------------

  
and often block the ways.  

Circ:frequency	Behavioural	Circ:place
----------------	-------------	------------

} Behavioural Process

You have to be careful  

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

  
when you cross the road.  

Actor	Material	Circ:place
-------	----------	------------

} Relational (attributive)  
& Material Processes

**Text 12**

There is a lake near my hometown. It's very large and panoramic. The forest around the lake is very green and cool. *But*, I want to say some sad things about it. It is very dirty and the foods and drinks are very expensive. People litter everywhere because there are not many garbage bins there. The vendors leave their waste everywhere. Some wooden benches are broken, so we cannot sit on them.

There is	a lake	near my hometown.	} Existential Process
Existential	Existent	Circ:place	

It	's	very large and panoramic.	} Relational Process (attributive)
Carrier	Attributive:intensive	Attribute	

The forest around the lake is	very green and cool.	} Relational Process
Carrier	Attributive:intensive	

<i>But</i> , I	want to say	some sad things about it.	} Mental Process
Senser	Mental:cognitive	Phenomenon	

It	is	very dirty	} Relational Processes (attributive)
Carrier	Attributive:intensive	Attribute	
and the foods and drinks	are	very expensive.	}
Carrier	Attributive:intensive	Attribute	

People	litter	everywhere	} Material & Existential Processes
Actor	Material	Circ:place	
because there are	not many garbage bins	there.	}
Existential	Existent	Circ:place	

The vendors	leave	their waste	everywhere.	} Behavioural Process
Behaver	Behavioural	Range	Circ:place	

Some wooden benches	are	broken,
Carrier	Attributive:intensive	Attribute
so we	cannot sit	on them.
Behaver	Behavioural	Circ:place

} Relational (attributive) & Behavioural Processes

**Text 13****I'm Proud Of Indonesia**

Indonesia is a big country. It is between two continents, Asia and Australia, and between two oceans, the Pacific Ocean and the Indian Ocean. It is the largest archipelago in the world. There are more than 17 thousand islands in Indonesia.

There are many seas in Indonesia, the Java Sea, the Bali Sea, the Arafuru Sea, the Banda Sea, the Timor Sea, and many others. We also have many straits, like the Sunda Strait, between Java and Sumatra, the Bali Strait between Bali and Lombok, and many others.

We have a lot of islands. The big ones are Papua, Kalimantan, Sumatera, Sulawesi, and Java. Of the five islands, Java is the smallest, but it is the most populated one. We can find people from around Indonesia. Indonesia also has many mountains. Many of them are still active and can erupt any time. We call them volcanoes, like Sinabung and Marapi in Sumatra, Merapi in Java, and Lokon in South Sulawesi. When they erupt they bring out very hot lava from inside the earth.

Indonesia is on the equator. It is a tropical country. The sun shines brightly everyday, so it is mostly hot. It has two seasons, the rainy season, and the dry season.

The land is very fertile. Farmers grow many kinds of vegetables and fruits. They also grow coconuts. Indonesian people eat a lot of vegetables like spinach, carrots, long beans, egg plants, cabbages, cucumbers, tomatoes, onions, garlic, chillies, kangkung, and many others.

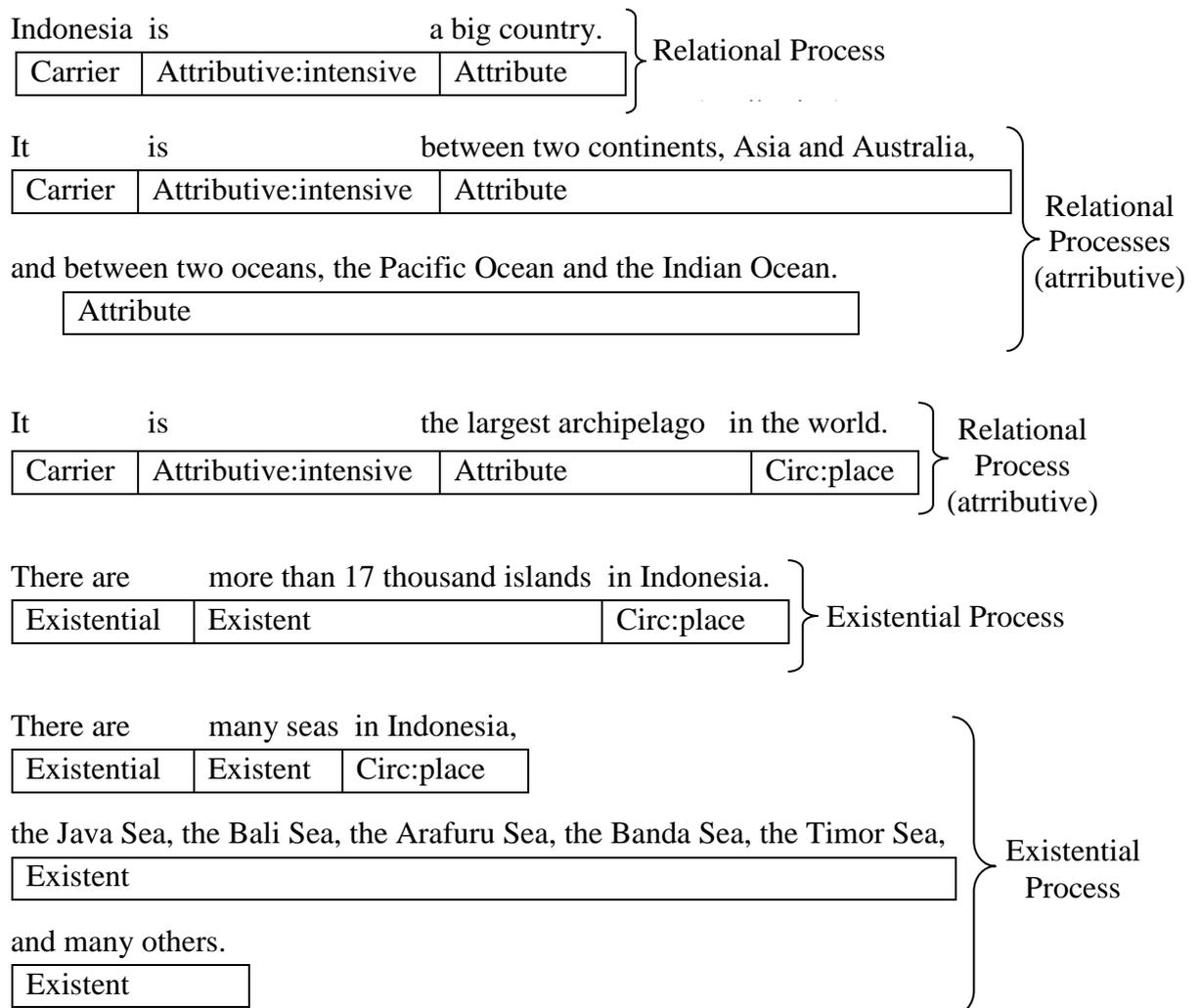
We also grow many kinds of fruit. We call them local fruits, like guavas, bananas, rambutans, durians, mangoosteens, soursops, papayas, pineapples, and salak. Some people call it a snake fruit. They are all very nice, sweet, and juicy. We eat them fresh. We also make delicious juice of them. We also dry many kinds of fruit to make crackers.

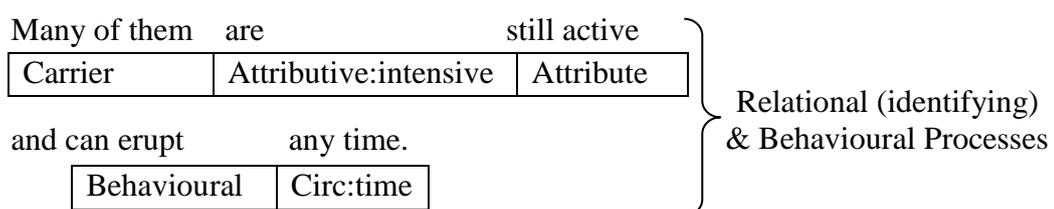
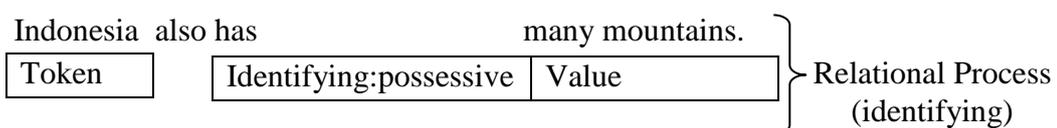
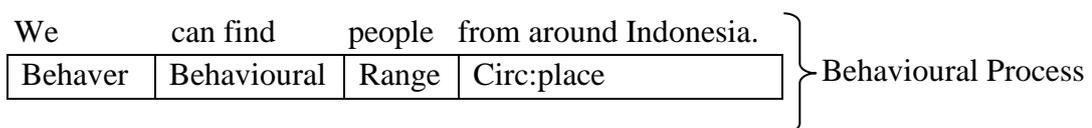
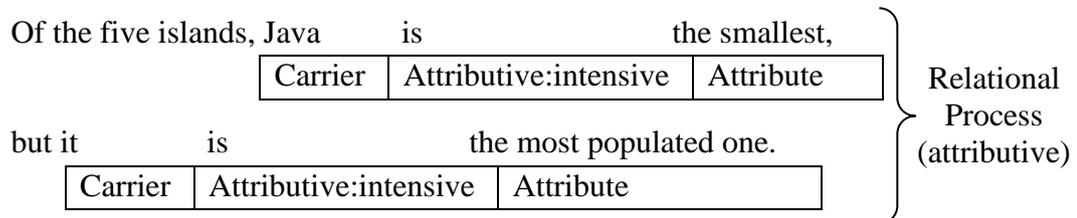
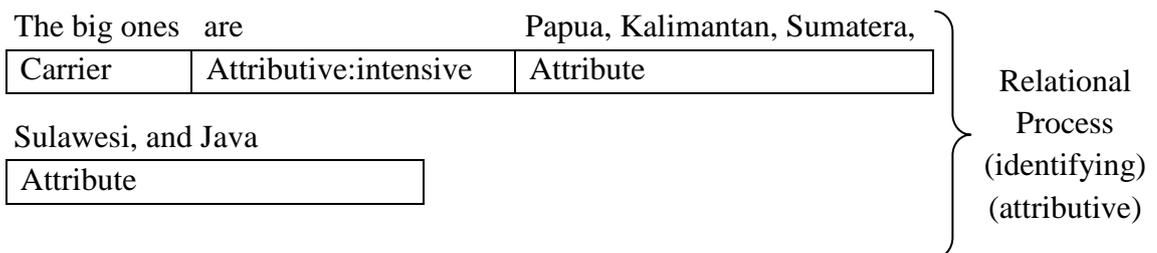
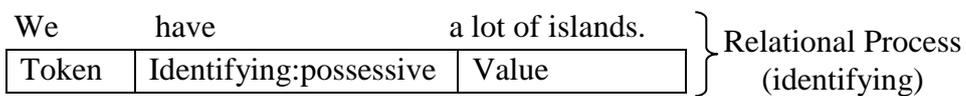
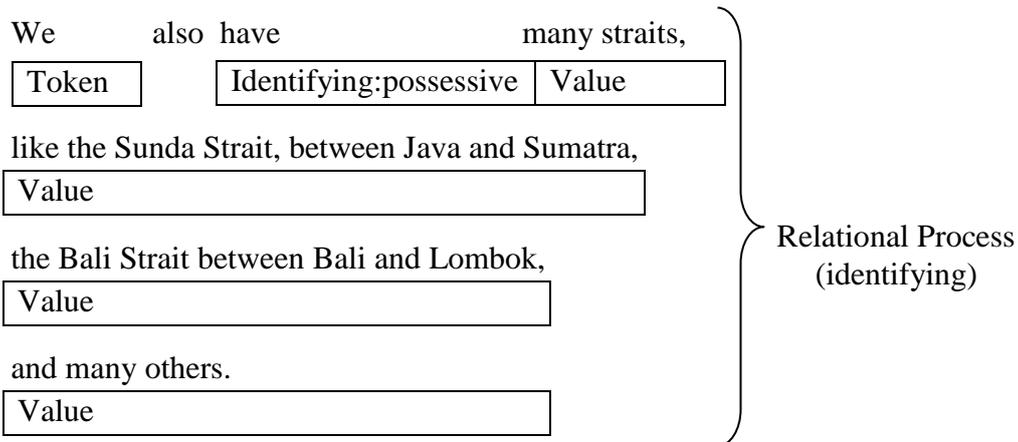
Indonesia is also rich with spices, like pepper, coriander, ginger, clove, cinnamon, tumeric, galanga, lemon grass, bay leave, and so on. We use them to cook very spicy Indonesian foods. People also make nice healthy drinks from them. They are useful for our health.

