



**COMPARATIVE STUDY OF LEXICOGRAMMATICAL  
FEATURES OF READING TEXTS IN “WHEN ENGLISH  
RINGS A BELL” AND “ENGLISH IN FOCUS” ENGLISH  
TEXTBOOKS FOR GRADE 8**

**A Final Project**

**Submitted in Partial Fulfillment of the Requirements for the Degree of  
*Sarjana Pendidikan* in English**

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**2019**

## APPROVAL

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### **COMPARATIVE STUDY OF LEXICOGRAMMATICAL FEATURES OF READING TEXTS IN “WHEN ENGLISH RINGS A BELL” AND “ENGLISH IN FOCUS” ENGLISH TEXTBOOKS FOR GRADE 8**

I wrote in order to fulfil one of the requirements for the degree of *Sarjana Pendidikan* in English is a really a work of my own which I produce after done the research, mentoring, discussion, and examination. All the quotations either directly or indirectly, whether derived from literature sources, electronics media, and others sources has been accompanied by a description of the identity of the source in the writing of scientific papers. Thus, although the team examiners and final project supervisors signed its validity, te entire content of this final projecc remains the responsibility of my own. If later found irregularaties, I am willing to accept the consequences.

Thus, I hope this statement is used as necessary.

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## **MOTTO AND DEDICATION**

*“O, you who have believed, seek help through patience and prayer.*

*Indeed, Allah is with the patient.”*

-Q.S Al – Baqarah: 153

Dedicated to:

1. My beloved parents (Bapak Supendi and Ibu Marhanah)
2. My beloved brother and sister (Fadli Izazi and Nur Kharisatuz Zahra)
3. My best friends who always support and accompany me.

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I give my deepest appreciation to the following people:

- (1) Intan Permata Hapsari, S.Pd.,M.Pd as my advisor, for the guidance, patience, and advice until this final project is completed.
- (2) Head of the English Department and all lecturers of English Department for sharing lots of priceless knowledge and experiences.
- (3) Head master and teachers from SMPN 2 Ungaran for their help during the research.
- (4) My beloved parents, Bapak Supendi and Ibu Marhanah, my beloved brother and sister, Fadli Izazi and Nur Kharisatuz Zahra, for their endless love, pray, help, support, lesson of life and guidance in finishing my study.
- (5) My best friends, Indri Mulia Hati, Diyana Sulistyani, Effa Rochmawati, Dian Marsela and Fipit Aris Khikmawati, for their endless love, pray, help and support in finishing my study.
- (6) My friends in English Department 2014 for the greatest spirit and support.
- (7) All of my friends in PPL SMP Negeri 13 Magelang, KKN Desa Wonodadi who have always been there to support me.

The last, there is nothing perfect in this world and this final project is not an exception. I realize that there are many weaknesses in this final project. Therefore, suggestions and criticisms are always needed for betterment. I hope this final project will be useful for all the readers both of English teacher or English students.

## ABSTRACT

Fitriandi, Dian Feby. 2019. *Comparative Study of Lexicogrammatical Features of Reading Texts in “When English Rings A Bell” and “English in Focus” English Textbooks for Grade 8*. Final Project. English Department. Faculty of Language and Arts. Universitas Negeri Semarang. Advisor: Intan Permata Hapsari, S.Pd.,M.Pd.

This study aims to find out: (1) how the lexico-grammatical features of reading text types in *When English Rings A Bell* and *English in Focus* English textbooks for grade 8 are realized, (2) whether the reading texts types in *When English Rings A Bell* and *English in Focus* English textbooks for grade 8 can be stated to have appropriateness with the syllabus of KTSP Curriculum and 2013 Curriculum, (3) what the differences and similarities of lexico-grammatical features between reading texts types in *When English Rings A Bell* and *English in Focus* are. In this study, *When English Rings A Bell* English textbook is called Book 1 and *English in Focus* English textbook is called Book 2. This study used qualitative approach. The instruments used were questionnaire and interview. The result of the study indicates none of descriptive texts in Book 1 have epithets, it is different from Book 2 in which there are two epithets in the descriptive texts. the processes that are used in descriptive text in Book 1 and Book 2 is not only relational process but also the other process. The average score of validators' score in analysis result of lexicogrammatical features of descriptive text in book 1 is 3.11. Meanwhile, in book 2 the average score is 3.11 which means good. For recount texts comparative, the recount texts in Book 1 and Book 2 have balanced distribution of each element of lexicogrammatical features and distribution of process. The average score of validators' score in analysis result of lexicogrammatical features of recount text in book 1 is 3.23. Meanwhile in book 2 the average score is 3.33 which means good. The comparison of narrative texts in Book 1 and Book 2 are all the narrative texts in Book 1 and Book 2 have a title and have complete processes as suggested by Gerot and Wignell. In addition, The average score of validators' score in analysis result of lexicogrammatical features of narrative text in book 1 is 3.33 and in Book 2 is 3.23 which means good. As suggestion, it is better for the teachers to adjust the English textbook that will be used in teaching and for the textbook writers, it is better if they can master Systemic Functional Grammar (SFG), so that they can improve their ability in writing text types.

**Keywords:** comparative Analysis, lexicogrammatical features, reading text types

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# **CHAPTER I**

## **INTRODUCTION**

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

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

As we know that, language is a means of communication in the world. Successful communication is, of course, possible by the use of body language, pointing, drawing, and so on, but it becomes easier and more precise if we know what words to use. Halliday (1978) describes language as a semiotic system, not in the sense of a system of signs, but a systemic resource for meaning. For Halliday, language is a “meaning potential”; by extension, he defines linguistics as the study of “how people exchange meanings by language”. When people speak or write, they produce text; and text is what listeners and readers engage with and interpret. The term ‘text’ refers to any instance of language, in any medium, that makes sense to someone who knows the language; we can characterize text as language functioning in context (cf. Halliday & Hasan, 1976: Ch. 1; Halliday, 2010). Language is, in the first instance, a resource for making meaning; so text is a process of making meaning in context.

Since language evolved as speech, in the life of the human species, all writing systems are in origin parasitic on spoken language (cf. Halliday, 1985a;



Matthiessen, 2006b); and since language develops as speech, in the life of every hearing individual, this dependency is constantly being re-enacted. Even with the deaf, whose first language uses the visual channel, this is not writing; Sign is more closely analogous to spoken than to written language, signs being in a sense visible forms of articulation and facial expressions visible prosodies. By using language, people can share their idea and think with other people.

One of the examples of language is English. In this globalization era, English is used by many people from different countries in the world to communicate. The concept of English language known as 'International English' is the global view of the language or an international standard for the language. It can also be referred as: Global English. People have to learn and master this language if they want to share their ideas. According to Graddol (1997: p.2), there will be two billion people speaking or learning English within a decade. Everywhere, anywhere today and most certainly tomorrow, English is to be present in the life of every citizen around the globe. English has an important role in the world nowadays, many aspects in the world that use English. Therefore it can be concluded English language and globalization walk side by side.

As stated by Matondang (2005: p.128) that the peoples' ability in using English has an influence on the development of the country. See that problem, our government draws up a regulation that English becomes one of subjects to be learned at schools. From this regulation, it is expected that the learners can improve their ability in mastering English so they can communicate using English fluently with other people in many countries. Therefore it is better for people in

Indonesia to learn English in order to be able to communicate in English, so they can also develop their country using their competence in English. In education, one important part of foreign language teaching in school is thus to help learners acquire as wide and varied a vocabulary as possible, either spoken or written and one common medium of learning in written that used to achieve this purpose is the textbook.

Textbooks are very useful and accessible resources that students and teachers can utilize according to their needs. Textbooks are considered at the heart of educational activities, as they provide students “a rich array of new and potentially interesting facts, and open the door to a world of fantastic experience” (Chambliss & Calfee, 1998. p.7). Another opinion about textbook according to Hummel (1998) cited in Lebrun, Lenoir, Lafort, Larose, Roy, Spallanzani & Pearson (2002), the textbooks have significant role as they are considered as “primary vehicles for delivering content knowledge, for determining in large measure what goes on in a class.”

