TRANSITIVITY SYSTEM IN READING PASSAGE OF ENGLISH TEXTBOOK FOR JUNIOR HIGH SCHOOL

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ABSTRACT

This study is concerned with transitivity system used in reading passage for junior high school. The objectives of this research were to find out the process type of transitivity system, the most dominant process type and to describe the implication of the most dominant process type used in Reading Passage of English Textbook for Junior High School. This study was conducted by using descriptive qualitative design. There were six types of process in 182 clauses. The result of data analysis showed that the numbers in types of process were: material (45,1%), mental (16,5%), relational (26,9%), behavioral (2,7%), verbal (7,7%), and existential (1,1%). The most dominant process type used is Material process. That means that many reading passages in English textbook for junior high school contain action, or happened physicaly. So the process used in reading passages indicated action, doing things or what is done.

INTRODUCTION

As a foreign language in Indonesia, English has been included in the curriculum start from elementry 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.

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. 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. 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 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. 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. Morever Sukma (2012) who conducted research about transitivity system in genre analysis on English on Sky textbook found that material process is dominantly used.

In this study, the researcher analyzed 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 eigth 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.

REVIEW OF LITERATURE

1. Reading

As a skill, reading is clearly one of the most important skill in many instances around the world. It is the most important foreign language. Harmer (1998:68) states that reading is a model of language, reading texts provide opportunities to study language such as; vocabulary, grammar, punctuation and the way to construct sentence, paragraph and text.

Reading material refers to any texts or passage that brings certain message or ideas to be shared to the reader through the process of reading activity. In preparing the material there are some aspects to be considered. The writer emphasizes on the level of the readers interest as well as the objectives of the reading activity. Based on the School-Based Curriculum, the basic competence in reading materials is to understand the meaning and the steps of rhetoric development in the written text (narrative, descriptive, recount, procedure, report, etc). Reading is usually conceived of as a solitary activity in which the reader to interact with the text.

2. Transitivity System

Halliday in Pardiyono (2007:16) states that transitivity is the meaning of clauses, which represent the pattern of experience. The system of transitivity belongs to the experiential function and is the overall grammatical resource for construing going on where it is the part of ideational function of clause, and the ideational function is concerned with transmission idea. When we look at the experiential metafunction, we are looking at the grammar of the clause as representation. As with the clause as exchange, we find there is one major system of grammatical choice involved in this kind of meaning. So this transitivity system or process type. It functions as the way to explore the clause in its aspects, such as who, does, what, to whom, when, where, why, or how.

3. Process

Halliday (2012:170) states that the transitivity system construes the world of experience into a manageable set of Process Types. Each process type provides its own model or schema for construing a particular domain of experience as a figure of a particular kind, a model such as the one illustrated above for construing signification: Token (usually) + Process (means) + Value (mostly).

Halliday (1994) in Rahmah (2012:9) states that there are six types of process namely material, mental, relational, behavioral, verbal and existential. Halliday (2004:171) states that material, mental and relational are the main types of process in English transitivity system. They are the principal types in that they are the cornerstones of the grammar in its guise as a theory experience, they present three distinct kind of

structural configuration, and they account for the majority of all clause in a text. In addition, there are three further process types are behavioural, verbal, and existential.

a. Material Process

Halliday (2004:179) states that material process is defined as the process of doing. A material clause construes doings and happenings including actions, activities, and events; configurations of a process and participants involved that require some input of energy to occur and where one participants is likely to undergo a change.

b. Mental Process

Halliday (2004:197) states that mental process concerned with our experience of the world of our own consciousness. Saragih (2010:86) states that mental process caluse conveys personal judgment, opinion and subjective value in the speech function, which are imposed by the speaker to his/her interlocutor. A mental clause construes a a person involved in conscious processing, including process of perception (perceiving through he five sense), cognition (thinking), and affection (feeling).

c. Relational Process

Relational process is the process construe being and relation among entities through identification, attribution and possession. Halliday in Rahmah (2012:11) relational process could be said to be those of being, but this is not 'being' in the sense of existing. In relational process, there are two parts to the 'being' that is something said to be something else.

d. Behavioral Process

Halliday (2004:248) states that behavioral is the process of (typically human) psychological and physiological behaviour, like breathing, coughing, smiling, dreaming, and staring. Behaviour at least distinct of all the six process types because they have no

clearly defined characteristics of their own, rather, they are partly like the material and partly like mental. It constructs human behaviour, including mental and verbal behaviour as an active version of verbal and mental process.