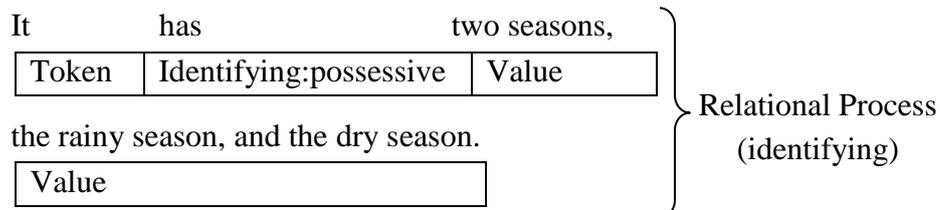
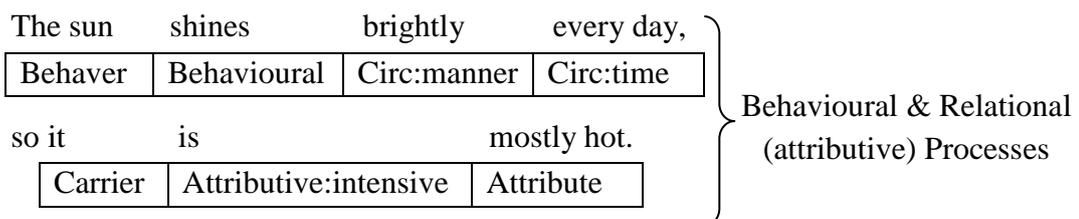
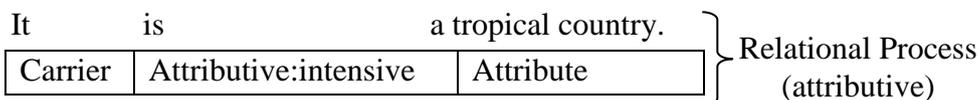
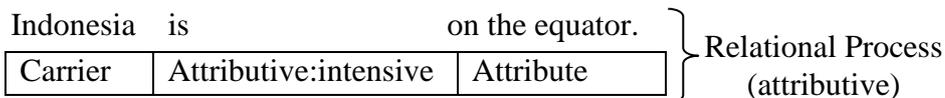
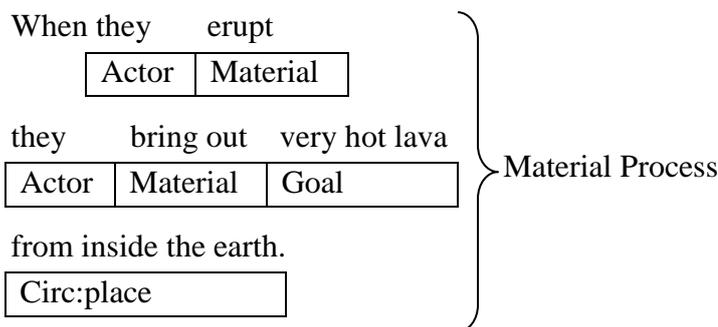
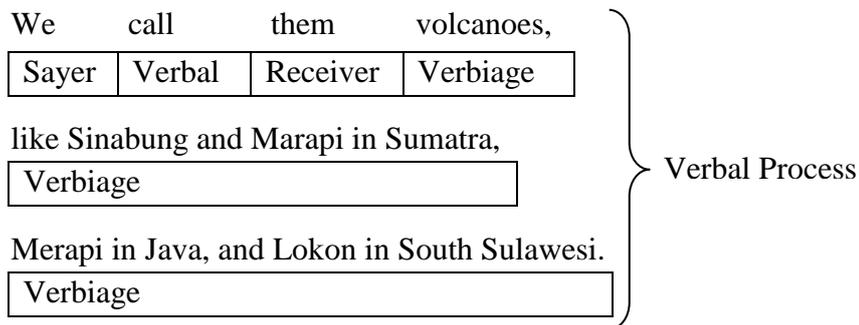
Many kinds of fish, big and small, live in the Indonesian seas. Most of us eat fish with our meals. We also eat shrimp and different kinds of sellfish. But we don't eat big fish, like dolphins and sharks. We protect them. We also protect our turtles.

Indonesia also raise different kinds of animals for their meat, like cows, goat, pigs. We get beef from the cow, mutton from the goat, and pork from the pig. Some ethnic groups even eat horse meat. Our milk is usually from cows. Of course we also have chickens. They give us meat and eggs.

I'm Proud Of Indonesia







The land is very fertile.

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

} Relational Process  
(attributive)

Farmers grow many kinds of vegetables and fruits.

Behaver	Behavioural	Range
---------	-------------	-------

} Behavioural Process

They also grow coconuts.

Behaver	Behavioural	Range
---------	-------------	-------

} Behavioural Process

Indonesian people eat a lot of vegetables

Behaver	Behavioural	Range
---------	-------------	-------

} Behavioural Process

like spinach, carrots, long beans, egg plants,

Range
-------

cabbages, cucumbers, tomatos, onions,

Range
-------

garlic, chillies, kangkung, and many others.

Range
-------

We also grow many kinds of fruit.

Behaver	Behavioural	Range
---------	-------------	-------

} Behavioural Process

We call them local fruits,

Sayer	Verbal	Receiver	Verbiage
-------	--------	----------	----------

} Verbal Process

like guavas, bananas, rambutans, durians,

Verbiage
----------

mangoosteens, soursops, papayas, pineapples, and salak.

Verbiage
----------

Some people call it a snake fruit.

Sayer	Verbal	Receiver	Verbiage
-------	--------	----------	----------

} Verbal Process

They are all very nice, sweet, and juicy.

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

} Relational Process  
(attributive)

We eat them fresh.

Behavior	Behavioural	Range	Circ:manner
----------	-------------	-------	-------------

} Behavioural Process

We also make delicious juice of them.

Actor	Material	Goal	Circ:place
-------	----------	------	------------

} Material Process

We also dry many kinds of fruit to make crackers.

Actor	Material	Goal	Circ:place
-------	----------	------	------------

} Material Process

Indonesia is also rich with spices,

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

like pepper, corriander, ginger, clove,

Attribute
-----------

cinnamon, tumeric, galanga, lemon grass,

Attribute
-----------

bay leave, and so on.

Attribute
-----------

} Relational Process (attributive)

We use them to cook very spicy indonesian foods.

Behavior	Behavioural	Range	Circ:place
----------	-------------	-------	------------

} Behavioural Process

People also make nice healthy drinks from them.

Actor	Material	Goal	Circ:place
-------	----------	------	------------

} Material Process

They are useful for our health.

Carrier	Attributive:intensive	Attribute	Circ:place
---------	-----------------------	-----------	------------

} Relational Process (attributive)

Many kinds of fish, big and small, live in the Indonesian seas.

Behavior	Behavioural	Circ:place
----------	-------------	------------

} Behavioural Process

Most of us eat fish with our meals.

Actor	Material	Goal	Circ:manner
-------	----------	------	-------------

} Material Process

We also eat shrimp and different kinds of shellfish.

Actor	Material	Goal
-------	----------	------

} Material Process

But we don't eat big fish,  
like dolphins and sharks.

Actor	Material	Goal
-------	----------	------

Goal
------

} Material Process

We protect them.

Behavior	Behavioural	Range
----------	-------------	-------

} Behavioural Process

We also protect our turtles.

Behavior	Behavioural	Range
----------	-------------	-------

} Behavioural Process

Indonesia also raise different kinds of animals  
for their meat,  
like cows, goat, pigs.

Behavior	Behavioural	Range
----------	-------------	-------

Circ:place
------------

Range
-------

} Behavioural Process

We get beef from the cow,  
mutton from the goat,  
and pork from the pig.

Behavior	Behavioural	Range	Circ:place
----------	-------------	-------	------------

Range	Circ:place
-------	------------

Range	Circ:place
-------	------------

} Behavioural Process

Some ethnic groups even eat horse meat.

Actor	Material	Circ:place
-------	----------	------------

} Material Process

Our milk is usually from cows.

Carrier	Attributive:intensive
---------	-----------------------

Cir:place
-----------

} Relational Process  
(attributive)

Of course we also have chickens.

Token
-------

Identifying:possessive	Value
------------------------	-------

} Relational Process  
(identifying)

They give us meat and eggs.

