STUDENTS' MASTERY OF SYSTEMIC FUNCTIONAL GRAMMAR AND ITS CLASSROOM IMPLEMENTATION: A NATURALISTIC STUDY AT ENGLISH DEPARTMENT OF TIDAR UNIVERSITY

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ABSTRAK

Pengajaran bahasa Inggris di Indonesia berorientasi pada jenis teks atau genre. Pengajarannya berdasarkan konsep bahwa bahasa adalah sebuah sistem pilihan untuk penulis dan penutur dapat berkomunikasi dengan fungsi fungsi bahasa untuk mengekspresikan pengalamannya dalam berinteraksi dengan orang lain dan agar pesan yang disampaikan bersifat koheren. Systemic functional grammar yang melihat bahasa sebagai sebuah cara membuat makna yang strategis diimplemntasikan. Namun fakta menunjukkan bahwa kemampuan mahasiswa tentang hal ini rendah, nilai rata-rata hasil ujian tidak memuaskan, di bawah 70. Penelitian ini bertujuan untuk mendiskripsikan sebagai berikut: (1) penguasaan mahasiswa dalam interpersonal, experiensial, dan tekstual; (2) mendeskripsikan implimentasi proses pembelajaran systemic functional grammar di Jurusan Bahasa Inggris. Jenis penelitian ini adalah naturalistik. Subjek penelitian ini adalah seorang dosen dan 30 mahasiswa yang mengambil mata kuliah structure 3. Data diperoleh melalui observavi dalam kegiatan belajar-mengajar dan dokumen yang relevan. Hasil analisis menunjukkan bahwa penguasaan mahasiswa tentang systemic functional grammar mahasiswa rendah. Mereka kurang mampu dalam menganalisis klausa majemuk dan majemuk bertingkat pada teks lisan.

Kata Kunci: *tatabahasa fungsional sistemik, meta fungsi interpersonal, meta fungsi experiensial, meta fungsi tekstual*

ABSTRACT

English language teaching in Indonesia which is text-oriented concerns with text type or genre. The teaching is based on the concept that language is a system of choice by which writers can communicate certain functions allowing them to express their experiences, to interact with others, and to create coherent message. Consequently, systemic functional grammar which views language as a strategic, meaning-making resource is implemented. However, the facts show students of English Department have limited knowledge on it. Their average score of the examination is unsatisfactory, below 70.The objectives of the research are to describe (1) the students' mastery on interpersonal metafunction, experiential metafunction, and textual metafunction; and (2) to describe

the classroom implementation systemic functional grammar course. This is a naturalistic study conducted at English Department. The subjects of this research are one lecturer and 30 students taking structure 3 course. Data are collected from teaching-learning activities and relevant documents. The result indicates that students' mastery of systemic functional grammar is low. They get confused when they come across with complex clauses in spoken text.

INTRODUCTION

From communication point of view, a language is a system for making meaning. If communication is viewed briefly, language is communication systems that have grammars. Sentences that are produced or heard are well-formed and assigns to each of them one or more structural description. Within the system there is a complex set of relations that link the sound of language with the meaning, the message they have to convey.

Meaning is accessible through the wording, words and their order. Wording then, is realized or expressed through sounds and letter. That is why students of English need to know about grammar. It helps them to understand how text works. As teachers, they have to equip students with knowledge how texts work. They must be able to help students explicitly how to understand and produce text – spoken and written in various context for various purposes.

Learning a second or foreign language is a hard work for most people, involving a considerable commitment of time and effort. The work may sometimes be enjoyable, but learners do not usually undertake such task without the expectation of a payoff. Students of English Department embark upon the study of English for the intellectual satisfaction of acquaintance with unfamiliar grammatical patterns and elegant paradigms of form and the ability to communicate with other speakers or writers of English language. To be of real use to language needs to do more than simply lay out the forms and structures of the already noted. It needs to show what they are for and how they are used. The primary aim of systemic functional grammar analysis is to understand how grammar of a language serves as a resource for making and exchange meaning. A functional grammar is the kind of grammar most likely to have useful things to say language learners and lecturers.

