

# CHAPTER I

## INTRODUCTION

This chapter presents general description about background of this research. It includes background of the study, research problem, objectives of the study, significance of the study, scope and limitation of the study, and definition of key terms.

### **A. Background of the Study**

The importance roles of textbook in the English learning cannot be denied. This is because of textbook that we can transfer information and material. Besides, textbook as agents that carry the material including texts to be discussed together with teacher in teaching and learning process to reach its goals. From a textbook, the students can get knowledge and experience. In other hand, textbook also contains the picture that can make the students motivated in teaching-learning activity. Garine stated that a textbook could show the different purpose of teaching learning, one of them is as core resource in teaching-learning process.<sup>1</sup>

To support the teaching-learning activities, teacher should choose the appropriate a textbook. This means that a textbook that is used for teaching-learning activities that can make the students receive the materials. Many learning materials can be derived from textbooks. One of the most commonly provided materials in

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<sup>1</sup> Rindawati, et.al, “An Analysis on English Textbook Bahasa Inggris: When English Rings The Bell” ( English Education Study Program of Teacher Training and Education Faculty, Tanjungpura university), 2.

textbook is genre/text types, which are commonly presented in reading. This is because the main purpose of the teaching and learning process is for comprehension as a starting point to learn how to write.

Providing the genre/types of the textbook that it can make the students more focuses on teaching reading. The students are expected to be able to comprehend many genres/types of the text, such as descriptive, recount, narrative, report, news item and procedure. To comprehend the learning materials such as genres in a textbook, both teachers and students should have better linguistic understanding. Moreover, a language model that considers language as communication or as a transitivity system.

Transitivity system is in fact one of the major strands of meaning in the clauses of all human languages.<sup>2</sup> This is mean that the range types of process that to express through the language concerned and the participant in the types of process. Besides, in this transitivity system of English includes six process types that it is recognized such as material, mental, relational, behavioral, and existential.<sup>3</sup>

For understanding the linguistic features of science language more generally, it is useful to focus on register features of the more advanced science genres. Teachers and students are required to have ability to understand the register features of genre. Because of that, students need to learn the different genres of science, but the features of each genre vary according to the expectations of teachers in particular classrooms and contexts.

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<sup>2</sup> Shafira Khairina Anggun, "An Analysis of Descriptive Text in English Textbook Using Transitivity System", *Journal of English and Education*, 4(2016), 151.

<sup>3</sup> Emilia, *Introducing Functional Grammar* (Bandung:Pustaka Jaya, 2014), 50

There are several reasons why the researcher analyze the transitivity system in textbook entitle *English In Focus* is to find out the type of transitivity system applied in the text through transitivity system. In other words, the researcher uses textbook entitle *English In Focus*. This is because it based on the observation result that the book is clearly in the material. It contains some activities that train students' abilities in four skill. They are writing, reading, listening and speaking activities by using various genres/types, such as descriptive, narrative and recount text. Here, the researcher uses transitivity system based on the Halliday's theory.

There are some researcher conducting the study using the transitivity system, such as Nguyen and Wales (2012) entitled "*Transitivity Analysis of 'Heroic Mother' by Hoa Pham*". They investigated the main character's personality is portrayed and represented through language used in short story.<sup>4</sup> Then, another research had also conducted by Silvi Salsabil (2014) entitled "*A Transitivity Analysis of English in Bahasa Inggris When English The Rings The Bell*", in this study, she used Halliday's transitivity model to analyze all of the text in the textbook *When English The Rings The Bell*. She wants to investigate the representation of gender inequality between male and female character that happened in the textbook. Therefore, by using critical analysis of Hallidays' transitivity model, she wants to analysis the textbook and informs that the textbook are suitable or not used for teachers and students in teaching and learning process.<sup>5</sup>

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<sup>4</sup> Nguyen & Wales," Transitivity Analysis of " Heroic Mother" by Hoa Poam", *IJEL*. 2(2012)

<sup>5</sup> Silvi Salsabil, " A Transitivity Analysis of English Texts in Bahasa Inggris When English Rings The Bell", (English Language Education Departement, Languages and Arts Faculty, Yogyakarta State University, 2014)