Behaver	Behavioural	Range	Circ:place
---------	-------------	-------	------------

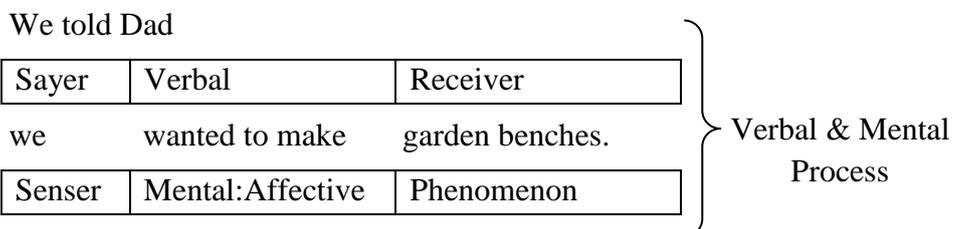
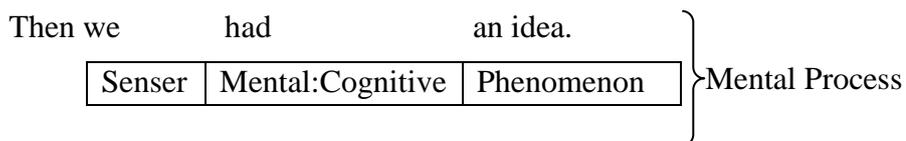
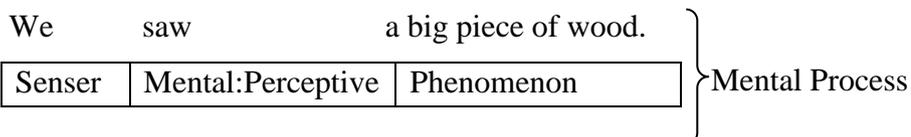
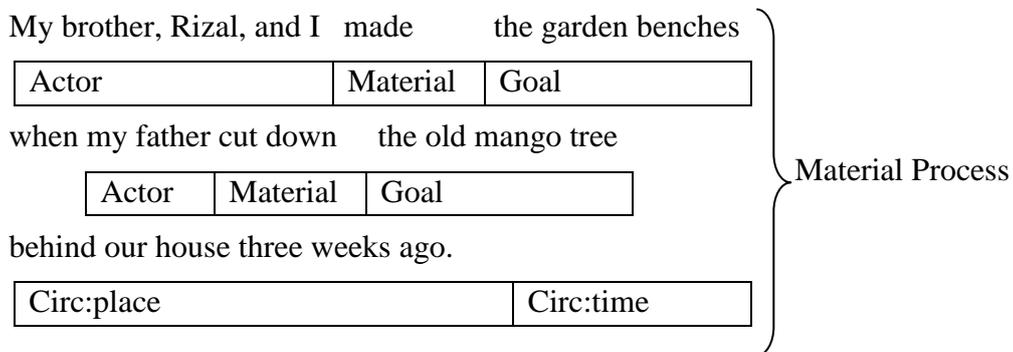
} Behavioural Process

## Appendix 2

### Recount Texts in Book 1

#### Text 1

My brother, Rizal, and I made the garden benches when my father cut down the old mango tree behind our house three weeks ago. We saw a big piece of wood. Then we had an idea. We told Dad we wanted to make garden benches. He agreed and he would help us. Then, he sawed the trunk into three pieces. 25 cm in diameter, and 25 cm in height. After that Rizal and I rubbed them with sandpaper to make them smooth. After that we dried them in the sun for one week. When they were dry, we painted them, one green, one red, and one blue. Finally, we dried them in the sun again for three days.



He agreed

Senser	Mental:Cognitive
--------	------------------

and he would help us.

Behavior	Behavioural	Range
----------	-------------	-------

} Mental & Behavioural Process

Then, he sawed the trunk into three pieces.

Actor	Material	Goal
-------	----------	------

25 cm in diameter,

Circ:matter
-------------

and 25 cm in height.

Circ:matter
-------------

} Material Process

After that Rizal and I rubbed them with sandpaper

Actor	Material	Goal	Circ:manner
-------	----------	------	-------------

to make them smooth.

Circ:place
------------

} Material Process

After that we dried them in the sun

Actor	Material	Goal	Circ:place
-------	----------	------	------------

for one week.

Circ:time
-----------

} Material Process

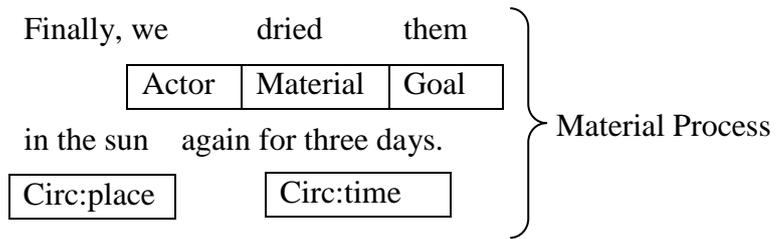
When they were dry,

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

we painted them, one green, one red, and one blue.

Actor	Material	Goal
-------	----------	------

} Relational & Material Process



**Text 2**

Yes, Sir. We won the Classroom Competition because we worked hard. The principal announced the Classroom Competition on Monday in the Flag ceremony. When we were back to the classroom, we realised that many desks and chairs are old and dirty. Some had loose legs. In the afternoon, we talked and agreed to come on Saturday to fix them. On Saturday, each of us brought something from home, like soap, cloth, a broom, a mop, nails, a hammer, a duster, and so on. Then, some of us washed the desks and the chairs. Some furnished them. Some fixed the legs. Now, we have brand new desks and chairs.

Yes, Sir. We won the Classroom Competition  

Behaver	Behavioural	Phenomenon
---------	-------------	------------

  
 because we worked hard.  

Actor	Material
-------	----------

} Behavioural & Material Processes

The principal announced the Classroom Competition  

Sayer	Verbal	Verbiage
-------	--------	----------

  
 on Monday in the Flag ceremony.  

Circ:time	Circ:place
-----------	------------

} Verbal Process

When we were back to the classroom,  

Carrier	Atributive:intensive	Circ:place
---------	----------------------	------------

  
 we realised that many desks and chairs  

Senser	Mental:cognitive	Phenomenon
--------	------------------	------------

  
 are old and dirty.  

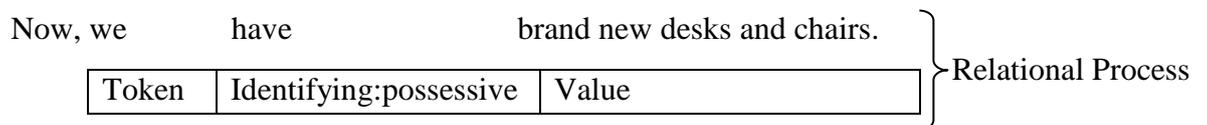
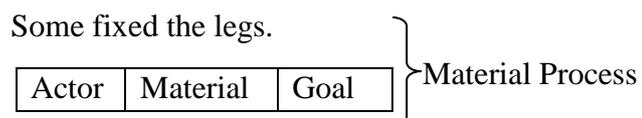
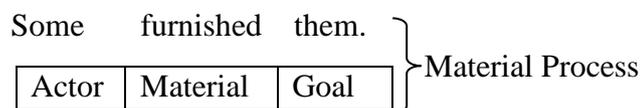
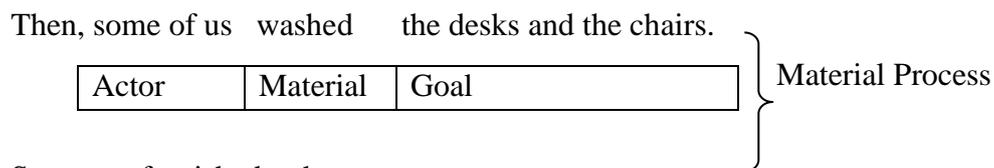
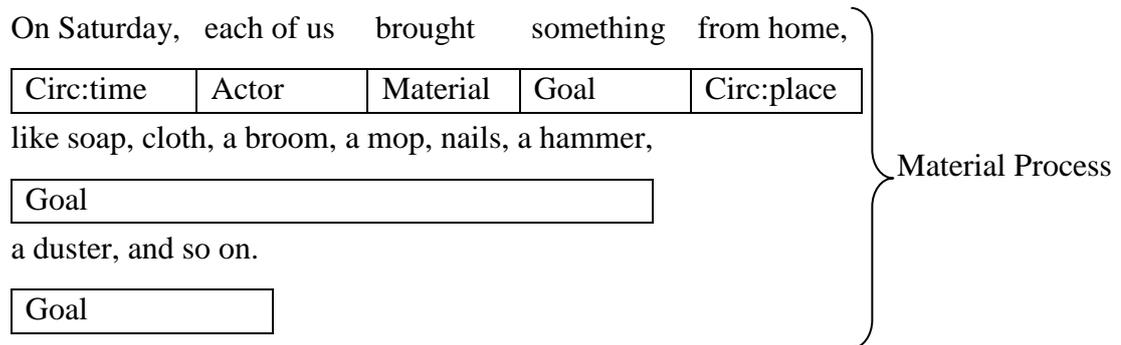
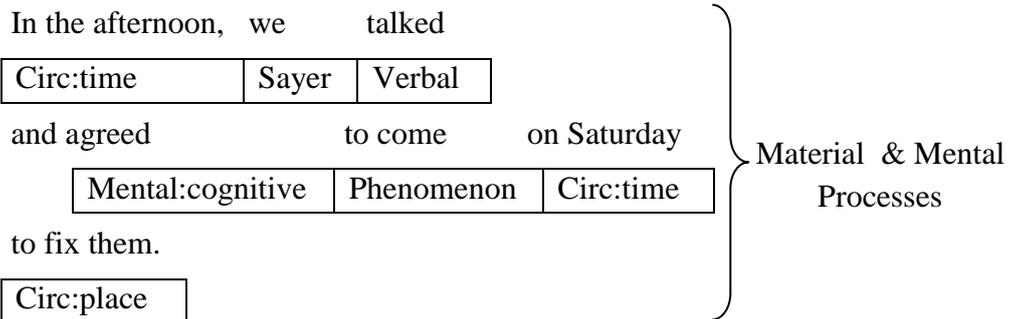
Atributive:intensive	Attribute
----------------------	-----------

} Relational (attributive) & Mental Processes

Some had loose legs.  

Senser	Mental:perceptive	Phenomenon
--------	-------------------	------------

} Mental Process





She just fell.

Behavior	Behavioural
----------	-------------

} Behavioural Process

She could not move her hands and her legs.

Actor	Material	Goal
-------	----------	------

} Material Process

At 10.30, my parents and I took Mrs. Wayan  
to hospital.

Circ:time	Actor	Material	Goal
-----------	-------	----------	------

} Material Process  

Circ:place
------------

My father and I sat in the front seats.

Behavior	Behavioural	Circ:place
----------	-------------	------------

} Behavioural Process

In the back seats, my mum was holding Mrs. Wayan.

Circ:place	Behavior	Behavioural	Range
------------	----------	-------------	-------

} Behavioural Process

In the emergency room, a doctor examined her.

Circ:place	Senser	Mental:Perceptive	Phenomenon
------------	--------	-------------------	------------

} Mental Process

Then he said

Sayer	Verbal
-------	--------

Mrs. Wayan had to stay in the hospital.

Token	Identifying:intensive	Value	Circ:place
-------	-----------------------	-------	------------

} Verbal & Relational  
(identifying) Processes

When she was already in the ward,

Carrier	Attributive:intensive
---------	-----------------------

Circ:place
------------

we went home.

Actor	Material
-------	----------

} Relational (attributive)  
& Material Processes

It was 2 a.m.