Textbooks that used in English teaching and learning at school have to appropriate with the guideline. The appropriate guideline is formed from the curricula. In theory, textbooks are developed on the basis of the written curriculum. The curriculum also guides the textbook evaluation. Tonroos (2004: p.2) used the term “potentially implemented curriculum” to describe the role of the textbook and other curriculum materials in a classroom in the light of written curriculum. Those three statements above, textbook has an important role and influence in English teaching and learning process. In Indonesia, there are many

curricula that have been applied in English education. Because of this, there are many textbooks that have been and still be used in English teaching and learning. The materials in English textbooks have to appropriate with the curriculum that applied in Indonesia because the materials in the textbooks are developed based on the development of the curriculum that applied.

In every time there is the development of curriculum that is accordance with the needs in the education world. The newest curriculum is the 2013 Curriculum, this curriculum focuses on the competence of certain acquisition by students. This curriculum is directed to develop knowledge, understanding, the ability, the value of, attitude, and the students' interest, so this curriculum can be applied according to the forms of proficiency, the accuracy of, and success with the full of responsibility (Mulyasa, 2013: p.68). 2006 Curriculum or KTSP Curriculum was applied before the implementation of the 2013 Curriculum. KTSP Curriculum is operationally been drawn up and implemented by each unit of education or schools (Muslich, 2007: p.17). According to Idi (2007: p.320), the implementation of KTSP Curriculum demands the capability of schools to be more aware of each unit of education condition by granting the larger autonomy to school in the curriculum development. However, the transition of 2006 and 2013 curriculum was inseparable. It has mutual educational objectives to improve the quality of 2006 curriculum in overall, especially in knowledge, attitude, and physical skill and it is not only covering cognitive aspect. But also, in this study, I will compare lexicogrammatical features in reading texts of those textbooks that

used different curricula. The first book uses 2013 Curriculum and the second book uses 2006 Curriculum or it is usually called KTSP Curriculum.

The first book is entitled *When English Rings A Bell* for the eighth grade Junior High School which published by the Indonesian Ministry of Education and Culture. This book was composed based on core competence and basic competence in curriculum 2013. Meanwhile, the second book is entitled *English in Focus* for the eighth grades Junior High School which published by Erlangga. This book was composed based on core competence and basic competence in KTSP curriculum. This study concerns in comparison of the reading texts in text-types in *When English Rings A Bell* and *English in Focus* English textbook. As we know that in learning English, the students do not only learn English in spoken texts but they also learn it in written texts. In written texts, they learn various genres and their generic structures of reading text – types. The reading texts that will be compared from those two books are descriptive texts, recount texts and narrative texts. I will compare the lexicogrammatical features of those two textbooks to find out the differences and similarities in reading texts types.

## **1.2 Reasons for Choosing the Topic**

I propose the topic “A Comparative Analysis of Lexicogrammatical Features of Reading Text in *When English Rings A Bell* and *English in Focus* for the eighth grades Junior High School because of the following reasons:

- (1) Lexicogrammatical features use to predict, measure and also improve readability in reading text. It was shown by Flesch (1948) for the first language (L1) learners (i.e., children learning their native tongue), reading

level has been predicted using a variety of techniques, based on models of student's lexicon, grammatical surface features such as sentence length and or combination of such features (Schwarm and Otsendorf, 2005: p.526).

- (2) Lexicogrammatical features in reading text examine features such as passive voice and various verb tenses can provide better features which to predict reading difficulty. It is purposed to find out whether the reading texts types in the two English textbooks for grade 8 are composed based on the Curriculum 2013 and Curriculum KTSP or not.
- (3) Based on the differences of curriculum that used, I want to find out what the differences and the similarities of lexico – grammatical features that used in reading texts in the two English Textbook entitled *When English Rings A Bell* and *English in Focus* for Junior High School grade 8.

### **1.3 Research Questions**

Considering the background of the study and the reasons for the choosing the topic that are explained above, there are some problems that need to be solved as follows:

- (1) How are the lexicogrammatical features of reading texts types in *When English Rings A Bell* and *English in Focus* English textbooks for grade 8 realized?
- (2) Can the reading texts types in *When English Rings A Bell* and *English in Focus* English textbooks for grade 8 be stated to have appropriateness with the syllabus of KTSP Curriculum and 2013 Curriculum?

- (3) What are the differences and similarities of lexicogrammatical features between reading texts types in *When English Rings A Bell* and *English in Focus*?

#### **1.4 Objectives of the Study**

Considering the research questions that are explained above, there are some objectives that need to be uncovered:

- (1) To find out how the lexico-grammatical features of reading text types in *When English Rings A Bell* and *English in Focus* English textbooks for grade 8 are realized.
- (2) To find out whether the reading texts types in *When English Rings A Bell* and *English in Focus* English textbooks for grade 8 can be stated to have appropriateness with the syllabus of KTSP Curriculum and 2013 Curriculum.
- (3) To find out what the differences and similarities of lexico-grammatical features between reading texts types in *When English Rings A Bell* and *English in Focus* are.

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

There are some significance of this study:

- (1) For English students

I hope this study can be useful for English students to improve the knowledge in learning types of reading texts especially descriptive text, narrative text, and recount text.

- (2) For English teachers

I hope this study can be useful for English teachers in teaching types of reading texts especially descriptive text, narrative text, and recount text and this research could encourage English teachers to know whether the reading text types in textbooks are composed based on the appropriate curriculum or not.

(3) For other researchers

I hope this study can be useful for further studies and there will be other researchers that can do better analysis and evaluation of textbooks than this research.

### **1.6 Limitation of the Study**

In writing this study, the research is focused on:

- (1) Comparative analysis of lexico-grammatical features of reading texts in two English textbooks entitled *When English Rings A Bell* and *English in Focus* for Junior High School grade eight to find out whether they are composed based on curriculum or not.
- (2) The differences and the similarities of lexico-grammatical features in the reading texts in the two English textbooks entitled “When English Rings A Bell” and “English in Focus” for Junior High School grade eight.

### **1.7 Definition of Key Terms**

This sub-chapter gives definitions of some terms that appear in this study. The terms are: comparative analysis, text-types, lexicogrammatical features, textbook, 2013 Curriculum, 2006 or KTSP Curriculum, descriptive text, recount text, and narrative text.

### **(1) Comparative Analysis**

According to Pickvance (2005), comparative analysis is conducted mainly to explain and gain a better understanding of the causal process involved in the creation of an event, feature, or relationship usually by bringing together variation in the explanatory variable or variables. Comparative research dues to globalization, technological advances, etc. on cross – national platforms (Azarian, 2011).

### **(2) Text – types**

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

### **(3) Descriptive text**

Descriptive text, or sometimes it is also called as description text is a kind of text which has the function to describe a particular person, place, or thing (Gerot and Wignell, 1994: p.208). Meanwhile, Shinoda and Siahaan (2008: p.89) give 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.



#### **(4) Recount text**

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

#### **(5) Narrative text**

Gerot and Wignell (1994: p.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 experiences in different ways (Shinoda and Siahaan 2008: p.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: p.8).

#### **(6) Lexicogrammatical Features**

The term lexicogrammar refers to two distinct but related notions: (1) the typical lexical and grammatical environment of a sign as it is habitually used in naturally occurring texts or 'discourse', and (2) the core stratum of 'wording' in Michael Halliday's model of language, which serves to mediate between the lower stratum of 'sounding' (graphology/phonology) and higher meaning (semantics/discourse). As this was first developed in the framework of Systemic Functional Linguistic

(SFL) (Halliday 1961, Fries et. al. 2002, Halliday & Mathiessen 2004), it is important to set out here some of the core features of the SFL approach. Firth (1957), is that no aspect of lexis or grammar can be properly defined without reference to its typical context of use (or ‘co-text’) that is to say in actual stretches of texts or discourse. Another way of putting this, following Martin (2001) is to say that everything in language, from lexical items and grammatical constructions to whole texts, has evolved to express very specific discourse functions, in the form of situational ‘registers’ (the lexicogrammatical resources associated with a specific speech activity, such as impersonal expressions, nominal style, taxonomies of terms, etc.), as well as ‘genres’ (purpose – oriented, culturally specific speech activities, such as conversation on a scientific topic, exposition in popular science, narration in a research article, etc.)

