

Using Functional Grammar Teaching to Improve Analytical Exposition Text Writing for senior high school students in Karanganyar

Aulia Zulfa Indi Putri, Sujito

Graduated program of English Language Education Departement, Islamic University
of Raden Mas Said Surakarta

auliazulfaindiputri@gmail.com, sujitodoktor@gmail.com

ABSTRACT

Functional grammar is a type of grammar discovered by Michael Halliday in the 60s. Even though this feels foreign to foreign language teachers at school, it is very interesting for scientific developers. In the field of language education, functional grammar is more commonly applied in terms of speaking and writing. The background to this is because functional grammar has an important purpose for foreign language students and provides facilities for foreign language students to know the language knowledge, they need to know to be successful in school. This research hopes that researchers can find out whether there is a positive influence on the level of success of functional grammar knowledge in writing expository analytical texts during the second semester of the second year of SMA Muhammadiyah 1 Karanganyar. This research uses a quantitative design. Researchers used pretest and posttest to determine the effectiveness of the treatment used in this study. The final design is to determine the influence between research variables. The T test results show a sign (two-tailed) of 0.000 and a significance level of 0.05. The result is Sig. (two-tailed) is below the significance level, so the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. This means that students who are given material using functional grammar are more able to write analytical and expository texts than students who are not given functional grammar. It can be interpreted that functional grammar has a very good influence in writing expository analytical texts. Functional grammar can be used to support writing analytical descriptive text. Students will be able to develop writing skills, especially expository analytical writing. This grammar can also make students more critical when creating analytical descriptive texts.

Keywords: *Functional Grammar Teaching, Analytical Exposition Text, Senior high School Students*

INTRODUCTION

English is a world language that is commonly used by many people as a tool for everyday communication. This means that English is one of the important languages used to communicate with people from various countries in the world. This language is also often used in books, research sources, art translations and information about technology. In Indonesia, English is the material used in elementary schools, middle schools, high schools and universities. According to the 2013 Indonesian Education Curriculum (K-13). English is included in the curriculum at the elementary school level. English is also used in the official middle and high school education system as one of the admission criteria. At the junior and senior secondary levels, students are expected to be able to communicate using English orally or in writing.

In learning English, students are expected to be proficient in the four basic skills of English. The basic English skills are listening, reading, speaking and writing. Basic skills Writing is difficult, so students need to understand and be able to improve their writing skills. According to (M.T. Hellmantel, 2017), writing is an activity with various types of thinking because it requires writing skills and compiling various information in written form that can convey it accurately to the reader. Meanwhile, according to (Raimes, 1983), writing skills are skills in arranging letters, words, paragraphs and sentences to explain the meaning and thoughts of the writer using the eyes, brain and hands. Writing activities are also expected to help students express intentions, feelings and other things that come to mind. Apart from that, writing activities are also crucial for all students, and it can be concluded that writing activities must be understood well.

Even though writing is one type of the current curriculum, the ability to write is not a simple ability, because the ability to write is an ability that is quite difficult to learn. According to (Sudjito, 2019), it is difficult for students to write correct paragraphs because they require knowledge of various grammar. Therefore, teachers must be able to share their skills regarding grammar with their students correctly. Analytical presentation text is one type of written text that is widely used in universities. According to (Birnie, B., 2015), analytical exposition helps readers or listeners believe the story about an event. This type of text consists of three elements: social structure, overall structure, and linguistic characteristics.

Many students need help from teachers to express their ideas because they need to gain knowledge of broader grammar. Therefore, they spend a lot of time thinking about and looking for words to use when analyzing expository texts. According to (Amer, 2013), writing is learning about everything that exists in the universe. people learn about things they don't understand and write about what they do understand. Searching for everything in the universe also makes it easier for students to improve their grammar skills, and mastering grammar can be used to practice writing analytical expository texts. Students can find what they have learned in written or textual form. According to (Nury, 2014), analytical disclosure texts are made based on what happened at the event and add additional information such as evidence, facts and statistics. Students need a thorough understanding of data, information, and related phenomena to make readers trust their writing.

Writing activities are one type of curriculum currently used and according to (M.T. Hellmantel, 2017), functional grammar is a type of grammar discovered by Michael Halliday in the 60s. Even though this feels foreign to foreign language teachers at school, it is very interesting for scientific developers. Although there are problems surrounding its use in the classroom (for example, too many comprehensions and terms), functional grammar is becoming increasingly popular in schools and helps English students succeed. In the field of language education, functional grammar is more generally applied to speaking and writing activities.

According to (Wignel, 2019), argues that the main reason is that functional grammar has the aim of enabling English language students to communicate and giving them opportunities to use the linguistic knowledge they need to learn to be successful in school. This suggests that this is because they give it to students. According to (Dahler, & Toruan, 2017), functional grammar is a grammatical system that interprets all linguistic units, including clauses, phrases, and so on. In other words, each unit is interpreted as functioning in relation to the whole. The term "functional" is used because previous research argues that functional grammar is used as a tool for understanding grammar in relation to calculated usage. The researcher therefore describes an approach that defends grammatical categories from the perspective of grammar and their communicative function.