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

} Relational Process  
(attributive)

**Text 4**

Yes, last Saturday, my little sister, Dina, did something funny. She got up very late, at six. She ran fast to the bathroom. She thought she would be late to school. She forgot it was Saturday. She took a very quick bath, got dressed, took her bag, and ran off to school. She did not even have breakfast. After walking for five minutes she noticed that no other children were going to school. Soon she realized it was Saturday! So, she walked back home. We all laughed at her when she got home. She also laughed at herself. Then she changed her clothes, and went back to bed! My naughty sister!

Yes, last Saturday, my little sister, Dina,  

Circ:time	Behaver
-----------	---------

  
 did something funny.  

Behavioural	Range
-------------	-------

 } Behavioural Process

She got up very late, at six.  

Behaver	Behavioural	Circ:manner	Circ:time
---------	-------------	-------------	-----------

 } Behavioural Process

She ran fast to the bathroom.  

Actor	Material	Circ:manner	Circ:place
-------	----------	-------------	------------

 } Material Process

She thought  

Senser	Mental:Cognitive
--------	------------------

  
 she would be late to school.  

Behaver	Behavioural	Circ:place
---------	-------------	------------

 } Mental & Behavioural Processes

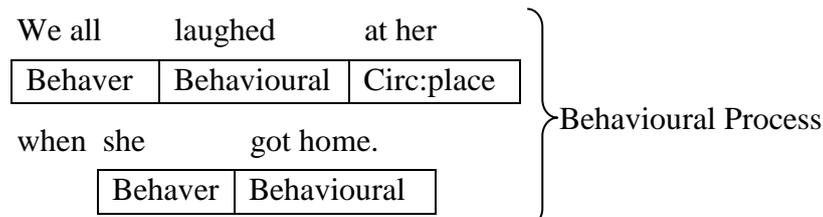
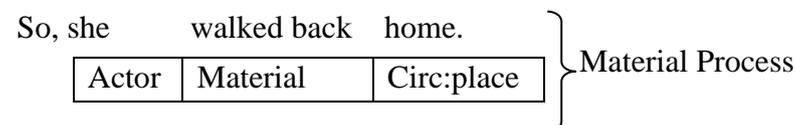
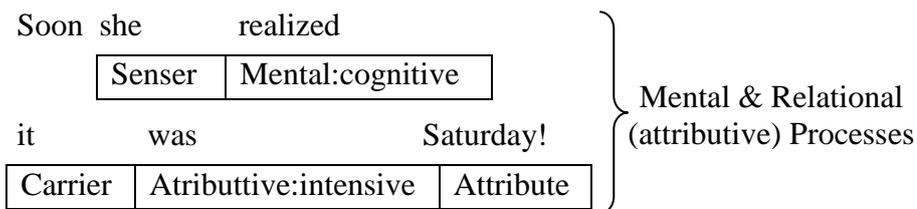
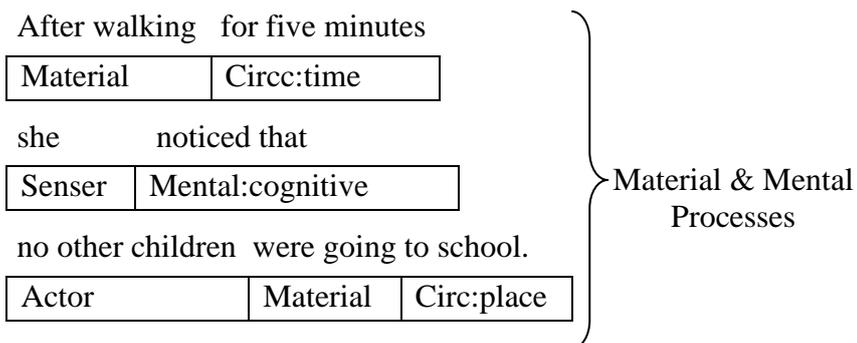
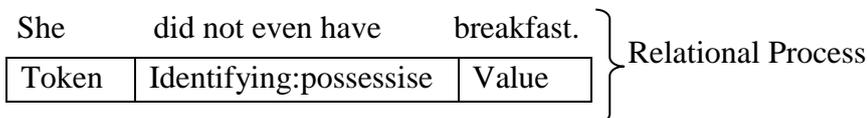
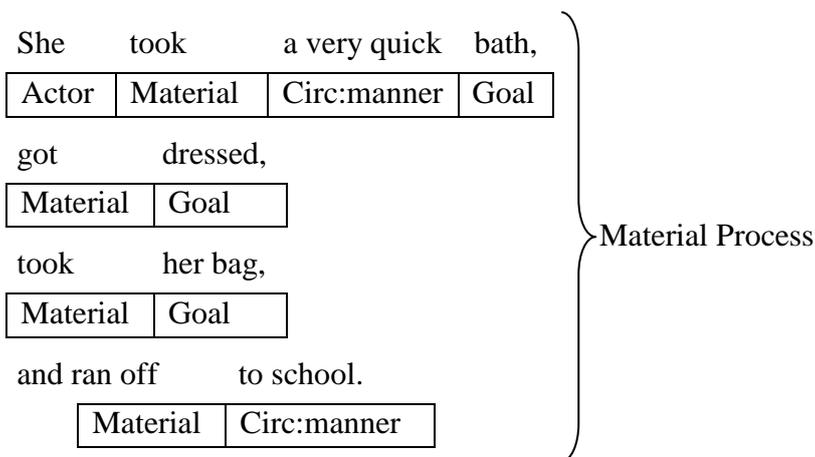
She forgot  

Senser	Mental:Cognitive
--------	------------------

  
 it was Saturday.  

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

 } Mental & Relational (attributive) Processes



She also laughed at herself. } Behavioural Process  

Behaver	Behavioural	Circ:place
---------	-------------	------------

Then she changed her clothes,  

Actor	Material	Goal
-------	----------	------

  
and went back to bed!  

Material	Circ:place
----------	------------

 } Material Process

My naughty sister! } Material Process  

Attributive:possessive	Attributive	Carrier
------------------------	-------------	---------

### **Appendix 3**

#### **Narrative Texts in Book 1**

##### **Text 1**

##### **A Wolf in Sheep Clothing**

There was a big wolf. He was waiting for a chance to steal a sheep, but the shepherd and his dog continuously chased him away. After a week, the wolf began to get very hungry, and thought, "I must find a way to get close to the sheep." It was by luck that he found a sheep's skin. He carefully pulled the skin over his body so that none of his grey fur showed under the white sheep skin. Then he could walk in easily and now he was in the middle of the herd.

The big wolf knew that the most delicious sheep were the lambs, or the young sheep. He then imitated the voice of a ewe or a mother sheep. He could easily cheat a lamb who thought that he was its mother. And, the lamb followed him to the woods. There, he eventually ate the innocent lamb. For many days, he could eat as many lambs as his stomach could take. The big wolf got bigger and bigger everyday. Now he looked like the biggest sheep on earth.

One day the shepherd was planning to hold a party. He would invite many relatives and friends. So, he decided to slaughter the biggest sheep from the herd. The shepherd approached the biggest sheep very slowly and carefully. Guess who it was? The wolf, of course, who was fully covered by the white sheep skin! But, the wolf was so fat that he could not run and fight for his safety. Very easily the shepherd slaughtered him, chopped him, and then cooked him for the big party.

There was a big wolf.

Existential	Existent
-------------	----------

} Existential Process

He was waiting for a chance

Behavior	Behavioural	Range
----------	-------------	-------

to steal a sheep,

Circ:place
------------

but the shepherd and his dog

Actor
-------

continuously chased him away.

Circ:manner	Material	Goal	Circ:place
-------------	----------	------	------------

} Behavioural & Material Processes

After a week, the wolf began to get very hungry,

Circ:time	Behavior	Behavioural
-----------	----------	-------------

and thought, "I must find a way to get close to the sheep."

Mental:Cognitive
------------------

} Behavioural & Mental Processes

It was by luck

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

that he found a sheep's skin.

Sensor	Mental:Perceptive	Phenomenon
--------	-------------------	------------

} Relational & Mental Processes

He carefully pulled the skin over his body

Actor	Circ:manner	Material	Goal	Circ:place
-------	-------------	----------	------	------------

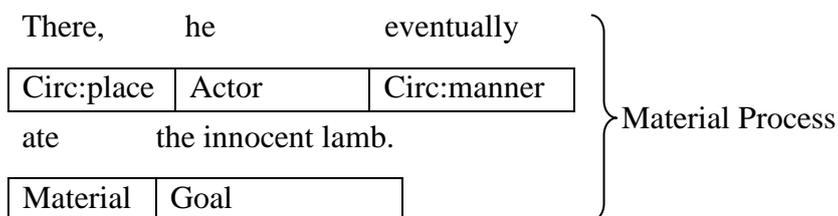
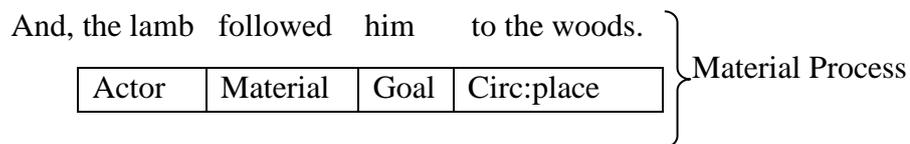
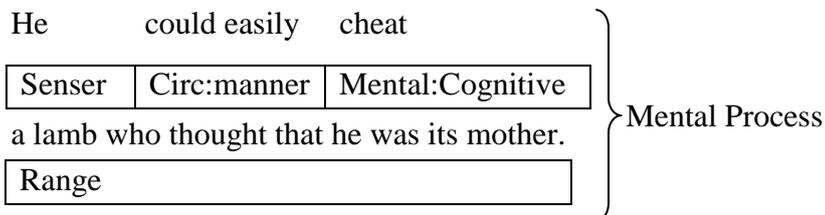
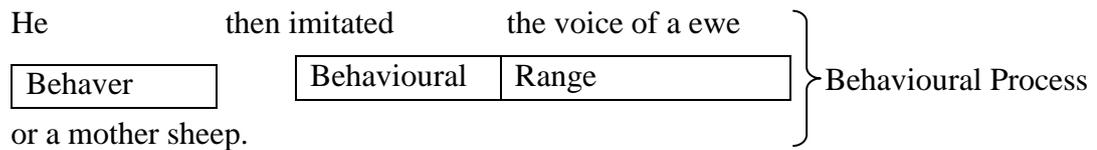
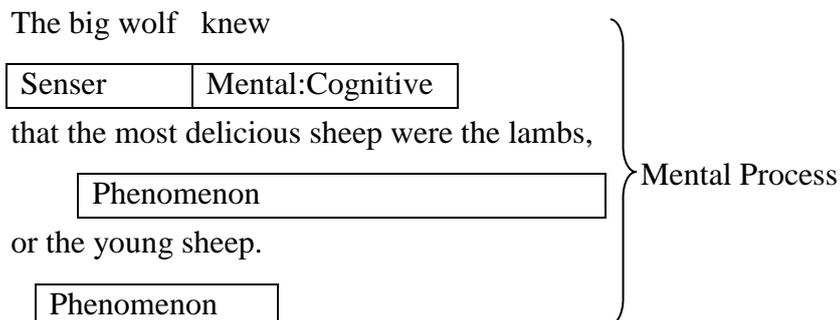
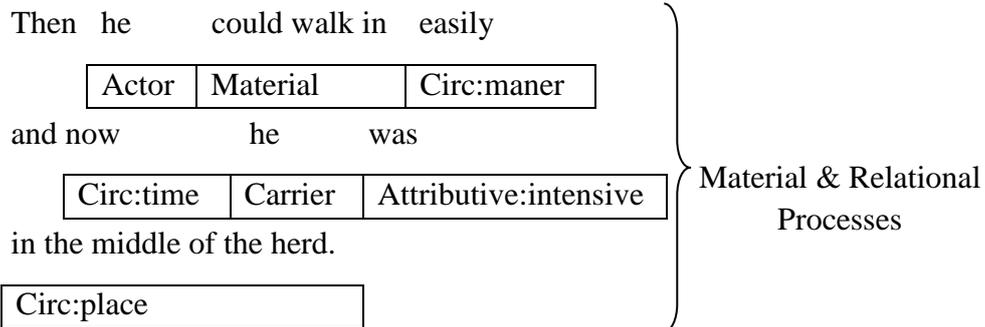
so that none of his grey fur showed