### **(7) Textbooks**

Textbooks play an important role in teaching learning process. Textbooks are very useful and accessible resources that students and teachers can utilize according to their needs. In theory, textbooks are developed on the basis of the written curriculum. The curriculum also guides the textbook evaluation. Tonroos (2004: p.2) used the term “potentially implemented curriculum” to describe the role of the textbook and other curriculum materials in a classroom in the light of written curriculum. Textbooks are considered at the heart of educational activities, as they provide students “a rich array of new and potentially interesting facts, and open the door to a world of fantastic experience” (Chambliss & Calfee, 1998: p.7). The textbooks have significant role as they are considered as “primary vehicles for

delivering content knowledge, for determining in large measure what goes on in a class” Hummel (1998) cited in Lebrun, Lenoir, Laforest, Larose, Roy, Spallanzani & Pearson (2002), and for assessing what students do and do not learn (Freeman & Porter, 1989, cited in Oakes & Saunders, 2004). Meanwhile, Bano (2005: p.5) defines “Textbooks are considered as the sole and legitimate source of knowledge both for students and teachers”.

#### **(8) 2006 Curriculum (*Kurikulum Tingkat Satuan Pendidikan*)**

KTSP Curriculum or 2006 curriculum is operational been drawn up and be implemented by each a unit of education or schools (Muslich, 2007: p.17). In KTSP the authority of the level of a unit of school education develops, manages and implements curriculum more enlarged (Muslich, 2007: p.10). According to Idi (2007: p.320), the implementation of KTSP Curriculum demands the capability of schools to be more aware of each a unit of education condition by granting the larger autonomy to school in the curriculum development.

The education regulation number 20 year 2003 about National Education System defines KTSP *Kurikulum Tingkat Satuan Pendidikan* (KTSP) as an operational curriculum that is arranged, applied by the school and adapted to the characteristics, the conditions and the potencies of regency owned by the region, school and the pupils. KTSP itself refers to the content standard and the graduate competency standard licensed by the Education National Standard Committee.

In line with that opinion, Mulyasa (2007) defines KTSP as an operational curriculum that is arranged and applied by each educational unit that reflects on knowledge, skills, and attitude so that it can increase the whole students’ potency.

Based on the definition above, KTSP can be defined as the operational curriculum of the competency – based curriculum that is arranged and applied by each educational unit, which is suited and adapted to the characteristics of school, region, social, and pupils.

#### **(9) 2013 Curriculum**

According to *Kementerian Pendidikan dan Kebudayaan* (2012: p.4), the 2013 Curriculum is as a path from the 2004 and 2006 Curriculums of which each curriculum development consists of affective, cognitive, and psychomotor. The 2013 Curriculum focused on the competence the competence of certain acquisition by students. Because of it, this curriculum includes a number of competences and a set of the purposes of learning, so this achievements can be observed in the form of learners' behavior or skill as an assessment criteria.

Mulyasa (2013: p.68) stated that this curriculum is directed to develop students' knowledge, understanding, ability, norms, and attitude, so the implementation is based on the proficiency, accuracy, and responsibility of certain competencies. The curriculum is a curriculum-based 2013 character and competence. The curriculum is born as an answer to the numerous deficiencies in the previous education in particular and the shortcomings in various areas of life in general. This curriculum strives to achieve excellence in the mastery of the society of science and technology and is expected to provide the citizens of today's competition in entering the era of globalization that is full of challenges (Mulyasa, 2013: p.163).

## 1.8 Outline of the Study

This study is divided into five chapters. Chapter I is introduction. This chapter describes the background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, definition of key terms, and outline of the study.

Chapter II is a review of related literature. It explains about the review of previous studies and review of theoretical studies, and also theoretical framework.

Chapter III is methods of investigation. It consists of the approach of the study, subjects of the study, object of the study, roles of the researcher, the data of the research, unit of analysis, sources of data, data collection which elaborates procedures of collecting the data, and procedures of data analysis.

Chapter IV concerns with the results of the study based on data analysis and the discussion of research findings. It explains about comparative analysis of the lexicogrammatical features of reading texts types in *When English Rings A Bell* and *English in Focus* Textbooks for grade 8 Junior High School to find out the differences and similarities of lexicogrammatical features in those two English textbooks, and in this chapter also explains about analysis of the appropriateness of the reading text types in *When English Rings A Bell* and *English in Focus* Textbooks for grade 8 with 2013 Curriculum and KTSP Curriculum.

Chapter V describes the conclusions and suggestions. It concludes the study and provides some suggestions.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

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

#### 2.1 Review of Previous Related Studies

There have been a number of researches 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.

Nurkhasanah (2010) conducted a study in analyzing 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 lexicogrammatical features in narrative texts. This study found out that the generic structures 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 used simple present tense which can make students confused. There is a similarity between my study and the previous study. The similarity lays on the writer and I in analyzing the study, we analyze about lexicogrammatical features

of reading text - types. On the other hand, there is a difference between the writer's study and my study. The difference lays on the text-type that we analyze, the writer analyzed narrative texts in *Look Ahead* English textbook for senior high school for grade XII published by Erlangga; meanwhile, I analyze all of reading text-types, they are descriptive text, recount text, and narrative text in two English textbooks. The first book is entitled *When English Rings A Bell* which published by Indonesian Ministry of Education and Culture and the second book is entitled *English in Focus* published by Erlangga for grade 8 Junior High School.

Tosun (2013) stated that evaluation and selection of suitable materials that best fit for learner's need are becoming more and more important for all levels in language teaching. The researcher studied about a comparative study on evaluation of Turkish and English foreign language textbooks. This comparative study focuses on the perception of undergraduate and graduate students as well as teachers regarding the effectiveness of *Elementary Turkish* Textbook by Kurtulus Oztopcu and English Textbook *Face to Face*. The result of this study is based on quantitative and qualitative data revealed that there are several differences between two foreign language textbooks. The first difference is the presentation of grammar and the exercises to practice structural patterns. In *Face to Face*, grammar is always presented in context, usually in the form of a text illustrating the use of the particular grammatical structure. On the other hand, in *Elementary Turkish*, grammar rules are presented explicitly. The second difference is the presentation and revision of vocabulary. *Face to Face* pays attention to the revision of vocabulary either in a separate section including matching, filling gaps

exercises or through reading texts. Vocabulary load in each unit in *Elementary Turkish* is too much and the exercises to reinforce the new vocabulary in the wordlist are not enough. Another difference is the format and the organization of textbooks. In *Face to Face*, each unit contains embedded illustrations, contextual photographs, and charts that make topics understood easily. On the other hand, results reveal that *Elementary Turkish* is lack of visual cues to meaning. As for the presentation of the culture of target language, *Elementary Turkish* is found useful as it presents cultural notes in each unit, which provides specific cultural facts, issues about Turkey and common idiomatic expressions. *Face to Face*, on the other hand, is not found helpful in terms of building cultural awareness. All in all, the analysis shows that there are many differences between the compared textbooks contrary to a few similarities. There is a similarity between the writer's study and my study. The writer and I conduct the comparative study to analyze two textbooks. On the other hand there are also the differences between the writer's study and my study, the textbooks that we analyze are different. In the writer's study, the textbooks that are analyzed are *Elementary Turkish Textbook* by Kurtulus Oztopcu and English Textbook entitled *Face to Face*. Meanwhile in my study, the textbooks that I analyze entitled *When English Rings A Bell* and *English in Focus* English textbooks for grade 8 Junior High School. Another difference lays on the focus of the study. In the writer's study, he focused on the perception of undergraduate and graduate students as well as teachers regarding the effectiveness of *Elementary Turkish Textbook* by Kurtulus Oztopcu and English Textbook *Face to Face*. Meanwhile, in my study I focus on



lexicogrammatical features of reading texts in *When English Rings A Bell* and *English in Focus* English textbooks for grade 8 Junior High School.