Systemic functional grammar views language as a resource for making meaning. This attempts to describe language in actual use and focuses on text and contexts. It concerns not only with the structures but also with how those structures construct meaning. In relation this, many students get difficulties how meaning of a text is realized.

The present research concerns with systemic functional linguistic factor that is believed to influence foreign language comprehension of meaning. If grammar is 'the way in which a language is organized' (Butt et al., 2000), Systemic Functional Grammar attempts to explain and describe the organization of the 'meaning-making resources' (Halliday and Matthiessen, 2004) we use to achieve such goals. Every linguistic choice is systematic, and the reason we say something in a certain way is

the result of a choice, albeit unconscious. Such choices are made from a set of systems containing structures, allowing us unlimited ways of creating meaning (Bloor and Bloor, 2004). Meanwhile our experiences of the world, of text types, and of socially- and culturally-bounded situations help build up our schemata of these systems. Hudelson (1994) emphasizes socially motivated language processes of reading is the construction of meaning. She proposes that literacy reading should not only be functional and purposeful but also personally engaging.

Text here is simply defined as a meaningful communication event. It means the parties communicating understand each other what is meant by the opponent in the conversation or by the reader when reading the written text. In other words, when people make conversation but they do not understand each other; thus, since the conversation is not meaningful, they do not create a text and they do not make a communication. The conversation can be called communication event when it is meaningful, and the result is a text.

In language education, definition of text is in line with the statement which says "to make the learner able to communicate". The proper communication, in this context, is a communication which is grammatical or accurate, fluent, and acceptable. The reason is if it is not grammatical, a conversation will potentially become the exchange of words, not the exchange of meanings. This will make the teacher aware of the important role of grammar or lexico-grammar in English curriculum, moreover in the context of foreign language teaching in which the learners hardly have access to the use of foreign languages.

English language teaching in Indonesia that is text-oriented, concerns with text type or genre. The teaching is based on the concept that language is a system of choice by which writers can communicate certain functions allowing them to express their experiences, to interact with others, and to create coherent message. Consequently, systemic functional grammar which states viewing language as a strategic, meaning-making resource is implemented.

However, the facts show that students of English Department have low mastery on grammar knowledge. To understand the meaning of words they have to know lexical and syntactical meaning as well. The later meaning demands students' syntactical knowledge that covers systemic functional grammar. In tune with the data that is available, students' average score of Systemic Functional Grammar examination is below 70. It means unsatisfactory.

It is also true that the practice exercises in classroom of systemic functional grammar typically presented manipulation of sentence level structure with little or without context. The clauses are loose. In some cases, the exercises could be successfully completed without the learners even understanding the meaning of the forms they were manipulating.

The contribution of background or topic knowledge to create meaning process has been investigated in several studies in foreign language acquisition. Very few studies, however, have investigated the role of systemic functional grammar knowledge. In short this study is very urgent to carry out because it will be the preliminary study before developing systemic functional grammar material as an improvement of the quality of English education.

The specific objectives of the research are to describe the students' mastery on (1) interpersonal metafunction of systemic functional grammar, (2) experiential metafunction of systemic functional grammar, (3) textual metafunction of systemic functional grammar, and (4) to propose its implication in systemic functional grammar course.

1. Systemic Functional Linguistics

Systemic functional linguistics focuses on how meanings are made in everyday linguistic interaction. It involves several principles which are useful as a basis for developing English language course, which can be described as follows: (1) language is functional. It is the way it is because of the meaning it makes. The theory believes that the systems of discourse, grammar, and vocabulary provide resources which are utilized in specific ways to make specific meanings; (2) language is contextual. It suggests that language can only be understood in relation to the context in which it is used. Consequently different purposes of language use and different contexts result different language texts. The construction of language texts thus impacts on the context. This means there is interrelationship between text and context; and (3) it focuses on language at the level of whole text. Text is meant any connected stretch of language that is doing a job within a social context. Thus the term 'text' here refers to stretches of spoken and written language. Text may be as short as one word, e.g. STOP, or may be as long as a book that contains manual. This theory differs from most other approaches to language study, notably traditional grammar, which offers systematic analyses of language only up to the level of sentence, and provides little guidance to the language learner, who needs to know about structure, organization and development in connected oral discourse and written texts. (Hammond, 1992: 1)

