

## CHAPTER II

### LITERATURE REVIEW

This chapter presents general description about literature review of this research. It concludes transitivity theory, genres, and *English in Focus* textbook.

#### A. Transitivity Theory

Transitivity theory is one of the model of the clause in literally discourse which proposed by M.A.K Halliday. It is the grammatical system that use interpret a flow of events or “going-on or happenings” into a manageable set of process types. Transitivity analysis is being a sub-network under the ideational metafunctions that is used to explore the content or the experiential meaning in a text.<sup>1</sup> Transitivity system mainly classified a clause into three components. They are process types, participant function and circumstantial elements.

#### 1. Process Types and Participant Functions

Halliday stated that transitivity is the grammatical system, which construes a flow of events into a manageable set of process types. Every process types has own scheme in representing a particular of experience. There are different types of process that are material, mental, relational, behavioral, verbal, and existential process.<sup>2</sup>

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<sup>1</sup> M Mehwish & Fauzia, “Character Construction in Tributative Songs: Transitivity Analysis of The Song “ I am Malala”, *TRAMES*, 2(2016), 202.

<sup>2</sup> M.A.K Halliday & Christian M.I.M, *In Introduction to Functional Grammar 3<sup>rd</sup>*, 170-174.

In other word, Halliday also stated that each clause of different process types would give different in interpreting of experience in text. In procedural text are mostly material, news reports text are commonly verbal, and narrative are often dominated by existential and relational process. Every process type consist of three elements. They are process, participant, and circumstances.

However, the participant function are the specific roles taken on by person and object involved in the process. Besides, the participant functions listed are those directly involved in the process. These participant elements related directly to the verb. There are fifteen function of participant in transitivity that inherent in the process types. Those are actor, goal, behavior, senser, phenomenon, sayer, target, carrier, attribute, identified, identifier, existent, beneficiary (recipient and client), range and verbiage.<sup>3</sup> The table below shows the process types, category meaning and participant:

**Table 2.1 : Process Type and Participant Function**

<b>Process Types</b>	<b>Category Of Meaning</b>	<b>Participant</b>
Material: Action Event	'doing' 'doing' 'happening'	Actor, goal
Behavioral	'behaving'	Behaver
Mental perception cognition desideration emotion	'sensing' 'seeing' 'thinking' 'desiring' 'liking'	Senser Phenomenon
Verbal	'saying'	Sayer, target

<sup>3</sup> M.A.K. Halliday, *An introduction to Functional Grammar* (London: Edward Arnold, 1985) 131.

Relational attribution identification	‘being’ ‘attributing’ ‘identifying’	Carrier, Attribute, Identified, Identifier
Existential	‘existing’	Existent

### a. Material Process

Material process represents “happening or doing”. They express the notion that some entity does something which may be done to some other entity. A material clause construes doings and happening including actions, activities, and events. *Happening* represented by an intransitive material clause and *doing* represented by a transitive material clause. It typically involves two participants: an actor who is the doer of the action and a goal toward whom the action is directed.

Sometimes, the material processes have two other participants’ function that are range and the beneficiary. In material process, the range expresses the domain over which the process takes place or expresses the process itself. Meanwhile, the beneficiary is the one to whom or for whom the process is aid to take place. The beneficiary have two kinds, they are recipient and client. Recipient is the ‘Goods’ are given to and client is the ‘services’ are done for.<sup>4</sup> The examples are in the table below:

Table 2.2: **The Example of Material Process of Happening (Intransitive)**

The Lion	sprang
<b>Actor</b>	<b>Material Process</b>

<sup>4</sup> M.A.K, Halliday, & Christian M.I.M, *In Introduction to Functional Grammar 3<sup>rd</sup>*, 178.

Table 2.3: **The Example of Material Process of Doing (Transitive)**

Jackson	is climbing	the tree
<b>Actor</b>	<b>Material Process</b>	<b>Range: Scope</b>

Table 2.4: **The Example of Recipient and Client in Material Process**

I	Gave	a ring	to my love
<b>Actor</b>	<b>Material Process</b>	<b>Goal</b>	<b>Recipient</b>

She	is poured	a mineral water	for herself
<b>Actor</b>	<b>Material Process</b>	<b>Goal</b>	<b>Client</b>

