

**EFL FOR YOUNG LEARNERS: A TRANSITIVITY
ANALYSIS OF INSTRUCTIONS IN AN ENGLISH
COURSEBOOK**



*Building
Future
Leaders*

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ABSTRAK

DESY PAMUNGKAS SARI. 2012. *Pengajaran Bahasa Inggris sebagai Bahasa Asing bagi Anak: Analisa Transitivitas pada Instruksi dalam Buku Teks Bahasa Inggris.* Skripsi. Jakarta. Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penelitian ini ditujukan untuk menggambarkan pembelajaran bahasa Inggris untuk anak-anak yang terrepresentasi pada buku bahasa Inggris sekolah dasar. Subjek penelitian ini adalah instruksi yang terdapat di buku 'Grow with English Book 4', yang ditentukan sebagai sumber data utama. Fokus penelitian ini adalah 130 instruksi yang diambil dari Unit 1, Unit 3, dan Unit 6 pada buku teks. Metode penelitian ini menggunakan *systemic functional linguistic*. Data dianalisa menggunakan sistem transitivitas untuk mencari tahu jenis instruksi, *experiential meanings* yang terrepresentasi oleh instruksi, kesesuaian instruksi, dan jenis pembelajaran bahasa Inggris yang terrepresentasi oleh instruksi pada buku teks. Hasil penelitian menunjukkan bahwa instruksi pada buku teks terulang pada setiap unit buku teks. Bentuk instruksi pada buku teks 85% dalam bentuk kata kerja saja, 13% dalam bentuk kata kerja + kata benda, dan 2% dalam bentuk kata kerja + frase berpreposisi. Hasil analisa juga menunjukkan bahwa 71% dari instruksi merupakan *material process*, 28% *verbal process*, dan 1% *mental process*. *Experiential meanings* instruksi merepresentasi bahwa kegiatan pembelajaran bahasa Inggris untuk anak-anak cenderung berpusat pada siswa dengan materi pembelajaran yang berdasarkan topik karena hasil penelitian menunjukkan bahwa *experiential meaning* yang paling banyak terrepresentasi adalah melakukan kegiatan pembelajaran bahasa Inggris yang nyata seperti mendengarkan, melakukan, membaca, menulis kembali, dll., lalu, melakukan kegiatan pembelajaran bahasa Inggris dalam bentuk lisan seperti bernyanyi, mengucapkan, bernyanyi (*chant*), dll., dan berpikir seperti menebak kata. Namun, kegiatan pembelajaran yang berpusat pada siswa sulit untuk dilakukan karena instruksi pada buku teks tidak sesuai dengan materi pembelajaran. Kesesuaian instruksi ditentukan berdasarkan *experiential meanings* instruksi. Ketidakesesuaian instruksi disebabkan oleh kualitas instruksi yang hampir semua susunannya hanya terdiri dari bentuk kata kerja. Hal ini membuat instruksi tersebut tidak jelas.

Keywords: pembelajaran bahasa Inggris untuk anak-anak, buku bahasa Inggris sekolah dasar, instruksi, transitivitas

ABSTRACT

DESY PAMUNGKAS SARI. 2012. *EFL for Young Learners: A Transitivity Analysis of Instructions in An English Coursebook*. Thesis. Jakarta. English Department of State University of Jakarta.

This study was aimed at portraying EFL for young learners as represented in an English coursebook for primary school. Subject of the study is the instructions found in 'Grow with English Book 4', which was decided to be the main data resource. The focused on the study are 130 instructions which are taken from Unit 1, Unit 3, and Unit 6 of the coursebook. Method of the study is systemic functional linguistic. The data were analyzed by using transitivity system to find out kinds of the instructions, experiential meanings represented by the instructions, instructions appropriateness, and kinds of EFL for young learners represented by the instructions. The result of the study showed that there are repeated instructions in each unit of the coursebook. The instructions in the coursebook consist of 85% verbal group only, 13% verbal group + nominal group, and 2% verbal group + prepositional phrase. The result also showed that 71% of the instructions are indicated as material process, 28% verbal process, and 1% mental process. The experiential meanings of the instructions represent that EFL for young learners learning activities tend to be learner-centered with topic base learning materials since the result revealed that the experiential meaning of the instructions is mostly doing physical actions with English such as listening, doing, reading, rewriting, etc., then, doing action in form of saying such as singing, saying, chanting, etc., and thinking such as guessing words. However, the learner-centered learning activities are difficult to be done because the instructions are inappropriate toward the learning materials. The appropriateness of the instructions are determine through the experiential meaning of the instructions. The inappropriateness of the instructions are caused by the quality of the instructions which almost consist of verbal group only. It makes the instructions unclear.

Keywords: EFL for young learners, primary school English coursebook, instructions, transitivity

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

This study was aimed at portraying English as A Foreign Language for young learners which is represented by instructions in an English coursebook that mostly used in primary schools. The writer had conducted a survey in 14 primary schools to determine the coursebook to be analyzed. Then, 'Grow with English' was selected since it is used by four schools out of the fourteen being surveyed. Focus of the study was the instructions available in each unit of the coursebook, since they reflect the involvement of the students in interacting with the learning materials provided in the unit. The instructions were analyzed to figure out the experiential meanings being represented and to explain kinds of the English program from the perspectives of its activities and materials reflected in the analyzed instructions.

Researches on the English as a Foreign Language learning program for primary school students have been mostly done in the areas of teachers' competences, students attitudes, and the appropriateness of the learning materials in the coursebook with the needs to the curriculum goals achievements (Wei-Pei Wang (2008), Siska Rizkiani (2006), Tika Amanda Sari (2007), Apri Panggabean (2010)). Studies on learning materials have not yet dealt in detailed on how students will be involved in learning with the provided materials. This study

employed transitivity system as the application of Systemic Functional Linguistic to reveal the meaning represented by each instruction. The meaning would then lead to the explanation of the experiences with English in which students are likely to be involved.

Coursebook is a teaching and learning resource that most of Primary School English teachers use in the classroom. A coursebook provides learning materials and tasks to help students achieving their learning goals. In addition, J. Brewster, *et al.* argues that coursebook can identify what should be taught / learned, and the order in which to do it. It can indicate what methodology should be used (2003: p. 152). Based on that thought, it had been concluded that coursebook does not only guide the students, but also the teacher in teaching and learning process. To make both students and teacher understand what they are supposed to do with the coursebook, the instructions in the coursebook should be clear. As stated by Todd, “instructions is a series of directives, possibly mixed with explanations, questions and so on, which as a whole aim to get the students to do something” (1997: p. 32). It was specifically for primary school English coursebook.

English is a local content subject which is taught in many primary schools in Indonesia because the need of using English for communicating in globalization era. According to Sutarsyah, local content is defined as the manifestation of local policy in the field of education which is based on local needs and situation (2004: p. 281). Then, many primary schools introduce English since the first grade, whereas English was previously started to be introduced in the fourth grade. This

is supported by a statement in *Standar Isi untuk Pendidikan Dasar dan Menengah: Standar Kompetensi dan Kompetensi Dasar SD/MI (2006)*:

Pembelajaran bahasa Inggris yang merupakan muatan lokal, memiliki tujuan agar peserta didik memiliki kemampuan dalam mengembangkan kompetensi berkomunikasi dalam bentuk lisan secara terbatas untuk mengiringi tindakan (*language accompanying action*) dalam konteks sekolah dan memiliki kesadaran tentang hakikat dan pentingnya bahasa Inggris untuk meningkatkan daya saing bangsa dalam masyarakat global.

