THE COMPATIBILITY OF ESSAY TEXTS FOUND IN *INTERLANGUAGE* E-TEXTBOOK ON ENGLISH CONTEXT OF CULTURE AND SITUATION

Juita Triana
Muhammadiyah University of Purworejo
Indonesia
juitatriana8@gmail.com

Abstract

This study is under the research result with the objective of describing the compatibility of essay texts applied in English e-textbook *Interlanguage* to the English context of culture and situation. It focuses on how the communicative purposes are achieved through the construction of generic structures and their realization, and that of the linguistic features. This study uses descriptive qualitative research method. The finding shows that mostly the essay texts are compatible with the English context of culture and situation, although some shortcomings are still appear.

Keywords: text analysis, essay text, *Interlanguage* e-textbook

Introduction

English that is the international language is included in the subject matters of Indonesia education curriculum. It is taught from elementary school according to the 2006 Curriculum of Educational Unit Level (KTSP), and from junior high school in the 2013 Curriculum, to senior high school, and in advance to university students. Through the each level of education gradually the students are leaded in communication competence to achieve the discourse competences. It can only be obtained by learning the other comprising ones. They are linguistic competence, socio-cultural competence, actional competence and supported by strategic competence. In this case, the English teaching-learning is focused not on sentence construction, but on text, in line with what Murcia et al. (2000, p. 5) stated that text is the concrete form of discourse.

According to Hammer (1998, p. 68), in English reading, some of the language sticks in their minds as part of the process of language acquisition, and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful. Through the text the teacher may introduce vocabulary, grammar, then even how to construct the text itself. In Derewianka's language model (cited in Hammond, et al., 1992, p. 1), there are two elements that influence a text when they are conveyed, they are context of culture and context of situation. The context of culture determines the text structures involving the social purpose, set of beliefs, social practices, social relation, and values. The context of situation is applied on field, tenor, and mode (Hammond,1992, p. 3).

Based on the fact above, it is important for a teacher in English teaching and learning to present the appropriate reading texts that can be good models of those reflecting the English context of culture and situation. In this case, there are many sources of English material used to support the success of teaching-learning process. Textbook is one of them, either the manual or electronic one. A good textbook will give some criteria of presenting in interesting performance and systematic arrangement, containing the up-to-date topics, as well as taking base on the current curriculum of course. In addition, for an English textbook, it should provide the texts that are compatible with English context of culture and situation.

Interlanguage: English for Senior High School Students XI Science and Social Study Programme is an English E-textbook

written by Priyana et al. In line with the phenomenon mentioned above, the writer is interested in doing analysis on the texts, the essay texts especially found in the e-textbook, on their compatibility to the English context of culture and situation. This analysis is based on the theory shared by Hammond et al. (1992, pp. 76-92) and Gerot and Wignell (1994) about how text is constructed through its generic structure and its realization, and linguistic feature in achieving its social purpose.

Methodology

This research uses descriptive qualitative research method. The objects of the research are the essay texts found in *Interlanguage* English e-textbook for the eleventh grade student of senior high school. The units of analysis are started from analyzing word groups, following with clauses, and then texts to find the generic structure, its realization, and the lexico-grammatical features applied in the essay texts in reflecting the social purpose. The technique of collecting data involves the activities of categorizing the types of texts of written from the oral texts, then classifying the written texts into essay texts and short functional texts. In this step, it is found that there are twenty essay texts in the text book. The next step is grouping and numbering the essay texts according to their type. Meanwhile, in the data analysis, the generic structures and the realization, as well as the lexico-grammatical features of the essay texts are observed in serving communicative purpose.

Findings and Discussion

The result of this research shows that among the twenty essay texts found in the textbook, five of them are narration, seven of them are hortatory exposition, and eight of them are spoof. The whole types of the essay texts can be seen clearly from the following table.

Table 1. Types of texts

No	Essay Texts	Number of Text
1	Narration	1, 2, 3, 4, 5
2	Hortatory Exposition	6, 7, 8 ,9, 10, 11, 12 13, 14, 15, 16, 17, 18,
3	Spoof	19, 20

1. Text Analysis

The texts are analyzed through the current issues on text-types that are social purpose, generic structure, and lexico-grammatical feature. The following is the sample of analysis of each type of text found in the textbook, covering the analysis on their the generic structures and the realization, as well as the lexico-grammatical features to convince how far they serve their social purposes.

