AN ANALYSIS OF SUNDANESSE TEXTBOOK IN UNPAD.AC.ID: A CRITICAL DISCOURSE ANALYSIS

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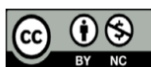Email: hrmaulidia@gmail.com

Abstract

The current study investigates the representation of UNPAD, which raises the issue of Sundanese textbooks on the UNPAD website. It focuses on how the article entitled "Sundanese Textbooks Still Lacking Attention to Speech Language Level" on the UNPAD website represents the current Sundanese textbooks that are used by the students in the school. The data is taken from the article on UNPAD's website, www.unpad.ac.id. This study used a qualitative research design with the characteristics of a descriptive study. In qualitative research, a single phenomenon of interest is researched before being stated in a purpose statement. The study's findings indicate that the use of Sundanese textbooks is viewed negatively due to a lack of attention to the language's level.

INTRODUCTION

Language as a tool of communication is used to deliver ideas and feelings in both written and spoken form. The idea that language is merely a tool for conveying ideas has a long history. Based on the perspective of the speaker, which serves as a personal or private identity, it means that speakers expressed their point of view about what they said. The speakers used language to convey their feelings, but they also revealed emotion while delivering their speeches. As a result, the listener can determine whether the speakers are pleased, dissatisfied, or angry.

Language serves as a directive to both the listener and the speaker, regulating the listener's behavior, which Halliday (2014) defines as an instrumental function. From this perspective, the language not only compels the listener to act, but the actions are consistent with what the speaker desires. Speakers can accomplish this by using sentences that express a command, direction, demand, or seduction. Therefore, language plays an essential role in society.

In learning languages, Some people study second languages without attending classes, while others attend language classes and study the language they want to learn. Therefore, Nikoopour et al., (2012) suggest that as language learners, they need learning materials that play an essential role in helping them gain experience of the language in use and facilitate their own discovery of the language.

In both situations before, the students required a textbook to help them with their language learning in class. A textbook is used by teachers to give structure and direction to their teaching. They try to engage the learners with the content they will be dealing with. A

textbook or course book, according to Tomlinson (2011) is a book that contains basic materials for language learning. It is intended to be the only book that students will need to use throughout the course and intends to provide as much information as possible in a single book. Therefore, a textbook is a book that contains materials needed for classroom teaching and learning. Harmer (1998) states that good textbooks are carefully arranged to provide a consistent curriculum, language regulation, inspiring texts, cassette tapes or CDs, and other materials. Further, he adds that the textbook will help the teachers in a pressure situation because they will be using material that not only provides procedures for the lessons but also extra activities and resources in the classroom. Thus, the teachers can have confidence in them.

On the other hand, the use of textbooks has some disadvantages. Not all English textbooks are suitable for classroom use. For example, teachers can have little control in the classroom. In Harmer (1998), they rely on presentation, practice, and production (Littlejohn 1998:205). According to Sari et al., (2018), the objectives and activities in the two textbooks he reviewed did not match the requirements for an excellent textbook and needed to be modified. Furthermore, the order in which the texts in the book were presented in the book required some changes. Therefore, teachers should be more creative with texts and tasks.

Nowadays, researchers rarely analyze the relevance of textbook content, so it was used without being analyzed. To reveal the ideologies in the articles about Sundanese textbooks on the UNPAD website, This research is based on critical discourse analysis (CDA). Its purpose is to observe how the author builds the current discursive event. According to Fairclough (1995) and Wodak & Meyer (2009) state that the study of language usage in speech and writing as a type of social activity is known as discourse analysis (CDA). The tool that can be used to examine the representation in the discourse is systemic functional linguistics (SFL). Rather than a collection of formal rules, Systemic Functional Linguistics (SFL) explores how language produces meaning (Gerot & Peter, 1994).