In accordance with the various considerations above, this research was conducted for two main reasons. First, many high school students, especially second grade students, still experience difficulties in writing expository analytical essays. Therefore, it is very important to find the best way of writing among the existing ways to improve students' analytical explanatory writing performance.

This research is directed towards this aim to some extent. In addition, before this research, no research had been conducted to test the compatibility between functional grammar and the effectiveness of writing analytical expression texts. In this research, thinking styles are shared in detail to improve performance.

Based on these needs, research was carried out which aimed to find out whether the use of functional grammar was effective in writing analytical expository texts. As one of several educational materials for high school students with thinking styles to improve analytical writing performance, students definitely need this method.

METHODS

The total population of this study is all eleventh-grade students of SMA Muhammadiyah 1 Karanganyar for the 2023/2024 academic year. The number of students or pupils consists of nine social classes which are classified as social classes 1, 2, 3, 4, 5, and 6. Science 1 and 2, Islamic Program 1. Only one class is used in this research sample. One of these research methods is the experimental method which teaches functional grammar as a tool to improve students' abilities. The science class 3 consisting of 25 students was selected. To collect samples, researchers used cluster random sampling. Cluster random sampling is a method of selecting samples randomly. This method is used because the research topic is homogeneous. This is also caused by the large population. The sample class is class eleven IPA 3 as an experimental class. Researchers conducted experimental research to determine the effectiveness of using functional grammar in writing expository analytical texts.

Researchers use functional grammar to create correct analytical explanatory texts. This research uses an analytical exposure test to measure students'

performance in writing analytical exposure texts. The researchers gave a written test to the experimental class. The written test is only carried out twice, namely the pre-test and post-test. The researchers limited their analysis to tests of text exposure. This test aims to find out whether students can make better analytical presentations after knowing the new method. This test also tests students' ability to write analytical expository texts in the experimental class.

Treatment

The teacher facilitates students by providing topics related to analytical texts to be discussed in class. This is done before teaching regarding the use of functional grammar is taught. The teacher also facilitates students by providing separate sheets for students to record topics and points that need to be included in their analytical presentation text. In this case, the use of functional grammar can be more effective if the preparation is clear. Then, students bring topics and questions into the ongoing lesson discussion system. Students can compare their answers with the teacher's answers. Then students can record their answers. This is expected to increase the accuracy of their writing because students are required to write answers to existing questions. These questions help students brainstorm and allow them to develop their ideas easily.

After that, students exchange their answers and discuss and see the similarities and differences between their answers and the teacher's answers. This will help students see if they have similar answers. All students can discuss their answers to one question first and then discuss the other questions, paying particular attention to similar or different ideas. In this step, students can repeat writing steps, explore more writing grammar, and discuss more writing ideas themselves by comparing answers, thereby improving their writing accuracy.

RESULT AND DISSCUSION

This research was conducted to explain the main differences in students' analytical expository writing between before and after knowing about functional grammar. The researcher chose one class as the research sample. This is X IPA 3, an experimental class of 25 people. The researcher conducted a pretest on the experimental class to ensure that the class was homogeneous. Researchers will provide further material and tests.

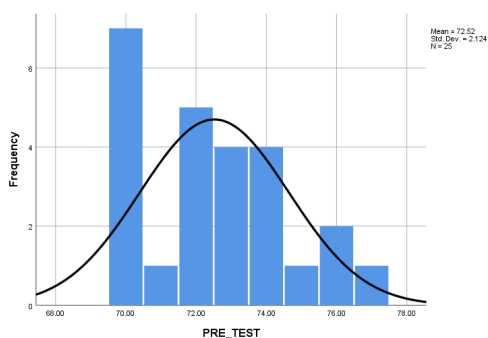
Descriptive and Tabel frequency Data Pre-test on the Students Taught by functional grammar teaching

Based on the descriptive data of the pre-test samples above, the researcher found that the pre-test average was 72.52 and the standard score was 72.52. The pre-test variance is 2.123 and with the frequency table below:

Table 1. Frequency Data Post-test on the Students Taught by functional grammar teaching

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PRE_TEST	25	70.00	77.00	72.5200	2.12368
POST_TEST	25	79.00	87.00	83.1200	2.42074
Valid N (listwise)	25				

PRE_TEST					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	70.00	7	28.0	28.0	28.0
	71.00	1	4.0	4.0	32.0
	72.00	5	20.0	20.0	52.0
	73.00	4	16.0	16.0	68.0
	74.00	4	16.0	16.0	84.0
	75.00	1	4.0	4.0	88.0
	76.00	2	8.0	8.0	96.0
	77.00	1	4.0	4.0	100.0
Total	25	100.0	100.0		