Text 1 Narrative Text

a. Analysis on Generic Structure

Title	*No Charge for Love*
Orientation	A farmer had some puppies he needed to sell. He painted a sign advertising the 4 pups and set about nailing it to a post on the edge of his yard. As he was driving the last nail into the post, he felt a tug on his overalls. He looked down into the eyes of a little boy. "Mister," he said, "I want to buy one of your puppies."
Complication	The boy reached deep into his pocket and pulled out a handful of change and held it up to the farmer. "I've got thirty-nine cents. Is that enough to take a look?" "Sure," said the farmer. Out from the doghouse and down the ramp ran four little balls of fur. The little boy pressed his face against the chain link fence. His eyes danced with delight. As the dogs made their way to the fence, the little boy noticed something else inside the doghouse. Slowly another little ball appeared. This one was noticeably smaller. Down the ramp it slid. Then the little pup began hobbling toward the others, doing its best to catch up.... "I want that one," the little boy said, pointing to

	the runt.
Resolution	The farmer knelt down at the boy's side and said, "Son, you don't want that puppy. He will never be able to run and play with you like these other dogs would. "
Complication	With that the little boy stepped back from the fence, reached down, and began rolling up one leg of his trousers. In doing so he revealed a steel brace running down both sides of his leg attaching itself to a specially made shoe. Looking back up at the farmer, he said, "You see sir, I don't run too well myself, and he will need someone who understands."
Resolution	With tears in his eyes, the farmer reached down and picked up the little pup. Holding it carefully he handed it to the little boy. "How much?" asked the little boy. "No charge," answered the farmer, "There's no charge for love."

Taken from http://www.dizzyboy.com (in Priyana, 2008, p. 109)

The following is the sample of the generic structure realization of text 1.

No Charge for Love

A farmer had some puppies he needed to sell.

Subject	Finite	Pred	Complement	Subject	Finite	Pred	Complement
Mood		Residue		Mood		Residue	
Theme	Rheme			Theme	Rheme		
Carrier	Attributive: Possessive	Attribute		Senser	Mental: Affect	Phenomenon	

He painted a sign advertising the 4 pups

Subject	Finite	Predicator	Complement

Mood		Residue
Theme		Rheme
Participant: Actor	Process: Material	Participant: Goal

(and) set about nailing it to a post on the edge of his yard.

Finite	Pred	Complement	Adjunct
Mood		Residue	
Rheme			
Process: Material	Participant: Goal		Circ: Place

b. Analysis on Lexico-grammatical Feature

Text 1 is a love story. The communicative purpose of the text is to amuse or entertain about love that cannot be valued but just can be felt. The linguistic feature of the text is focused on individual participants *the farmer, the little boy, the little pup, your puppies.* The text uses material processes *painted, play* and *stepped.* It also uses behavioral processes *looked, take a look, danced, noticed, pointing, knelt down, see*, and *handed.* The verbal processes used in the text are *said* and *ask*. It uses relational processes *had* and *was*. It uses mental processes *needed, set, want*, and *understand*. It uses temporal conjunction *as* and *then*. The whole sentences in the text use past tense except the direct speech in present tense.

Based on the analysis above, text 1 tends to be compatible with the requirement of Narrative text since it is conveyed in appropriate generic structures and lexico-grammatical features.

Text 6 Hortatory Exposition

a. Analysis on Generic Structures

Title	Agriculture
Thesis	Nowadays, many people have realized that agriculture is much more important than as the supporting tools in economic development. In Indonesia, agriculture should be the priority of development because of some good reasons.
Argument 1	First of all, the agriculture's contribution in the beginning

	of the development is highest among the other sectors. At present, almost half of total Indonesian labors are working in agriculture sector, but the contribution of agriculture sector does not reach 30 percent.
Argument 2	Second, agriculture sector is expected to fulfill the need of food in a country. As the number of population increase in an alarming rate each year, food supply must also increase. But in developing countries, food production and agricultural production per capita never increase more than one percent each year, and in some extreme case, it even stagnant.
Argument 3	Last but not least, without agricultural development, the growth of industrial sector will be hampered because the growth that comes from industry will bring a wider gap into the internal economy in that country. In turn, this gap will create serious poverty problem, wider inequality of income distribution, and increase unemployment.
Recommendation	Based on the above discussion, it is obvious that the government should put agriculture as the priority of national development.

