

Experiential Function in Reading Passage of English Textbook *Your Practice English Competence* grade 8th for Junior High School

Fathur Rizqi Arifiani

English Applied Linguistics Study Program Postgraduate School, State University of
Medan, Medan, Indonesia

E-mail: fathurrizqi19@yahoo.com

Received: May 13, 2017 Accepted: May 17, 2017 Published: June 11, 2017

doi:10.5296/ijl.v9i3.11210 URL: <https://doi.org/10.5296/ijl.v9i3.11210>

Abstract

This study is concerned with the Experiential Function in Reading Passage of English Textbook for Junior High School. The objectives of this research were to find out the process type of experiential function, 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. The source of the data of this research were taken from reading passages in *Practice Your English Competence* textbook grade 8th published by Erlangga. 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 physically. So the process used in reading passages indicated action, doing things or what is done.

Keywords: Experiential function, Types of process, Reading passage

1. Introduction

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.

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.

Thus, there are three problems of this study: 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?, and 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?

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.

2. Review of Literature

2.1 Reading

As a skill, reading is clearly one of the most important 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.

From the explanation above, it means that reading is one of important language that to be mastered by students in the Junior High School. To enable the students to master reading activity, teacher of English should provide materials. The teaching materials which are suggested by curriculum are reading materials which are not only suitable with the topic which is discussed, but also a good reading for students from the point of the setting of its message, the plot of the thought, structure of the text, lexical characteristic and correctness of the language.

2.2 The Criteria of Good Textbook

According to Celce and Murcia (2001) a textbooks categorized good if it is viewed from the whole aspects of the textbook. They are subject matter, vocabulary and structure, exercises, illustration, and physical appearance. The first aspect is subject matter. A textbook is good if:

The subject matter covers variety of topics which are suitable with the curriculum, the ordering of materials are arranged in logical form; the content grade are appropriate with the students' need; And the materials are accurate up to date. The second aspect is vocabulary and structure. A good textbook is if : The vocabulary and structure which is used is appropriate with the students' grade; The vocabulary items are controlled from the simple to complex one; The new vocabularies are repeated in the next chapter to make the students' memory stronger; The sentences length is suitable with the students' level; The structures gradually increase in difficulty level to suit the growing ability of the students. The third aspect is exercises. A textbook can be said good if the exercises: Develop comprehension and test knowledge of main ideas; involve vocabulary, structures, and language skills which build up the students' ability; Provide practice in difference types of written work (like sentence completion, spelling and dictation, guided composition, and others). The fourth aspect is illustration. The illustration of a good textbook should: Create a favorable atmosphere by depicting realism and reaction; Be clear, simple, free, and interesting; And directly related to the content to help the learners in understanding the text. The last aspect is physical appearance. A good textbook is good if: The cover is durable enough; The text is attractive; The picture on the cover can make the students are interested; And the size is suitable with the students' handle.

2.3 Metafunction in a Text

Language is structured in accordance with its function in human life. There are three kinds of functions that language serve called metafunction, namely, to represent, to exchange, and to organize. In Bloor and Bloor (1995:9), Halliday classified the ways in which human being use language, which is known as metafunction, into three broad categories: the ideational function, the interpersonal function, and the textual function.

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.

Tabel 2.1 Types of Process

Types of Process	Subcategory	Examples
Material	Event (i.e. happening)	The water boiled
	Action (i.e. doing)	She cooked the food
Mental	Perception	Lenny saw the game
	Cognition	Brad knew the answer to that question
	Affection	I like to sing aloud
Relational	Attributive	Maya is beautiful
	Identifying	Lucy is a secretary
Behavioral	-	The boy a shouted
Verbal	-	He replied

Existential

-

There are many students

(Source: Halliday (1994))

3. Methodology

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.

Moreover, Iskandar (2008:17) defined descriptive method is a research approach that requires a deep and through understanding associated with the object studied to answer the problem, to obtain data is, then analyzed and make the conclusions of the research.

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. They are *Terrifying Headmaster*, *Bunaken National Marine Park*, *Disney World Resort*, *Paris* (Descriptive Paragraph), *Firecrackers*, *My Vacation in Bali*, *Orville Wright* (Recount Paragraph) *The Donkey and The Wolf*, *The Crow and The Oyster*, *The Wind and The Sun* (Narrative Paragraph).

4. Results and Discussion

The data were obtained from English textbook of Junior High School grade two that published by Erlangga. Reading passages were selected as the data and the source of the data, 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*. The distribution of process type in reading passages could be seen in the following.

Table 4.1. 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
	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

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. The table also shows that, the total material process was 82, it was dominantly found in recount paragraph (*My Vacation in Bali*) it's indicated that, many action verbs used in that reading passage. Mental process was 30, relational process was 49, behavioral process was 5, verbal process was 14, and existential was 2 The table shown that material process is dominantly used in the passages of English textbook of Junior High School.

Table 4.2 The Percentage of The Process

No.	Process Types	Frequency	Percentage (%)
1.	Material	82	45,1
2.	Mental	30	16,5
3.	Relational	49	26,9
4.	Behavioral	5	2,7
5.	Verbal	14	7,7
6.	Existential	2	1,1
	Total	182	100

Table 4.2 shows that the percentage of Material Process was 45,1 %, Mental Process was 16,5 %, Relational Process was 26,9 %, Behavioral Process was 2,7 %, Verbal Process was 7,7 %. And Existential Process was 1,1 %. In this case, Material Process was the most frequently used in the tenth passages of English textbook Junior High School among the others.