Meanwhile Fauziyah (2015) compared lexico-grammatical features in reading text- types in two English textbooks, they are *When English Rings A Bell* published by Indonesian Ministry of Education and Culture and *Bright* which published by Erlangga. Those two textbooks are for grade 8 Junior High School. She also analyzed the text materials in reading text, they are descriptive texts, recount text and narrative text in those two English textbooks whether they are appropriate with the curriculum or not. The purpose of this study is to find out the differences of lexicogrammatical features in each reading texts types in two English textbooks that compared. The result of this study shows that some reading texts types in both textbooks do not have complete lexicogrammatical features. There are some similarities between the writer's study and my study. The similarities lay on the focus on the study, the writer and I focus on lexicogrammatical features of reading texts of two English textbooks that are compared and those two textbooks for are grade 8 Junior High School. Another similarity is the text-types of reading text that we analyze is the same; they are descriptive texts, recount texts, and narrative texts from two English textbooks. One of the textbooks that we analyze is the same, the textbook entitled *When English Rings A Bell*. On the other hand, there are also some differences. The first difference is the textbooks that we analyze. In the writer's study, she compared the lexicogrammatical of the textbooks *When English Rings A Bell*, published by Indonesian Ministry of Education and Culture and *Bright* published by Erlangga. Meanwhile

in my study I compare the lexico – grammatical of the textbooks *When English Rings A Bell* which published by Indonesian Ministry of Education and Culture and *English in Focus* which published by Erlangga. The second difference is the curriculum that is used in those two textbooks that we compare. In the writer's study, those two textbooks that are compared used 2013 Curriculum. Meanwhile in my study, the two textbooks that are compared uses different curriculum, the first book entitled *When English Rings A Bell*, published by Indonesian Ministry of Education and Culture uses 2013 Curriculum and the second book entitled *English in Focus* which published by Erlangga uses 2006 or KTSP Curriculum. The third difference lays on the purpose of the study. In the writer's study, the purposes of the study are to find out the differences of lexicogrammatical in each text-type of reading texts in two English textbooks and she also analyzed the texts to find out whether the text-types of reading texts in both textbooks are appropriate to the curriculum or not by using checklist table. Meanwhile, the purposes of my study are (1) to find out how the lexicogrammatical features of reading texts types in *When English Rings A Bell* and *English in Focus* English textbooks for grade 8 are realized, (2) to find out whether the reading texts types in *When English Rings A Bell* and *English in Focus* English textbooks for grade 8 can be stated to have appropriateness with KTSP Curriculum and 2013 Curriculum by using checklist table and questionnaire given to the English teachers who use those two English textbooks, (3) and also to find out what the differences and similarities of lexicogrammatical features between reading texts types in *When English Rings A Bell* and *English in Focus* are.

Another study is conducted by Zhang (2017) that analyzed critical review of literature on English language teaching textbook evaluation to find out what systemic functional linguistics can offer and to know the relationship between English teaching textbook's content and learner's academic literacy development. This study presents a critical review of the existing research on how pre-use, in-use and post-use evaluation. The result of this study is from a perspective of language as a meaning making process previous research on ELT textbook evaluation is too general and this paper contributes to the field of textbook research by proposing an SFL-based framework for evaluating ELT textbooks. Indeed, the constructs of SFL not only emphasize the contextual meanings of language but also link them with corresponding lexicogrammatical forms that are empirically shown to be powerful for developing language learners' academic literacy. There is a difference between the writer's study and my study. The difference lays on the object that we analyze. The writer analyzed critical review of literature on English language teaching textbook evaluation. Meanwhile in my study, I analyze lexicogrammatical features of reading texts types in *When English Rings A Bell* and *English in Focus* English textbooks for grade 8 Junior High School.

In addition Parvis and Mansoor (2013) compared English textbooks that used in Iranian Institutes. There are four textbooks that are compared, they are American English File 1, American Cutting Edge 1, Interchange 1, and American Headway 1. The purpose of this study is to find out the appropriateness of basic material for teaching and shaping the content and nature of teaching and learning.

The result of this study is American English File 1 with its organization and presentation of structures and contents, which is further bolstered by the use of a convenient website that related to a specific course book, the learners would be highly motivated and enjoy English language learning and teaching process. There is a similarity between the writers' study and my study. Both the writer and I conduct the comparative study of English textbooks. Meanwhile, the first difference between the writer's study and my study lays on the textbook. In the writers' study, they compared four English textbooks that entitled American English File 1, American Cutting Edge 1, Interchange 1, and American Headway 1. Meanwhile in my study, I compare two English textbooks that entitled *When English Rings A Bell* and *English in Focus* English textbooks for grade 8. Another differences between the writer's study and my study are the sum of the textbooks and also the title of the books that are analyzed.

Heilman, et. al. (2006) also evaluated a system that used interpolated prediction of reading difficulty that are based on both vocabulary and grammatical features. The purposes of this study are to compare through combined approaches is to compare individual grammar and modelling based approach and also to find out the accurateness of reading difficulty for both first and second language text. And the other purpose of this study is also to show that the use of pedagogically motivated grammatical features (e.g. passive voice, rather than number of words per sentence) can improve readability measures based on lexical features alone. One of the differences between L1 and L2 readability is the timeline and process by which first and second languages are acquired. The results indicate that

grammatical features may play a more important role in second language readability than in first language readability. All in all, there is a difference between the writers' study and my study. The difference focuses on what we analyze. In the writers' study, they analyzed a system that used interpolated prediction of reading difficulty that is based on both vocabulary and grammatical features. Meanwhile in my study, I analyze lexicogrammatical features of reading texts types in *When English Rings A Bell* and *English in Focus* English textbooks for grade 8 Junior High School.

The other study that is supporting my study conducted by Yunestia (2008) that analyzed 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 based on 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. There is a similarity between the writer's study and my study, it lays on one of the purposes of the study. The writer and I find out the appropriateness of text-types on the textbooks that are analyzed based on the valid curriculum. On the other hand, there are some differences between the writer's study and my study. The differences lay on the textbook that we use and the focus that we analyze. The writer analyzed text – types of *Communicative & Interactive* English textbook for grade VII published by Yrama Widya. Meanwhile, I analyze the lexicogrammatical features of reading text types of two English textbooks. The

first book entitled *When English Rings A Bell* published by Indonesian Ministry of Education and Culture that uses 2013 Curriculum and the second book entitled *English in Focus*, published by Erlangga that uses 2006 or KTSP Curriculum.

Tan (2009) also examined the Generic Structural Potential, semantic attributes, and lexicogrammatical patterns of the event sections of Grimm's fairy tales. Generic Structural Potential is a description of all structural elements of a genre. In this study event sections include three elements, they are initiating an event, sequence event, and final event. Each attributes is realized by distinct lexicogrammatical patterns. The results of this study are the relationship between generic structural potential, semantic attribute and lexicogrammatical patterns are systematic and also semantic properties and lexicogrammatical resources have different distributions in different structural elements of the same genre. There are some differences between the writer's study and my study. The first difference lays on the focus that we analyze. In the writer's study, he analyzed the Generic Structural Potential, semantic attributes, and lexicogrammatical patterns of the event sections of Grimm's fairy tales. Meanwhile in my study, I analyze the lexicogrammatical features of reading text-types of two English textbooks. The first book entitled *When English Rings A Bell* published by Indonesian Ministry of Education and Culture uses 2013 Curriculum and the second book entitled *English in Focus* published by Erlangga uses 2006 or KTSP Curriculum. Another difference lays on the texts-type that we analyze. The writer analyzed Grimm's fairy tales. Meanwhile, I analyze descriptive texts, recount texts, and narrative texts of those two English textbooks for grade 8 Junior High School.