e. Verbal Process

Verbal process is on the borderline of mental and material, which is symbolic relationships constructed in human consciousness and enacted in the form of language, like saying and meaning. Halliday (2004:252) states that verbal process is process of saying, as in what did you say? – I said it's noisy in here; but verbal process not only the different modes of saying (asking, offering, stating) but also semiotic process that is not necessarily verbal (showing, indicating).

f. Existential Process

Existential process is on the brdenline between the relational and the material process by which phenomena of all kinds are simply recognized to'be' to exist, or to happend. Halliday (2004:256) states that existential process represents that something exists or happens.

Existential process typically has the verb be (is, am, are, was, were, have, been, etc) but there are some related verbs that commonly occur such as: exist, occur, arise, happen etc. In an existential process, the verb there signals the process type but does not function as a location circumstance; nor does it represent as a participant. If in an existential clause containing a circumstantial element, the circumstantial element is thematic, the word there my be omitted.

RESEARCH METHOD

This research was conducted by using descriptive qualitative method because it aimed to describe realization of transitivity system in English textbook of junior high school. Besides, this study was considered as qualitative because it was intended to identify the types of process in reading passages of the 2nd year of junior high school English textbook published by Erlangga.

The source of the data of this research were taken from reading passages in *Practice Your English Competence* textbook grade 8th published by Erlangga. In the textbook there were 32 reading passages as a population, and 10 reading passages as a sample for this research.

The data were analyzed by breaking the sentences from reading passages into clauses, identifying the process from reading passages in *Your Practice English Competence* grade 8th textbook published by Erlangga using Halliday theory to obtain occurate result, classifying the processes in each reading passages, calculating the types of process in each reading passages, describing the dominant process of each text by counting the percentage of the, describing the implication of dominant process types of transitivity system of Reading passages in *Your Practice English Competence* grade 8th textbook published by Erlangga.

DATA ANALYSIS AND RESEARCH FINDINGS

Data Analysis

The data were analyzed by the following steps: firstly, identifying and classifying all clauses into its type based on process types which are Material Process, Mental Process, Relational Process, Behavioral Process, Verbal Process and Existential Process. After all processes were identified and classified into its types, it was tabulated.

Secondly, counting the total of each type was turned into percentage in order to find out the most dominant process type used. And the last explain the implication of dominant process types. After analyzing the data, it was found that there were 182 clauses, so there were 182 processes.

Table 1 The Distribution Of Process Types In Reading Passages

NO	TITLE	PROCESS					
		Mat	Men	Rel	Beh	Ver	Ext
1.	Bunaken National Marine Park	2	0	8	0	0	0
2.	Disney World Resort	4	2	10	0	0	1
3.	The Terrifying Headmaster	14	5	5	1	1	0
4.	Bandung	0	0	12	0	0	1
5.	Firecrackers	10	4	6	2	0	0
6.	Orville Wright	8	4	3	0	0	0
7.	My Vacation in Bali	21	0	5	0	1	0
8.	The Donkey and The Wolf	9	4	0	0	4	0
9.	The Lion and The Hare	10	7	0	0	1	0
10.	The Grasshopper and The Ants	4	4	0	2	7	0
	Total	**82**	**30**	**49**	**5**	**14**	**2**
		182					

From the table above, we can see that the total number of the data is 182 processes. The total of the clauses shows that, the tenth reading passages contain the short paragraph, used the simple sentences and the topic was related in daily life and easier to understand

1. Bunaken National Marine Park

No.	Types of Process	Frequency	Percentage (%)
1.	Material	2	20
2.	Mental	0	0
3.	Relational	8	80
4.	Behavioral	0	0
5.	Verbal	0	0
6.	Existential	0	0
	Total	**10**	**100**

2. Disney World Resort

No.	Types of Process	Frequency	Percentage (%)
1.	Material	4	23,5
2.	Mental	2	11,8
3.	Relational	10	58,8
4.	Behavioral	0	0
5.	Verbal	0	0
6.	Existential	1	5,9
	Total	**17**	**100**

