AN **ANALYSIS OF NARRATIVE TEXTS IN TEXTBOOKS USED BY EIGHTH GRADE STUDENTS**
(Systemic Functional Linguistics Perspective)

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Abstract: This paper entitled *"Analysis of Narrative Texts in Textbooks Used by Eighth grade Students (Systemic Functional Linguistics Perspective)"* is aimed to reveal to what extent Narrative texts in two selected English textbooks fulfill the criteria of Narrative text and to find out the similarities and differences of Narrative texts between two selected English textbooks. The study employed descriptive qualitative method. The data were in this study were six Narrative texts taken from two selected textbooks. The data analysis was done by investigating schematic structure, social purpose and linguistic features by using Transitivity system. The results of analysis show that in some extent (1) four out of six Narrative texts have fulfilled the schematic structure criteria namely *Orientation, Complication*, and *Resolution*; (2) five out of six Narrative texts fulfill the social purposes; and (3) six out of six Narrative texts fulfill the linguistic features. To sum up, Narrative texts in two textbooks are similar in terms of linguistic features and process types, whereas the differences were found in terms of social purpose and schematic structure.

Keywords: Narrative text, SFL, Transitivity system, linguistic features, schematic structure, social purpose

Introduction

Texts are important means of education since texts are used as educational materials in schools and have a crucial place in language education. There are several types of text such as Recount, Report, Exposition, Discussion, Narrative and Descriptive texts (Christie & Derewianka, 2010; Knapp & Watkins, 2005; Emilia, 2011).

In addition, since the Educational Unit Curriculum (KTSP) 2006 requires eighth grade students to comprehend Narrative text, and textbook that is used for educational purpose should orient towards the National Curriculum, English textbook that is used for teaching learning process should provide a good example of Narrative text. Therefore, to discover the quality of

language content in textbook, Narrative text*s* in the textbook can be analyzed by using experiential metafunction in *Systemic Functional Linguistic* (SFL) framework since it views how language is used to construe the meaning in social settings (Halliday, 2004). SFL, especially *Transitivity system*, is used as a tool to analyze the Narrative text*s* because it perceives language not only as a set of rules but also concerns on how language serves as a resource for making and exchanging system of meaning (Halliday, 2004; Eggins, 2004).

This study is aimed to analyze Narrative text*s* in two selected English textbooks used by eighth grade students by using *Transitivity system*. This study is expected to discover whether the texts have fulfilled the criteria as a good example of *Narrativ*e texts in terms of *social purpose, schematic structure* and *linguistic feature*s.

Literature Review

Narrative text is a type of text talking about a series of event that happened to a person or a character (Knapp & Watkins, 2005; Gerot & Wignell, 1994). The character can be a person, animal, plant or thing (Christie & Derewianka, 2010; Knapp & Watkins, 2005; Emilia, 2011). It aims to entertain, to get and retain the attention of the reader or listener of the story, to teach lesson, to explore social values and moral values (Gerot & Wignell, 1994; Emilia, 2004). The simple structure of the narrative text is orientation, complication, and resolution (Gerot & Wignell, 1994; Knapp & Watkins, 2015). Some linguistic features of the narrative texts are presented as follows (adapted from Emilia, 2004; Primary National Strategy; Knapp & Watkins, 2015; p. 321; Gerot & Wignel, 1994, p.16):

a. The story is written in the first person (I, we) or third person (she, he, and they).

b. The verbs are in past tense. For example: One day a man and his son *went* to the jungle to hunt deer.

c. Chronological (plot or content have a chronology of events that happened in a particular order). So

that it is sequenced in time and use time connectives; *once upon a time, after a while, then, finally.* Connectives are widely used to move the narrative along and to affect the reader.

d. Main participants are characters with recognizable qualities, are often specific and individual

e. The processes that mostly occur in this kind of text is material, verbal and mental.

