

CHAPTER 1

INTRODUCTION

A. The Background of the Study

As a foreign language in Indonesia, English has been included in the curriculum start from elementary school, junior high school, senior high school and university level. Globally, English language is an international language in the world with related to communication with people in another countries. By mastering the English language properly it can be said that we can master all existing fields, such as science, technology, and advanced research. Johnson (2001:2) states that people in this world today learning English as foreign language and it continues to spread, not only as the global language but also as the language of science, technology, and advanced research. It shows that English is so important nowadays, especially for students. They are expected to study English more.

Reading is one of the most important skills in language learning besides listening, speaking, and writing. In reading, the students are expected to have more skills to explain individual text or passage after their comprehending the reading text. That is way the purpose of reading is to get some skills in understanding the text. Basically, teaching reading is conveying or guiding the students to gain some important message and get meaning from written text. Most of students are interested in reading the English written material such as; book, novel, newspaper, article, text, etc. In the English lesson of Junior High School

the development of reading skills, especially in analysis kinds of text, such as narrative text, descriptive text, recount text, discussion text, etc.

The aim of English teaching according to the School-Based Curriculum is that the students of Junior High School hopefully can achieve that functional level of literacy because they are preparing to continue their study to the Senior High School. Besides that, School-Based Curriculum also deals with the four language skills, such as; listening, speaking, reading, and writing. In reading, it refers to the text. It means that the students are able to understand and producing various shorts functional and monologue texts, and essay in the form of narrative, descriptive, recount, procedure, and report.

The materials can be authentic materials, for example from newspaper, magazine, recipe or textbook. The English teacher should be able to decide whether the contents of the textbook are suitable with the current curriculum or not. Textbooks are important for students to prepare and fulfill experiences in the good process. Ferris and Hedgcock as cited in Solihatun (2011), “textbooks are so pervasive in educational systems throughout the world. Indeed, textbooks provide the backbone for the courses many educators teach”. It means that the materials in the textbook should help the teacher in conducting teaching and learning process, so it is important for the teacher to select and to analyze the contents of textbook.

There are some categories of a good book. First, the contents of the textbook should deal with the current curriculum; it might be from the genre with should be available in the textbook. Besides that, the contents of the textbook also

go with the level of study. In the textbook include transitivity system which is explain the participants, process, and circumstance that contain in reading passages of textbook. In relationship with communication, process also gives information about whether they are happening in the present, past, or future. By understood the process in reading passage, the teacher will be better prepared to teach the students. The second category is a textbook should have an interesting display because it can give motivation for readers to read the textbook. In addition, the language of the textbook should correct in context and situation. It means that the language does not enclose ambiguous, so the reader can understand easily.

Based on those explanations, the writer is interested in analyzing the transitivity system in reading passage found in *Practice Your English Competence* textbook for 8th Junior High School published by Erlangga. There are several reasons why the writer chooses the book; First, *Practice Your English Competence* textbook is one of book that suitable with the current curriculum. Second *Practice Your English Competence* textbook used for teaching English to eighth year's students in Medan because, it is important to know whether the reading passage are appropriate with the students' need. Third, the writer used this book to know the transitivity system in terms of types of process in reading text based on the 8th grade level of Junior High School.

The study of analyzing transitivity system in textbook has done by Panjaitan (2010) who conducted research about five texts in Senior High School textbook by randomly selected, found that the most dominant type of process used

in that texts is Relational process, because most of the texts were descriptive texts and theory. And also Babai and Ansary (2003) who conducted research about transitivity system in three textbooks (Physics, Sociology, and Literature) found that, the material process is dominant. Moreover Sukma (2012) who conducted research about transitivity system in genre analysis on English on Sky textbook found that material process is dominantly used than relational process in descriptive text, she conclude that English on Sky textbook not compatible with the latest curriculum, School-Based Curriculum.

The writer hopes that this study can give its useful contribution for the teachers to select the textbook which is most suitable in teaching learning process and as a guidance when they teach the material about reading passages, they can give explanation for their students about kind of process which is contained in that reading passage, in order to make the students know all the process in a language, and also they can know exactly how human beings state their experience in the world. And also its useful contribution for many people, and students to enrich their knowledge.

In order to have an understand research, the writer will give an underlying theory that explain types of process based on what is proposed by Halliday and Hasan theory that explains types of process clearly.

B. The Problem of the Study

Based on the background above, the problem of the study were formulated as the following:

- 1) What are the process types of transitivity system used in Reading passages in *Your Practice English Competence* grade 8th textbook published by Erlangga?
- 2) What is the most dominant process types of transitivity system used in Reading passages in *Your Practice English Competence* grade 8th textbook published by Erlangga?
- 3) What are the implication of the most dominant process types of transitivity system used in Reading passages in *Your Practice English Competence* grade 8th textbook published by Erlangga?

C. The Scope of the Study

This study was focused on analyzing transitivity system in reading passage in *Your Practice English Competence* grade 8th textbook published by Erlangga.

There were 32 reading passages in *Your Practice English Competence* grade 8th textbook published by Erlangga, but the writer analyzed 10 reading passages from *Your Practice English Competence* grade 8th textbook published by Erlangga.