Meanwhile Rahmasari (2009) conducted a study in analyzing 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 KTSP Curriculum and it is appropriate with the curriculum. There is a similarity between the writer's study and my study, it lays on one of the purposes of the study. The writer and I have one purpose to find out the appropriateness of the textbooks that are analyzed based on the valid curriculum. On the other hand, there is a difference between the writer's study and my study. The difference lays on the text types that we analyze. The writer analyzed monologue texts of the *Let's Talk* English textbook. Meanwhile, I analyze descriptive texts, recount texts, and narrative texts of both English textbooks entitled *When English Rings A Bell* and *English in Focus* English textbooks for grade 8 Junior High School.

On the other hand, textbooks play an important role in teaching learning process especially in developing countries such as Pakistan. Textbooks are very useful and accessible resources that students and teachers can utilize according to their needs. Thus, the selection of an appropriate textbook is a process that needs careful attention. Mahmood (2011) conducted a study about conformity to quality characteristics of textbooks and the illusion of textbook evaluation in Pakistan. The purposes of this study are to find out characteristics of a quality textbook and

investigate the presence or absence of these characteristics in the textbooks approved by the Ministry of Education. The result of this study is the approved textbooks are lacking in many of the desirable characteristics. There is a difference between the writer's study and my study. The difference lays on the focus of the study that we conduct. The focus of the writer's study is conformity to quality characteristics of textbooks and the illusion of textbook evaluation in Pakistan. Meanwhile, the focus of my study is the lexicogrammatical features of the reading text-types in *When English Rings A Bell* and *English in Focus English* textbooks for grade 8 Junior High School.

The other study was conducted by Holten and Lisa (2007) who analyzed discourse – based strategies focused on lexicogrammatical error commonly found in academic writing of generation 1.5 ESL students and also discussed how discourse – based strategies for teaching grammar can be adapted to help these learners use academic vocabulary in a semantically and grammatically appropriate way through analytical self-editing strategies. The result of this study is in using these analytical self-editing strategies, students are focused at the sentence level. But using them is more than a sentence-based activity. It is a discourse-based activity, because the enterprise is both discourse based and authentic. It is authentic because students are analyzing and editing their own sentences within larger paragraphs, not sentences made up by textbook writers. By focusing on the lexicogrammatical difficulties of generation 1.5 students, it helps find their own sentence-level lexicogrammatical errors within a larger text; they also allow learners to make use of their strong intuitions about sound and meaning by



encouraging them to consider the consequences that their lexicogrammatical choices and edits have for the surrounding text. There is a difference between the writer's study and my study, it lays on the focus of the study that we analyze. The previous study analyzed discourse – based strategies that focused on lexicogrammatical error commonly found in academic writing of generation 1.5 ESL students and also discussed how discourse – based strategies for teaching grammar can be adapted to help these learners use academic vocabulary in a semantically and grammatically appropriate way through analytical self-editing strategies. Meanwhile, I analyze the lexicogrammatical features of all of the reading text-types in *When English Rings A Bell* and *English in Focus* English textbooks for grade 8 Junior High School, they are descriptive texts, recount texts and narrative texts.

Moreover Utomo (2015) analyzed the reading exercises of text – types in English textbook entitled *English for a Better Life* textbook published by Pakar Karya. It has purpose to find out the compatibility of the reading exercises of the text-type in this textbook with the KTSP requirements. The writer used qualitative research in conducting this study. The result of this study is there are 47 exercises in the *English for a Better Life*. The 27 reading exercises are in line with the 2006 curriculum and the other 20 reading exercises are not. There is a similarity between the writer's study and my study, it lays on one of the purposes of the study. The writer and I conduct the study to find out the appropriateness of the reading exercises of the text – type in this textbook with the applied curriculum. On the other hand, there is a difference between the writer's study and my study.

The difference lays on the focus of the study. The writer's study analyzed the reading exercises of text – types in English textbook entitled *English for a Better Life* textbook published by Pakar Karya. Meanwhile, my study analyzes the lexicogrammatical features of the reading text-types in *When English Rings A Bell* and *English in Focus* English textbooks for grade 8 Junior High School.

Another study was conducted by Kanina (2016) who evaluated the reading materials on *English in Focus* textbook for seventh grade students published by the National Department of Education in Indonesia in 2008 based on good reading materials and to investigate the teachers' perception about textbook. The result of this study shows that the reading materials in textbook fulfill the criteria of good reading materials according to Patel and Jain (2008). Furthermore, the results from the interview show that the teachers' perception about the textbook is sufficiently good. There are some similarities between the writer's study and my study. The first similarity is the book that is analyzed. The writer and I analyze the same textbook, *English in Focus*. The second similarity is the writer and I investigate the teachers' perception about textbook. On the other hand, there are also some differences between the writer's study and my study. The first difference lays on the focus of the study between the writer's study and my study. The writer focused on the reading materials on *English in Focus* textbook for seventh grade students. Meanwhile, I focus on lexicogrammatical features of reading text materials in *When English Rings A Bell* and *English in Focus* for grade 8 Junior High School. Another difference lays on the grade of the textbook. The writer analyzed *English in Focus* textbook for the seventh grade students

published by the National Department of Education in Indonesia in 2008. Meanwhile, I analyze two textbooks. The first book entitled *When English Rings A Bell* published by Indonesian Ministry of Education and Culture that uses 2013 Curriculum, and the second book entitled *English in Focus* published by Erlangga that uses 2006 or KTSP Curriculum. Those two English textbooks which I analyze in this study is for grade 8 Junior High School.

Sholichatun (2011) also analyzed about content analysis of reading materials in *English on Sky* textbook for grade 9 Junior High School. The objectives of this study are (1) to find out the kind of genre contained in the reading passage found in *English on Sky* textbook for 9th grade of Junior High School published by Erlangga, (2) to find out the lexical density of reading text based on *English on Sky* textbook for 9th grade level of Junior High School. The result of this study shows that there are three genres which are used in *English on Sky* for grade 9 for Junior High School, published by Erlangga. They are procedure, report, narrative texts and these genres fulfilled the KTSP English syllabus requirement. The lexical density of reading text in *English on Sky* textbook for grade 9 of Junior High School published by Erlangga is around 50%-60% (quite lexical density). It means that the reading texts are quite lexical densities. It means that the text is not difficult, easy to understand and suitable for students. There is a similarity between the writer's study and my study, it lays on one of the purposes of the study. The writer's study and my study has purpose to find out the lexicogrammatical features of the textbooks. On the other hand, there are some of differences between the writer's study and my study. The first

difference is textbook that is used to be analyzed. The writer used *English on Sky* textbook for grade 9 Junior High School. Meanwhile, I use *When English Rings A Bell* and *English in Focus* English textbooks for grade 8 Junior High School. The second difference is the focus of the study. The focus of the writer's study on content analysis of reading materials in *English on Sky* textbook for grade 9 Junior High School. Meanwhile my study focuses on lexico-grammatical features of reading text materials in *When English Rings A Bell* and *English in Focus* for grade 8 Junior High School. The other difference lays on the reading text-types that are analyzed. The writer analyzed the procedure texts, report texts, and narrative texts. Meanwhile, I analyze the descriptive texts, recount texts, and narrative texts.

Meanwhile Setiawati (2015) analyzed content analysis of student book *When English Rings a Bell* for grade 8 junior high school. The writer analyzed the relevance between the materials in the students book *When English Rings a Bell* for grade 8 junior high school with the core and basic competence in 2013 Curriculum. The result of this study showed that in term of the relevancy of the materials in the textbook with the cognitive domain, there are 29 materials in the book which are relevant or about 78.37 %, 4 materials which are partly relevant or about 10.81 %, and 4 materials which are irrelevant or about 10.81 %. There is a similarity between the writer study and my study. The similarity is the textbook that is used to be analyzed. The writer and I use *When English Rings a Bell* English textbook for grade 8 junior high school. On the other hand, there is also a difference between the writer's study and my study. The difference is the focus of

the study. The writer analyzed the relevance between the materials in the students book *When English Rings a Bell* for grade 8 Junior High School with the core and basic competence in 2013 Curriculum. Meanwhile, I analyze lexicogrammatical features of reading text materials in *When English Rings A Bell* and *English in Focus* for grade 8 Junior High School.