From
http://internationalagprograms.dasnr.okstate.edu (in Priyana et al, 2008: 129)

b. Analysis on Lexico-grammatical Features

Text 6 is an argument. The communicative purpose of the text is to persuade the reader to convince that the government should put agriculture as the priority of national development. The linguistic feature of the text focuses on generic participants *many people* and *agriculture*, besides the specific participant

the government. To convince the reader, the text uses strong modality *must*. It uses verb of doing *fulfill, bring, create*. The verbs of having used in the text are *is* and *will be*, but there is no verb of having. It uses causal connective *because of* and *in turn* to construct the argument. The text uses vocabulary items that indicate the writer's attitude *alarming, much more important, priority, some good reasons, extreme, hampered, serious, obvious*. The tenses used in the text are simple present tense, present perfect, present continuous, and present future.

Since text 6 seems cover all elements of generic structures and lexico-grammatical features of Hortatory Exposition, it is considered to be compatible with Hortatory Exposition requirements.

Text 14 Spoof
a. Analysis on Generic Structures

Title	*Vampire Bat*
Orientation	A vampire bat came flapping in from the night, face all covered in fresh blood and parked himself on the roof of the cave to get some sleep.
Event 1	Pretty soon all the other bats smelt the blood and began hassling him about where he got it. He told them to piss off and let him get some sleep, but they persisted until he finally gave in.
Event 2	"OK, follow me," he said and flew out of the cave with hundreds of bats behind him. Down through a valley they went, across a river and into a huge forest. Finally he slowed down and all the other bats were excitedly around him with their tongues hanging out for blood.
Twist	"Do you see that large oak tree over there?" he asked. "YES, YES, YES!!!!" the bats all screamed in a frenzy. "Good!" said the first bat, "Because I didn't."

Taken from: *http://www.offi ce-humour.co.uk* (in Priyana et al, 2008: 166)

b. Analysis on Lexico-grammatical Features

The text is a funny story. The communicative purpose of the text is to share an unusual incident about how a vampire bat gets the fresh blood. The linguistic features of the text focus on individual participants *a vampire bat*, and *all the other bats*. The text uses material processes *came, got, follow, persisted, gave, went,* and *parked*. It also uses circumstance of time and place *from the night, on the roof of the cave, pretty soon, through a valley, across a river, into a huge forest,* and *over there*. The sentences of the text are in past tense.

Based on the analysis above, it implies that text 14 tends to be compatible with the requirement of Spoof text.

2. The Implication of the Finding

This study reveals the analysis on the written model texts of the essay texts presented in the *Interlanguage : English for the grade XI* science and social programme of the second semester. It is found that the arrangement of the texts' elements wrapped in generic structure of each text-type, the choices of words considering the register implemented in lexico-grammatical features bring about the communicative purposes of the texts under study are achieved. However, in some texts, some shortcomings are also identified. To facilitate the students with appropriate language experience, the shortcomings on texts should be revised.

Responding to the findings of this study, it is especially the responsibility of the English teachers to give guidance thoroughly to the students in discussing the texts. So, if inappropriate things found in a model text, the students will know what the appropriate ones. Hopefully, by giving the proper model texts to the students they will achieve the awareness of English context of culture and situation in working with English texts.

Conclusion

Interlanguage: English for Senior High School Students XI, semester 2 of Science and Social Programme presents written texts as required by the current curriculum. The essay texts are narrative, hortatory exposition, and spoof.

The twenty (20) essay texts presented in *Interlanguage* e-textbook seem to be compatible with the English context of culture and situation. However, some shortcomings are still found in some of them.

Through the analysis on the texts based on Hammond, Gerot, and Wignell's theory, the finding of the research implies that the written texts that have appropriate generic structures and their realization, and lexico-grammatical features tend to achieve their social purposes.

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