Considering the English learning goal, the learning activities need to be supported by appropriate learning materials in order to create meaningful learning for students, especially coursebook as the learning source. As stated in *Glosarium dalam Lampiran Permendiknas Nomor 41 Tahun 2007 Tanggal 23 November 2007, sumber belajar dapat berupa narasumber, buku, media non-buku, teknik dan lingkungan*.

There are many studies about English coursebook which is used in primary school level, had been conducted. One of them was conducted by Wei-Pei Wang (2008) from University of Waikato, entitled *Teaching English to Young Learners in Taiwan: Issues Relating to Teaching, Teacher Education, Teaching Materials and Teacher Perspective*. This study analyzed three English coursebooks for primary school which is produced in Taiwan in order to examine the coursebooks compatibility with Taiwan national curriculum guidelines which can be represented by the coursebooks' appearance, durability, and organization; language content; text-types and genres; cultural content; tasks and activities; quality and relevance of illustrations; interest level; quality and quantity of supplementary resources.

From the studies above, it can be concluded that it is important to analyze English coursebook for primary school in order to see whether the coursebook is appropriate with the learning goals and students' needs. Learning English in primary school is not only to be introduced, but also as a tool to build students' character and good attitude, and to construct students' critical thinking. As stated by William (1997), children at the primary age look at language more as a tool to communicate, instead of a system (cited in Kasihani, 2002: p. 4). Therefore, to support the learning process for primary school students, instructions in the coursebook, as the learning resource, should be clear. Then, what had been done in this study was finding out what experiential meanings are represented by the instructions in the coursebook.

The instructions in the coursebook were analyzed using transitivity system by M.A.K. Halliday. The transitivity system construes the world of experience into a manageable set of process types (Halliday and Matthiessen, 2004 : p.170). This system has ideational function which represents situations and events in the world. As stated by Halliday, two goals why people analyze the discourse of linguistic perspective is:

The first is to make a contribution to the understanding of the text: showing how, and why, the text means what it does. The second is to contribute to the evaluation of the text: saying why the text is, or is not, an effective text for its own purposes (Young, 2006: p. 22).

There are six types of process which are Material process (process of doing and happening), Mental process (process of sensing), Relational process (process of 'being'), Behavioral process (process of behaving), Verbal process (process of

saying), and Existential process (process of existing). Transitivity system has three important elements that construct the clause; participant, process, and circumstance.

There are many studies using transitivity system as the instrument of the research had been conducted. Most of them used transitivity system to analyze literature. For example, there is a study about transitivity system that was used to analyze Malay's folklores, entitled *Representasi Dimensi Hubungan Manusia dengan Alam dalam Folklor Melayu: suatu Analisa Transitivitas* by T. Thyrhaya Zein. This study was analyzed each clause in three Malay's folklore; a fairytale "Batu Belah", a myth "Putri Burung Kuau", and a legend "Sri Putih Cermin". This study examines the representation of human and nature relationship in those folklores. The transitivity system which has participant, process, and circumstance element gives the representation of human and nature relationship from its elements.

Therefore, this study was intended to explore the instructions in the primary school English coursebook which is used by teachers in the classroom. In order to find out what experiential meanings are represented by the instructions in the coursebook, this study uses the transitivity system that is proposed by M.A.K. Halliday.

1.2 Research Questions

Since the study aimed at exploring the instructions in the coursebook, thus the research questions aroused are:

- What are the instructions in 'Grow with English Book 4'?
- What are the experiential meanings represented by the instructions in 'Grow with English Book 4'?
- Are the instructions appropriate with the kinds of learning materials and learning activities to be done?
- What kinds of EFL for young learners represented by the instructions?

1.3 Purpose of the Study

The purpose of the study is to explore the instructions in 'Grow with English Book 4' using the transitivity system, in order to find out:

1. Kinds of the instructions in the coursebook
2. The experiential meaning represented by the instructions
3. The appropriateness of the instructions
4. Kinds of EFL for young learners represented by the instructions.

1.4 Scope of the Study

Scope of this study is focused on the instructions in 'Grow with English Book 4', experiential meanings of the instructions, appropriateness of the instructions, and focus of the instructions toward the activities and materials which represented EFL for young learners.

1.5 Significance of the Study

The study is mainly to portray EFL for primary school program as represented in the instructions in an English coursebook. Result of the study is expected will enrich the study of coursebook analysis by using transitivity system proposed by M.A.K. Halliday. Besides, this study is expected to give critical insight for primary school English teachers in selecting coursebook that they will use as teaching materials. So, the coursebook can accommodate the children to have meaningful learning.

CHAPTER II

LITERATURE REVIEW

This chapter provides the discussion concerning on the issues which arise in this study, including the issues on teaching English for young learners in Indonesia, related studies on coursebooks for primary school, language as a means to express human experience, and theoretical framework.

2.1 Issues on Teaching English for Young Learners in Indonesia

English has been taught in Indonesian primary school since “Curriculum 1994” implemented, starting in fourth grade. In current curriculum, English can be taught since first grade because English is a local content subject which is based on local needs and situation. According to Siahaan, English is still an elective subject in primary school which means that teaching English for Primary Schools is depending on the school itself, whether the school can afford to hire an English teacher or not (2007: p. 3). However, because of the flowering of globalization, which uses English as an international language for communicating, many primary schools in Indonesia believe that they need to teach English since first grade. Based on that reason, English can be a more or less compulsory subject in Indonesian primary school.

Nowadays, in primary school, English is not only to be introduced, but also as a tool to build students’ character and good attitude, and to construct students’

critical thinking. By mastering English, Indonesians are expected to gain amount of information in global area which can be used to develop their own country. As stated in the National Standard 2006, the aim of teaching English in Indonesian primary school is to develop students' communicative competences in language accompanying action and to develop students' awareness of English in the context of global society (*Standar Isi Kurikulum Muatan Lokal Provinsi DKI Jakarta, 2006*).

In order to achieve those aims, teaching English for primary school should be facilitated by teacher's role, learning materials, and assessment tools, which is appropriate to the primary students. Since learning material, especially coursebook, is one of components that can facilitate English teaching, it is essential that instructions in the coursebook should be clear to primary school students. According to Ur, instruction is the directions that are given to introduce a learning task which entails some measure of independent student activity (1991: p. 16). Instructions in the coursebook guide both teachers and students to do what they are supposed to do with the coursebook in order to support the meaningful learning activities. Instructions in the coursebook for primary level should be appropriate with the students' age and proficiency level. As stated by Todd, the success of the activities which follow instructions is often predicated on the effectiveness of these instructions (2008: p. 2). Instructions in the coursebook give insights into the kinds of learning activities that are expected to happen, whether teacher-centered or learner-centered. According to Brewster, in teaching-centered activities, the pupils have little chance to do more than repeat what teacher says

and have no opportunities for real interaction (2003: p. 41). It means the students do not engage actively in the learning activities, under the teacher's control. On the other hand, in learner-centered activities, pupils have a chance to work on tasks in order to engage in organized talk with each other, that is to use in a less controlled, more creative way (Brewster, 2003: p. 41). In the learner-centered activities, the students are allowed to explore the use of foreign language in their own way.

Moreover, teacher-centered instructions facilitate the students with few kinds of learning materials and limited kinds of discourse both oral and written (Richard, 2003: p. 157). The teacher has dominant control over the learning process by directing what the students are supposed to do with the limited kinds of learning materials provided. Besides, the students only have a little chance to interact with their friends and surroundings because the interaction might mostly happen is one way interaction, teacher to the students. In other words, the teacher-centered instructions guide the students to involve passively in the learning activities.

