

CHAPTER 2

LITERATURE REVIEW

2.1 Communicative Processes in Language Learning

People do different things with their language with different purpose they expect to achieve by speaking, writing, listening and reading (Halliday, 1989). Speaking, writing, listening and reading are seen as processes in using the language to achieve purpose from SFL perspective. In communication, three aspects need to be constructed: represent the topic by selecting appropriate process type, participants, circumstances and tenses; designing the topic relevant and appropriate by selecting proper moods, modalities and polarities; making the message relevant to the previous statement and the context by selecting appropriate thematic organization and reference (Lock, 1997).

2.2 Language Learning from Genre Based Approach

Learning language is learning how to mean (Halliday, 2007). Learning second language requires practice, experience, motivation and opportunity to interact and negotiate meaning (Schleppegrell, 2001). The sociocultural knowledge includes learning the way to use the language that enable students to develop and display new knowledge are required for success at school (Schleppegrell, 2004). Teachers and students are typically focus on the content of the text they read and respond not on the language patterns that construes the content (Schleppegrell, 2004). Teachers needs to raise students' awareness on how different linguistic

choices construe different meanings and realize different social context (Schleppegrell, 2004). Learning to construct text is a matter of social experience (Hasan, 1989).

The functional purposes in different context from the text used influence the lexical and grammatical option (Schleppegrell, 2004). The social context embody the purpose that include the field, tenor and mode (Halliday, 1994). The function is the cornerstone in shaping the organization of the language and determining the linguistic pattern (Halliday, 1973; Halliday & Hasan, 1989). The structural features in genres consist of standard of organization structure and linguistic features (Sophia, 2006). Standards of organizational structure refer to the schematic structure of the text (Sophia, 2006).

English classes in Indonesia adopt genre based learning approach. For Senior High School, three kinds of genre are used in learning and teaching processes; interpersonal text, transactional text and functional text. Interpersonal text aims to create harmonious interaction between participants (Richard, 1988). Transactional text aims to get something done that have two different functions; giving and receiving information and obtaining goods or services (Richard, 1988). Functional text aims to perform certain task. The text structure of transactional and interpersonal text have similar patterns which focused on the exchange talk (stating and responding) between the interlocutors.

Schleppegrell (2004) has addressed several genre text with its purpose and linguistic features by using three categories (personal, factual and analytical)

proposed by Martin (1989) to summarize seven school based- genre (recount, narrative, procedure, report, account, explanation, and exposition).

Every genre has different aims that certainly affect the organization of the ideas and option in language features. Narrative text aims to report and evaluates problematic events and outcome that consist of orientation, complication, resolution involving various process types and verb tenses for reporting past events and timeless generalizations (Schleppegrell, 2004; Wignell, 1994). Exposition text aims to argue why a thesis has been proposed, with more than one argument presented in favor of the judgment with language elements: nominal expressions, modality presents, nouns, verbs, prepositions, subordination and condensation, markers of contrast, classification and logical sequence (Schleppegrell, 2004). Procedure text aims to reports a sequence of events with general participants trough a set of steps by using declarative mood with present time verb, occasionally by imperative verbs to direct direction (Schleppegrell, 2004). Language learners are required to be exposed to variorus range of genre (Hasan, 1989). Teachers are encouraged to expose students to English text which is spoken and written in English also structured the English way to achieve purposes (Agustien, 2004).

2. 3. Circumstances in Learning and Teaching Activity

“Circumstantial elements are almost always optional augmentations of the clause rather than obligatory components” (Halliday, 2004, p. 175). As peripheral element, circumstances concern with the setting, the manner of the process, the people and other entities along the process that contribute further detail of the event (Bloor & Bloor, 2004; Ravelli, 2000). According to SLF theory, there are

nine types of the circumstances: circumstance of *extent*, circumstance of *location*, circumstance of *manner*, circumstance of *cause*, circumstance of *contingency*, circumstance of *accompaniment*, circumstance of *role*, circumstance of *matter*, circumstance of *angle* (Bloor & Bloor, 2004; Butt, D., Fahey, Feez, Spinks, Yallop, 2003; Halliday, 2004). The circumstances are typically realized by adverbial groups, prepositional phrase and occasionally by nominal groups functioning as if they were adverbs (Butt et al, 2003; Eggins, 2004; Halliday, 2004). Circumstances is believed also describe the “qualification” for the participant involved in the process (Halliday & Matthiessen, 1999). By declaring circumstance in the process, it affects clearer understanding and explanation the event (Butt et al, 2003).

The genre based learning acquires learning processes to be accompanied by the circumstances of purpose as the approach emphasizes “goal-oriented social processes” (Martin, 2000). The purpose of the activity are embodied by the social context of the language used that include the field, tenor and mode (Halliday, 1994). The function is the cornerstone in shaping the organization of the language and determining the linguistic pattern (Halliday, 1973; Halliday & Hasan, 1989). The functioning of the social function (the purpose and context), text structure and language elements are seen as circumstances of the learning processes from SFL perspective.

2.4 Genre-Based Learning from Systemic Functional Perspective

Genre refers to “staged, goal-oriented social processes through which social subjects in a given culture live their lives” (Martin, 2000). Genre theory discovered three aspects; a social process, a particular aim and dynamic schematic structure

(Dong and Wu, 2009). Values and purposes from the creator and the user of the text are embodied in the text produced (Johns, 2002). The genre of the text are influenced by the aim that the users want to attain. Metadiscourse, vocabulary, or other feature in language of text are needed to be integrated “rhetorical consideration” (Johns, 2002).