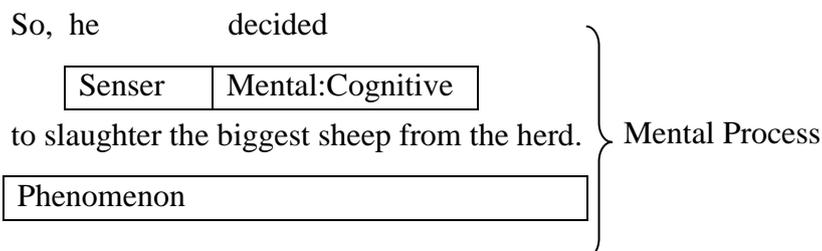
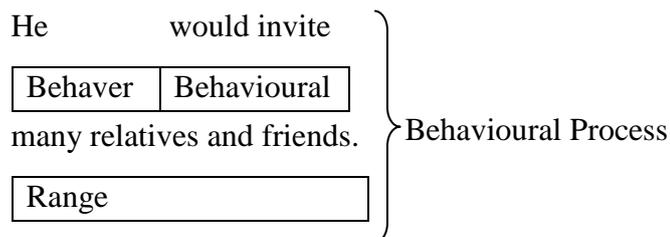
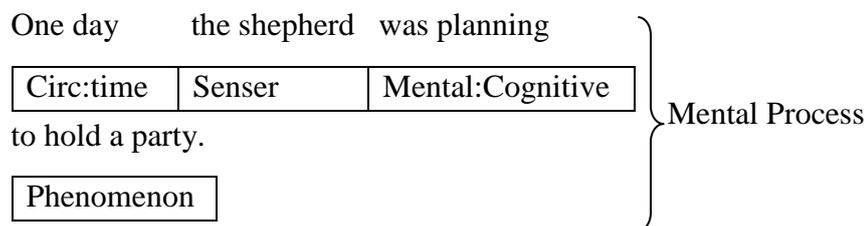
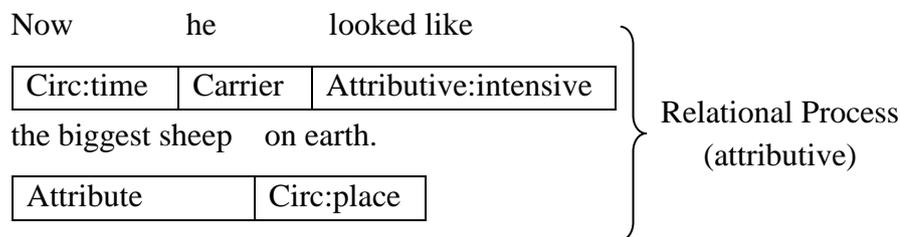
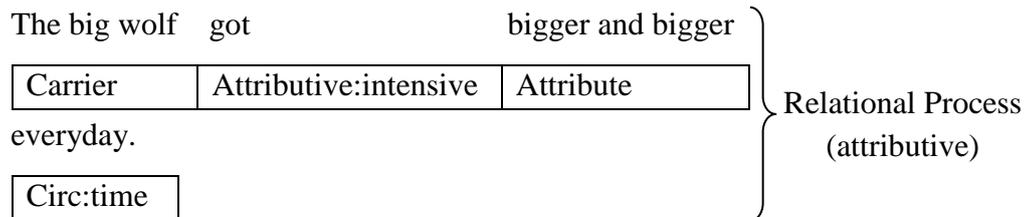
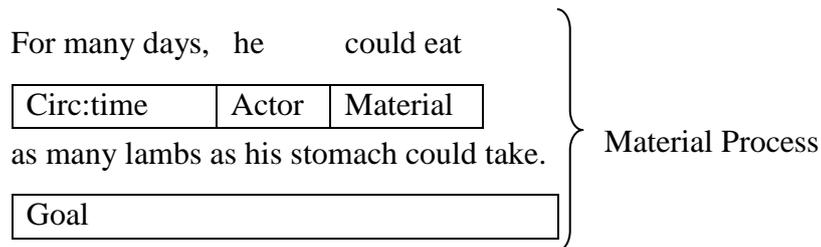
Behavior	Behavioural
----------	-------------

under the white sheep skin.

Circ:place
------------

} Material & Behavioural Processes





The shepherd approached  
 Actor Material  
 the biggest sheep very slowly and carefully.  
 Goal Manner  
 Material Process

Guess who it was?  
 Attribute Carrier Attributive:intensive  
 Relational Process (attributive)

The wolf, of course, who was  
 Carrier Attributive:intensive  
 fully covered by the white sheep skin!  
 Attribute  
 Relational Process (attributive)

But, the wolf was so fat  
 Carrier Attributive:intensive Attribute  
 that he could not run and fight  
 Actor Material  
 for his safety.  
 Goal  
 Relational (attributive) & Material Processes

Very easily the shepherd slaughtered him,  
 Circ:manner Actor Material Goal  
 chopped him,  
 Material Goal  
 and then cooked him  
 Material Goal  
 for the big party.  
 Circ:matter  
 Material Process

## Appendix 4

### Descriptive Texts in Book 2

#### Text 1

This belt is made of genuine leather. Its colour is red. You can wear it with your casual outfit. You will look more beautiful wearing this belt. Everybody will stare at you. The red colour is eye-catching and luxurious.

This belt is made of genuine leather.

Token	Identifying:intensive	Value
-------	-----------------------	-------

} Relational Process  
(identifying)

Its colour is red.

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

} Relational Process

You can wear it with your casual outfit.

Behaver	Behavioural	Range	Circ:manner
---------	-------------	-------	-------------

} Behavioural Process

You will look more beautiful wearing this belt.

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

Behavioural	Range
-------------	-------

} Relational (attributive) &  
Behavioural Processes

Everybody will stare at you.

Behaver	Behavioural	Circ:place
---------	-------------	------------

} Behavioural Process

The red colour is eye-catching and luxurious.

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

} Relational  
Process

**Text 2**

This belt is made of genuine leather. Its colour is red. The length is 100 cm, and the width is 7 cm. The buckle is glossy. You can choose the patterns of the buckle. There are five different patterns; leaf, rose, star, kitty, and apple.

This belt is made of genuine leather.

Token	Identifying:intensive	Value
-------	-----------------------	-------

} Relational Process (identifying)

Its colour is red.

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

} Relational Process (attributive)

The length is 100 cm,  
and the width is 7 cm.

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

} Relational Process (attributive)

The buckle is glossy.

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

} Relational Process (attributive)

You can choose the patterns of the buckle.

Behaver	Behavioural	Range
---------	-------------	-------

} Behavioural Process

There are five different patterns;  
leaf, rose, star, kitty, and apple.

Existential	Existent
-------------	----------

Existent
----------

} Existential Process

**Text 3**

My sister, Mercy, collects piggies, not the real one of course. The piggy accessories are made of plastic, clay, or metal. There are many piggies on the shelves in her bedroom. There are small and big ones. She bought them from many parts of the world. There are piggies from Yogyakarta, Jakarta, Surabaya, Medan, even from Japan and Netherland. There are sitting, standing, eating, and sleeping pigs. Do you know how many piggies she has? A hundred and twenty-one. They keep her busy dusting them every morning.

My sister, Mercy, collects piggies, not the real one of course.

Behaver	Behavioural	Range
---------	-------------	-------

} Behavioural Process

The piggy accessories are made of plastic, clay, or metal.

Token	Identifying:intensive	Value
-------	-----------------------	-------

} Relational Process (identifying)

There are many piggies on the shelves in her bedroom.

Existential	Existent	Circ:place
-------------	----------	------------

} Existential Process

There are small and big ones.

Existential	Existent
-------------	----------

} Existential Process

She bought them from many parts of the world.

Actor	Material	Goal	Circ:place
-------	----------	------	------------

} Material Process

There are piggies from Yogyakarta, Jakarta, Surabaya, Medan,  
even from Japan and Netherland.

Existential	Existent	Circ:place
-------------	----------	------------

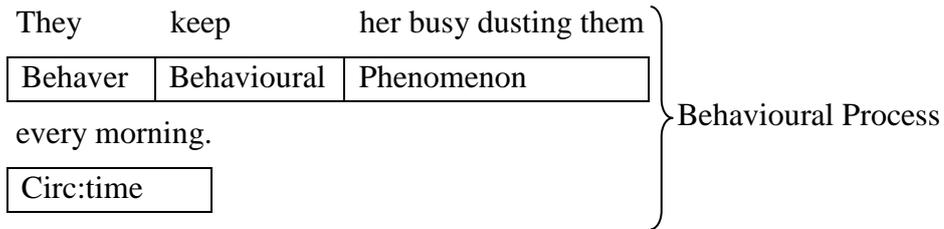
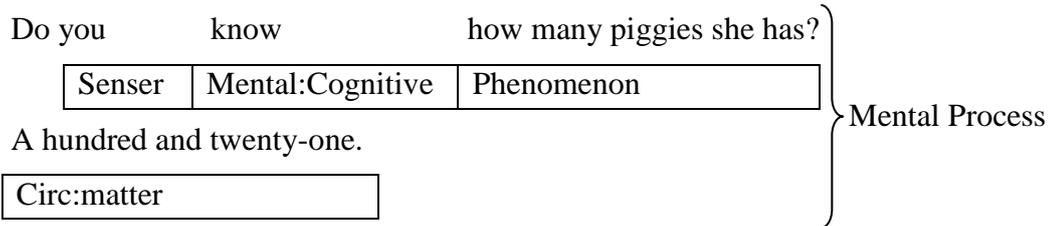
Circ:place
------------

} Existential Process

There are sitting, standing, eating, and sleeping pigs.