In the learner-centered instruction, the learners participate actively in the learning process while the teachers facilitate and teach them how to learn in the target language. Therefore, students should be dominantly involved in interactive activities, which allow them to interact with the teacher and other students, such as group and pair discussion, questions and answers, and pronunciation (Richard, 2003: 157). It means the students are encouraged to improve their communication and cooperation skills. Students played central roles in learner-centered learning

activities, while the teachers took part in the learning process as facilitator of the communication process, participant tasks and texts, need analyst, counselor and process manager (Nunan, 1990: 195). The teachers might use of pair or group work in order to make students have many opportunities to talk, to read and to write together. It means the learner-centered instructions guide the students to involve actively in the learning activities.

2.2 Related Studies on Coursebooks for Primary School

There are some problems about coursebooks for primary school level. A study entitled *The Teaching of English in Primary Schools: the policy, implementation and future direction*, conducted by Suyanto and Chodidjah (2002) shows that some English coursebooks for primary school, which available in Jakarta, East Java, and West Java, do not attract the students because of its unattractive design and layout, monotonous tasks and activities, and its' inappropriate language level. Wang (2008) also discussed some problems in coursebooks for primary school. In her thesis entitled *Teaching English to Young Learners in Taiwan: Issues Relating to Teaching, Teacher Education, Teaching Materials and Teacher Perspective*, she analyzed three coursebooks, which is produced in Taiwan, based on appearance, durability, and organization; language content; text-types and genres; cultural content; tasks and activities; quality and relevance of illustrations; interest level; quality and quantity of supplementary resources. The study shows that three coursebooks produced in Taiwan are not compatible with Taiwan national curriculum guidelines, which call for interesting,

practical and lively themes, varied text-types, communicative activities, the introduction of constructions in meaningful contexts, and the prioritization of comprehension and expression over more detailed language practice.

From the previous study above, there are still some problems in coursebooks for primary school level. The problems mostly concern to the appearance, task and activities, topics, and language content of the coursebooks.

However, study on analysing instructions in a coursebook in the context of English department, UNJ, had been conducted by Rahayuningsih (2003), entitled *An Analysis of the Reading Texts and Instructions on the Textbook "English for Elementary School Grade 6": A Readability Study*. She analyzed instructions in the coursebook to find out how readable the instructions in the book are. The way of analyzing the instruction is the student mentioning the steps in Bahasa Indonesia based on the instruction given. However, what has been conducted in this study is revealing the experiential meanings of the instructions in an English primary school coursebook by using Transitivity system. Therefore, experiential meanings and Transitivity system are needed to be explained in this chapter.

2.3 Language as a means to express human experience

In the theory of Systemic Functional Linguistic (SFL) by Halliday, the function of social phenomenon of a language is concerned with the mechanism of text structure, function and meaning of language. This theory claims that language has three metafunctions; ideational, interpersonal, and textual.

2.3.1 Experiential Meaning

According to Halliday, ideational metafunction identify into the experiential and the logical meaning (2004: p. 29). Experiential meaning, which labeled as “clause as representation”, has the function of representing human experience in language. This meaning is realized through Participant, Process, and Circumstance in the clause. Experiential meaning is expressed through the system of Transitivity or process type (Eggins, 2004: p. 206). By using Transitivity, we can explore each clause in its function. The system of transitivity is related to process. There are six different process types identified by M.A.K Halliday:

1) **Material**

Material processes are processes of doing. As stated by Ravelli, these processes give a sense of physical action (2000: p. 37). Material process represents outer experiences. The most frequent participants involve in Material Process are *Actor* and *Goal*. There is another participant called *Ranges*.

2) **Mental**

Mental Processes are the processes of sensing. According to Halliday, mental clauses are concerned with our experience of the world of our own consciousness (2004: p. 211). There are three types of mental process: affective or reactive which concerns with verbs of feeling, cognitive which concern with verbs of thinking; and perceptive which concern with verbs

of perceiving through the five senses (seeing, hearing, etc.). The participants involve in Mental Processes are *Senser* and *Phenomenon*.

3) Behavioral

Behavioral Processes are processes of physiological and psychological. The meanings they realize are mid-way between materials and mentals. They are in part about action, but it is action that has to be experienced by a conscious being (Eggins, 1994, p. 250). There is one participant called *Behaver*.

4) Relational

Relational Processes are processes of being and having. They can be classified according to whether they are being used to identify something or to assign a quality to something (Eggins, 1994, p. 254). Processes which establish an identity are called *Identifying Processes* and Processes which assign a quality are called *Attributive Processes*. Participants involve in Identifying Process are *Carrier* and *Attribute* while the participants involve in Attributive Process are *Token* and *Value* (Gerot, 1994, p. 67).

5) Verbal

Verbal Processes are processes of saying. These usually realized by two different clauses: the projecting clauses which is sayer and verbal process and the other projected clauses which is realizes what was said. (Gerot, 1994, p. 62). The Participant involve in verbal process are *Sayer* and *Receiver / Target / Range or Verbiage*.

6) Existential

Existential Processes are processes of existence. Existential Processes are expressed by verbs of existing: 'be', 'exist', 'arise' and the *Existent* can be a phenomenon of any kind (Gerot, 1994, p. 72).

Existential process usually identified by "there" in the beginning of the clause. *There* in existential process has no meaning and does not refer to anything. It appears in the clause because the requirement of English clauses which is needs a subject. (Eggins, 1994, p. 254).

2.4 Theoretical Framework

In teaching English for primary students, teacher needs to consider some factors that affect students' success in achieving their learning goals. One of the factors to be considered is the coursebook as the learning resource in the classroom. The coursebook is expected can give benefit for both teachers and students in order to achieve the goals of English learning.

However, teachers should be careful in selecting coursebooks that they will use in the classroom because there are so many coursebooks are provided in the market. To select the appropriate coursebook, teachers should review the coursebook before they use it as the learning resource in the classroom. In this study, criteria by Wei-Pei Wang were used to review the coursebook. The coursebook was reviewed based on its appearance and organization, language content, text-types and genres, cultural content, tasks and activities, quality and

relevance of illustrations, interest level, and quality and quantity of supplementary resources.

Since this study aims at finding out the kinds of the instructions, the experiential meanings represented by instructions in 'Grow with English Book 4', and the instructions appropriateness, the instructions in the coursebook were analyzed using Transitivity system by Halliday, there are three elements that construct the clause which are participant, process, and circumstance. By using this system the instructions were indicated into six different process types. Each of the process types reveals different experiential meanings. After, getting the experiential meanings from the instructions, the researcher analyzed the learning materials in the coursebook in order to determine the instructions toward the learning materials.

CHAPTER III

METHODOLOGY

This chapter explains how the study is conducted. It deals with research objective, research method, data collection, and data analysis.

3.1 Research Objective

The purpose of this study is to explore the instructions in primary school English coursebook in order to know the instructions in the coursebook, the experiential meaning represented by the instructions, and the appropriateness of the instructions.

3.2 Research Method

The method of this study is content analysis. According to Fraenkel and Wallen, 'content analysis is a technique that enables researchers to study human behavior in an indirect way' (cited in Dianne Hinds, 2000: p. 53). Typical subjects for content analysis include books, documents, and creative productions. Therefore, the writer conducted the content analysis by using transitivity system that proposed by M.A.K. Halliday. The findings of the study are described in chapter IV.

The step of content analysis that used by the writer:

1. Specifying research questions

2. Selecting sample of document to analyze
3. Conducting content analysis
4. Interpreting the result

3.3 Data Collection

In this study the writer collected the data by doing a survey to decide which English coursebook of primary school to be analyzed. The writer used a questionnaire in order to find the coursebook that is mostly used in primary school. The questionnaire of the survey were distributed to 14 Sekolah Dasar Negeri (SDN) in Jakarta Timur, they are SDN Cibubur 02, SDN Cibubur 03, SDN Cibubur 04, SDN Cibubur 09, SDN Cibubur 10, SDSN Cibubur 11, SDN Cipinang Muara 14, SDN Cipinang Muara 15, SDN Cipinang Muara 16, SDN Cipinang Muara 17, SDN Pisangan Timur 01, SDN Pisangan Timur 03, SDN Pisangan Timur 05, and SDN Pisangan Timur 07. Based on the survey, it was found that 'Grow with English' is mostly used among those schools. 'Grow with English' is used in SDN Cibubur 4, SDSN Cibubur 11, and SDN Pisangan Timur 03.