2. Systemic Functional Grammar

Grammar of language is defined and described by many linguists. One of them (Lock, 1996) sees language first and foremost as a system of communication and analyzes grammar to discover how it is organized to allow speakers and writers to make and exchange meanings. Rather than insisting on a clear distinction between grammatical and ungrammatical form for a particular communicative purpose in particular context. The main concern of it is with the function of structures and their constituents and with their meaning in context. A grammarian uses data from authentic texts that are realized either spoken or written in a specific context. This kind of approach is called functional. To sum up, functional approach to grammar essentially equates meaning with function.

Referring to systemic functional grammar, there are three kinds of meaning, namely: (1) use language to talk about experience of the world including the world in speakers' mind, to describe events and states and the entities involved in them; (2) use language to interact with other people, to establish and maintain relations with them, to influence their behavior, to express speakers' own viewpoint on things in the world, and to elicit or change theirs; and (3) use language to organize messages in ways which indicate how they fit in with the other messages around them and with the wider context in which speakers are talking or writing.

Systemic functional grammar is, thus, a study of meaning construction through systems of lexico-grammatical choices that serve functions within social and cultural contexts. In systemic functional grammar it shows simultaneous strands of meanings. It divides the way language is used into three different metafunctions:experiential, textual, and interpersonal metafunction.

3. Experiential Metafunction

The experiential metafunction represents organization of experience and understanding of the world. It is the potential of the language to construe meaning. From the experiential perspective, language comprises a set of resources for referring to entities in the world and the ways in which

those entities act on or relate to each other. At the simplest level, language reflects our view of the world as consisting of "going on" (verbs) involving things (noun) which may have attributes (adjectives) and which go on against background details of place, time, manner, etc. (adverbials).

Examining the angle of representation involves a close look at types of processes, participants, and circumstances. Circumstances answer questions when, where, how, how many and as what. Process is typically expressed or realized by verbal group in the clause, and is the central component of the message from the experiential perspective. While participant is normally realized by a nominal group. Using functional labels, speakers can express what they have said about the content of clauses in terms of processes involving participants in certain circumstances.

Processes are central to transitivity. The term transitivity is probably familiar as a way of distinguishing between verbs according to whether they have an object or not. Processes are realized by verbs. Those are broadly categorized into, i.e. non-relational processes or processes of doing and relational processes or processes of being and having. Non-relational processes has four sub categories they material processes, mental processes, behavioral processes, and verbal processes. The later broad categorization of processes is relational process. It states of being including having. They can be classified according to whether they are being used to identify something or to assign a quality to something. Processes which establish an identity are called identifying process and processes which assign a quality are called attributive processes.

4. Interpersonal Metafunctional

As it is stated before that functional approach investigates language based on the assumption that language system has evolved to serve the functions. Interpersonal metafunction deals with interactivity that comprises three component areas: the speaker or writer, social distance, and relative social status. The speaker or writer concerns the stance of the speaker and writer which can be seen through the use of positive or negative language. Social distance refers to how close the speakers and the degree to which they are intimate. Relative social status asks whether they are equal in terms of power and knowledge on a subject. In this case (Lock,1996) expressions are labels for the kinds of things they are doing when they act upon one another through language. This is usually called speech act.

Thompson (1996) says that the interpersonal meaning relates to the fact that clause is interrogative or question, that it expresses the writer's assessment of probabilities and her attitude, and that it explicitly signals the writer's negotiation with the readers. Meaning is encoded in the clause heading of mood, modality, evaluation and negotiation.

In interpersonal metafunction, making an utterance is an interactive event inherently involving a speaker or writer and addressee (listener or reader). The interpersonal meaning is realized in the lexico-grammar through selection from mood system (Gerot and Wignel, 1995). A mood system consists of two elements: the subject and the finite element. The subject is realized by a nominal group. It functions to anchor or locate an exchange with reference to the speaker and make a proposition something that can be argued about.