Further, some studies have reviewed the significant relationship between integrating critical discourse analysis and textbooks. Research conducted by Sari et al., (2018) in the journal entitled "An analysis of the activities in the Bahasa Inggris textbook for 10th grade students published by the Indonesia Ministry of Education and Culture" revealed that this English textbook is an excellent textbook since it only contains one category, which is uncommon in this textbook: pushing pupils to make grammatical discoveries from a basic exercise. The other requirements were as numerous as the activities supplied by this book.

Another study was undertaken by Pratama (2017) entitled "An Analysis of Textbook Entitled Pathway to English Published by Erlangga," which showed that the learning materials were successfully used to support materials. Text structures were accessible and associated with the other rules of text structures; language characteristics were available and created to support materials such as modals, adverbs, tenses, connectors, and so on. It also offered and generated appropriate themes and multimedia based on the curriculum recommendations.

The last is a journal related to critical discourse analysis being conducted by Ulinnuha, (2013) who stated that critical discourse analysis (CDA) is one of the tools used to analyze linguistic and social data. Furthermore, the goal of CDA's applied linguistic aspect is to reveal the hidden at the analytical level of the individual, institutional, or social, i.e., dominance and power abuse.

Considering the issue above, this present research is aimed to describe and interpret the representation of Universitas Padjadjaran (UNPAD) towards the article about Sundanese textbooks, which was published on November 4, 2016 in Unpad.ac.id.

METHOD

This study is designed to describe and interpret the phenomenon of the representation of UNPAD in the article about Sundanese textbooks. It means that the qualitative method is emphasized in this study and will be used in describing the findings of the data.

In collecting the data, an article entitled "*Sundanese Textbooks Still Lacking Attention to Speech Language Level*" from Unpad.ac.id is chosen as an object to be analyzed. Following that, all of the texts are divided into clauses. Moreover, when the articles have been broken down into clauses, the transitivity method in SFL is applied. To determine the kind of participants, the type of process in each phrase is recognized. The processes in the texts were then tallied to determine the most common processes for each social player. Lastly, the representations in the conversation are interpreted when the analyses are complete.

Considering the importance of dynamic characteristics in this study, the data is taken from the website Universitas Padjadjaran (UNPAD) entitled "*Sundanese Textbooks Still Lacking Attention to Speech Language Level*," which was published on November 4, 2016. In addition, the data also reflect the representational meanings in the clause. This fact not only serves as the data source for the descriptive linguistics study but also provides varied representative data. The data were gathered from the website: http://www.unpad.ac.id/en/2016/11/buku-pelajaran-bahasa-sunda-masih-kurang-perhatikan-undak-usuk/ on December 9, 2016 at 17.00 to finish.

LITERATURE REVIEW

Text and discourse are crucial components of critical discourse analysis. Texts are tangible speech utterances (Schiffrin et al., 2001). According to Wodak & Meyer (2009) state that in the meantime, discourse may be described as a set of meanings in a certain situation. It can refer to either spoken or written language. The Longman Dictionary of Language Education and Applied Linguistics defines "discourse" as "language that has been employed as a result of a communicative act" (Richards et al., 1992). At this point, they separate the domains of grammar and discourse. Grammar is the set of rules that a language employs to create grammatical units such as clauses, phrases, and sentences. Moreover, discourse refers to larger chunks of language. As an example, consider paragraphs, dialogues, and interviews.
Critical discourse analysis analyzes how text and language in social and political situations ratify, perpetuate, and oppose social power abuse, dominance, and inequality.

In this stage, critical discourse analysis consists of three parts. Those are critique, ideology, and power (Wodak & Meyer, 2009). In discourse analysis, representation is defined as the language used in a text from which the meaning is developed (Fairclough, 1995). Further, representation also shows various social views in the text and shapes people's thoughts (Fairclough, 1995;Wodak & Meyer, 2009). Considering representation, there is a clause as to representation, as suggested by (Halliday, 2014). The clause as representation, also known as the system of ideational meanings, is a grammatical structure for "giving case on the infinite difference and flow of events and construing the world of experience."