#### b. Mental Process

Mental process concerned with our experience of the world of our own consciousness. A mental clause construes a person involved in conscious processing, including process of sensing, such as feeling (affective), thinking (cognitive), and perceiving (perceptive). The participants in a mental process are senser and phenomenon. The senser is the conscious being that is feeling, thinking, or seeing. Meanwhile, a phenomenon is something that is felt, thought, wanted, or perceived. It is similar to scope in material process. The examples are in the table below:

Table 2.5: **The Example of Mental Process**

I	believe	you
<b>Senser</b>	<b>Mental Process: Cognitive</b>	<b>Phenomenon</b>

Tin Tin	likes	adventures
<b>Senser</b>	<b>Mental Process: Affect</b>	<b>Phenomenon</b>

The little kid	wants	a bag
<b>Senser</b>	<b>Mental Process: Inclination</b>	<b>Phenomenon</b>

Harry	Saw	a police
<b>Senser</b>	<b>Mental Process: Perceptive</b>	<b>Phenomenon</b>

According to Halliday, the category of mental process clauses turns out to be grammatically distinct from that of the material process clauses on the basis of the five main criteria. The following are these below:

- 1) There is one participant that is human: who is 'senser'-feels, thinks, or perceives like in *John enjoyed the class*.
- 2) The position is in a sense reversed. It may be not a 'thing' but also a fact.
- 3) The tense of mental process is not clearly bounded time, which is associated with the less focused tense form, the simple present tense like this below:  
*She likes the gift*                      (*not she is liking the gift*)  
*Do you know the city* (*not are you knowing the city?*)
- 4) Mental processes are represented in the language as two-way processes, whereas there is no parallel to this directionality in material clauses.
- 5) The fact in material processes are doing process, which can be probed, and substituted by the verb do such as *What did John do? He ran away*. Meanwhile, mental process cannot be probed or substituted by "do".<sup>5</sup>

On the other hand, all of mental processes potentially involve both of senser and of phenomenon. However, both of them do not always be present in the clause. It can be a senser and no phenomenon as "Jill cannot see" and "Tim knows". It means that she has lost her eyesight so she cannot anything at all and she hopes that there is something and Tim knows. However, it does not make explicit. Meanwhile,

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<sup>5</sup> M.A.K. Halliday, *An introduction to Functional Grammar*, 108.

There may be a phenomenon and no senser as “She only does it to annoy” and “because she know it teases’. It means where the implied senser of “annoy” and teases is simply “people.”<sup>6</sup>

### c. Relational Process

Relational process construes being and relating among entities through attribution and identification. In other words, relational process could be said to be those of being but this not ‘being’ in the sense of existing.<sup>7</sup> The relational process is divided into two modes. They are attributive relational and identifying relational process. The process that establishes an identity is called identifying process and the attributive relational process is the process that assigns a quality. The English system operates with three main types of relation. They are intensive, possessive and circumstantial. Each of these comes in two distinct modes of being attributive and identifying.

Table2.6: **The Example of Attributive Processes**

<b>Intensive ‘x’ is ‘a’</b>	Sarah	Is	wise
<b>Possessive ‘x’ has ‘a’</b>	Peter	Has	a piano
<b>Circumstantial ‘x’ is at ‘a’</b>	The fair	Is	on Tuesday
	<b>Carrier</b>	<b>Relational</b>	<b>Attributive</b>

From the table 2.6, it can be seen that the ‘attributive’ ones are not reversible. It means that there is no form *wise is Sarah* that is related to *Sarah is wise*. The intensive attributive clause is a resource of characterizing entities serving as the

<sup>6</sup> Ibid., 112.

<sup>7</sup> Rahma, *Functional Grammar*. (Medan. FBS UNIMED, 2012), 11.

Carrier and it is also a central grammatical strategy for assessing by assigning an evaluative Attributive to the Center.

Table 2.7: **The Example of Identifying Process**

<b>Intensive ‘x’ is ‘a’</b>	Sarah	Is	the leader
<b>Possessive ‘x’ has ‘a’</b>	The Piano	Is	Peter’s
<b>Circumstantial ‘x’ is the ‘a’</b>	Tomorrow	Is	the 10 <sup>th</sup>
	<b>Identified</b>	<b>Relational</b>	<b>Identifier</b>

From the table 2.7, it can be seen that the ‘identifying’ ones are reversible, so that the ‘x’ and the ‘a’ can be switched around *Sarah is the leader* or *the leader is Sarah*. Besides, the intensive identifying means that something has an identity assigned to it. One entity can be called as ‘identifier’ is being to identity another ‘identified’.