Then, the writer used 'Grow with English Book 4' to portray EFL for young learners represented by an English coursebook. Subject of the study is the instruction in the coursebook. Since many of the instructions are repeated in each unit, the writer decided to analyze the instructions in Unit 1, Unit 3, and Unit 6.

3.4 Data Analysis

Below are the steps of the analysis:

1. Collecting data by picking up an English coursebook of primary school that is mostly used in primary school in Jakarta Timur.
2. Analyzing the instructions in three units of the coursebook:
 - Breaking down the instructions into clauses
 - Making the table of clause division for the instructions

| No. | Conj. | Participant 1 | Process | Participant 2 | Participant 3 | Circumstance | Type of Process |
|-----|-------|------------------|---------|------------------|------------------|--------------|--------------------|
| | | | | | | | |

- Putting the clauses to clause division table and labeled them whether it is material, verbal, mental, etc.
- Making the table of type of process for the instructions

a. Material

| No. | Conj. | Actor | Process | Goal | Range | Circumstance |
|-----|-------|-------|---------|------|-------|--------------|
| | | | | | | |

b. Relational attributive

| No. | Conj. | Carrier | Process | Attributive | Circumstance |
|-----|-------|---------|---------|-------------|--------------|
| | | | | | |

c. Relational identifying

| No. | Conj. | Identifier | Process | Identified | Circumstance |
|-----|-------|------------|---------|------------|--------------|
| | | | | | |

d. Mental

| No. | Conj. | Senser | Process | Phenomenon | Circumstance |
|-----|-------|--------|---------|------------|--------------|
| | | | | | |

e. Verbal

| No. | Conj. | Sayer | Process | Verbiage | Receiver | Target | Circumstance |
|-----|-------|-------|---------|----------|----------|--------|--------------|
| | | | | | | | |

f. Behavioral

| No. | Conj. | Behaver | Process | Range | Circumstance |
|-----|-------|---------|---------|-------|--------------|
| | | | | | |

g. Existential

| No. | Conj. | Existential | Process | Existent | Circumstance |
|-----|-------|-------------|---------|----------|--------------|
| | | | | | |

- Putting the clause to type process table related of what the type of process from each clause
 - Making the percentage result of each process to draw a conclusion
 - Adding two columns of kinds of learning materials and instructions appropriateness in each table of process
3. Describing the findings
 4. Making data interpretation

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the coursebook review, findings and discussion of research questions:

- What are the instructions in ‘Grow with English Book 4’?
- What are the experiential meanings represented by the instructions in ‘Grow with English Book 4’?
- Are the instructions appropriate with the kinds of learning materials and learning activities to be done?
- What kinds of EFL for young learners represented by the instructions?

4.1 Findings

Based on the transitivity analysis of the instructions in the coursebook, there are found the kinds of instructions ‘Grow with English Book 4’, the experiential meanings represented by the instructions, the appropriateness of the instructions, and the kinds of EFL for young learners represented by the instructions.

4.1.1. The Instructions in ‘Grow with English Book 4’

4.1.1.1 The Instructions in Unit 1 – Hello, friends!

| Verbal Group | Amount | Verbal Group + Nominal Group | Amount |
|--------------|--------|------------------------------|--------|
| listen | 13 | let’s play a game | 2 |
| do | 1 | ask your friends | 1 |

| | | | |
|----------|----|--------------------|---|
| look | 1 | draw lines | 1 |
| practice | 1 | act this out | 1 |
| go | 1 | read this story | 1 |
| point | 1 | fill in the blanks | 1 |
| write | 2 | | |
| read | 3 | | |
| tick | 1 | | |
| choose | 1 | | |
| say | 7 | | |
| chant | 1 | | |
| sing | 1 | | |
| guess | 1 | | |
| TOTAL | 35 | TOTAL | 7 |

Table 1. The Instructions in Unit 1

In Unit 1, there are 42 instructions. The instructions mostly consist of verbal group only which shared about 83%, while the other instructions consist of verbal group + nominal group which shared about 17%. Those instructions reveal material process, verbal process, and mental process.

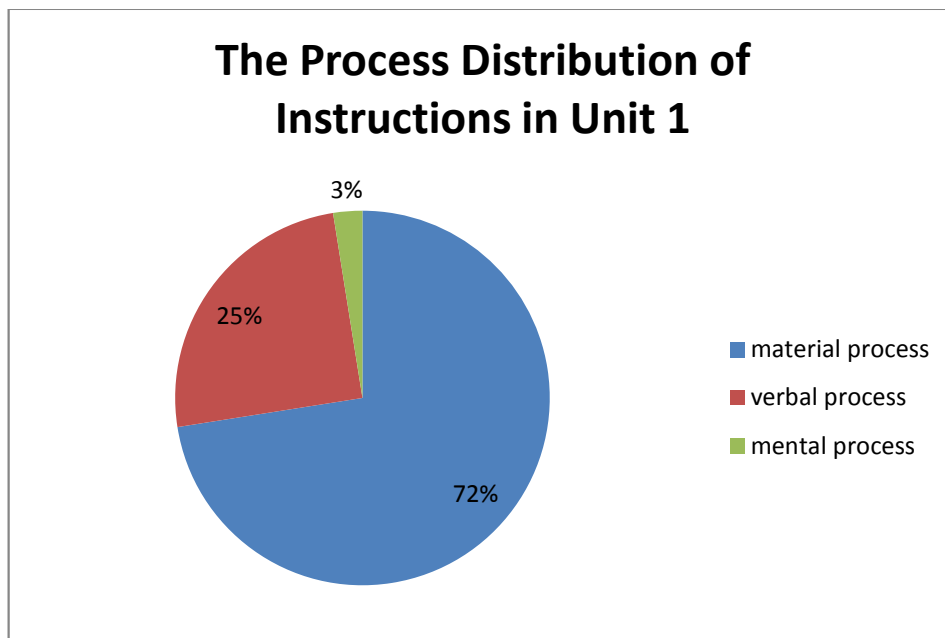


Table 2. The Process Distribution of Instructions in Unit 1

In this unit, the distribution of material process is 29 instructions which shared about 72% of whole instructions. The instructions which include in this

process are *listen, do, look, practice, let's play a game, go, point, write, read, draw lines, act this out, tick, and choose*. The distribution of verbal process is 10 instructions which shared about 25% of whole instructions. The instructions which include in the verbal process are *say, chant, ask, and sing*. The distribution of mental process is 1 instruction which shared about 3% of whole instructions. The instruction which include in this process is *guess*.

4.1.1.2. The Instructions in Unit 3 – I Love My Family

| Verbal Group | Amount | Verbal Group + Nominal Group | Amount | Verbal Group + Prepositional Phrase | Amount |
|--------------|--------|------------------------------|--------|-------------------------------------|--------|
| listen | 12 | draw your family | 1 | say to your friends | 1 |
| do | 1 | let's do a project | 1 | | |
| look | 3 | write the words | 1 | | |
| read | 3 | let's play a game | 1 | | |
| rewrite | 1 | read this story | 1 | | |
| match | 1 | fill in the blanks | 1 | | |
| tick | 1 | | | | |
| choose | 1 | | | | |
| say | 11 | | | | |
| chant | 1 | | | | |
| sing | 1 | | | | |
| TOTAL | 36 | TOTAL | 6 | TOTAL | 1 |

Table 3. The Instructions in Unit 3

43 instructions exist in Unit 3. The instructions consist of verbal group which shared about 84%, verbal group + nominal group which shared about 12%, and verbal group + prepositional phrase which shared about 2%. Those instructions reveal two kinds of process type which are material process and verbal process.