Systemic functional grammar (SFG) describes language in terms of structures, rules, and the meanings that they realize. According to Halliday (2014), SFL has three metafunctions. There are three types of metafunctions: ideational, interpersonal, and textual. This research solely looks at ideational metafunction, especially the transitivity system. The transitivity system is employed in the examination of textual representation. In transitivity, there are three semantic elements, which consist of circumstances, processes, and participants. Circumstances explain the answers to when, where, why, how, how many, and what in the question in the clause. Moreover, the transitivity process describes verbs that can be classified into material, mental, verbal, behavioral, relational, existential, and meteorological processes.

RESULT AND DISCUSSION

This stage shows transitivity analysis that examines the representation of how UNPAD describes the Sundanese textbooks. Based on the data findings, there are 26 clauses of transitivity found in the text, which are divided into material processes, behavioral processes, mental processes, relational processes, existential processes, and verbal processes.

First of all, there is the material process. According to Gerot & Peter (1994), material processes are processes of doing. They describe something that may be done to some other entity. The data numbers 1, 4, 5, 6, 7, 12, 18, and 24 are clauses of the material process as shown in the following points below.

Data 1
"Words appearing in Sundanese textbooks reveal the textbook lack of attention to the speech level language applicable in Sundanese culture"

"Words appearing in Sundanese textbooks	reveal	the textbook lack of attention to the speech level language applicable in Sundanese culture"
Participant	Process	Circumstances

Data 4
"This was revealed in a Focus Group Discussion"

"This	Was revealed	In a group discussion"
Participant	Process	Circumstances

Data 5
"This event was held to disseminate information and research results of Academic Team Leadership Grant (ALG) FIB UNPAD"

"This event	was held	to disseminate information and research results of Academic Team Leadership Grant (ALG) FIB UNPAD"
Participant	Process	goal

Data 6

"This event chaired by Professor of Linguistics, Semantics and Dialectology Faculty of Cultural Studies, Prof. (Emeritus) T. Fatimah Djajasudarma, entitled Children Local Language Acquisition in West Java Society in the Formation of National Character".

"This event	chaired	by Professor of Linguistics, Semantics and Dialectology Faculty of Cultural Studies, Prof. (Emeritus) T. Fatimah Djajasudarma, entitled "Children Local Language Acquisition in West Java Society in the Formation of National Character".
Actor	Material	Actor

Data 7
"The discussion was attended by 31 participants as representatives of primary schools"

"This discussion	Was atteneded	by 31 participants as representatives of primary schools"
Actor	Material	Actor

Data 12
"The child's language acquisition supports the development of children. The main aspects of mindset"

the child's language acquisition	support	the development of children, the main aspects of mindset
Participant	process	goal

Data 18
"The research team found a number of words"

"The research team	found	a number of words"
Participant	process	goal

Data 24
"Teachers also practiced directly in their daily work in the school environment"

"Teachers	also practiced directly	in daily practice in the school environment"
Participant	Process	Circumstances

The second transitivity that is found in the text is that of behavioral processes, which are processes of physiological and psychological behavior (Gerot & Peter, 1994). The following data below shows a behavioral process in the text.

Data 2
"The textbook lack of attention to the speech level language applicable in Sundanese culture"

"The textbook	lack of attention	to the speech level language applicable in Sundanese culture"
Behaver	Behavioural	Manner

The third transitivity that is shown in the text is mental processes that are found in data 3, 8, 13, 23, 24, and 25. Gerot & Peter (1994) define mental processes as sensory processes such as feeling, thinking, and seeing. The following examples illustrate mental processes in the text:

Data 3
"Sundanese teachers are expected to pay attention attention to the formation of the children characters"

"Sundanese teachers	are expected to pay attention	to the formation of children characters"
Senser	Mental	Phenomenon

Data 8
"Sundanese role in fostering a nation's character tends forced by the language regarded as par excellence or popular culture"

"Sundanese role in fostering a nation's character	tends forced	by the language regarded as par excellence or popular culture"
Senser	Mental:	Phenomenon