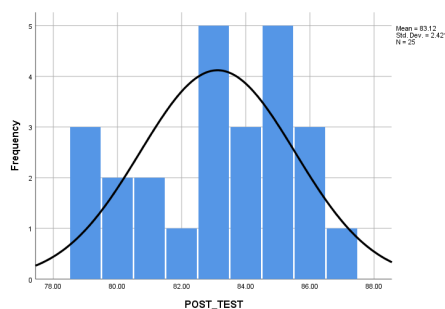


Based on descriptive sample data from the experimental class after the test, the researchers found the average after the test was 83.12 and the standard deviation was 2.42074. The pre-test variance is 2.420 with the frequency table below:

Table 2. T-test Data on the Students Taught by functional grammar teaching

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PRE_TEST	25	70.00	77.00	72.5200	2.12368
POST_TEST	25	79.00	87.00	83.1200	2.42074
Valid N (listwise)	25				

POST_TEST					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	79.00	3	12.0	12.0	12.0
	80.00	2	8.0	8.0	20.0
	81.00	2	8.0	8.0	28.0
	82.00	1	4.0	4.0	32.0
	83.00	5	20.0	20.0	52.0
	84.00	3	12.0	12.0	64.0
	85.00	5	20.0	20.0	84.0
	86.00	3	12.0	12.0	96.0
	87.00	1	4.0	4.0	100.0
Total	25	100.0	100.0		



The researcher found an overall score based on statistical data from samples before and after the experimental class test. The average pretest total score is 72.52 and the standard deviation is 2.123. In the posttest the mean was 83.12 and the standard deviation was 2.420. The researcher explains using a table showing the mean, mode and standard deviation of the experimental class below:

Table 3. Sample Statistic

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE_TEST	72.5200	25	2.12368	.42474
	POST_TEST	83.1200	25	2.42074	.48415

Table 4. Sample Correlations

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	PRE_TEST & POST_TEST	25	.830	.000

Table 5. Paired sample Test

Paired Samples Test									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PRE_TEST - POST_TEST	-10.60000	1.35401	.27080	-11.19891	-10.04109	-39.143	24	.000

Discussion

This research is a study with an experimental design using one class as the experimental class. The researcher conducted a pretest for the experimental class. Then taught functional grammar to the experimental class twice. At each meeting, researchers use functional grammar in the teaching and learning process to produce public analytical texts. After treatment or teaching, researchers conduct a posttest. The post-test was carried out to determine the differences in student learning outcomes before and after being given functional grammar by the researcher.

Teaching functional grammar makes learning more crucial, meaningful, effective and successful. Students will think more critically when researchers provide a topic to discuss. This is not only beneficial for learning, but can also encourage students to actively engage with their own thinking. By studying a list of functional

grammars, you can discover new grammar and ideas for creating analytical presentations on the topic. Teaching functional grammar can be one way to overcome the boredom that students feel with old methods in learning activities. In addition, students can ask the teacher for advice on how to find and correct student mistakes. This will enable students to write more critically, efficiently and meaningfully than before.

Researchers found the total score based on data before and after the test in the experimental class. The mean total score is 72.52 and the standard deviation is 2.123. In the posttest the mean was 83.12 and the standard deviation was 2.420. Based on the data above, the sign value is $<$, resulting in 0.000. 0.05 means there is a significant relationship between variable X and variable Y. The Sig score (two sides) is called 0.000. Because the Sig (two-tailed) value $<$ 0.05 means there is great effectiveness between variables. The results of data analysis show that students' performance improves when they receive functional grammar instruction in expository analytical writing.

CONCLUSIONS

From the results of the research above, the following conclusions can be drawn. Namely, there is a difference between the writing scores given by functional grammar learning and those not given. Students who use functional grammar have better performance than students who do not use functional grammar. The aim of this research is to find out whether teaching functional grammar is effective for second semester students at SMA Muhammadiyah 1 Karanganyar on how to write analytical expository texts correctly. So to achieve the research objectives, researchers conducted experimental research. After conducting this research, the researchers finally found several results from data analysis.

The results of existing research show that learning functional grammar is very important in second grade students of SMA Muhammadiyah 1 Karanganyar in writing analytical expository texts in the second semester. By using functional grammar instruction, students can improve their performance on writing tests to a higher level than before. Teaching functional grammar can enable students to navigate the teaching and learning process taught by teachers. Students can acquire writing skills, especially writing correct analytical presentations.

This lesson also helps students better understand how to write expository analytical writing correctly. Students can easily say or think their important thoughts and ideas in written form. In addition, this learning creates meaningful conditions where students can become happier and more confident at a crucial level in the idea and creation of better and correct analytical expository texts. By teaching functional grammar, students can more easily write analytical expository texts.

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