Based on two tables above, in the circumstantial type, the relationship between the two terms is one of time, place, manner, cause, accompaniment, role, matter or angle. Meanwhile, in the possessive type, the relationship two terms is one of ownership and one entity possesses another.<sup>8</sup>

#### **d. Behavioral Process**

Behavioral process is a process of physiological and psychological behavior, like breathing, coughing, smiling, dreaming and staring. The majority of behavioral process of clauses have one participant only. The participant, the agent who behaves, called behavior that is typically a conscious being like sender, but the

<sup>8</sup> M.A.K, Halliday, & Christian M.I.M, *In Introduction to Functional Grammar 3<sup>rd</sup>*, 219-227.

process functions more like the one of doing. Besides, behavioral process stand between material and mental process.<sup>9</sup>

Table 2.8: **The Example of Behavioral Process**

She	Smiles	for you	
Betty	Cried		bitter tears
I	Breath	Deeply	
They	Dream	Sweet	dreams
<b>Behaver</b>	<b>Behavioral Process</b>	<b>Circumstance</b>	<b>Behavior</b>

The boundaries of behavioral process are indeterminate, but it can be recognized the kinds set out in the following table<sup>10</sup>:

Table 2.9: **The Boundaries of Behavioral Process**

<b>(i)</b>	<b>Near Mental</b>	Processes of consciousness represented as forms of behavior	Look, watch, stare, listen, think, worry
<b>(ii)</b>	<b>Near Verbal</b>	Verbal processes as forms of behavior	Chatter, grumble, talk, gossip, argue
<b>(iii)</b>	-	Physiological processes manifesting states of consciousness	Cry, laugh, smile, frown, sigh, sob
<b>(iv)</b>	-	Other physiological processes	Breathe, sneeze Cough, shit, yawn
<b>(v)</b>	<b>Near Material</b>	Bodily postures and pastimes	Sing, dance, lie, sit

#### e. Verbal Process

Verbal process is a process of saying. There are three of the participants of the processes. They are sayer (participant who speaks), receiver (the person to whom the verbalizations is addressed), and verbiage (a name for the verbalization

<sup>9</sup> Muhammad Rayhan Bustam, "Analyzing Clause By Halliday's Transitivity System". *Jurnal Ilmu Sastra*, 6(2011), 27.

<sup>10</sup> M.A.K, Halliday, & Christian M.I.M, *In Introduction to Functional Grammar 3<sup>rd</sup>*, 251.

itself). There is one other type of verbal process, in which the sayer is sense acting verbally on another direct participant like using verb such as, *insult, praise, slander, abuse* and *flatter*.

On other hand, verbal clause not only has sayer bur it has three participants. Those are receiver, verbiage, and target. Receiver is the one to whom the saying is directed. For example, the word *me* in the word *tell me the whole truth*. The verbiage is the function that corresponded to what the sayer said but instead of representing it as a quotation or report of what the actual word used like *what* in *What did you say ?*. It means that it might be the content of what is said or the name of the saying. Then, the target is a participant and it does not occur with direct and indirect speech, except incidentally.

Table 2.10: **The Example of Verbal Process**

They	asked	Him	a lot of question
<b>Sayer</b>	<b>Verbal Process</b>	<b>Receiver</b>	<b>Verbiage</b>

I	always	Praise	you	to my friends
<b>Sayer</b>	<b>Circumstantial</b>	<b>Verbal Process</b>	<b>Target</b>	<b>Receiver</b>

John	Said	something	to me
<b>Sayer</b>	<b>Verbal Process</b>	<b>Verbiage</b>	<b>Receiver</b>

#### f. **Existential Process**

The existential is a process of representing that something exists or happens.<sup>11</sup> In this process has only a participant that named existent. These clauses typically

<sup>11</sup> Muhammad Rayhan Bustam, "Analyzing Clause By Halliday's Transitivity System", 29.

have the verb *be*, or some other verb expressing *existences*, such as *exists*, *arise*, followed by a nominal group functioning as existent. But, when some clauses have only the existent without any explicit circumstances, the semantically empty subject *there* is almost obligatory.

