
CHAPTER I INTRODUCTION

1.1 The Background of the Study

Language is partly real thing in man's life. Life is full of many activities faced especially in producing and comprehending a language and languages. Now a day, English is known as lingua franca that produced in oral and written text. Moreover, it is also as a system of meaning. It means that language is implicated into two types of the social language.

As it is said previously that language refers to linguistic domain which is expressed into two systems of meaning: they are symbol and sound. It means that the structure of language should make clear the message. In the other hand, it must convey meaning with the organization of language aspects such as words, phrases, clauses, and there must be a link between text and context.

Reading text in the textbook is one of interesting material especially reading text of English textbook. It is to say that how students' English text book is created in order to be simple and interesting. Reading text in English text book is also has language structure refers to the way how the composer of the texts creates the message in it. Based on the structure of the text it self, it should be created interesting, by simple structure and by simple information development in the texts.

However, reading texts of the students' English text book would be applicable to the students in their competences how reading texts understood

based on the linguistic elements. In other the text can convey message through the concept of discourse: all linguistic patterns exist beyond the words, clauses and sentences (Gerrot and Wignel, 1994; Paltridge, 2000). Further, only by having good and relevant texts are able to get the meaning. By providing reading text, the students especially for junior high school will simultaneously stimulated to learn English.

In addition, the recent language education should focus on connected stretches of language (text) which are realized as communicative acts. The implication is that the students should be involved in working with texts (spoken and written). They do not only discuss about the content of a text as it was done when implementing previous English curriculum, but also how the text is constructed through its elements, and how those elements are realized through lexicogrammmatical choices. Kern in Rukmini, (2000:19). That a text should be the basis of learning a language is also supported by Carrel whose research results reveal that in English second language learning, learners who possessed and activated the appropriate text background knowledge when processing texts were found to retrieve more information (Carell in Rukmini, 2000).

Since a text is the concrete form of discourse, the focusing of the language education on text can be regarded as one of the efforts to suit the latest communicative competence model offered by Murcia, et al. (1995). It means that the students are very hard to comprehend the development of the reading text. So that, this study specifies and concerns to the students' reading textbook on the pattern of thematic development that it is important to be analyzed.

Nevertheless, reading text themselves should be analyzed in terms of their meanings. In the other hand, how the reading text of students' English text book develops language, structure and meaning in order to serve the needs of the students. This is the core of this study analyzing theoretically how a text makes its meaning and convey the message, and confirming practically how a text is grasped by Indonesian students as indicated by their mastery of the English language skills.

According to Brown (2004:185), reading is the most essential skill for success in all educational contexts. In other words, reading has important role in building knowledge. By reading texts the readers will gain new knowledge, information, ideas, inspiration and also enjoy the literature. In addition, Hamner (1998:68) said that reading texts also provide good models of English writing and opportunities to study language: vocabulary, grammar, punctuation, etc. So, teaching English reading skill is very useful for students to develop their knowledge.

In reality, after observing reading text of students' textbook: *English in Focus* by Artono Wardiman [et. al] (2008). It shows that the structure and the language development in the reading texts have changed. Moreover, language development and the structure have some difficulties traditionally. It is to say that they were found thematic structures in the reading texts of the students' English textbook.

Reading text would provide to be an appropriate learning context and atmosphere in order to enable students to acquire English as smoothly as in

their acquisition of the foreign language. Particularly, texts that have a number of language elements must be relevant to students' word and, therefore, understandable to them.

Therefore, Themes have played important role in developing language of the reading texts to create meaning. In other words, reading texts are shaped by the arrangement of the Theme. It illuminates the structure of reading text of the students' textbook.

The interest of this study is therefore to see the language development in reading texts of students' English textbook could give meaning, information, message to the students or the readers which is conveyed in reading texts.

In this study, the researcher analyses whether reading text of students' English textbook serves language development at best due to the systemic especially by considering Theme. In conclusion, the researcher wants to see the process of the analysis of *Themes in Reading Texts of the Students' English Textbook: English in Focus*.

1.2 The Focus of the Study

Based on the focus of the study "How are Themes in Students' English Textbook: *English in Focus*", then the problems are formulated operationally as in the following.

1. How are Themes structured in reading text of the students' English textbook: *English in Focus*?

2. What various Patterns of Textual Development are used in reading texts of the students' English textbook: *English in Focus*?
3. Why are the structures of Themes used in reading texts of the students' English textbook: *English in Focus*?

1.3 The Objectives of the Study

In relation to the problems, the objectives of the study are:

- 1) to identify how Theme are structured in the reading texts of the students' English textbook: *English in Focus*,
- 2) to describe what various patterns of textual development are used in reading texts of the students' English textbook: *English in Focus*,
- 3) to find the reason why the structures of Theme are used in reading texts of the students' English textbook: *English in Focus*.

1.4 The Scopes of the Study

This study is restricted to cover three points. They are; 1) Themes as the analysis of message in the reading texts of the students' English textbook, 2) various patterns by considering Theme in reading texts of the students' English textbook, 3) reasons why the pattern is used while reference to social context in reading texts of the students' English textbook: *English in Focus*.

1.5 The Significances of the Study

It is expected that findings of the study are relevant and useful theoretically and practically. Theoretically, the findings of the study are

expected to justify the use of Systemic Functional Linguistics (SFL) theories, Theme, are applicable to texts which are used in to other disciplines such as Teaching English as a Foreign Language (TEFL). Practically, the study are expected to be useful for.

1. The students themselves to improve their ability to understand and to comprehend a text which is effective in getting the message through the texts in reading texts,
2. The teachers who also apply the textbook to guide the students to use it. The teachers should be more concerned in analyzing the contents of the reading text which is found in English textbook based on the pattern of language development in order that its contents are rely related to the needs of the students,
3. The Head Master, who frequently selects the text books which will be the handbook for use, should be more considerable to the content analysis of the English textbook, so it is a relevant textbook,
4. The book publishers or composers, in order to publish and consider language development in reading textbook in the textbooks, which are really good and proper to the needs of the teachers and the students based on linguistic perspective and
5. All researchers who want to use the result of this research become the comparison of their research later on.