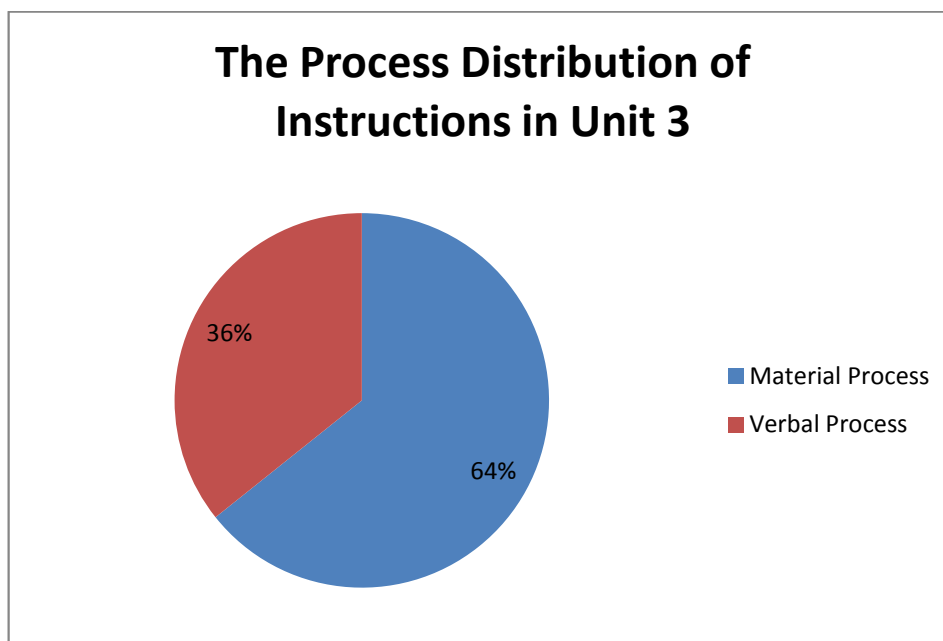


Table 4. The Process Distribution of Instructions in Unit 3

The distribution of material process in Unit 3 is 29 instructions which shared about 67% of whole instructions. The instructions are *listen, do, draw your family, look, read, rewrite, let's do a project, match, write the words, let's play a game, fill in the blanks, tick, and choose*. The distribution of verbal process is 14 instructions which shared about 33% of whole instructions. The instructions are *say, chant, and sing*.

4.1.1.3 The Instructions in Unit 6 – Home Sweet Home

| Verbal Group | Amount | Verbal Group + Nominal Group | Amount | Verbal Group + Prepositional Phrase | Amount |
|--------------|--------|------------------------------|--------|-------------------------------------|--------|
| listen | 11 | let's do a project | 1 | practice with your friend | 1 |
| do | 1 | let's play a game | 1 | | |
| look | 4 | read this story | 1 | | |
| read | 6 | fill in the blanks | 1 | | |
| rewrite | 1 | | | | |
| point | 2 | | | | |
| match | 1 | | | | |
| draw | 1 | | | | |
| tick | 1 | | | | |

| | | | | | |
|--------|----|-------|---|-------|---|
| choose | 1 | | | | |
| say | 9 | | | | |
| chant | 1 | | | | |
| sing | 1 | | | | |
| TOTAL | 40 | TOTAL | 4 | TOTAL | 1 |

Table 5. The Instructions in Unit 6

There are 45 instructions in Unit 6. The instructions consist of verbal group which shared about 89%, verbal group + nominal group which shared about 9%, and verbal group + prepositional phrase which shared about 2%. Material process and verbal process are revealed in those instructions.

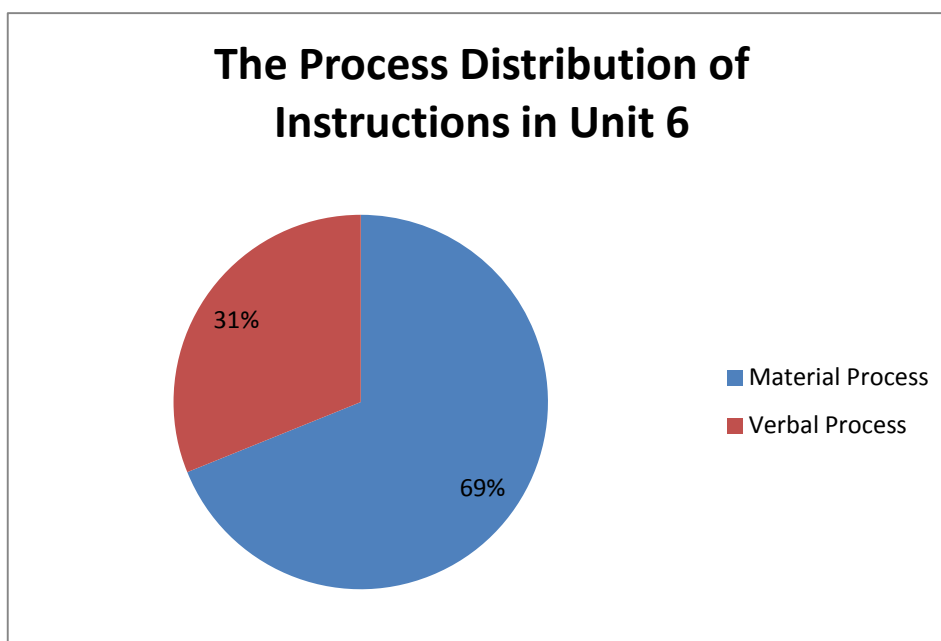


Table 6. The Process Distribution of instructions in Unit 6

The distribution of material process in this unit is 33 instructions which shared about 73%. The instructions are *listen, do, look, let's do a project, read, rewrite, point, match, let's play a game, draw, fill in the blanks, tick, and choose*. The distribution of verbal process is 12 instructions which shared about 27%. *Say, chant, and sing* are the instructions which include in this process.

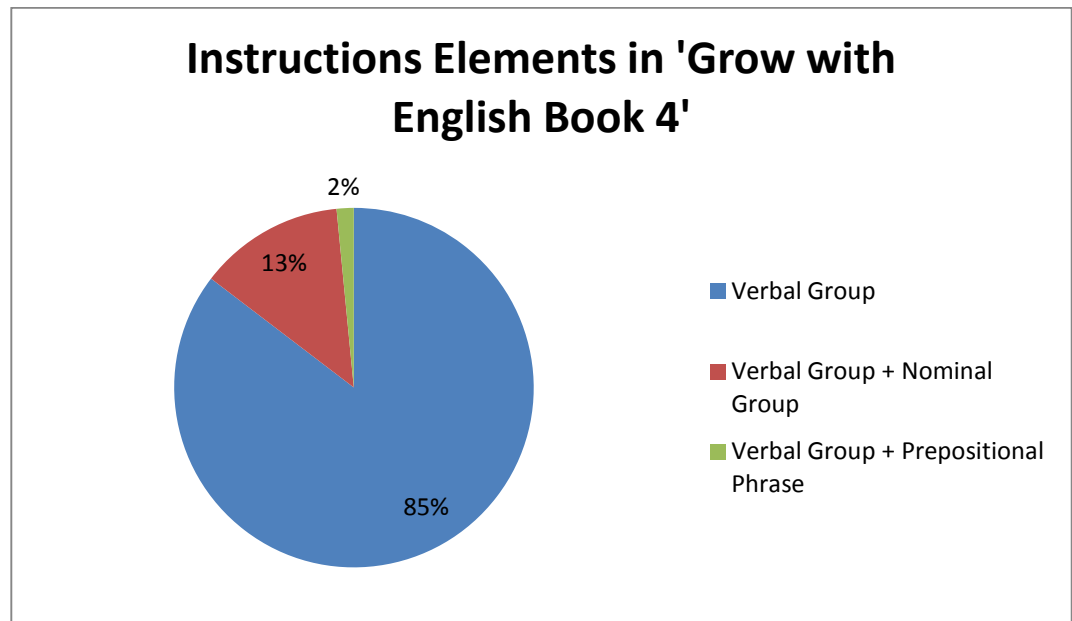


Table 7. The Instructions Elements in 'Grow with English Book 4'