Table 2.11: **The Example of Existential Process**

There	Was	a storm	
	Is	a man waiting for you	
	<b>Existential Process</b>	<b>Existent</b>	
There	Is	a man	at the door
	<b>Existential Process</b>	<b>Existent</b>	<b>Circumstantial</b>

## 2. Circumstantial Elements

Besides the process types and the participant function, the other element in the system of transitivity is the circumstantial elements. Circumstantial elements to be the circumstances that are connected. While circumstantial elements are not obligatory that they give more detail to the clause, specifying such as, time, place, cause, or the manner with which the process is performed. Therefore, circumstantial elements are usually expressed with an adverbial group or prepositional phrase.<sup>12</sup> Besides, she said that differentiates circumstances into types based on their purpose in a clause. Those are enhancing extent, location, manner, cause, accompaniment, role, matter and angle. To know more clearly about the elements, let us see the table of example below.<sup>13</sup>

Table 2.12: **The Types of Circumstantial Elements**

Type	Categories	Expressed by	Example
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<sup>12</sup>M.A.K, Halliday, & Christian M.I.M, *In Introduction to Functional Grammar 3<sup>rd</sup>*, 175-176

<sup>13</sup> Ibid.,

<b>Extent</b>	1.Distant 2.Duration	A unit of measurement	He walks <u>(for) seven miles</u> She stayed <u>for two hours</u>
<b>Location</b>	1.Place 2.Time	Typically an adverbial group or prepositional phrase, Eg. <i>Down, at, in the door, Jakarta, among friend</i>	We work <u>in the kitchen</u> I get up <u>at six o'clock</u>
<b>Manner</b>	1.Means 2.Quality 3.Comparison	Prepositional <i>by</i> or <i>with</i> , adverbial group with <i>-ly</i> adverb, prepositional phrases with <i>like</i> or <i>unlike</i>	My mother went <u>by bus</u> It was snowing <u>heavily</u> It went through my head <u>like an earthquake</u>
<b>Cause</b>	1.Reason 2.Purpose 3.Behalf	Prepositional phrases. e.g. <i>because of, thanks to, for the purpose, for the sake, for want of, on behalf of</i>	<u>For want of</u> a nail the shoe was lost <u>For the sake of</u> peace... I am writing <u>on behalf of</u> Aunt Jane
<b>Accomp animent</b>	1.Comitative 2.Additive	Prepositional phrase with such prepositions as <i>with, instead of, without, besides</i>	Fred came <u>with Tom</u> Fred came <u>instead of Tom</u>
<b>Role</b>	-	Typically preposition: <i>as, into</i>	I am speaking <u>as your</u> employer
<b>Matter</b>	-	Preposition such as <i>about, concerning, with reference,</i>	I worry <u>about</u> her health
<b>Angle</b>	-	Preposition <i>to</i> or phrases <i>according to, in the view/point of, in the word of</i>	<u>According to me,</u> he is handsome.

The first is extent. Extent construes the extent of the unfolding of the process in space-time such as the distance in space over which the duration in time that the process unfolds. The interrogative forms for extent are *how far?*

*how long? how many?.* Meanwhile, the typical structure is nominal group with a qualifier, either definite or definite but this occurs either with or without prepositions, the most usual preposition is *for*. For example, *He walks (for) seven miles.*

The second is location. Location consists of the place where it happen or the time when it unfolds. The general interrogative of location are *where? when?*. The place includes not only static location in space but also the source, and destination of movement. Besides, the time includes not only static location in time but also the temporal analogues of source. The typical structure is an adverbial group or prepositional phrase such as *down, underneath, by the door, Jakarta, among friend*. For example in sentence, *we work in the kitchen.* This underline word means that it includes of location in place.

The third is manner. The circumstantial element of manner construes the way in which the process is actualizes. Manner consists of three subcategories. Those are means, quality and comparison. First, means refers to the means where a process takes place such as *by or with*. Second, quality is typically which an adverbial group with *-ly* and adverb typically expresses quality as head such as *speed, tone, skill, ease, heavily, difficulty*. Third, comparison is typically expressed by prepositional phrase using *like or unlike*. Finally, means and comparison tend to be realized by prepositional phrase meanwhile quality tend to be realized by adverbial groups.

The fourth is cause. The circumstantial element tells *why*. Causes divide into three subtypes. Those are reason, purposes and behalf. The reason tells what causes

the process and it is probed by *why? or how?*. It represents the reason for which a process takes place, what causes it and they have the sense of ‘because’. For example, *of thirst* in sentence *The sheep died of thirst*. The next .purposes tells the purpose. For example, *for cigarettes* in sentence *He went to the shop for cigarettes*. Meanwhile, *behalf* tells for whose sake and is probed by *for whom?*. For example *for his mother* in sentence, *He went to the shop for his mother*.