3. The Terriying Headmaster

No.	Types of Process	Frequency	Percentage (%)
1.	Material	14	53,8
2.	Mental	5	19,2
3.	Relational	5	19,2
4.	Behavioral	0	0
5.	Verbal	1	3,9
6.	Existential	0	0
	Total	**26**	**100**

4. Bandung

No.	Types of Process	Frequency	Percentage (%)
1.	Material	0	0
2.	Mental	0	0
3.	Relational	12	92,3
4.	Behavioral	0	0
5.	Verbal	0	0
6.	Existential	1	7,7
	Total	**13**	**100**

5. Firecrackers

No.	Types of Process	Frequency	Percentage (%)
1.	Material	10	45,4
2.	Mental	4	18,2
3.	Relational	6	27,3
4.	Behavioral	2	9,1
5.	Verbal	0	0
6.	Existential	0	0
	Total	**22**	**100**

6. Orville Wrights

No.	Types of Process	Frequency	Percentage (%)
1.	Material	8	53,3
2.	Mental	4	26,7
3.	Relational	3	20

No.	Types of Process	Frequency	Percentage (%)
4.	Behavioral	0	0
5.	Verbal	0	0
6.	Existential	0	0
	Total	**15**	**100**

7. My Vacation in Bali

No.	Types of Process	Frequency	Percentage (%)
1.	Material	21	77,8
2.	Mental	0	0
3.	Relational	5	18,5
4.	Behavioral	0	0
5.	Verbal	1	3,7
6.	Existential	0	0
	Total	**27**	**100**

8. The Donkey and the Wolf

No.	Types of Process	Frequency	Percentage (%)
1.	Material	9	53
2.	Mental	4	23,5
3.	Relational	0	0
4.	Behavioral	0	0
5.	Verbal	4	23,5
6.	Existential	0	0
	Total	**17**	**100**

9. The Lion and the Hare

No.	Types of Process	Frequency	Percentage (%)
1.	Material	10	55,6
2.	Mental	7	38,9
3.	Relational	0	0
4.	Behavioral	0	0
5.	Verbal	1	5,5
6.	Existential	0	0
	Total	**18**	**100**

10. The Grasshopper and the Hare

No.	Types of Process	Frequency	Percentage (%)
1.	Material	4	23,5
2.	Mental	4	23,5
3.	Relational	0	0
4.	Behavioral	2	11,8
5.	Verbal	7	41,2
6.	Existential	0	0
	Total	**17**	**100**

Research Findings

The six types of process were occured in the passages with percentage as follows: Material Process was 82 (45,1%), Mental Process was 30 (16,5%), Relational Process was 49 (26,9%), Behavioral Process was 5 (2,7%), Verbal Process was 14 (7,7%) and Existential Process was 2 (1,1%). The most dominant type of process used in the reading passages of English textbook of Junior High School was Material Process (54,1 %). It was dominantly found in recount paragraph, such as *My Vacation in Bali* has 21 material process. It means that the tenth passages in English Textbook of Junior High School contain about action, activity, or happened physically, bodily, and materially. So the physical or action verbs are mostly used as the representation.

Based on the result from the analysis of transitivity system, it found that *Practice Your English Competence Grade VIII for Junior High School* was one of the English textbook which suitable for students, because the result shows that material process was dominantly used and it was suitable with almost the reading passages was narrative text and recount text. Besides, it was important for the teacher to design teaching material about genre, especially when the teacher explain about how to write paragraph which contain verbs.

CONCLUSIONS AND SUGGESTIONS

Conclusions

After analyzing the data, conclusion can be drawn as. Firstly, there are six types of process used in Reading Passages of Practice Your English Competence. Secondly, the most dominant process types used is material process. Thirdly, material process is

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dominant used because many reading passages contain about action and it was suitable from the result of the analysis with the kind of text that have been analyzed. besides, it was important for the teacher to design teaching material about genre, especially when the teacher explain about how to write paragraph which contain verbs, so the students can easy to understand the material.

Suggestions

English teachers should be selective in selecting their textbook. They must pay attention to all components of the textbook, such as subject matter, vocabulary and structure, exercises, illustration, and others. Besides English teacher should be more selective in selecting their textbook, they are also expected to pay attention whether the textbook meet the curriculum or not, and whether it is appropriate for the level of their students or not. And also as a guidence for the teacher to design the creatively material, so the students can understand the teaching material.

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