The pie chart shows that almost all the instructions consist of verbal group only. It means the instructions, in terms of transitivity, have only the Process element which shared about 85%. While 13% of the instructions consist of verbal group + nominal group which mean the instructions have Process + Participant elements. The least instructions consist of verbal group + Prepositional phrase. It means 2% of whole instructions have Process + Circumstance element.

4.1.2. The Experiential Meanings Represented by the Instructions ‘Grow with English Book 4’

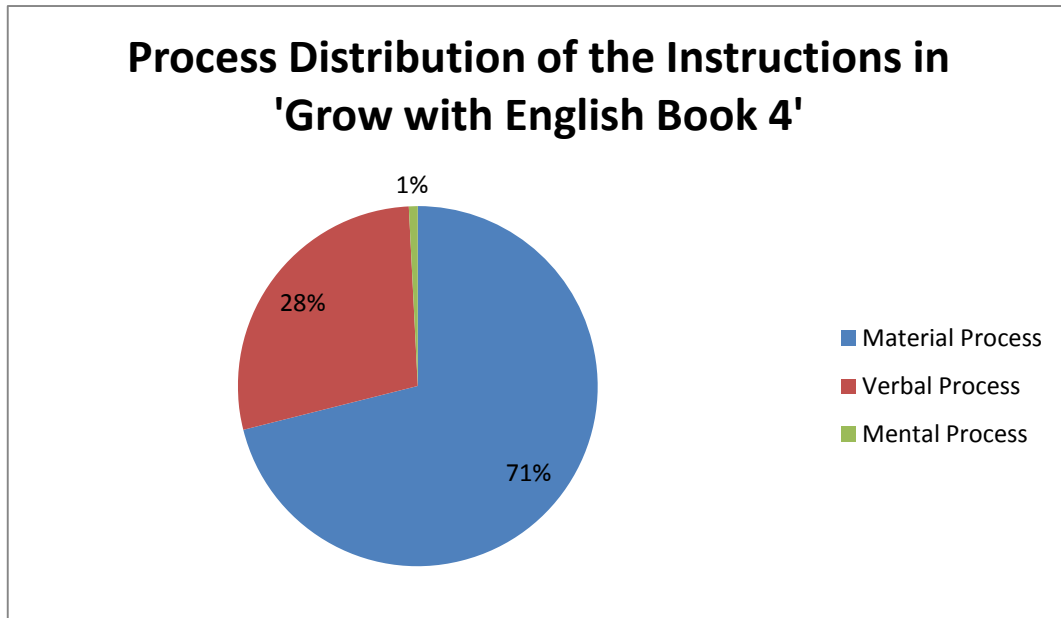


Table 8. Process Distribution of the Instructions in 'Grow with English Book 4'

The pie chart shows that the dominant process of the instructions is material process which shared about 71%. The other processes are verbal process which shared about 28%, and mental process which only shared about 1%. Since the purpose of instructions is to help students comprehend what they should do with the learning activities in the coursebook, the domination of material process in the instructions shows that the instructions meet its purpose because material process concerns with physical action such as listening, reading, doing, etc. The other instructions indicate as verbal process which has the relationship with the material process because the instructions are guiding the students to do actions in form of saying such as saying, singing, chanting, etc. It means those instructions which indicate as material and verbal process, guide the students to involve in learning

activities, by doing physical or saying action. In the coursebook, there are a few instructions which indicate as mental process. In this term, the mental process concerns with the process of thinking such as guessing.

In other words, the experiential meaning represented by the instructions in 'Grow with English Book 4' is dominated by doing physical action. Then, the other experiential meanings are doing action in form of saying, and thinking. Based on the instructions in 'Grow with English Book 4', the most experiential meaning that students will get from the coursebook is doing physical action.

4.1.3. The appropriateness of the instructions in 'Grow with English Book 4'

The appropriateness of the instructions can be seen through the transitivity analysis of the instructions, and the learning materials. There are found appropriate and inappropriate instructions. It is appropriate if the instruction has clarity to guide the students doing action with the learning materials. On the other hand, the instruction is inappropriate if it does not have the clarity.

Learning materials in this coursebook are in form of *instructions, greetings, dialogues, chants, songs, vocabularies, pictures with caption, unmatched sentences, stories, incomplete sentences, incomplete dialogues, Yes/No questions, a text with pictures, prohibitions with pictures, projects, a game, descriptive sentences with pictures, shapes, and a monologue*. In addition, there are also some instructions that provide with only blank sheets.

'Grow with English Book 4' has 8% appropriate instructions, and 92% inappropriate instructions as illustrated in following pie chart:

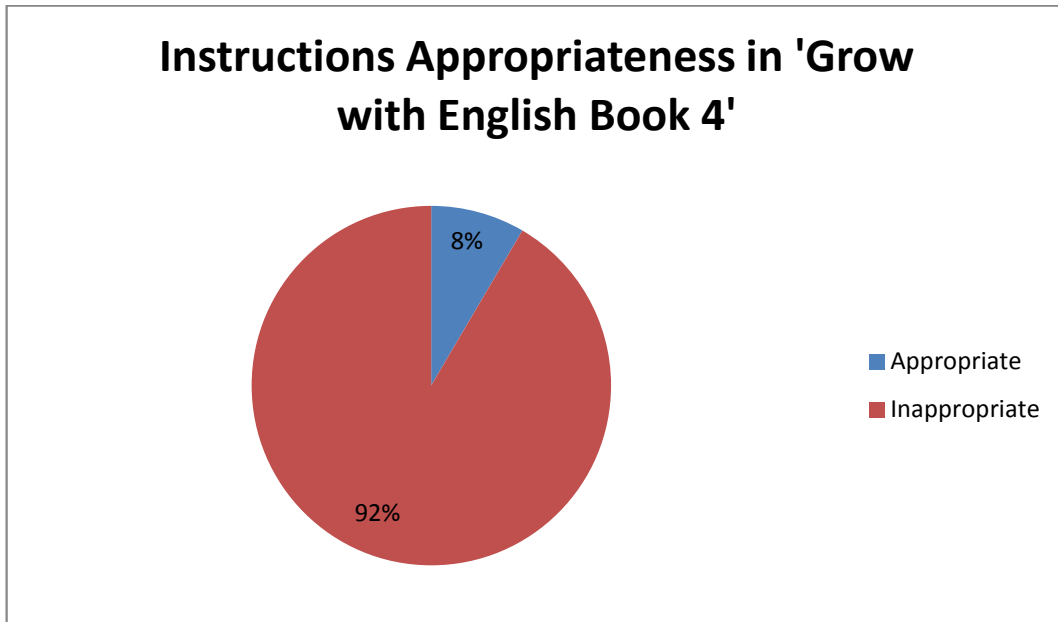



Table 9. Instructions Appropriateness in 'Grow with English Book 4'