The finite element is a part of the verbal group or a verbal operator that expresses tense, modality and polarity. Primary tense indicates at the moment of speaking, past, present or future. Modality expresses speaker's or writer's judgment of the probabilities, the usuality, obligation, or willingness. Probability indicates how likely it is to be true. Usuality indicates how frequent it is true.

Obligation concerns with the scale for the demanded goods and services that cover permissible, advisable, or obligatory. Willingness indicates inclination of the speaker to fulfill the offer. It may represent ability, willingness or determination.

The third deals with evaluation. It is a central part of the meaning of any text and that any analysis of the interpersonal meaning of a text must take into account. Thompson (1996) simply defines evaluation as the indication of whether the speaker thinks that something (a person, thing, action, event, situation, idea, etc) is good or bad. Evaluation does not have structures of its own. It is the sense of parasitic on other structural elements. Besides, it is strongly associated with specific formal features. Take for example an anticipatory "it" in "It might be possible to go to the moon". The introductory clause functions to evaluate the information in the following clause. Modality in this case is closely related to evaluation.

The next, negotiation views how the grammar works in use. It shows how particular choices of a full set of systems at clause level affect the on-going interaction. The basic guideline of it is that the grammar of any particular clause will be at least partly determined by its intended role in the interaction. However the meaning of the clause can only be understood by comparing its grammar to the intended role. Take for example, a demand is expressed an interrogative mood choice, for example "Teacher: Who is in charge today"? This interrogative mood is actually intends a demand. Here, the teacher asks the students those who are in charge today should clean the white-board.

5.   Textual Metafunction

Textual metafunction looks at the clause from the perspective of what interaction is being carried out and what is being talked about. It tries to see how speakers construct their messages in a way which makes them fit smoothly into the unfolding language event. In textual metafunction meanings are constructed in a text through repetition, conjunction, and thematisation (Eggins, 2004). Repetition covers repetition of the words or synonym. Repetition (Thompson, 1996) might be lexical and grammatical kinds of repetition of meaning which might be realized using the same wording. Take for example "that" refers to the meaning of the whole previous sentence. Repetition functions to show that part of a text relates in the same way. conjunction primarily works to relate two or more clauses. As it is the repetition, conjunction is used when a speaker or a writer expresses certain elements of one clause in a way which recalls the elements of the previous clauses. In textual metafunction, thematization relates the structuring of the clauses or the order in which how elements appear in the clause. The theme of the clause is realized in the first constituent or first position. All the rest of the clause is identified as "rheme"

RESEARCH METHOD

This is a qualitative study that tries to investigates students' mastery of systemic functional grammar. There are 30 students as subjects in this research. The research takes place in Structure 3 class of English Department, Tidar University. Data are collected from (1) Structure lecturer in English Department, Faculty of Education and Teacher Training, Tidar University (2) Teaching-learning activities of Structure, and (3) Documents include curriculum, syllabus, lesson plan, and other relevant document.

There are four techniques used to get the data of the research, they are observation, questionnaire, interview, and recording. Observation is conducted in Structure 3 classroom, however the researcher will be passive participation observer. I will not involve directly in teaching-learning process. In this research, the documents which will be analyzed are materials, lesson plans that reflect teaching learning procedure, text that is used in each teaching-learning activities, and the written results of students' assignment. Interview will be conducted to the lecturer and experts. The aim of interview is to get clearer data and to clarify the data got in observation.

Since the data is in the form of notes and comments, the researcher will use qualitative analysis. The procedures of data analysis cover collecting data, categorization, analysis and getting conclusion. This research results description of students' need of Systemic functional grammar course, so available data that depict the whole course and students' mastery of structure 3 are analyzed.

FINDINGS AND DISCUSSION

This part is devided into two parts. The first part describes students' mastery of three metafunctions of systemic functional grammar: interpersonal, experiential, and textual metafunction. The second part presents the implication of this study in systemic functional grammar course.

1. Students' Mastery of Systemic Functional Grammar

Specific function of grammar is assigned to three broad functions as metafunction. The label of each metafunction is reasonably transparent as the experiential, the interpersonal, and the textual. The following part discusses students' mastery of each metafunction.