The genre theory propose that a knowledge of how language works to build the genre empower teachers to guide the students’ language learning process (Christie, 1999). SFL became the foreground approaches to genre that concern with helping the student to “learn to exercise the appropriate linguistic choices relevant to the needs, functions or meanings at any time” (Christie, 1987). Genre-based approach in language learning affects students’ language acquisition as the learning accomodates framework for student to learn grammar and discourse by analysing various english text with different genre, intrigues students to generic models of text in which several constrast genre are discovered, enganging students to meaning-oriented and support students’ reflective and critical thinking (Christie, 1999). Genre-based learning concern with “learning trough doing” that accomodate teachers as guidance for learners in learning language (Christie, 1999; Bawarshi & Reiff, 2010). By using genre-based approach in learning language, the learners are exposed to utilize English to learn English.

Genre based learning has been conducted mostly in relation to the application of the approach into the learning activity (Emilia & Hamied, 2015; Horverak, 2016; Noriega, 2016; Syarifah & Gunawan, 2016; Wang, 2015). The effect of genre based learning to the writing activities have received a significant

interest among the researches. For instances, in terms of writing context in Indonesia, Emilia & Hamied (2015) found that adopting genre based learning positively affected students' writing performance despite of some occurrences of grammar mistake. Noriega (2016) revealed mixed result related to the aspect of linguistic patterns and text coherence. However, SFL genre based pedagogy was claimed generally support learners to develop their writing competence (Emilia & Hamied, 2015; Horverak, 2016; Syarifah & Gunawan, 2016; Wang, 2015). The positive learning attitudes was shown towards the writing activities in the application of genre based learning (Noriega, 2016). Genre approach helps to stimulate the learners' genre awareness and enhance writing competence and lexical density (Wang, 2015). Peer correction was suggested in the writing activity to compensate the insufficient time of the course (Emilia & Hamied, 2015).

Previous studies have also combined the genre based learning with other learning method and recent technology. Noriega (2016) investigated the text produced by learners in the implementation of Genre Pedagogical approach, SFL and mobile learning application. Noriega (2016) revealed that personal recount text seemed to be the recommended genre text to be produced for its familiarity and short duration for the learners. Syarifah & Gunawan (2016) explored the implementation of macro and micro scaffolding to the writing activity that adopted genre based approach. The integration of both method was able to improve students' writing performance in terms of social function, schematic structure and language feature (Syarifah & Gunawan, 2016).

2.5 Learning and Teaching Activity

In managing the quality of learning and teaching process, Haynes (2010) suggested to adopt Total Quality Management(TQM) borrowed from management field jargon to learning and teaching preparation. By defining what are point of each processes and what is supposed to accomplish from the very first start, the learning and teaching activity are directed towards the aims (Haynes, 2010). From this perspective, each learning and teaching activities is accompanied by several points to manage the quality of the processes.

In relation to the learning activity in mastering the use of language, several researches have been conducted to investigate the learning activity. Khatib & Nikouee (2012) in their research claimed that communicative practice were more powerful than grammar mechanical drilling in affecting learners' grammatical structure retention and automatization. The reflective learning experience stimulated students' autonomous learning behavior in enhancing their pronunciation (Suwartono, 2014).

The learning and teaching activity are intentionally designed in the lesson plan to influence students' learning experience. Lesson plan serves as a guide that includes structuring experiences for learning to achieve certain aims (Pang, 2016; Jensen, 2001). Successful teaching demands lesson planner to design a meaningful learning experience for the students (Panasuk, Stone & Todd, 2002). Meaningful learning arises when the learners develop the knowledge and cognitive processes required for problem solving that involve developing and figuring out a way to achieve a goal (Mayer, 2002).

2. 6. The Function of Systemic Functional Linguistic in Analyzing Learning and Teaching Processes

From SFL perspective, a language is a ‘system of meaning’ that the meaning are constructed when people use the language (Bloor & Bloor, 2004). SFL interprets linguistic system from the functional semantic perspective (Eggins, 2004). SFL offers description of the elements form and investigate its meaning to the context of the language used (Schleppegrell, 2004). The experiential metafunction from SFL realizes the phenomenon in the world including the world inside our mind as linguistic structures (Halliday, 1990, 2004; Matthiessen, Teruya & Lam, 2010). Experiential metafunction is seen as interpreting human experience (Halliday, 1999).

Text is seen as meaningful passage of language that has social purpose and closely associate to the context (Christie, 1999). Thus, from the interpretation, the lesson plans taken as the data source in this research are realized as texts. Text analysis in the specific area is advocated to be references to the language learners’ learning activity design (Bloor & Bloor, 2004). Text analysis improves the understanding of linguistic system and of how the language users “produce and process coherent meaning” (Bloor & Bloor, 2004).

Within, the SFL approach, the analysis of the learning and teaching process students experience can be categorized to be in experiential perspective; focuses on the circumstances from transitivity system. The process configuration in the transitivity system consist of participant, process and circumstance (Halliday, 1999).

Therefore, the SFL specifically in experiential metafunction focusing on transitivity aspect was used as the method in the present research.