

CHAPTER I

INTRODUCTION

A. Background of Study

Language is a tool of communication, without language people can't build communication with other persons in our social environment. When we use language, we can deliver our personal opinion and create a meaningful communication with all peoples in our social environment as well as the cultural beliefs and practices of the communities of which we are a part: our family, social groups, and other associations.

As Chomsky (1957: 4) states that a language is the tools or terms which is explained the human mind's process and it can possibility produce the whole significance things. Language as the important part of human's need included sign, symbol, speech, or talk cannot be separated. Therefore, how important the language in our daily life, as far as, Allah says in the holy Koran:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

“O people! We created you from a male and a female, and made you races and tribes, that you may know one another. The best among you in the sight of God is the most righteous. God is all-knowing, Well-Experienced.” (Al-Hujurat, verse:13)

From the verse above it can conclude that language is very important in daily life. Language is a tool of communication that using of human to know and understand one another. Certainly, the language is contextualized that way it happens as social, coherence-text (the unit of genre).

Since the changes of Curriculum KTSP have implemented, The Ministry of Education and Culture of Indonesia decided that education in Indonesia must apply the new 2013 curriculum. The 2013 curriculum is the result from the development of previous curriculum. It is a further step of competency based on curriculum development that was initiated in 2004 and the school level-based curriculum in 2006, which includes competency of attitude, knowledge, and skills integrated which is aimed to create students who became intellectual generations who possess noble characters, independent, democratic, and responsible.

The use of English textbooks needs to be developed related to the 2013 curriculum to present students with the suitable materials. English textbooks have an important role in teaching and learning process. In addition to providing knowledge and skills information, textbooks also consist of guiding learning in the form of activities that guide students to achieve competencies set in the 2013 curriculum.

The main concept of the 2013 Curriculum is excellent. As an effort to improve the quality of the national education, the new curriculum integrates science and civic education with religious and moral education. Students should be taught to think creatively. Education should be both accurate and offer the best lessons, and this can be achieved by teaching students to be creative. In teaching and learning process, teachers should be wise to choose the learning materials which are used in the class. Textbook is one of the learning materials which is commonly used. It is a kind of printed materials which is an important part in teaching and learning process.

The main textbook published by Ministry of Education and Culture that have been used in the teaching and learning activity in all schools in Indonesia. In this study, the

reasons of the writer choosing the book entitle “Bahasa Inggris” 2017 Revised Edition is this book based on the curriculum 2013 which is published by Ministry of Education and Culture, Republic of Indonesia 2017 and it is used by the schools in the teaching and learning process. The writer interest to analyze a textbook that published by Ministry of Education and Culture, Republic of Indonesia 2017.

One influential approach, language has an additional interpretation which recognized as spoken term. Halliday (1985: 46) defines spoken language or spoken mode as non-essential features writing characteristic which is easier to produce, and labeled as spontaneous conversation. Also He conceptually argues that spoken is classified to speech, conversation, or dialogue that brings out the essential different from written form. So, to get the main goal of the arrangement of the information on the sentences or utterances need the appropriate device; theme and rheme.

Furthermore, Theme-Rheme is a structure that certainly carries a “Communicative dynamism”, that is the assessment of the development in the text hence it is assigning a clause as message that it has to bear. (McCarthy,1991) Theme-Rheme’s structure allows information to flow from one clause to another smoothly. The logical flow helps to create cohesiveness of the text. Moreover, to prove the framework pattern of spoken content the researcher try to use theme-rheme as the effective tools to analyze the content of information; spoken text. In relation this, many students get difficulties how meaning of a text is realized.

Based on the explanation above, the researcher decided to conduct the study that focuses to analyze the structure in the spoken texts of English dialogue in English textbook “Bahasa Inggris” 2017 Revised Edition for the tenth grade class of senior high

school that published by Ministry of Education and Culture, Republic of Indonesia 2017. The researcher would like to know specifically how the thematic meaning realized in the spoken text in English textbook, dialogue exactly.

B. Research Questions

Considering the background of the study above, the researcher formulated the problem as follow:

1. How are textual meaning apply in the spoken texts of English dialogue in English textbook “Bahasa Inggris” for the tenth grade class of senior high school?
2. What types of theme are found in the spoken texts of English dialogue in English textbook “Bahasa Inggris” for the tenth grade class of senior high school?

C. Objective of Study

Based on the research questions above, there are three objectives of the research:

1. To analyze the textual meaning that applied in the spoken texts of English dialogue in English textbook “Bahasa Inggris” for the tenth grade class of senior high school.
2. To find out the theme that found in the spoken texts of English dialogue in English textbook “Bahasa Inggris” for the tenth grade class of senior high school.

D. Significance of Study

The researcher expected that this study would be able to give advantages as follow:

1. Theoretical
 - a. In theoretical development, the researcher expects that this study will contribute to analyze the content of utterance in spoken language, exactly dialogue. Then, it

is intended that so far will provide rich information and functions as a references for educational practitioners and researchers in Indonesia generally.

- b. This research can enrich the theory of linguistic about the thematic system and thematic analysis.
 - c. This research can present the types of the theme which will be found in the spoken texts of English dialogue in EFL's textbook.
2. Practical
- a. For the teachers
 - i. This study also would facilitate the teacher to develop his/her teaching style. So that the students know how to connect or organize their words cohesively, whether spoken or written style.
 - ii. This research can give the more explanation of the thematic in the EFL textbook and the benefit which may be gained related to the process of English teaching and learning.
 - b. For the students
 - i. The student is well-understanding how the thematic meaning realized in the spoken text in English textbook, dialogue exactly.
 - ii. The student can enrich their knowledge about the types of theme which will be found in the spoken texts of English dialogue.
 - c. For the researchers
 - i. The researcher is well-understanding how the language accurately works and does.

- ii. This research can be used as a source for those who want to conduct similar research related to thematic system and thematic analysis.

E. Definition of Key Terms

1. Thematic Analysis

Thematic analysis is one way to analyze data with the aim of identifying patterns or to find themes through data that has been collected by researchers. Analysis of thematic represents clause as a message which shows us that the clause has a character of the message. It shows the textual meaning of clause which has two elements, they are theme and rheme.

2. Spoken Text

Particularly, that language typically covers two basics of text; spoken or written. Moreover, spoken form is a text form of conversation and one of the types of spoken text is dialogue.

3. Dialogue

Dialogue is a written work presented in the form of conversation between two or more people. They discussed about certain problems or a daily conversation in which there is reciprocity between talker and listener that is has a value.

4. Textbook

Textbook is the main source and reference books that contain of material that is presented comprehensively. It contains the material that is important for the learners. Textbook is produced as the need of educator and usually used in educational institutions and focused on developing language skills.

5. “Bahasa Inggris” Textbook

“Bahasa Inggris” textbook 2017 Revised Edition for the Tenth grade students of senior high school is published by Ministry of Education and Culture, Republic of Indonesia. The author of this textbook is Utami Widiati, Emi Emilia, and Furaidah. This textbook is consisting of fifteen chapters and 220 pages.