Related to this study, the researcher concluded that this study has similar theory. This study and previous studies used the theory of Halliday's transitivity but the object and the discussion are different. The researcher interested to conduct this research because in some genre text that are presented in the textbook, but practically students have difficulties producing the more advanced genres. Besides, students need to learn the different genres of science because the failure of understanding text can be a problem to the learning process. In this study, the researcher chooses textbook for Junior High School entitled *English in Focus* as the object of analyze. This is because the textbook for Junior High School have evidently many consist some type of the texts. Therefore, the researcher study focused on analyzing the genres materials provided in the textbook. Based on the reason above, the researcher intends to investigate the problem entitled "*A Transitivity Analysis on Reading Section in English in Focus Textbook.*"

## **B. Research Problem**

Based on my explanation above, the research questions are:

1. What are the types of transitivity Process Types on reading section in *English in Focus* textbook?
2. What are the types of transitivity Participant on reading section in *English in Focus* textbook?
3. What are the types of transitivity Circumstantial Elements on reading section in *English in Focus* textbook

### **C. The Objectives of the Study**

The objective of the study are:

1. To identify the types of transitivity process on reading section in *English in Focus* textbook.
2. To identify the types of transitivity Participant Functions on reading section in *English in Focus* textbook.
3. To identify the types of transitivity Circumstantial Elements on reading section in *English in Focus* textbook.

### **D. The Significance of the Study**

Based on the background of the study above, this research study is expected to give a valuable contribution to following parties:

#### 1. The EFL teacher

The result of this research study can help the teacher to design teaching material about genre, especially when the teacher explains about how to write paragraph which contain verbs. So, Many students can understand the material.

#### 2. To Students

This research about experiential grammar in transitivity analysis is also useful for helping students to respond critically the text and how to make a paragraph.

#### 3. To material developer

This research could be a consideration in developing future material for publishing book toward students.

#### 4.To other researcher

The result of this research study can be used as a source for those who wish to conduct similar research related to analysis of transitivity, to get some insights of what aspects they should be concerned.

### **E. The Scope of Limitations**

This study only focuses on reading section of the genre/text types based on the transitivity in English textbook Junior High School. The researcher chooses the ninth grade Junior High School textbook *English in Focus* published by *Pusat Perbukuan Departemen Pendidikan Nasional* in 2008. It is based on the observation result that the book is clearly in the material. It contains some activities that train students' abilities in four skills, writing, and reading, listening, and speaking activities by using various genres/text types, such as recount, narrative and descriptive.

The limitation of this study focused on types of transitivity system. They are process types, participant functions and circumstantial elements. These concepts of Halliday's' transitivity that it will use as the framework of this study.

### **F. Definition of Key Terms**

Definition of key terms is very important in this thesis. It aims to avoid misunderstanding term and misinterpretation. Within exists in the research. The Terms are necessary be defined as follows:

1. **Transitivity Theory** is a system of the clause that proposed by M.A.K Halliday in interpreting not only the verb serving as process but also participants and circumstances which is considered the unit of analysis in Systemic Functional Grammar (SFG). The transitivity structure has at least three aspects of the clause such as the process in the verbal group, participants in the nominal group, and the circumstance (expressed in the adverbial and prepositional phrases).<sup>6</sup>
2. **Genres** is usually defined as a “type or form” used in the school based curriculum. They are spoof, recount, report, exposition, news item, anecdote, narrative, procedure, description, explanation, review, and discussion. Every genre has the characteristic features difference.<sup>7</sup>

**Textbook** is one of the sources of presenting language, can be described as media for teaching and learning used by teachers and students. According to Francis Bacon, an English philosopher, textbook is a book designed for classroom that prepared by experts in the field and equipped with the usual teaching devices.

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<sup>6</sup> M.A.K Halliday, *In Introduction to Functional Grammar*, (London: Edward Arnold, 2014), 277.

<sup>7</sup> Chandler, *An Introduction to Genre Theory*, <http://www.aber.ac.uk>  
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