Those are the studies which share similarities and differences compared to the study that I conduct. The similarities are the text-types analyzed, the textbooks used by the researchers, and the objectives of the study. Meanwhile, the differences are on the textbooks used for comparison, the purposes of the study, and the curriculum used in the textbook. All in all, the significant difference from the previous studies stated and my study is the purposes of the study. The purposes of my study are (1) to find out how the lexicogrammatical features of reading text-types in *When English Rings A Bell* and *English in Focus* English textbooks for grade 8 are realized, (2) to find out whether the reading text-types in *When English Rings A Bell* and *English in Focus* English textbooks for grade 8 can be stated to have appropriateness with KTSP Curriculum and 2013 Curriculum, and also (3) to find out what the differences and similarities of lexicogrammatical features between reading texts types in *When English Rings A Bell* and *English in Focus* are.

## **2.2 Theoretical Review**

This section gives a brief description of some theories related to this study, they are: the comparative study, text, text-types, importance of learning text-types, lexicogrammatical features, the characteristics of 2013 Curriculum, the

characteristics of KTSP Curriculum, the general concept of textbooks in the 2013 Curriculum, the general concept of textbook in the KTSP Curriculum, criteria of a good textbook, *When English Rings A Bell* English textbook for grade 8, *English in Focus* English textbook for grade 8.

### **2.2.1 The Comparative Study**

According to Smelser (1976: p.160-2), comparative analysis needs to be separated from the sense in which all analysis is comparative: all attempts to find causes involve comparing what happened with a mental image of what is likely to have happened in the absence of certain features. There are two features define comparative analysis as understood here:

- (1) An interest in the explanatory question of why the observed similarities and differences between cases exist, and
- (2) Reliance on the collection of data on two or more cases, ideally according to a common framework.

Comparative research differs from non – comparative work, in that it attempts to reach conclusion beyond single cases and explains differences and similarities between object of analysis against the backdrop of their contextual conditions (Esser, 2013: p.114). Meanwhile, Pickvance (2005) stated that 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.

There is the strength and the weakness of comparative study according to Pickvance (2005), the strength of comparative analysis as a research design is its ability to introduce the additional explanatory variables (or to allow variation in variables which take a fixed value in the initial case of interest), and to show that relations are more or less general than had been initially thought. Its weaknesses are that it requires the commensurability of concepts across cases (e.g. terms like ‘environmental regulation’ must have consistent meanings so we are not comparing apples and oranges), the introduction of new variables brings with it the introduction of unknown variation too, and that like all non – experimental research it has to rely on ‘naturally occurring variation’ which rules out many combinations of values of interest to the researcher.

There are classification of types of comparative analysis is set out by Tilly (1984: p.82 – 83) who distinguishes four types: individualizing, universalizing, variation-finding, and encompassing.

- (a) Individualizing comparison contrasts ‘a small number of cases in order to grasp the peculiarities of each case (1984: p.82)
- (b) Universalizing comparison ‘aims to establish that every instance of a phenomenon follows essentially the same rule (1984: p.82)
- (c) Variation-finding comparison seeks to ‘establish a principle of variation in the character or intensity of a phenomenon by examining systematic differences between instances (1984: p.82)
- (d) Encompassing comparison ‘places different instances at various locations within the same system, on the way to explaining their characteristics as a

function of their varying relationships to the system as a whole e.g. as in Wallerstein's world system analysis (1984: p.83)

### **2.2.2 Text**

As stated before, according to Halliday and R. Hasan (1985: p.6), a text is a language that is functional, mean language that is doing job in some context. Therefore, any instance of living language that is playing some parts in context of situation, we shall call a text. It may be either spoken or written texts. Based on the participant there are spoken and written texts.

Spoken text refers to language interaction, including a conversation orally, between two persons or more which their text as a purpose. The example is a consultation between a patient with doctor, buying and selling goods, directing someone to the hospital, etc.

Moreover, the written text refers to language text, including abstract reflection on causes and effects of distance events. According to Hammond (1992: p.5), "There is no clear dividing between spoken and written language. Some texts are neither exclusively spoken nor written."

Written language is not simply speech written. Gerrot and Wignell (1994: p.17) state:

"The term 'written language' does not only refer to language which is written down. Likewise the term 'spoken language' does not only refer to language is said aloud. Spoken language is typically more dependent or the context than written language is.



It means that there is closely linked between genre and grammar. A genre of text can be defined as a culturally specific type which result from using language (written and spoken) or accomplish something. In the materials about genres and lexicogrammatical features, there are some kinds of genres in reading texts types to inform the meaning of the texts and also makes the grammar in different thinking ways. The grammar attempt to describe language in actual use and so focus on text and their context.

### **2.2.3 Text – Types**

According to Hammond (1992: p.75), there are some text – types or genres texts, they are: descriptive text, recount text, narrative text, procedure text, report text, spoof text, anecdote text, analytical exposition text, hortatory exposition text, explanatory text, discussion and review. Distinctive generic structure and major grammatical patterns through which the social function of the genre is realized characterize each type. In this study, I discuss several reading text – types which are found in the book entitled *When English Rings A Bell* for grade 8 Junior High School published by Indonesian Ministry of Education and Culture. This textbook is an English textbook composed based on the 2013 Curriculum. Meanwhile, *English in Focus* for grade 8 Junior High School published by Erlangga. This textbook is an English textbook that is composed based on the 2006 or KTSP Curriculum.

There are three kinds of text-types which are taught for grade 8 based on the 2013 Curriculum and KTSP Curriculum, 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 features of those text-types.

#### *2.2.3.1 Descriptive Text*

According to Hammond (1992: p.78) the social function of descriptive text is to describe a particular person, place, or thing. Gerrot and Wignell (1994: p.208) also state that its social function is to describe a particular person, place, or thing. It is characterized by the steps of rhetorical development which presents identification and description. It identifies a person, place, or thing and also describes parts, qualities, and characteristics. In descriptive text, the best focuses on a specific participant. The process types usually use verbs of being and having. The verbs are in presents tense. Frequently, it uses some descriptive adjective to build up long nominal group.

The significant lexicogrammatical features of a descriptive text according to Halliday in Gerot and Wignell (1994: p.208) are as follows:

- (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.

#### *2.2.3.2 Recount Text*

Hammond (1992: p.88) states that the social function of recount text is to record events form the purpose of informing. Recount text simply retells events in what sequence, but they do not necessarily deal with the problem. The point of recount

text is to retell the events and to share the speaker's appraisal of those events in the past, so it is only for the purpose of informing.

In the other opinion, Derewianka (1990: p.15) states, "In recount text, we construct past experience. A recount text is unfolding of a sequence of event overtime." He also adds that the purpose of recount text is to tell what happened. Recount text focuses on specific participant. In recount text, it usually uses verbs of action and the action happened in the past time. The important thing of the recount is using temporal connectives to indicate sequence of events. There are also circumstances of time and place. In recount text, the generic structure of recount text consists of:

- (1) The orientation which tells the information on the context of the recount.
- (2) Record of events which tells a record of events in temporal sequences.
- (3) Re – orientation which tells closure of events and coda which tells comments on event, but it is an optional.

The record of event stage comprises a series of events about a given field. It usually involves a step by step progression which is given significantly by the interpersonal contribution that occurs throughout the text.

The significant lexicogrammatical features of a recount text according to Halliday in Gerot and Wignell (1994: p.194) are as follows:

- (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.

### 2.2.3.3 *Narrative Text*

The purpose of this text is to relate an amusing or unusual experience in entertaining way. This is in line with Gerrot and Wignell's statement (1994: p.204) that the social function of narrative text is to amuse, to entertain, and to deal with problematic events which lead to a crisis point of some kinds, in turn find a resolution. Meanwhile, according to Derewianka (1990: p.40), the basic purposes of narrative text are to entertain, gain and hold the reader's interest in story. The generic structure of narrative text according to Halliday in Gerrot and Wignell (1994: p.204) consists of:

- (1) The orientation, it sets the scene and introduces the participants.
- (2) Evaluation tells a stepping back to evaluate the plight.
- (3) The complication is a crisis arise.
- (4) Resolution tells the crises is resolved for better or for worse.
- (5) Re – orientation it is an optional.