Existential	Existent
-------------	----------

} Existential Process



**Text 4**

I, myself, collect pink stuff. So anything I have in my bedroom is in pink. I have a pink bed, clock, pillows, closet, even the posters on the wall. My school equipment is pink, too; the school bag, ruler, pencils and pens. There isn't a curtain for my bedroom window. My mother offered me a beautiful curtain last week, but I refused it. You know why, don't you?

I, myself, collect pink stuff.

Behaver	Behavioural	Range
---------	-------------	-------

} Behavioural Process

So anything I have  
in my bedroom is in pink.

Value	Token	Identifying:possessive
-------	-------	------------------------

} Relational Process

Value
-------

I have a pink bed, clock, pillows, closet,  
even the posters on the wall.

Token	Identifying:possessive	Value
-------	------------------------	-------

} Relational Process  
(identifying)

Value
-------

My school equipment is pink, too;  
the school bag, ruler, pencils and pens.

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

} Relational Process  
(attributive)

Carrier
---------

There isn't a curtain for my bedroom window.

Existential	Existent	Circ:place
-------------	----------	------------

} Existential Process

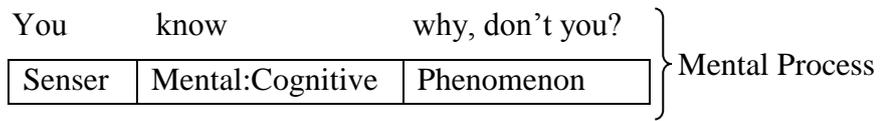
My mother offered me a beautiful curtain  
last week,  
but I refused it.

Senser	Mental:Affective	Phenomenon	Phenomenon
--------	------------------	------------	------------

} Mental Process

Circ:time
-----------

Senser	Mental:Affective	Phenomenon
--------	------------------	------------



## **Appendix 5**

### **Recount Texts in Book 2**

#### **Text 1**

##### Visiting an Old Age Home

Last Sunday my class visited an Old Age Home in my city. There were twenty five of us, including Mr. Stewart, my teacher. We brought with us a keyboard and a guitar. We also brought some snacks specially made for the old people, and we had little gifts for them too. We arrived at about seven in the morning. Mrs. Anisa, the chief of this Home, led us to the hall.

We blew up some ballons to decorate the hall. We also cut out chart papers, wrote quotes, and stuck pictures on the wall. We arranged the seats and the tables. We put the snacks and drinks on the tables. Then, we told Mrs. Anisa that we were ready.

Then came in all the grey haired sweethearts, some alone, some couples, some groups. They then sat in the seats. Mrs. Anisa opened the session by giving a short speech introducing us. Then, Firman represented us in giving the speech. He told them that we came to have fun with them and to make that day a little more special.

After the speeches were over, Mr. Stewart started to play the keyboard and Lia sang an old song. Some of us sang other songs after that. Even, some grannies stood up and sang their favourite songs. Some even danced! Then, it was time for the gifts and more fun activities. We came to the grannies and handed them our gifts. After that we talked and did activities that they liked. Some of us played chess with the grandpas. Hendrik, who was good at drawing, tried to draw two grandmas. Others were playing guitars and sang songs. I talked to a grandma. She told me that I resembled her grandchild. We finished our visit at 12 and went home with a sweet memory feeling our heart.

## Visiting an Old Age Home

Last Sunday my class visited an Old Age Home  

Circ:time	Actor	Material	Circ:place
-----------	-------	----------	------------

  
 in my city.  

Circ:place
------------

 } Material Process

There were twenty five of us,  

Existential	Existent
-------------	----------

  
 including Mr. Stewart, my teacher.  

Existent
----------

 } Existential Process

We brought with us a keyboard and a guitar.  

Actor	Material	Goal
-------	----------	------

 } Material Process

We also brought some snacks  

Actor	Material	Goal
-------	----------	------

  
 specially made for the old people,  

Identifying:intensive	Value
-----------------------	-------

  
 and we had little gifts for them too.  

Token	Identifying:possessive	Value	Circ:place
-------	------------------------	-------	------------

 } Material and Relational (identifying) Processes

We arrived at about seven in the morning.  

Behaver	Behavioural	Circ:time	Circ:time
---------	-------------	-----------	-----------

 } Behavioural Process

Mrs. Anisa, the chief of this Home, led us  

Behaver	Behavioural	Range
---------	-------------	-------

  
 to the hall.  

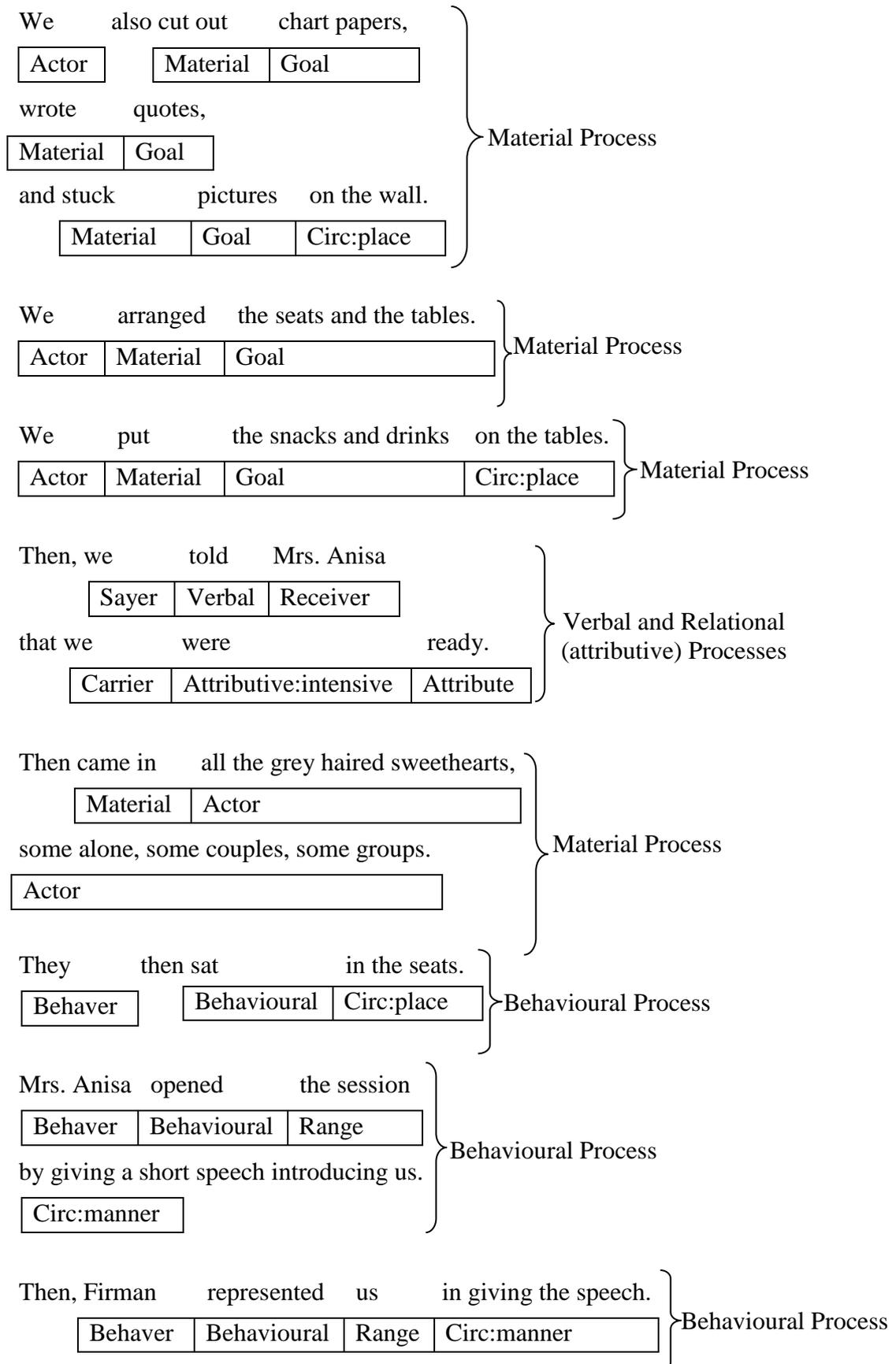
Circ:place
------------

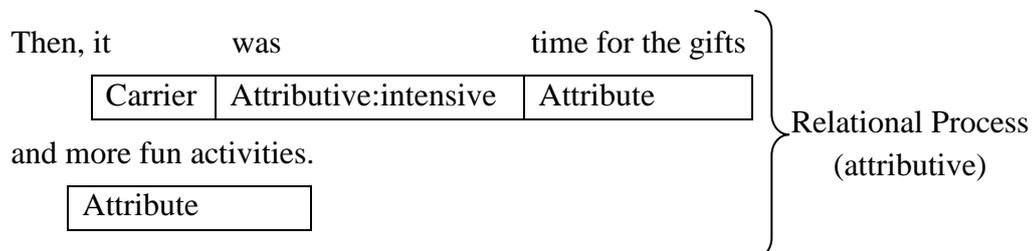
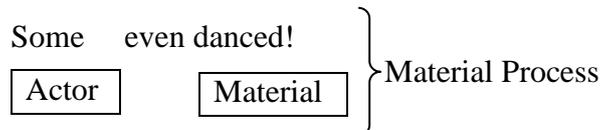
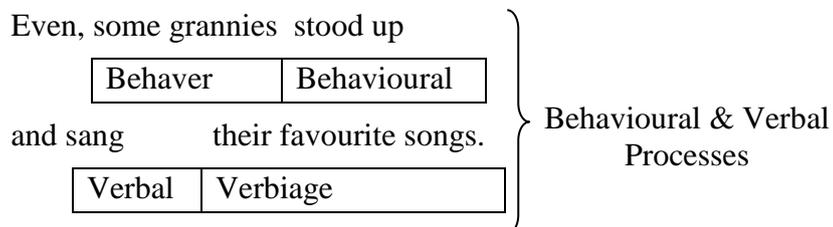
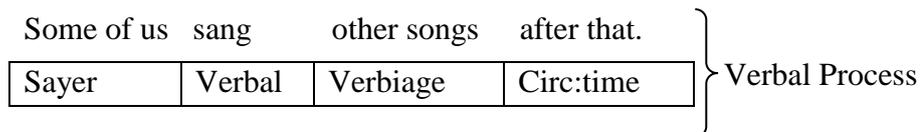
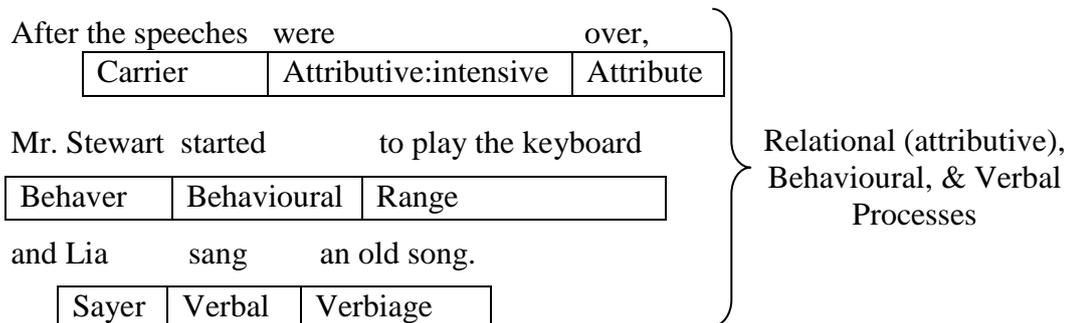
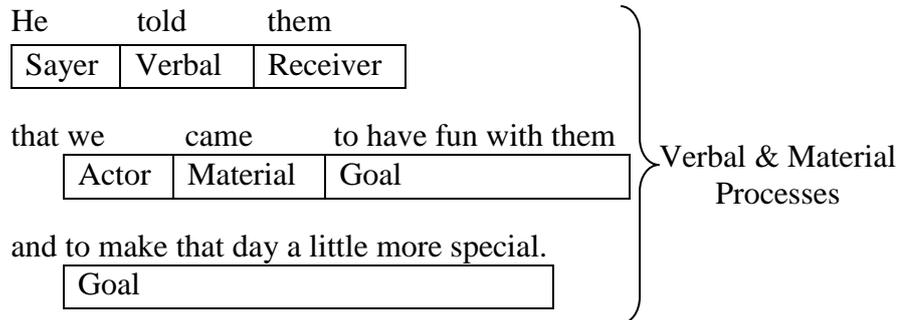
 } Behavioural Process

We blew up some balloons to decorate the hall.  