Since there are some processes exist in narrative texts, Transitivity system is used as a tool for analyzing processes that emerged in the text. Transitivity system has six types of processes (Halliday, 2004; Eggins, 2004; Emilia, 2014). Those processes are material, mental, verbal, relational, behavioral, and existential. All these types are different and have their own grammar. Each process in transitivity system consists of three principle components which are process, participant and circumstance (Halliday, 2004; Eggins, 2004; Emilia, 2014). Below is an example of processes:

Partici pant	Proc ess	Partici pant	Circumst ances
The boys	Play	football	in the yard.

Methodology

The method used in this study was qualitative method using document analysis technique. The subject of this study was Narrative texts derived from two selected English textbooks used for eighth grade students. The focus of the study is on analyzing Narrative texts chosen from two selected English textbooks. There were three Narrative texts from each textbook that were analyzed using SFL framework in order to identify their criteria in term of *social purpose*, *schematic structure* and *linguistic features*.

Data Presentation and Discussion

In terms of *social purpose*, five out of six Narrative texts have

fulfilled the criteria as a Narrative text. There are two *social purpose*s of Narrative text; to entertain the reader and to tell an imaginary story. All texts from two selected textbooks have fulfilled the first *social purpose*. They can entertain the readers and telling stories in a sequence of events (Gerrot & Wignel, 1996; Knapp & Watkins, 2005). For the second *social purpose*, five out of six Narrative texts have achieved the criteria to tell an imaginary story since the characters are animal. Text 1 from textbook A did not reach the second *social purpose* of narrative text, to tell an imaginary story, because the character, the events, and the place were not imaginary or real.

In term of *schematic structure*, the research shows that four from six texts have fulfilled three elements of Narrative text which are *Orientation, Complication*, and *Resolution* (Knapp & Watkins, 2015). However, from the six Narrative texts, Text 2 derived from Textbook A did not provide any *Resolution* which indicates the problem is not solved and the story has not come to an end. Text 2 did not fulfill the criteria of *schematic structure* as suggested by Christie and Derewianka (2010), Emilia (2010), Knapp and Watkins (2005) since it only provided two out of three elements which are *Orientation* and *Complication*. Moreover, from textbook, there is Text 6 which also has not met the fulfillment of *schematic structure* since it did not provide appropriate *Orientation*.

In terms *of linguistic features*, it is demonstrated that Narrative texts from both Textbook A and Textbook B have already employed the appropriate *linguistic features* required by Narrative texts such as the use of time connectives, specific participant, Past Tense, and the existence of material, verbal and mental processes (Halliday, 2004).

From the analysis and explanation above, it is found that Narrative texts from both textbooks provide similarities and differences. For the similarities, it is found that all Narrative texts derived from Textbook A and Textbook B are written in third person point of view since all of the characters or participants have proper name

(Halliday, 2004). Besides that, the similarities between Textbook A and Textbook B can be found in the process type and the *linguistic features* of the Narrative text. The description is presented in the following table.

Table 1 Process Types of Narrative texts in Textbook A and Textbook B

	Textbook A			Textbook B		
	Text 1	Text 2	Text 3	Text 4	Text 5	Text 6
Material	14	2	9	15	15	7
Mental	6	1	2	0	5	8
Verbal	2	3	5	2	1	1
Relational	10	5	1	3	3	5
Behavioral	6	3	1	2	0	0
Existential	1	1	1	1	1	1

Table 1 presents the similarities of Narrative texts found in Textbook A and Textbook B. As can be seen from the table above, it is clearly seen that all of Narrative texts have provided the processes that are required by Narrative texts which are material, mental, and verbal processes (Christie & Derewianka, 2010; Halliday, 2004; Gerot & Wignell, 1996). Besides the processes required, there is also an occurrence of other processes such as relational and existential processes. Relational processes are processes of being (Halliday, 2004, Emilia, 2014) while existential processes are processes that represent experience which shows that something exists or happens (Halliday, 2004; Emilia, 2014). These existential processes occur in *Orientation*. It similarly happened in all of Narrative texts in two textbook. In addition, the similarities of Narrative texts between Textbook A and Textbook B can be found in the *linguistic features* as can be seen from the table below.