The narrative text focuses on specific and individual participant. It usually uses material, behavioral, and verbal process. It also uses relational process, mental process, temporal conjunctions, and temporal circumstances. Relational processes involves states of being and having. The verbs that are used in narrative text are past tense.

There are some lexicogrammatical features that become the characteristics of a narrative text according to Gerrot and Wignell (1994: p.204).

Those significant lexicogrammatical features are as follows:

- (1) Focus on specific and usually individualized participants.
- (2) Use of material, behavioral, and verbal processes.
- (3) Use of relational processes and mental processes.
- (4) Use of temporal conjunctions and temporal circumstances.
- (5) Use of past tense.

#### **2.2.4 Importance of Learning Text – Types**

There are many text – types of reading text in English. They are descriptive text, narrative text, recount text, explanation text, procedure text, and report text. Each of text – types in of reading text have their own characteristics, especially in their generic structures and the lexicogrammatical features. According to Zhou and Peerasak (2011: p.46) 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. By learning text-type of reading, students can find out the differences of them. Moreover, it is important for students to know the good compose of text so they can compose a good text if they have understood about text-type.

#### **2.2.5 Lexicogrammatical Features**

Lexicogrammatical is a term used in Systemic Function Linguistic (SFL) to emphasize the interdependence of and continuity between vocabulary (lexis) and syntax (grammar). The term lexicogrammatical was introduced by a linguist,

M.A.K. Halliday. Halliday (1985: p.8) stated that the heart of language is the abstract level of coding that is the lexicogrammar. Meanwhile, according to Systemic Functional theory, lexicogrammar is diversified into a Meta – functional spectrum, extended in delicacy from grammar to lexis, and ordered into a series of ranked units. The other definition of lexicogrammatical delivered by Sinclair and Ronald (2004: p.164), they stated lexicogrammatical is now very fashionable, but it does not integrate the two types of pattern as its name might suggest – its fundamentally grammar with a certain amount of attention to lexical patterns within the grammatical frameworks; it is not in any sense an attempt to build together a grammar and lexis on equal basis. Lexico-grammar is still firmly a kind of grammar, laced, or perhaps spiked with some lexis.

There are several elements in lexico – grammatical features, one of them is process. Processes are realised by verbs (Gerot and Wignell, 1994:54). There are seven different process types identified in lexico-grammatical features by Halliday as stated by Gerot and Wignell (1994:54). Those processes and brief definition of them are stated as follows:

(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) Behavioral Processes

Behavioral processes are processes of physiological and psychological behavior, like breathing, dreaming, snoring, smiling, 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 signaling.

## (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:

- a) It's hot
- b) It's windy
- c) It's five o'clock

The "it" has no representational function, but does provide a Subject.

These are analyzed as Process: Meteorological.

### **2.2.6 The Characteristics of Curriculum 2013**

According to *Kementerian Pendidikan Nasional* (2013: p. 91 - 92) based on the Module of Training Implementation of Materials Curriculum 2013, there are eight characteristics of 2013 Curriculum, they are:

- (1) The 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 category manner about competence in behavior, knowledge, and skill (cognitive and psycho – motoric) 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 an 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 school.
- (4) Core competence and basic competence in junior high school give priority in behavior aspects whereas in senior high school is in intellectual skill (high cognitive skill).
- (5) Core competence becomes organizing elements. Basic competence that is all of core competences 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) The 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 competences for theme or subjects in the class.
- (8) The lesson plan is developed from every basic competence for every subject of a class.

### **2.2.7 The Characteristic of KTSP Curriculum**

KTSP (*Kurikulum Tingkat Satuan Pendidikan*) or School-Based Curriculum (SBC) is an operational curriculum that is designed and implemented at each educational institution (school). Based on the Minister of National Education Regulation (Permendiknas) number 24 year 2006, there are a number of components covered in School-Based Curriculum (KTSP), such as: (1) the objectives of education institution; (2) the structure and content of School-Based Curriculum (KTSP); and (3) academic calendar.

According to Mulyasa (2006: p.29) suggest in KTSP Curriculum that there are six characteristics as follows:

- (1) Giving of area autonomy to school and education unit

By area autonomy, each school has freedom to make a decision to increase education quality in different ways depend on that school.

- (2) The society and student parent's participant

The implementation of curriculum in KTSP is supported by the society and student parent's participant. They not only support by the financial, but through school committee and education council which formulate and develop programs which purpose to increase learning qualities.

(3) Democratic and professional leadership

Headmaster in each school must have high professionally in leading the school and democratic in making a decision to increase the education quality.

(4) Team work which are cohesive and transparent

The implementation of curriculum success if there is team work which are cohesive and transparent.

(5) Component of the education calendar

Unit of education can arrange for education calendar based on area requirement, school characteristic, pupil requirement, and society by paying attention to the education calendar that is written in standard of content.

(6) Syllabus and teaching planning implementation

The syllabus is presented of standard competence and basic competence in the main subject, learning activity, and indicators of competence achievement to evaluation.

### **2.2.8 The General Concept of Textbooks in the 2013 Curriculum**

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

### **2.2.9 The General Concept of Textbooks in the KTSP Curriculum**

According to *Badan Standar Nasional Pendidikan* (BSNP), KTSP is the operational curriculum that is arranged by and held in every level of education. KTSP consists of the purpose of every level of education, structure, and the content of curriculum in every level education, education calendar, and syllabus. A textbook that composed based on curriculum KTSP developed based on some principles, those are:

- (1) Based on the potency, development, need, students' interest and environment
- (2) Various and integrated
- (3) Respond to the development of knowledge, technology and art
- (4) Relevant to need of life
- (5) Comprehensive and continue

(6) All time learning

Generally, KTSP has main three purposes. Those are:

- (1) improving education quality through and independence and school's initiative in developing curriculum, managing, and empowering all resources,
- (2) improving school society's care in curriculum development through concurrent decision, and
- (3) improving a good competition among every level of education regarding education quality that will be achieved.

#### **2.2.10 Criteria of a Good Textbook**

When - Cheng (2011: p.93) states, "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". According to Mahmood (2009: p.10), there are eight dimensions for the quality of a good textbook 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 suggest 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 understandable 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' teacher guide 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

(Nasional, 2013) and reliability. For the performance dimension, this study pays attention to the cognitive needs.

#### **2.2.11 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 2013 Curriculum. This textbook is composed and arranged by many experts under the coordination from Indonesian Ministry of Education and Culture by paying attention to the 2013 Curriculum. 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 2013 Curriculum. There are two kinds of the textbooks. The first one is as a guidance for teachers, and another is as a guidance for students. This study only focuses on the textbook for students' guidance.

#### **2.2.12 English in Focus English Textbook for Grade 8**

*English in Focus* English textbook is published by Erlangga. This textbook is an English textbook prepared by the National Education Department as an effort to support the KTSP Curriculum. This textbook was published in 2008. This textbook is composed and arranged by many experts under the coordination from Indonesian Ministry of Education and Culture by paying attention to the KTSP Curriculum. There are Artono Wardiman, Masduki B. Jahur, M. Sukiman as the writers of this English textbook. They are Indonesian. All the materials in this English textbook are based on syllabus and lesson plan that consist of standard

competence, basic competence, learning material, learning activity, indicators for assessment, time allocation, and learning source. There are two kinds of the textbooks. The first one is as a guidance for teachers, and another is as a guidance for students. This study only focuses on the textbook for students' guidance.

### **2.3 Theoretical Framework**

Based on the previous studies above, I compose the theoretical framework about comparative study in lexicogrammatical features. This is a study of comparative study that compares the lexicogrammatical features of two English textbooks entitled *When English Rings A Bell* English textbooks published by Indonesian Ministry of Culture and Education which is composed based on 2013 Curriculum and *English in Focus* English textbook, published by Erlangga which is composed based on KTSP Curriculum. This study focuses on the lexicogrammatical features analyses of reading texts in the two English textbooks. In this study there are three types of text-type of reading text that are analyzed, they are: descriptive text, recount text and narrative text. According to Gerot and Wignell (1994), these text-types have their own lexicogrammatical features which are different each other. The following is the theoretical framework of this study.