Based on the result of the instructions transitivity analysis, the instructions mostly consist of Process only such as *Listen*, *Do*, *Look*, and *Read*. The instructions which only consist of Process make the students only understand what kind of actions that they are supposed to do, but they don't really know what should be listened, done, looked, and read in the learning activities. Actually, Participant 2 and Circumstance can give clear direction to the students about what they should be listened, done, looked, and read. Since those instructions do not provide Participant 2 and Circumstance, the instructions do not give clear direction for the young learners. Example of the inappropriate instructions is the following table.

| INSTRUCTIONS | | | | | | | KIND OF LEARNING MATERIALS | INSTRUCTIONS APPROPRIATENESS |
|--------------|-------|---------|------|-------|-----------|--------------|--|------------------------------|
| No. | Actor | Process | Goal | Range | Recipient | Circumstance | | |
| d1. | | Listen | | | | | A blank sheet: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ | x |
| d2. | | write | | | | | | x |

The instructions indicate as material process. The instructions have implicit Participant 1 (actor) which is *Student*, and Processes which are *listen* and *write*. There are no Participant 2 and Circumstance. The instructions *Listen and write* are inappropriate because the students will not get the clear directions in doing the learning activities. They will not know what should be listened and written. In addition, the learning materials provided is only a blank sheet which does not give any clue for the students.

On the other hand, the following is an example of appropriate instruction which also has a blank sheet as the learning material.

| INSTRUCTIONS | | | | | | | KIND OF LEARNING MATERIALS | INSTRUCTIONS APPROPRIATENESS |
|--------------|-------|---------|-------------|-------|-----------|--------------|--|------------------------------|
| No. | Actor | Process | Goal | Range | Recipient | Circumstance | | |
| c. | | Draw | your family | | | |  <p>The instruction: Now, tell your friends about your family.</p> | ✓ |

The instruction *Draw your family* also indicates as material process. The instruction has *Draw* as the Process and *your family* as the Goal or Participant 2. Although the learning material provided is only a blank sheet, but the students will know what they should draw on it. Since the instruction has not only the Process, but also the Goal, the instruction gives clear direction for the students in doing the learning activities.

Besides, the appropriateness of the instructions is also seen through the learning materials in the context of instructions' experiential meanings. Experiential meanings of the instructions are doing physical action, doing action

in form of saying, and thinking. However, some instructions are unsuitable for the learning materials. An example is the following analysis.

| INSTRUCTIONS | | | | | | | KIND OF LEARNING MATERIALS | INSTRUCTIONS APPROPRIATENESS |
|--------------|-------|-----------|--------|-------|-----------|--------------|---|------------------------------|
| No. | Actor | Process | Goal | Range | Recipient | Circumstance | | |
| e. | us | let, play | a game | | | | Dialogues: - Student A: Can you give me the pencil? Teacher: Sure. Here you are. - Student B: Can you give me the book? Student C: Sorry, I don't have it. | X |

Experiential meaning of the instruction, *Let's play a game*, is doing physical action – playing a game, but the learning material is *dialogues* which cannot be played as a game. Besides, there is no additional instruction to guide the students to play a game. It means the instruction is inappropriate toward the learning material.

4.1.4. EFL for Young Learners Represented by the Instructions

To get clear description about EFL for young learners, the writer not only analyzed the instructions in the coursebook, but also reviewed the coursebook in terms of its appearance and organization, language content, text-types and genres, cultural content, tasks and activities, quality and relevance of illustrations, interest level, and quality and quantity of supplementary resources.

The researcher used criteria taken from Wei-Pei Wang (2008) to describe 'Grow with English Book 4'.

Appearance and organization

'Grow with English Book 4' was designed attractively. It can be seen from pictures, colorful page, and appropriate fonts in the coursebook. There are colorful pictures in almost all pages of the coursebook which may attract

students to see the book. Besides, the author also use 7 elementary student characters in learning materials; Nurul, Seta, Dona, Made, Tigor, Azizah, and Meilin, and a teacher character; Miss Bertha. There is also a character named Jacky. The author may use this character to attract the students to read the coursebook. This character is appeared on the cover of the coursebook and on the first page of each unit. However, this character is inappropriate because this character does not represent elementary students in Indonesia. This character does not wear uniform, but vest top, short pants and gloves. He also has long hair while in Indonesia, male students should have short haircut.

The layout of the coursebook is easy to follow because the headings are in big and bold fonts which differentiate it from the learning materials. There are 6 units with 5 lessons and a review per unit. The learning materials of the coursebook are organized in terms of topic-based. It can be seen from the title of each unit which has its own topic for example unit 1 entitled *Hello, friends!* which discuss greetings and introduction as the learning materials.

There is not any guideline for using the coursebook, but a syllabus which informs what kinds of material in the coursebook will be learned by the students. The syllabus contains with topics, language functions, language expressions, and learning activities.

Language Content

The language content of the coursebook is consistent with the statement of the basic competencies in the National Standard which are the expression of greetings, introducing self, asking and giving helps or things, giving and responding gratitude, asking and giving apologies, prohibition, praising, and inviting.

The language used in the coursebook is appropriate for year 4 of elementary school students. Almost all the language functions in the coursebook are relevant with the basic competencies which stated in National Standard. There are, however, some inappropriate languages for example in a dialogue:

Nurul : *Dona, this is my mom.*
Dona : *Hello, Mrs. Li*
Nurul's Mom: *Hello, Dona. Nice to meet you.*
Dona : *Nice to meet you, too.*
(Unit 3, page 37)

Language function of the dialogue is to introduce other people, while the language function stated in the basic competencies is to introduce self. Besides, the language content of the dialogue is also inappropriate. In Dona's first turn, *Hello.*, or *Hello, Nurul's Mom.* would be more appropriate given because the context of the dialogue describes Dona's first meeting with Nurul's Mom, and Nurul didn't tell her Mom's name. So, Dona shouldn't know if Nurul's Mom name is Mrs. Li.

In addition, there is a decontextualized dialogue that has no obvious functions rather than including the language points that are in focus. The language function of the dialogue is to expressing agreement and disagreement which stated in the basic competencies. Here is the dialogue:

Azizah : *Look! That's Meilin. She looks beautiful.*
Dona : *Yes, I agree with you.*
Azizah : *She is wearing a green T-shirt.*
Dona : *I disagree with you. it's not green. It's blue.*
(unit 5, page 77)

The expression of agreement and disagreement would be better to be used in the context of opinion than factual information.

Text-types and Genres

The coursebook has a variety of genres and text-types such as dialogue, recount text, and description texts, songs, and chants. Those texts are consistent with specification in the basic competencies which stated in National Standard because those are simple texts. Both written and spoken texts are included in the coursebook, but it is dominated by the spoken text.

Some texts are coherent and appropriately structured. However, there are some incoherent chants for example a chant entitled *Who do you see?*.

Who do you see?

Nurul, Nurul
Who do you see?
I see Seta looking at me.
Seta, Seta
Who do you see?
I see Dona looking at me.

Dona, Dona
Who do you see?
I see Made looking at me.
Made, Made
Who do you see?
I see Tigor looking at me.
Tigor, Tigor
Who do you see?
I see Miss Bertha looking at me.
(unit 1, page 6)

The structure of the chant is in the right way which the phrases are continuously repeated, but the language content of the chant is incoherent. Besides, the chant is inappropriate with the ideas of the main teaching points which are about greetings and introduction.

Cultural Content

In the coursebook, Indonesian culture can be seen through the name of some characters such as Tigor who represents Batak ethnic group, Meilin who represents Chinese ethnic group, and Made who represents Bali ethnic group. It is appropriate for year 4 students because the culture of Indonesia is introduced to them from the small thing – names.