Table 2. Linguistic features of Narrative texts in Textbook A and Textbook B

	Textbook A			Textbook B		
	Text 1	Text 2	Text 3	Text 4	Text 5	Text 6
Time connectives	√	√	√	√	√	√
Specific Participants	√	√	√	√	√	√
Past Tense	√	√	√	√	√	√

Table 2 reveals that all of Narrative texts in Textbook A and Textbook B have achieved all criteria of *linguistic features*. Narrative texts in both selected textbooks have used the time connectives which shows the story is written chronologically (Knapp & Watkins, 2005). Moreover, all of Narrative texts also employed the specific participants. This is related to the processes occurred in the texts. As mentioned by Halliday (1994, cited in Emilia, 2014, p. 150) that process usually consists of three elements; participant, process itself, and circumstance. In addition, the Narrative texts in two selected textbook have used past tense as the verb in each clause.

Apart from the similarities, there are also differences found in the Narrative texts between Textbook A and Textbook B. Narrative texts in both selected textbooks are different in term of *schematic structure* and *social purpose*. The analysis of *schematic structure* in Narrative texts from Textbook A and Textbook B is presented in the table below.

Table 3. The Schematic structure of Narrative texts in Textbook A and Textbook B

		Orientation	*Complication*	*Resolution*
Textbook A	Text 1	√	√	√
	Text 2	√	√	-
	Text 3	√	√	√

	Text 4	√	√	√
Textbook B	Text 5	√	√	√
	Text 6	-	√	√

Table 3 demonstrates the difference of Narrative texts between two selected English textbooks. From the table, it is shown that one out of three Narrative text*s* in textbook A did not provide *Resolution.* Meanwhile, in Textbook B there is one Narrative text did not achieve the criteria of *Orientation.* Moreover, Narrative texts in Textbook A and Textbook B are different in term of *social purpose*. The analysis of difference is presented in the following table.

Table 4. The Social purpose of Narrative texts in Textbook A and Textbook B

Purposes	Textbook A			Textbook B		
	Text 1	Text 2	Text 3	Text 4	Text 5	Text 6
To entertain the reader	√	√	√	√	√	√
To tell an imaginary story	-	√	√	√	√	√

Table 4 indicates that Narrative texts in Textbook A and Textbook B have achieved the first purpose of Narrative texts which is to entertain the reader (Knapp & Watkins, 2005). It is obtained from the stories which are written chronologically and intended to tell a story in sequence of events.

However, there is a Narrative texts in Textbook A that does not

achieve the second purpose of *Narrative* text which is to tell an imaginary story. There are some criteria for Narrative text to be identified as an imaginary story. It is seen from the imaginative characters, events, and places. Since the characters of Text 2, 3, 4, 5, and 6 are animals which can be categorized as imaginative character, the characters of Text 1 are real human and did not indicate any imaginative character so that Text 1 did not tell an imaginary story

From the description, it can be inferred that Narrative texts in Textbook A and Textbook B have shown similarities and differences. Narrative texts in Textbook A and B are similar in terms of Process Types and *Linguistic features*. While the differences of Narrative texts in Textbook A and Textbook B are found in the *schematic structure* and *social purpose*s.

Conclusions

The findings of this study indicated that in some extent, most of Narrative texts from the two selected English textbooks have fulfilled the criteria of Narrative texts in terms of *schematic structure*, *social purpose* and *linguistic features*. The Narrative texts between two textbooks also show differences and similarities. Narrative texts in textbook A and textbook B are similar in terms of *linguistic features* and *process types*. However, Narrative texts in textbook A and B are different in terms of *social purpose* and *schematic structure* since one of three texts in Textbook A did not provide *Resolution* while one of three text in Textbook B did not provide the *Orientation*.

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