They are *Bunaken National Marine Park, Disney World Resort, The Terrifying Headmaster, Bandung, Firecrackers, Orville Wright, My Vacation in Bali, The Donkey and The Wolf, The Lion and The Hare, The Grasshopper and The Ants.*

D. The Objective of the Study

In relation to the problem of the study, the objectives of the study were:

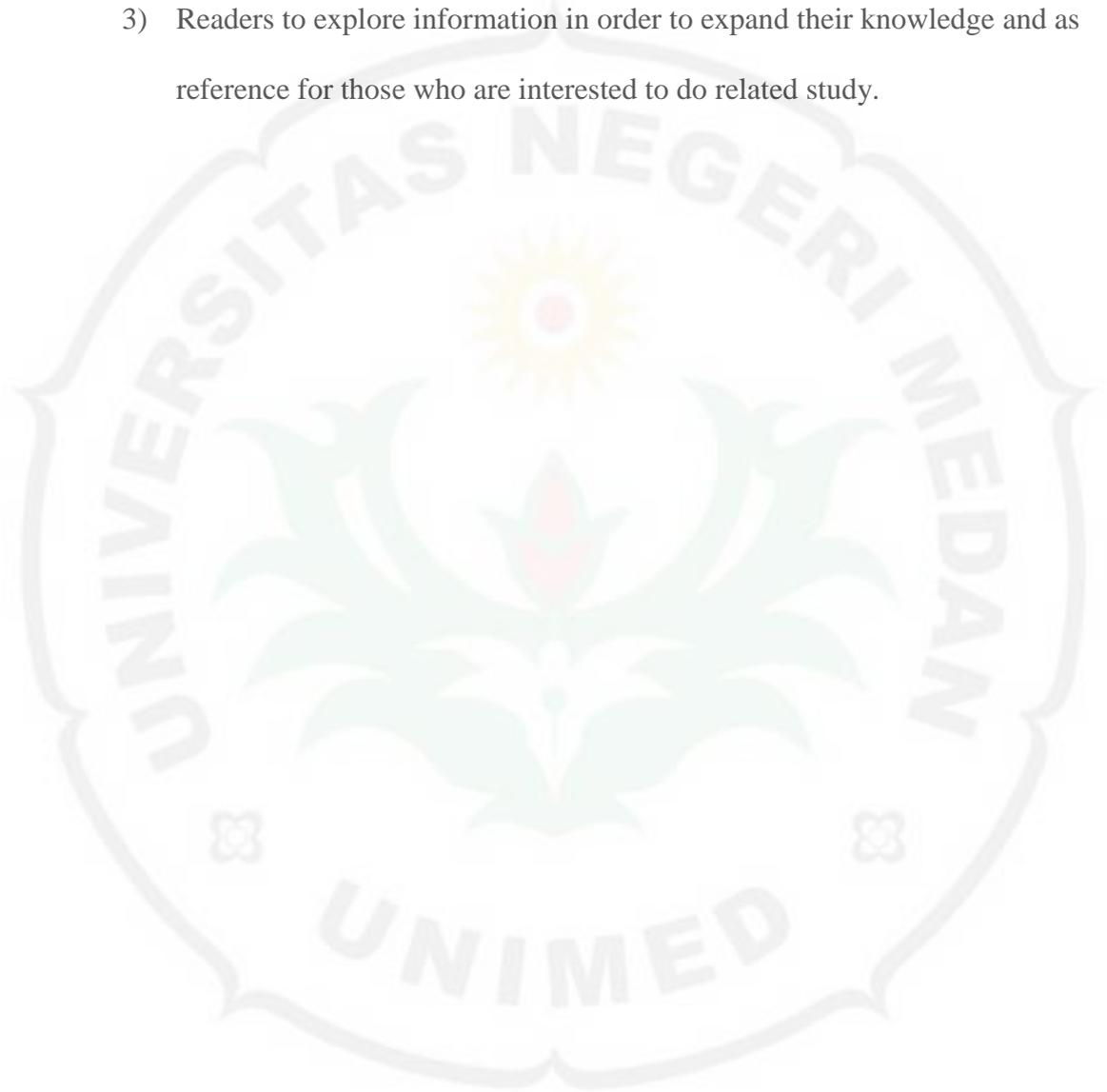
1. To describe the process types of transitivity system used in reading passage in *Your Practice English Competence* grade 8th textbook published by Erlangga.
2. To describe the most dominant process types of transitivity system used in Reading passages in *Your Practice English Competence* grade 8th textbook published by Erlangga.
3. To describe the implication of the most dominant process types of transitivity system used in Reading passages in *Your Practice English Competence* grade 8th textbook published by Erlangga.

E. The Significances of the Study

The findings of the study are expected to be useful for:

- 1) The teacher can apply the result of this study as feedback on their teaching activities; improve their knowledge and experience in choosing appropriate book, so that the students are better in reading skill. And as a guidance when they teach about reading passag, and also to be implemented for them to design learning materials.
- 2) Teachers-candidate who want to improve their understanding in transitivity system and the outcome of this study might be useful in minimizing the difficulties.

- 3) Readers to explore information in order to expand their knowledge and as reference for those who are interested to do related study.



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