2. The Students' Mastery of Interpersonal Metafunction

Interpersonal metafunction assigns grammar to achieve purposes of communication that is to interact. Meaning resulted by interpersonal meaning expresses speakers' attitudes and judgment. Meaning is realized in wording of lexico-grammar through selections from system of mood. The mood element consists of two parts, i.e. the subject and the finite element.

To identify subject of clause is relatively easy for all students who take systemic functional grammar course. Here are ten clauses that students should locate subjects of the clauses:

Table 1. Ten clauses that students should locate subjects of the clauses

Abortion	is a murder
She	certainly wasn't kidding
He	might already know
It	couldn't be him driving
The old lady	drives it
It	couldn't be him driving
SUBJECT	

To determine subject of the above clauses, all the students answered correctly. It is easy for them to identify the subject because they are placed at the initial part of the sentences. The clauses express declarative clauses in order to establish the general meanings of subject. Besides the subjects are clearly stated simple and uses subjective pronoun, noun, or noun phrase. Only one of them uses nominal group functioning as subject.

Table 2. The next clauses are realized in question construction.

can	Tracy	watch?
did	You	Go in by yourself?
will	You	Tell them soon?
Do	You	Enjoy making sounds?
	SUBJECT	
MOOD		

The clauses above use yes/no interrogatives, it is primarily the polarity of the messages which the speaker wants the listener to specify and for thematic reason the speaker typically begins with the finite, which is the part of the mood where polarity is signaled.

The clauses of interrogative are started with subjects which are situated after modal or auxiliary verbs. Subjects of the clauses are realizes using personal pronoun "you" and definite name "Tracy" thus it is very easy for university students who have already got traditional grammar in the previous course.

Finite verb is drawn from small number of verbal operator. These can be divided into two main groups: those which express tense, and those which express modality.

Can	Tracy	watch ?
FINITE	SUBJECT	
MOOD		

The finite of clause is "can" as it realizes an interrogative. It uses modality "can" that functions as possibility. To answer the question, 23 students answer correctly. The other 7 students make mistake. When I interviewed them, it seems that they were confused the term "finite". They know it as a modal.

Did	You	Go in by yourself?
Do	You	Enjoy making sounds?
FINITE	SUBJECT	
MOOD		

All students answer the questions correctly. They know that interrogative clauses are started with auxiliary verb or modal.

Will	You	Tell them soon?
FINITE	SUBJECT	
MOOD		

5 students get confused of the finite verb "will", so they are wrong to answer the question. The rest of the students answer correctly. The word "will" can include in the tense as well as the modality group, because of their particular uses in signaling the future tense. This make those 5 students puzzle of it.

3. The Students' Mastery of Experiential Metafunction

A system that belongs to experiential metafunction is transitivity. Based on experiential perspective, language comprises a set of resources for referring to entities in the world and the ways in which those entities act on or relate to each other. In terms of functional labels, a clause contains "processes" involving "participants" in certain circumstances. Those configurations are determined by two major systems, namely process type and circumstance. The following are clauses that are analyzed by student.

Material Process

He	removed	his hat
The ruffians	robbed	Him
Participant : actor	Process : material	Participant : goal

All students identify all systems of the clause successfully using experiential metafunction label. The above clause uses a type of process that involves physical action "remove". The "doer" of this type of action is called "actor". Thus the word "he" as first participant belongs to actor. While the second participant, his hat, is called goal since the action is directed at this participant. The clauses below also are realized using material process and circumstance.

He	brought	the water	to the king
Participant : actor	Process: material	Participant : goal	circumtance

To analyze the clause above only 50 % of the students or 15 students are able to identify the label of the function correctly. The other 15 students label "the water to the king as one system called the second participant as goal. The clause contains circumstance that belongs to location type. It functions to explain at what point especially spatial circumstance sub-category.

The following clause uses material process and circumstance as well, however it uses different construction.