Actor	Material	Goal
-------	----------	------

 } Material Process





We came to the grannies  

Actor	Material	Goal
-------	----------	------

  
and handed them our gifts.  

Material	Goal
----------	------

} Material Process

After that we talked  

Circ:time	Sayer	Verbal
-----------	-------	--------

  
and did activities  

Behavioural	Range
-------------	-------

  
that they liked.  

Senser	Mental:Affective
--------	------------------

} Verbal, Behavioural, and  
Mental Processes

Some of us played chess with the grandpas.  

Actor	Material	Goal	Circ:manner
-------	----------	------	-------------

} Material Process

Hendrik, who was good at drawing, tried to draw two grandmas.  

Senser	Mental:Cognitive	Phenomenon
--------	------------------	------------

} Mental Process

Others were playing guitars  

Actor	Material	Goal
-------	----------	------

  
and sang songs.  

Verbal	Verbiage
--------	----------

} Material & Verbal  
Processes

I talked to a grandma.  

Verbal	Verbiage	Receiver
--------	----------	----------

} Verbal Processes

She told me  

Verbal	Verbiage	Receiver
--------	----------	----------

  
that I resembled her grandchild.  

Senser	Mental:Perceptive	Phenomenon
--------	-------------------	------------

} Verbal & Mental  
Processes

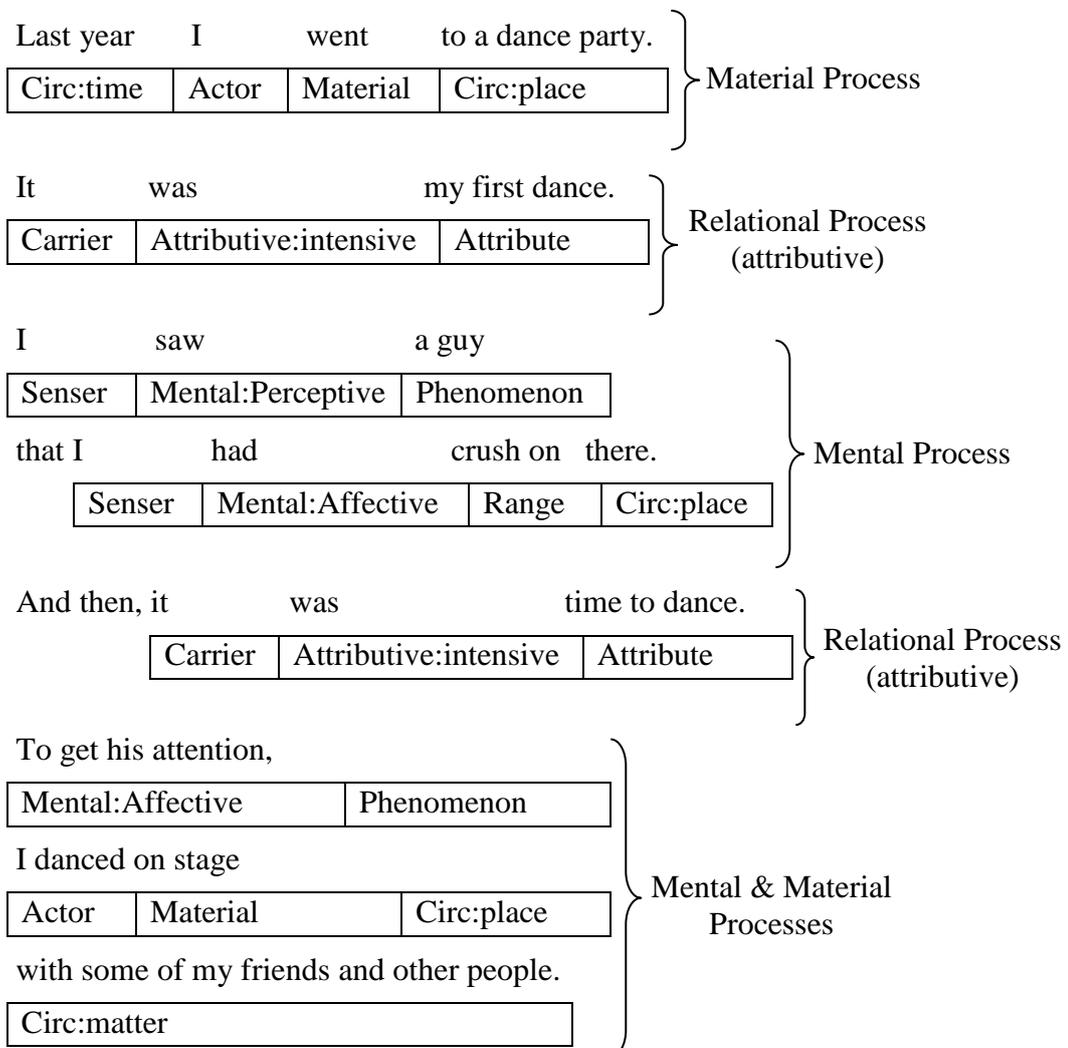
We	finished	our visit	at 12	and	} Behavioural & Material Processes
Behaver	Behavioural	Range	Circ:time		
went home	with a sweet memory	feeling our heart.			
Material	Goal				

**Text 2**

## Fell Off

Last year I went to a dance party. It was my first dance. I saw a guy that I had crush on there. And then, it was time to dance. To get his attention, I danced on stage with some of my friends and other people. I was so busy dancing and didn't pay attention to anything else so I didn't realize that I got too close to the edge of the stage. Suddenly, I tripped and fell off the stage. The music stopped for a while and everyone laughed, including that guy. I felt so stupid. It was a dance that I will never forget.

## Fell Off



I was so busy dancing  

Actor	Material
-------	----------

  
 and didn't pay attention to anything else  

Mental:Affective	Phenomenon	Circ:place
------------------	------------	------------

  
 so I didn't realize  

Senser	Mental:Cognitive
--------	------------------

  
 that I got too close to the edge of the stage.  

Behaver	Behavioural	Circ:place
---------	-------------	------------

} Material, Mental, & Behavioural Processes

Suddenly, I tripped and fell off the stage.  

Actor	Material	Circ:place
-------	----------	------------

} Material Process

The music stopped for a while  

Behaver	Behavioural	Circ:time
---------	-------------	-----------

  
 and everyone laughed,  

Actor	Material
-------	----------

  
 including that guy.  

Actor
-------

} Behavioural & Material Processes

I felt so stupid.  

Senser	Mental:Affective	Phenomenon
--------	------------------	------------

} Mental Process

It was a dance  

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

  
 that I will never forget.  

Senser	Mental:Cognitive
--------	------------------

} Relational (attributive) & Mental Processes

## Appendix 6

### Narrative Texts in Book 2

#### Text 1

Why are Cicadas Silent in Winter?

In the old days, ants and cicadas were friends. They were very different. The ants were hardworking, but the cicadas were lazy.

In the summer, the ant families were very busy. They knew that in the winter they would have to stay in their anthill. They wanted to have enough food for the whole winter. While the ants worked hard, the cicadas didn't do anything. They sang and danced all day. When they were hungry, they could fly to the farm and get something to eat.

One day, the cicadas were singing and dancing. They saw a long line of ants bring food to their anthill. The cicadas said, "Stop, my silly friends. It's a very nice day. Come and dance with us." The ants said, "Don't you know about winter? If you don't work now, you'll have trouble later."

But the cicadas said, "We have strong wings. We can fly anywhere we want. Stupid ants." And they continued to sing and dance.

In the winter, it rained or snowed all the time and it was very cold. In the anthill, there was singing and dancing. But the cicadas had nothing to eat. They asked the ants for some food. The ants said, "We thought you could fly anywhere. Now who is stupid and silly?"

The cicadas cried and said that their wings were wet from the rain. The ants said, "We're sorry, but now it's too late. If we help you, there won't be enough food for us. Sorry, very sorry." And the ants closed their door.

The next day, when the ants opened their door, all the cicadas were dead! That's why we can hear cicadas in the summer, but in the winter they are silent.

(Adapted from *Story We Brought With Us*)

Why are Cicadas Silent in Winter?

In the old days,  

Circ:time
-----------

  
ants and cicadas were friends.  

Carrier	Attributive:intensive	Attributive
---------	-----------------------	-------------

} Relational Process

They were very different.  

Carrier	Attributive:intensive	Attributive
---------	-----------------------	-------------

} Relational Process

The ants were hardworking,  

Carrier	Attributive:intensive	Attributive
---------	-----------------------	-------------

  
but the cicadas were lazy.  

Carrier	Attributive:intensive	Attributive
---------	-----------------------	-------------

} Relational Processes

In the summer,  

Circ:time
-----------

  
the ant families were very busy.  

Carrier	Attributive:intensive	Attributive
---------	-----------------------	-------------

} Relational Process

They knew  

Senser	Mental:Cognitive
--------	------------------

  
that in the winter  

Circ:time
-----------

  
they would have to stay  

Behavior	Behavioural
----------	-------------

  
in their anthill.  

Circ:place
------------

} Mental & Behavioural Processes

They wanted to have enough food  

Senser	Mental:Cognitive	Phenomenon
--------	------------------	------------

  
 for the whole winter.  

Circ:time
-----------

Mental Process

While the ants worked hard,  

Actor	Material	Circ:manner
-------	----------	-------------

  
 the cicadas didn't do anything.  

Actor	Material	Goal
-------	----------	------

Material Processes

They sang and danced all day.  