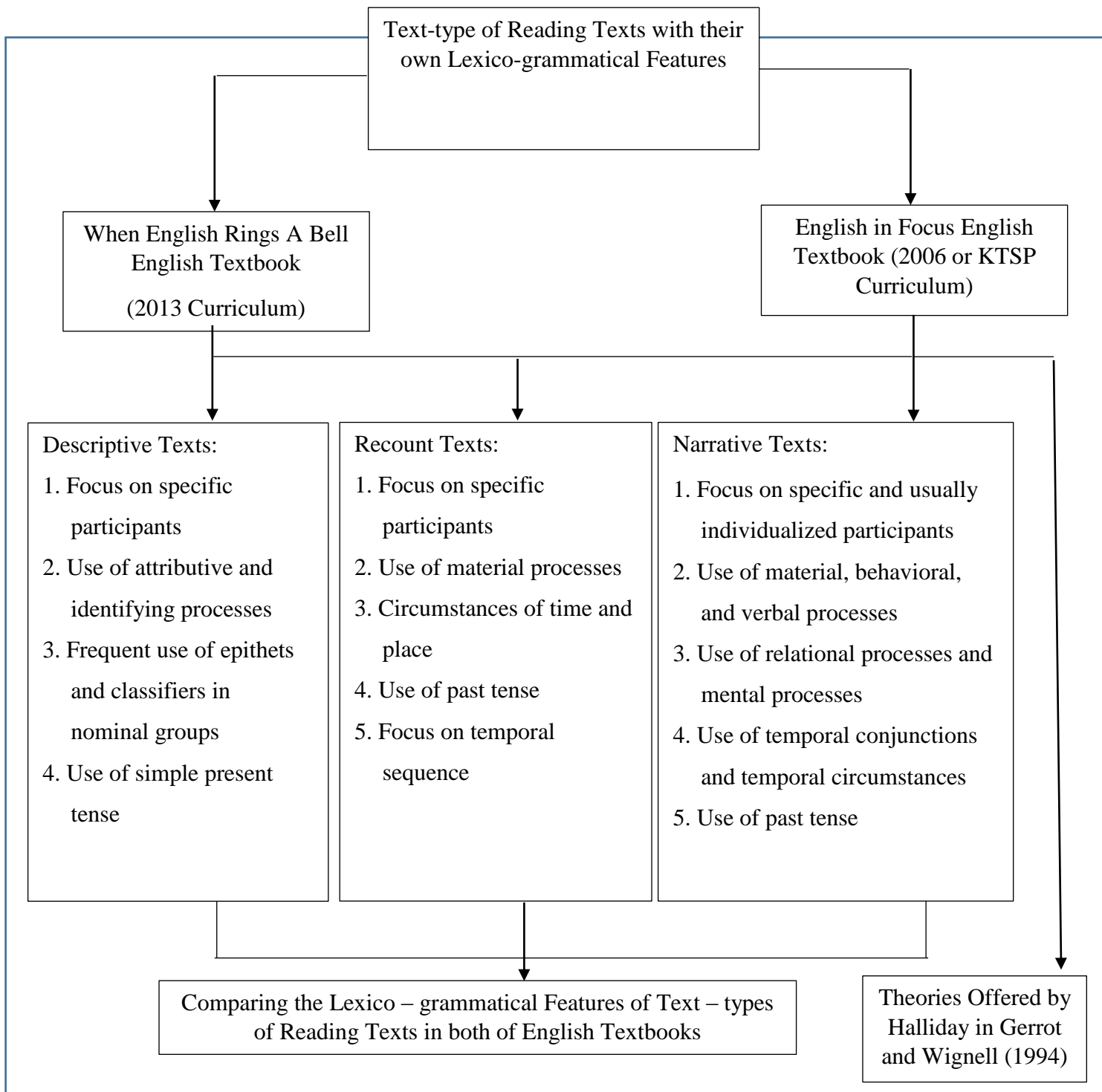


Figure 2. 1 Theoretical Framework

Resource: Lexico-grammatical Features of Text-type according to Halliday

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

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

#### 5.1 Conclusions

This sub chapter explains the conclusions of this comparative study. This study compares the lexicogrammatical features of reading text – types in *When English Rings A Bell* English textbook that composed based on 2013 Curriculum and *English in Focus* English textbooks that composed based on KTSP Curriculum. The reading text – types which are compared in this study are descriptive texts, recount texts, and narrative texts. Based on the data in the previous chapter, I conclude that the textbook entitled *When English Rings A Bell* can be stated to have appropriateness with 2013 Curriculum and *English in Focus* also can be stated to have appropriateness with KTSP Curriculum.

Book 1 has more descriptive texts than Book 2. Book 1 and Book 2 have descriptive texts about people, animals, and things. There are 13 descriptive texts in Book 1 which all of them do not have classifiers in nominal groups. Moreover, none of descriptive texts in Book 1 have epithets. It is different from Book 2 in which there are two epithets in the descriptive materials, they are text 4, which is located on page 20 that gives description about Bongo the Orang Utan and text 9, which is located on page 71 and gives description about Octopus. While for Book 2, there are 11 descriptive texts, and three of them have classifiers in nominal

groups. It also means that the descriptive texts in Book 2 are more appropriate than the descriptive materials in Book 1. The average score of validators' score in analysis result of lexicogrammatical features of descriptive texts in Book 1 is 3.11 which means good. Meanwhile, the average score of validators' score in analysis result of lexicogrammatical features of descriptive texts in Book 2 is 3.11 which means good. The processes that are used in the descriptive text in Book 1 and Book 2 is not only relational process (attributive and identifying process) but also the other processes. 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. Meanwhile for Book 2, there are 11 descriptive texts in this textbook. Three of them have compound sentences, two of them have complex sentences and six of them have compound – complex sentences.

For recount texts, Book 2 has more recount texts than Book 1. There are 10 recount texts in Book 2 and four recount texts in Book 1. The average score of validators' score in analysis result of lexicogrammatical features of recount texts in Book 1 is 3.23 which means good. Meanwhile, the average score of validators' score in analysis result of lexicogrammatical features of recount texts in Book 2 is 3.33 which means good. In Book 1, none of recount texts has title; it is different from Book 2, four out of ten recount texts in Book 2 have title, and six other texts do not have title. The recount texts in Book 1 and Book 2 have balanced distribution of each element in the significant lexicogrammatical features and distribution of processes. 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.

Meanwhile, if we compare the narrative texts in Book 1 and Book 2 based on the kind of sentences, the narrative texts in Book 1 has compound – complex sentences, while in Book 2 I find out the narrative texts 1 until 5 have compound and complex sentences. In addition, the narrative text 6 has compound, complex, and compound - complex sentences. All the narrative texts in Book 1 and Book 2 have a title as suggested by Gerot and Wignell. The average score of validators' score in analysis result of lexicogrammatical features of narrative texts in Book 1 is 3.33 which means good. Meanwhile, The average score of validators' score in analysis result of lexicogrammatical features of narrative texts in Book 2 is 3.22 which means good. The narrative texts in Book 1 and Book 2 have complete processes as suggested by Gerrot and Wignel.

## **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 *English in Focus* English textbook as the combination and variation in giving the texts for each reading text – types. It is also important for the 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 complete lexicogrammatical features, and to make the students understand more about

every element of a text. In my opinion, it is better if 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 writers it is better if they improve the presentation of texts inside the textbooks. I think it is also better for the textbook writers if they give the text-types that have complete lexicogrammatical features. So that, it is expected that the students not only have knowledge about text-types materials, but also about the significant lexicogrammatical features of text-types materials. It is also expected that the book writers can master Systemic Functional Grammar (SFG), so that they can improve their ability in writing text types.

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