Tasks and Activities

The tasks and activities are relevant to the main teaching point in the basic competencies. The tasks and activities are:

- listening and responding to the instructions
- reading and practicing the dialogues

- doing conversations
- expressing politeness
- reading simple words, phrases, or sentences aloud
- spelling simple words, or phrases
- answering some questions based on the dialogues
- rewriting simple texts

All of the tasks and activities in the coursebook are expected to help the students in getting the basic competencies which stated in the National Standard. Besides, the tasks and activities are interesting and age appropriate, but there is a little variety because the activities from each unit are monotonous. It would make the students getting bored easily.

Quality and Relevance of Illustration

The illustration in the coursebook genuinely supports the language. The illustrations are relevant with the language, in other words, the illustrations help the students to get the language context. The illustrations are also appropriate with the learners' age because the illustrations are about the learners' daily life and the things surround the learners.

There is an appropriate gender balance. It can be seen through the dialogues in the coursebook, there are many dialogues between a boy and a girl. Where the illustrations involve action, it is gender balance between boys and girls involved in that action, so the illustration tend to be dynamic rather than static.

Interest Level

There are chants, songs, and games that may interest the students. Almost materials in the coursebook are relevant to the learners' life. Besides, imagination is also used in the material for example a story about a monster (unit 4, page 60).

Quality and Quantity of Supplementary Resources

There is neither homework nor supplementary practice materials provided in this coursebook. There are only regular tasks for each unit. In addition, there is no teaching aid provided in the coursebook. Although audiocassettes for listening activities are provided, either teacher or students should take the audiocassettes from the publisher.

Based on the coursebook review above, can be seen that the author of the coursebook had tried to make an appropriate English coursebook for young learners. It can be seen from the use of colorful pictures, chants, songs, and games in the coursebook. On the other hand, despite the language content, tasks, and activities in the coursebook are relevant with the basic competencies stated in National Standard, there are some irrelevant language functions, and bored task and activities.

Result of the instructions transitivity analysis and the coursebook review give the portrait of EFL for young learners represented by the coursebook. Based on the transitivity analysis of instructions in the coursebook, the experiential meanings of the instructions reveal that the students are guided to involve actively

in the learning activities. In addition, according to the coursebook review, the learning materials in the coursebook organized in terms of topic-based. It means EFL for young learners learning activities represented by the instructions in the coursebook is learner-centeredness with topic-based learning materials.

However, the result of instructions transitivity analysis also shows that the instructions are inappropriate for the students. The learning activities tend to be learner-centered, but the instructions in the coursebook do not support the young learners since the instructions are inappropriate. The instructions do not give clear directions for the young learners in doing the learning activities. Besides, some of the instructions are also inappropriate towards the learning materials. Therefore, the young learners cannot play central roles in the learning activities because the young learners still need teacher role to explain clearly what they are supposed to do with the coursebook.

4.2. Discussions

Answers of research questions of the study will be discussed in this section. To answer the first research question which is about the instructions in 'Grow with English Book 4', the writer analyzed the instructions using transitivity system. From the analysis, the instructions in the coursebook are indicated as material process, verbal process, and mental process. The instructions also categorized into verbal group only which shared about 85%, verbal group + nominal group which shared about 13%, and verbal group + prepositional phrase which shared about 2%.

The second research question is what kind of experiential meaning that might be involved as represented by the instructions in the coursebook. The writer got the answer of this question through the result of the transitivity analysis. The result shows that 71% of the instructions are indicated as material process, 28% of the instructions are indicated as verbal process, and 1% of the instructions are indicated as mental process. Experiential meaning represented by the instructions which are indicated as material process is mostly doing physical action such as listening, doing, reading, rewriting, etc. Then, the instructions indicated as verbal process represents experiential meaning of doing actions in form of saying such as singing, saying, chanting, etc. Another experiential meaning represented by the instructions which is indicated as mental process is thinking such as guessing. The result of the analysis also shows that the dominant experiential meaning represented by the instructions is doing physical action.

Then, the writer considered the appropriateness of the instructions through the transitivity analysis and learning materials to answer the third research question. Through the transitivity analysis of the instructions, the writer can see the elements (Participant, Process, Circumstance), and the experiential meanings of the instructions. Result of the analysis shows that the instructions mostly do not have Participant 2 and Circumstance which used to make the instructions appropriate. Besides, the appropriateness of the instructions is also seen through the learning materials in the context of instructions' experiential meanings. Based on the analysis, 92% of the instructions are considered as inappropriate

instructions, and 8% of the instructions are considered as appropriate instructions.

In short, the instructions in the coursebook are dominantly inappropriate.

The last, EFL for young learners represented by the instructions in the coursebook is learner-centeredness, and the learning materials in the coursebook organized in terms of topic-based. However, the instructions in the coursebook do not support the learner-centered learning activities since the instructions are inappropriate for the young learners.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents conclusion and recommendation of this study. The conclusion is presented as the answer of the research questions which related to the instructions in ‘Grow with English Book 4’, the experiential meaning represented by the instructions, the appropriateness of the instructions, and EFL for young learners represented by the instructions.

5.1. Conclusion

Looking thoroughly the result of data analysis as given in the previous chapter, it can be concluded that instructions in the coursebook entitled ‘Grow with English Book 4’, are dominantly consist of verbal group only such as *Listen*, *Say*, *Read*, etc. The instructions are mostly indicated as material process. In terms of experiential meaning, the instructions in the coursebook mostly guide the students to do physical actions in the learning activities such as looking, reading, listening, and writing.

The appropriateness of the instructions are determined based on the experiential meaning of the instructions and the learning materials in the coursebook,. In the coursebook, the instructions are dominantly inappropriate. It is because the lack of Participant 2 and Circumstance in the instructions. Since the clauses are instructions in the coursebook, Participant 1 in the instructions is the students who use the coursebook. In terms of material process, the other

participants can be Goal or Range. While in verbal process, can be Receiver. The last process appeared is mental process, which the other participants in this process can be Phenomenon. Participant 2 and Circumstance in the instructions can give clear directions in doing the learning activities. Besides, some instructions are inappropriate because the instructions are unsuitable with the learning materials.

In addition, result of the study gives the portrait of EFL for young learners represented by the instructions in the coursebook. EFL for young learners represented by the instructions is learner-centeredness with topic-based learning materials. Instructions in the coursebook are expected to be guides for the young learners in doing learning activities from the coursebook, but if the instructions are inappropriate, how the students can get meaningful learning activities. Although the instructions for young learners tend to be simple, but the instructions should be clear and easy to be understood by the young learners. Since EFL for young learners tend to be learner-centered, the instructions should guide the students to involve actively in the learning activities.

5.2. Recommendation

Since the purpose of instructions is to guide the students in achieving their goals, the instructions should have clear directions for the students, especially for young learners. Instructions in young learners' coursebook should not only simple, but also clear and logical. In addition, the learning materials would be more meaningful if the instructions can truly guide the students in using the

learning materials for the effective learning activity, especially if the EFL for young learners is expected to be learner-centered.

The teachers' ability to select and evaluate the coursebook which will be used in the classroom is important to be improved in order to reach the goals of English learning in school.

Besides, since this study analyzed the coursebook that has been used in some primary schools in Jakarta Timur, it is recommended for those teachers and also the teachers that will adapt this coursebook to:

1. Convey instructions in coursebooks to the students clearly and simply because instructions in the coursebooks are not in complete structure.
2. Find other learning materials beside coursebook to support teaching and learning activities in the classroom.

Furthermore, the future researchers can focus on the other issues in language use of the other coursebook parts such as the coursebook learning material. The writer of this thesis also realized that this thesis is not the perfect one.

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