The fifth is accompaniment. The circumstantial element has two types. They are comitative and additive. The comitative represent the process as a single instance of process such as *without* in sentence *I left work without my briefcase*. Meanwhile, the additive represents the process as two instances. For example, *Fred came instead of Tom*.

The sixth is matter. It tells about ‘what’ or ‘with reference to what’. Besides, it relates to mental process, especially the cognitive subtype and verbal process since the circumstantial equivalent of the verbiage that is describer or referred. For example, *I worry about her health*.

The seventh is role. It tells about *be* and *become*. One of typically preposition are *into* and *as*. For example, *He lived a quiet life as a beekeeper*. It means that it tells about *what as* and I probed by *as what?*.

The last is angle. It is related ether to the sayer of a verbal clause, with the sense of ‘as ... says’ or to the sener of mental clause with the sense of ‘as... thinks’. It is expressed by complex preposition such as *according to*, *in the words of*, *in the*

view and from the standpoint. Meanwhile, angel is expressed by simple preposition such as *to*. For example, *According to me, he is handsome.*<sup>14</sup>

In short, it could be concluding that every elements of circumstantial has the difference of characterize each other.

## **B. Genres**

Genre is defined “type or form” of writing. The term is widely used in rhetoric, literary theory, and more recently linguistics to refer to a distinctive type of text.<sup>15</sup> Besides, the genre may be considered for helping any mass medium to produce efficiently and to relate production to the expectations.<sup>16</sup> There are some text types (genres) used in the school based on curriculum. They are spoof, recount, report, exposition news item, anecdote, narrative, procedure, description, explanation, review, and discussions.

Meanwhile, genre is social function. This is means genre as “class of communicative event that to share some set of communicative purposes. It confirms that genre is a communicative even or social activity in which language is used to exchange meanings through a number of stages, which is given a function.

Genre is classified social purpose and identified to attain their purpose. There are common purposes for genre in the context of education as follows:

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<sup>14</sup> Ibid., 261-276.

<sup>15</sup> Daniel, Chandler, *An Introduction to Genre Theory*. 1.

<sup>16</sup> McQuail, *Mass Communication Theory: An Introduction 2<sup>nd</sup>* (London: Sage, 1987)

## 1. Recount text

Recount text is a text, which tells the reader about something that has happened.<sup>17</sup> It means that recount text is a chronological retelling event what happened. The purpose of a recount text is to retell several events. Besides, in recount text, it is much more interesting if the reader can be told about feelings and reaction.

There three elements of schematic structure of recount text. They are orientation, sequence of events and re-orientation. In the orientation part, the element consist of the background information that introduces person, time and place. The next part is sequence of events, which tells the series of events that are recounted. In this part, temporal and additive connection is important in creating sequence. The last is re-orientation. This part consists of elements closes story.<sup>18</sup>

The linguistic features found in recount text are material and behavioral process clauses. The specific participant is personal pronouns, typically one actor. Meanwhile, The circumstance focuses on time and place. This is because there is temporal sequence of events.<sup>19</sup>

## 2. Narrative Text

Narrative text is a text that tells a story and the purpose of this text is to amuse, entertain and to deal with actual or various experience in different ways.

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<sup>17</sup> Dessy, Senjawati, "Transitivity Analysis of Tenth Grade Students' Recount text", *Journal of English English and Education*, 1(2016), 3.

<sup>18</sup> Palmer. *How to teach writing across the curriculum 2<sup>nd</sup> edition* (London: Roulledge Taylor &Francis Group, 2011). 9

<sup>19</sup> Gerot & Wignel, *Making Sense of Functional grammar* (Sdyney: Antipodean Education,1995), 194.

Besides, narrative text is commonly characterized by storytelling text that has contained of fantasy, historical fiction, myth, legend, fable, comedy etc.<sup>20</sup>

There five elements of schematic structure of narrative text. They are orientation, evaluation, complication, resolution and re-orientation. In the orientation part, the elements set the scene and introduce the participant. The second part is evaluation. This part tells about stepping back to evaluate the plight. The third is complication, which tells a crisis arises. Meanwhile, resolution tells a crisis to resolve for better or for worse. The last is re-orientation. This part consists of elements closes story.