One day,	He	was attacked	by a band of ruffians
circumtance	Participant : goal	Process : material	Participant : actor

Most students get confused when they come across passive voice. Only 5 students answer correctly. The rest of the students neglect element of participants. They fail to identify the function of the participant whether it functions as actor or goal. If they cannot identify the function of them, they fail to understand the ideational meaning accordingly. Ideational meaning is meaning about phenomena that present about things, going on, and the circumstance surrounding the happening and doing.

Mental processes construe a person in conscious processing, that covers process of perception, cognition, and affection. The4 the clause below is the only clause that students have to analyze.

James	Saw	the castle
Participant : actor	Process : mental	phenomenon

Using the clause above, there are twenty students identify the elements of mental process correctly, however there are five students fail to identify phenomenon. They name it goal. The other ten students analyze it by identifying saw as material process and the castle as goal. This facts show that the students cannot differentiate material process and mental process.

4. The Textual Metafunction

The point of view of the textual metafunction sees how speakers construct their messages in a way which makes them fit smoothly into the unfolding language event. An information in a clause tells the reader or listener about where the clause is coming from and where it is going to.. three main ways in which textual metafuction are constructed in a text comprises repetition, conjunction, and thematisation.

The following clauses analyzed by students are loose sentences, thus they have to identify thematisation only. This means they are assigned to identify "theme' and "rheme" of the clauses.

He	removed the car
He	brought water to the king
James	Saw the castle
The ruffians	Robbed him
THEME	RHEME

As mentioned above, textual metafunction especially thematization contains theme and rheme. Theme is the first constituent of the clause. All the rest of the clause is simply labeled as rheme. All students are successful to identify the theme and rheme of those four clauses because the kind of clause in which theme is to identify is simple declarative or statement. The students are able straight-forward to identify them. With this kind cause theme and subject are the same. Subject is the normal theme choice; it is constituent which is chosen as theme unless there are good reasons for choosing something else. Therefore, it is called "unmarked topical theme".

The following clause has different construction.

One day	he was attacked by a band of ruffians
THEME	RHEME

Based on the clause above, there are twelve of the students are able to identify the theme and rheme correctly. The others identify one day as rheme, he as theme, and was attacked by a band of ruffians as rheme. So they have two rheme in the clause. This is not correct, because the clause is started with one day as topical theme. This adverbial phrase functions as theme. A topical theme which is not the subject is called a marked topical theme.

5.   The Implementation of Systemic Functional Grammar Course

Based on the description of the existing course, the learning objective of systemic functional grammar course at the English Department, Faculty of teacher training and education and Teacher Training of Tidar University is to develop knowledge and ability to use advances structures of English both receptive and productive level. However the facts in the previous sub-title show that the sentences taught to students are written simple clauses. Spoken texts which are sometimes realized using complicated structures are hardly used. This happens because most students have low mastery of English grammar. So the lecturers have to start the materials of the course with the very basic and simple structures. The lecturers provide practice exercises that involve manipulation of sentence-level structure. This means the sentences available are the loose ones.

Dealing with the structure of English curriculum in faculty of Education and teacher training, the University of Tidar, Systemic Functional Grammar is a two credit course. This is held in the fourth semester after the students get traditional grammar in semester1,2, and 3. This mean the course is taught 2 x 50 minutes equal with 100 minutes per week. Concerning with content that should be learned by students, the lecturers choir that a two-credit course for systemic functional grammar is not sufficient to teach. This implies they need four-credit course that is divided into two semesters.

Another data that presents low mastery of grammar is the result of final-term examination. The average score of it shows 64.8. After doing exercises provided and guided by the lecturers, students understand the concepts of systemic functional grammar and how to analyze. Nevertheless, most students get confused when they face real longer texts which use clause complexes. They are two or more clauses logically connected. Clauses can be combined through one of two logico-semantic relation, expansion or projection. These complicated functions causes confusion among the students.

Concerning with the topic to discuss during the course, it includes a brief history of the emergence of the theory, as well as educational theory more generally; notions of three metafunctions in language and of the ways in which language; notions of discourse and of the resources with which language builds different text, both spoken and written language. The fact shows those all learning materials cannot be completed. The factors that influence the present facts deal with students' mastery that is low. Lecturers need to explain slowly, thus it is time consuming. This retains for lecturers to achieve the target.