Data 13
"Sundanese language acquisition for primary school children felt quite slow"

"Sundanese language acquisition for primary school children	felt	quite slow"
Senser	Mental:Affect	Circ:Manner

Data 23
"Teachers as educators are expected to be able to teach the Sundanese language to students by considering speech level language Sundanese"

"teachers as educators	are expected	to be able to teach the Sundanese language to students by considering speech level language Sundanese"
Senser	Mental	Phenomenon

Data 24
"Teachers also practiced directly in daily practice in the school environment"

"Teachers	also practiced directly	in daily practice in the school environment"
Participant	Process	Circumstances

Data 25

"Through these discussions, hopefully teachers can instill the knowledge for the students to possess the character of mutual respect"

"Through these discussions,	hopefully	teachers can instill the knowledge for the students to possess the character of mutual respect"
Senser	Mental	Phenomenon

The fourth transitivity that is revealed in the text is relational processes. There are 7 data points in the text: 9, 10, 11, 16, 17, 19, and 21. Relational processes are processes that involve states of being (Gerot & Peter, 1994). They used to identify something, as shown in the following data below.

Data 9
"Popular culture was the belief, the practice of everyday life, and the object of life"

"Popular culture	was	the belief, the practice of everyday life, and the object of life"
Carrier	Attributive	Attribute

Data 10
"All these were all illustrated through language, including the mindset or perspective to understand something"

"All these	were	all illustrated through language, including the mindset or perspective to understand something"
Carrier	Attributive	Attribute

Data 11

Thus, the child's language acquisition is very important to support the development of children, the main aspects of mindset.

"the child's language acquisition	is	very important"
Carrier	Attributive	Attribute

The fifth transitivity that is described in the text is existential processes, which are found in the data 14, 15, and 20. Existential processes are processes of existence (Gerot & Peter, 1994). The following points below show existential processes in the text.

Data 14
"Sundanese language acquisition for primary school children are not accomodating textbook"

"Sundanese language acquisition for primary school children	are not	accomodating textbook"
Existential	Existent	Circ:Matter

Data 15
"theme in the book is not aligned with the curriculum based on character"

"theme in the book	is not aligned	with the curriculum based on character"
Existential	Existent	Circ:Matter

Data 20
"there are also words like adjectives to convey attributes"

"there	are also	words like adjectives to convey attributes"
Existential	Existent	Circ:Matter

The last transitivity that is found in the text is verbal processes, which show processes of saying. These are realized through differentiating clauses such as *sayer* and a signaling verbal process. Besides, there are the other projected clauses that reflect what has been said (Gerot & Peter, 1994). The following data below shows the verbal process in the text.

Data 26
"said Prof. (Em.) T. Fatimah Djajasudarma"

	"said	Prof. (Em.) T. Fatimah Djajasudarma"
	Verbal	Sayer

The data findings above discuss the representation of social actors, in this case UNPAD, towards the Sundanese textbooks issue by combining analysis of transitivity. This study reveals that the writers of articles tend to represent social actors in material processes. The second most frequent process is relational processing. According to Gerot & Peter (1994), relational processes play an important role in education. It is aimed at creating an ordered technical vocabulary and classifying the world. The third most frequent process that is found in the text is mental process, which has a purpose to covert kinds of what is going on.

CONCLUSION
This study examines the representation of UNPAD in the articles of Sundanese textbooks. It was found that six types of transitivity were used in the text. There were eight data points for material processes, seven data points for relational processes, five data points for mental processes, three data points for existential processes, one data point for behavioral processes, and also one data point for verbal processes. According to the data findings above, material

processes, relational processes, and mental processes were used the most to represent UNPAD towards the issue of Sundanese textbooks.

Based on the transitivity analysis, the issue of Sundanese textbooks in the article was mostly represented negatively by the writer because the textbook still lacked attention regarding the level of speech language, such as the choice of words or the vocabulary, which violated politeness. Thus, the teachers are expected to teach the Sundanese language based on the level of the students.

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