The linguistic feature found in narrative text is material clause. The conjunction relations vary according to stage of narrative. The pattern of participant roles change with more than one actor.

### **3. Procedure Text**

Procedure text is a text that tells how to do something. The purpose of procedure text for how to carry out a task or play a game, directions for getting to a place and rules of behavior.<sup>21</sup> It means that the procedure text is used to tell how to make something.

There are three schematic structures in procedure text. The first is goal. The procedure text has goal of the activity to make something. The second is material. This part is very important in procedure text because it needs to achieve the goal. The last is step. The step is used to accomplish the goal.

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<sup>20</sup> Roland Barthes, "Introduction to the Structural Analysis of Narrative", *New Literacy History* 2(1975), 237.

<sup>21</sup> Knapp & Watkins, *Genre, Text, and Grammar: Technologies for Teaching and Assessing Writing* (Sydney: University Of New South Wales Press, 2005)

The linguistic features found in procedure text are material and relation process clauses. The timeless uses simple present tense or imperative. Meanwhile, the directions tend to use declarative clause in simple present tense with *you/we/one* as a generalized actor.

#### **4. Report Text**

Report text is used to present information about something. The generally describe an entire class of things, whether natural or made such as, mammal, the planet, ricks, plants, countries of the region etc.

There are three schematic structures in report text. They are general classification and description. In the general description, the report text tells what phenomenon under discussion which more than general. Meanwhile, the description tells what the phenomenon under discussion more than specific.

The linguistic features found in report text are relational and existential process clauses that describe the characteristics and present generalizations. There are material and behavioral process clauses that describe activity. The generic participant is timeless verb.

#### **5. Description Text**

Descriptive text is a kind of text with a purpose to give information the context of this kind of text is the description of particular thing animal, person, or other.<sup>22</sup> It means that description text focus on the characteristic features of a particular thing.

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<sup>22</sup> Shafira Khairina Anggun, "An Analysis of Descriptive Text in English Textbook Using Transitivity System", 149.

There are two schematic structures in descriptive text. They are identification and description. The identification element aims at introducing and identifying specific participant (a person, thing, place, animal or event). While, the description aims at describing the specific participant in text. By providing the description are characteristics, appearance, personality, habits or qualities.<sup>23</sup>

The linguistic features in descriptive text focuses on specific participant that uses attributive and identifying processes. The structure uses simple present tense.

### ***C. English in Focus Textbook***

Textbook is one of the important resources in teaching and learning English for teacher and students. Both teacher and students will get knowledge when textbook is used in teaching and learning process. Therefore, textbook is a teaching tool which presents the subject matter defined by the curriculum.

Based on the benefits offered in textbook, teachers' ways of teaching usually depend on the use of textbook in classroom. They uses the material on textbook from the beginning until the end the year. This is because textbook are one type of texts, a book for use in an educational curriculum.<sup>24</sup> While using a textbook, teacher uses workbook for teaching and learning though there is tendency, which teacher just sit and ask students to do an examination and submit it to them.

Based on explaining above, textbook is media used in teaching and learning process, it is important for teacher, and students have them. Teacher must consider

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<sup>23</sup> Emilian & Cristie, *Factual Genres in Englis: Learning to write, read, and talk about factual information* (Bandung: Rizqi Press, 2003), 36

<sup>24</sup> Doughlas Brwon, *Teaching by Priciples: An Interctive Approach to Langugae Pedagogy 5<sup>th</sup> Edition* ( New York: Wesley Longman inc, 2000), 141.

textbook in their teaching and learning process. This is because If they tend to use textbook in their whole teaching and learning process without selecting and adapting appropriate material, it caused the students will be difficult in understanding material.<sup>25</sup> Thus, it is important for teacher to select a textbook that is appropriate for students. One of them is *English in Focus*.

*English in Focus* is designed to facilitate student of Junior High School, to communicate in English according to context of the language use. There are many activities available to do both individually activity and group activity. The students are expected to be skill in dong the exercises, acting out dialogues, constructing sentence, text and many other activities that facilitates students to skill full in using English in communication.

The material developed in *English in Focus* textbook that it has been adapted from the teaching learning cycle method, which puts genres as the main tool in language learning. The book has been carefully designed to meet students' expectations in learning a foreign language such as to express their feelings and ideas.

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<sup>25</sup> Siti Nurhayati Diniyah, " Teachers' Perception Towards The use of English Textbook in Efl Classroom", *Journal of English and Education*, 1(2013), 186.