Due to resources with which language builds different text, both spoken and written, Lecturers tend to use the written one. This is understandable because it is easier to identify each clause. In

written language, a sequence of structurally related clauses normally begins with capital letter and ends with a full stop. In other words, the sequence is marked as being a sentence. While in spoken language, it is harder to analyze. One has to take into account the presence of conjunction for example to decide whether clauses are structurally related or not. In short, lecturers do not have time to explain all target of the course.

6.   The Importance of Systemic Functional Grammar

Based on the methods used as mentioned above, the information gained is as follows Language teaching methodology applied nowadays in TEFL area, communicative competence is the target of English teaching. It refers to the ability not just to produce correct sentences but to know when, where, and with whom to use them. For Celce-Murcia and Olstein (2007) grammatical competence was part of communicative competence. All lecturers who involved in FGD have continued to stress the relationship between grammar and communication. Communicative language use is only possible by virtue of the grammatical system and its creative potential.

In order to communicate, speakers need to be able to (1) represent what it is to talk about and to locate it in time. This means selecting appropriate process type, participants, circumstances, and tenses. Speakers (2) need to make the content interpersonally relevant and appropriate. It means selecting appropriate mood, modalities, and polarities. (3) speakers need to make the whole message relevant to what has been said previously and to the situational context, meaning selecting thematic organization. This facts show that English Department as an institute that prepare English teacher need to equip the students with knowledge of systemic functional grammar.

They expressed that the materials in systemic functional grammar are suitable with competence standard of the graduate. Since the language teaching and methodology is now based on the nature of language as a means of communication. This means that language learners use the language to achieve the purpose in everyday social life. Functional grammar focuses on the purpose and uses of language. They derive from examination of spoken and written language and contexts of their use. They explore how language is used and its effect.

As faculty of education and teacher training, English department aims to prepare the students to English teachers. Systemic functional grammar helps language teachers be more effective teachers because they usually find need to be discourse analysts in their own classrooms. Thus systemic functional grammar is potentially used as teaching tool.

To learn systemic functional grammar, learners involve authentic, everyday social interaction. This analysis of text leads systemicists to suggest people negotiate text in order to make meaning with each other. Making meaning in a new context or in a new language is difficult task for language learners, who have also to make sense of it as well as in it. Language teachers, thus, play a very important role in assisting language learners to develop understanding of language they are learning and to be able to use it effectively.

Lecturers sometimes have to explain quickly due to limited time within one semester. When there are students who have not understood yet about the material, lecturers do not have time to explain in detail because of limited time. Besides, students actually need more practice to understand. Since the time is so limited there only simple and few clauses that can be analyzed. Thus, only

few students especially active ones involve to do the exercises. Students are do not understand well are afraid to take part in discussing the clauses.

Sometimes the lecturers have not completed the material yet when the exam day is approaching. Once they assigned the students to write a journal of the material and examples of clauses to analyze, but they were disappointed. Most students just downloaded from the internet, even they did not understand what they submitted to the lecturer. Consequently, Students get difficulty to analyze authentic spoken or written text. The clauses they come across mostly complexes. They need longer time, more than two credit course.

CONCLUSIONS

Based on data analysis in the previous part, there are four conclusions as follows. First students' mastery of systemic functional grammar is low because they lack of practice; consequently they are not good at analyzing simple and complex clauses. They get confused when they come across clause complexes, long text, and spoken text. Fourth, lecturers have very limited time for systemic functional grammar. They need more time to explain the concept of systemic functional grammar especially clause complexes and discuss the texts as exercises.

Suggestions due to the finding of the research as explained above are presented as follows. There should be additional credit course for systemic functional grammar (more than a two-credit course). Second, students should get systemic functional grammar for two semesters. Students have longer time and more opportunities to know it in detail. The lecturers have more chances to equip more knowledge to students as well. Third, the name of the lesson should be stated as systemic functional grammar not structure in order to describe the content of the lesson. Besides, the lecturer and the students know the competencies they have to achieve. Fourth, Students need more exercises. Fifth, tasked-based instruction will be worth-doing.

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