Actor	Material	Circ:time
-------	----------	-----------

Material Process

When they were hungry,  

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

  
 they could fly to the farm  

Actor	Material	Circ:place
-------	----------	------------

  
 and get something to eat.  

Material	Goal	Circ:matter
----------	------	-------------

Relational (attributive) & Material Processes

One day, the cicadas were singing and dancing.  

Circ:time	Actor	Material
-----------	-------	----------

Material Process

They saw a long line of ants  

Senser	Mental:Perceptive	Phenomenon
--------	-------------------	------------

  
 bring food to their anthill.  

Material	Goal	Circ:place
----------	------	------------

Mental & Material Processes

The cicadas said,  

Sayer	Verbal
-------	--------

  
 "Stop, my silly friends. It's a very nice day. Come and dance with us."  

Verbiage
----------

Verbal Process

The ants said,

Sayer	Verbal
-------	--------

“Don’t you know about winter? If you don’t work now, you’ll have trouble later.”

Verbiage
----------

} Verbal  
Process

But the cicadas said,

Sayer	Verbal
-------	--------

“We have strong wings. We can fly anywhere we want. Stupid ants.”

Verbiage
----------

} Verbal  
Process

And they continued to sing and dance.

Actor	Material	Goal
-------	----------	------

} Material Process

In the winter,

Circ:time
-----------

it rained or snowed all the time

Circ:matter	Circ:time
-------------	-----------

and it was very cold.

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

} Material Process

In the anthill, there was singing and dancing.

Circ:place	Actor	Material
------------	-------	----------

} Material Process

But the cicadas had nothing to eat.

Carrier	Attributive:possessive	Attribute
---------	------------------------	-----------

} Relational Process  
(attributive)

They asked the ants for some food.

Sayer	Verbal	Target	Verbiage
-------	--------	--------	----------

} Verbal Process

The ants said,

Sayer	Verbal
-------	--------

“We thought you could fly anywhere. Now who is stupid and silly?”

Verbiage
----------

} Verbal Process

The cicadas cried and said

Sayer	Verbal
-------	--------

that their wings were wet from the rain.

Verbiage
----------

} Verbal Process

The ants said,

Sayer	Verbal
-------	--------

“We’re sorry, but now it’s too late.

Verbiage
----------

If we help you, there won’t be enough food for us.

Verbiage
----------

Sorry, very sorry.”

Verbiage
----------

} Verbal Process

And the ants closed their door.

Actor	Material	Goal
-------	----------	------

} Material Process

The next day, when the ants opened their door,

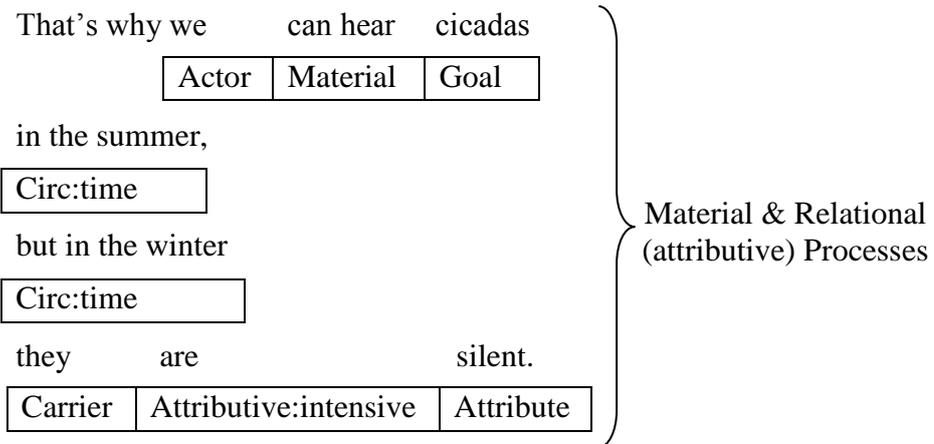
Circ:time
-----------

Actor	Material	Goal
-------	----------	------

all the cicadas were dead!

Carrier	Attributive	Attribute
---------	-------------	-----------

} Material & Relational  
(attributive) Processes



**Text 2**

## The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.

To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

The ant was in a big trouble because she could not swim. Luckily, there was a dove nearby. Seeing that the ant was in trouble, the dove quickly plucked of a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. The ant knew what he was about to do. She quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove quickly flew away to save her life.

## The Ant and the Dove

One hot day,

Circ:time
-----------

an ant was searching for some water.

Actor	Material	Goal
-------	----------	------

} Material Process

After walking around for some time,

Circ:time
-----------

she came to a spring.

Actor	Material	Circ:place
-------	----------	------------

} Material Process

To reach the spring,

Circ:place
------------

she had to climb up a blade of grass.

Actor	Material	Goal
-------	----------	------

} Material Process

While making her way up,  

Material	Goal
----------	------

  
she slipped  

Behavior	Behavioural
----------	-------------

  
and fell into the water.  

Material	Circ:place
----------	------------

} Material & Behavioural Processes

The ant was in a big trouble  

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

  
because she could not swim.  

Behavior	Behavioural	Range
----------	-------------	-------

} Material & Behavioural Processes

Luckily, there was a dove nearby.  

Existential	Existence	Circ:place
-------------	-----------	------------

} Existential Process

Seeing that  

Mental:Perceptive
-------------------

  
the ant was in trouble,  

Carrier	Attributive:intensive	Attribute
---------	-----------------------	-----------

  
the dove quickly plucked of a leaf  

Actor	Circ:manner	Material	Goal
-------	-------------	----------	------

  
and dropped it into the water  

Material	Goal	Circ:place
----------	------	------------

  
near the struggling ant.  

Circ:place
------------

} Mental, Relational (attributive), & Material Processes

The ant moved  

Actor	Material
-------	----------

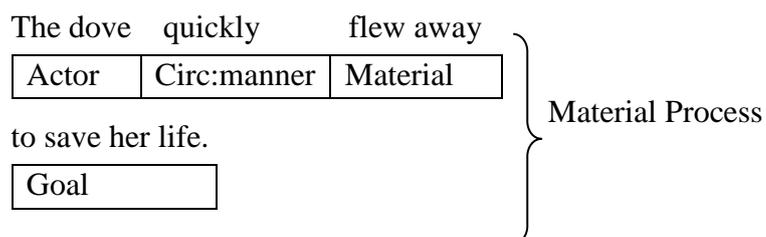
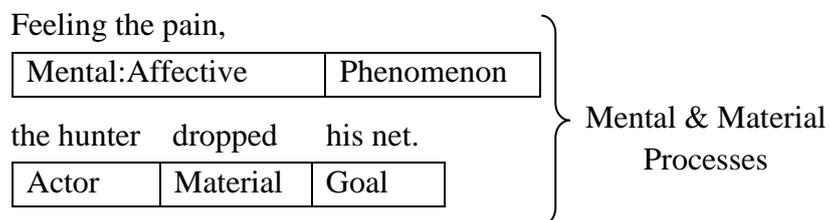
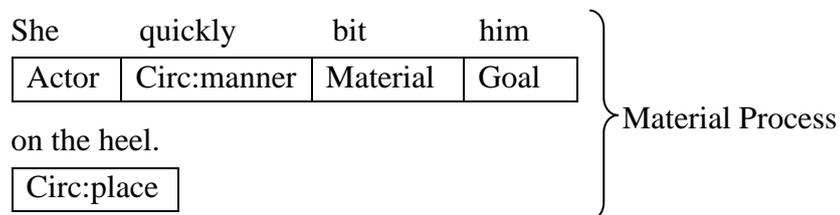
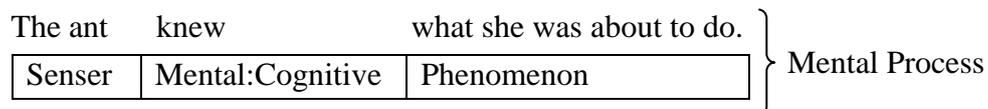
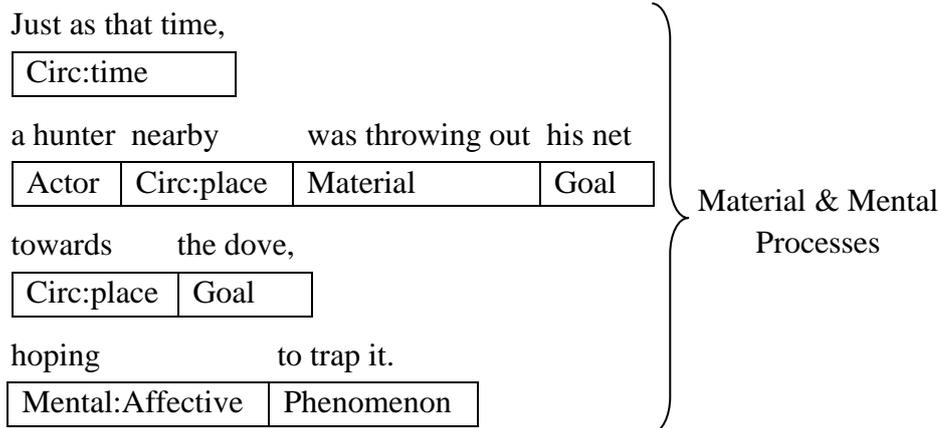
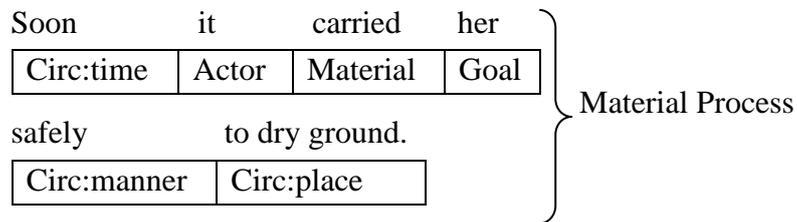
  
towards the leaf  

Circ:place
------------

  
and climbed up there.  

Material	Circ:place
----------	------------

} Material Processes



**Appendix 7**  
**Descriptive Text in *Making Sense of Functional Grammar* book**

Natural Bridge National Park

Natural Bridge National Park is a luscious tropical rainforest.

It is located 110 kilometres south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of the Lamington National Park.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short 1 kilometre walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms.

Picnic areas offer toilets, barbecues, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

(Text source: Paul Attwood 1990:42)

## Appendix 8

### Recount Text in *Making Sense of Functional Grammar* book

#### Earthquake

I was driving along the coast road when the car suddenly lurched to one side.

At first I thought a tyre had gone but then I saw telegraph poles collapsing like matchsticks.

The rocks came tumbling across the road and I had to abandon the car.

When I got back to town, well, as I said, there wasn't much left.

## Appendix 9

### Narrative Text in *Making Sense of Functional Grammar* book

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

She was very tired and hungry.

Then she saw this little collage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, 'What is your name?' Snow White said 'My name is Snow White'.

Doc said, 'If you wish, you may live here with us'. Snow White said, 'Oh could I? Thank you. Then Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.