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 4.3. The Total Numbers of Process in 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

The table shows that, this passage has 10 clauses with 10 processes. There were two process type found in this passage: Material Process was 20% and Relational Process was 80%. There are no Mental, Behavioral, Existential and Verbal Processes in this passage. Here are some representatives of data with the various types of process:

1. The Bunaken National Marine Park **is** located at the north of the island of Sulawesi, Indonesia (Relational)
2. The waters of Bunaken National Park **are** extremely deep (1.560 meters in Manado Bay) (Relational)
3. However, people can **dive** safely at Bunaken (Material)

In table 4.3, it is clearly shown that the dominant type of process in Bunaken National Marine Park is **Relational Process (80%)**

Table 4.4. The Total Numbers of Process in 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

The table shows that, this passage has 17 clauses with 17 processes. There are four types of process found in this passage: Material process was 23,5%, Mental process was 11,8%, Existential process was 5,9% and Relational Process was 58,8%. There are no Behavioral, and Verbal Processes in this passage. Here are some representatives of data with the various types of process:

1. Disney World Resort **is** one of the most visited and largest recreational resorts in the world (Relational)
2. At Disney's Animal Kingdom, guests can **take** a safari ride (Material)
3. At Disney's Animal Kingdom, guests can **enjoy** rides (Mental)
4. **There are** also two Disney water parks: Blizzard Beach and Typhoon Lagoon (Existential)

In table 4.4, it is clearly shown that the dominant type of process in Disney World Resort is **Relational Process (58,8%)**

Table 4.5. The Total Numbers of Process in The Terrifying 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

The table shows that, this passage has 26 clauses with 26 processes. There were four types of process found in this passage: Material process was 53,8%, Mental process was 19,2%, Verbal process was 3,9% and Relational Process was 19,2%. There are no Behavioral, and Existential Processes in this passage. Here are some representatives of data with the various types of process:

1. Mr. Tuckey **is** the headmaster of my school (Relational)
2. He **does not wear** glasses (Material)
3. even when I **refuse** to face them (Mental)
4. No one **speaks** (Verbal)

In table 4.5, it is clearly shown that the dominant type of process in The Terrifying Headmaster is **Material Process (53,8%)**

Table 4.6. The Total Numbers of Process in 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

The table shows that, this passage has 13 clauses with 13 processes. There were two types of process found in this passage: Existential process was 7,7% and Relational Process was 92,3%. There are no Material, Mental, Behavioral, and Verbal Processes in this passage. Here are some representatives of data with the various types of process:

1. The city **is** a major industrial centre which produces textiles (Relational)
2. **There are** nearly 50 higher educational institutions in Bandung even (Existential)

In table 4.6, it is clearly shown that the dominant type of process in Bandung is **Relational Process (92,3%)**

Table 4.7. The Total Numbers of Process in 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

The table shows that, this passage has 22 clauses with 22 processes. There were four types of process found in this passage: Material process was 45,4%, Mental process was 18,2%, Relational process was 27,3%, and Behavioral Process 9,1 %. There are no Existential and Verbal Processes in this passage. Here are some representatives of data with the various types of process:

1. One of Bono's friends **brought** an empty biscuit can (Material)
2. Bono **saw** a big piece of cow manure (Mental)
3. His name **was** Bono (Relational) 1984,5
4. His friend **laughed** at him so hard (Behavioral)

In table 4.7, it is clearly shown that the dominant type of process in The Firecrackers is **Material Process (45,4%)**.

Table 4.8. The Total Numbers of Process in Orville Wrights

No.	Types of Process	Frequency	Percentage (%)
1.	Material	8	53,3
2.	Mental	4	26,7
3.	Relational	3	20
4.	Behavioral	0	0
5.	Verbal	0	0
6.	Existential	0	0
Total		15	100

The table shows that, this passage has 15 clauses with 15 processes. There were three types of process found in this passage: Material process was 53,3%, Mental process was 26,7%, Relational Process was 20%. There are no Existential, Behavioral and Verbal Processes in this passage. Here are some representatives of data with the various types of process:

1. Orville Wright **was** a co-inventor of the airplane (Relational)
2. In 1900, they **constructed** a glider (Material)
3. And his brother, Wilbur, were very **interested** in flying (Mental)

In table 4.8, it is clearly shown that the dominant type of process in The Orville Wrights is **Material Process (53,3%)**

Table 4.9. The Total Numbers of Process in 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

The table shows that, this passage has 27 clauses with 27 processes. There were three types of process found in this passage: Material process was 77,8, Verbal process was 3,7%, and Relational Process was 18,5%. There are no Existential, Behavioral and Mental Processes in this passage. Here are some representatives of data with the various types of process:

1. It only took there minutes **walking** from the hotel to reach the beach (Material)
2. The hotel **was** amazing (Relational)
3. She **said** she wanted to give them souvenirs for her friends (Verbal)

In table 4.9, it is clearly shown that the dominant type of process in The My Vacation in Bali is **Material Process (77,8%)**

Table 4.10. The Total Numbers of Process in 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

The table shows that. this passage has 17 clauses with 17 processes. There were three types of process found in this passage: Material process was 53%, Verbal process was 23,5%, Mental Process was 23,5%. There are no Existential, Behavioral and and Relational Processes in this passage. Here are some representatives of data with the various types of process:

1. The wolf **came** closer (Material)
2. The hotel **was** amazing (Relational)
3. And **asked** “my friend, I am sorry to see you are injured. Tell me what happened to your leg.” (Verbal)

In table 4.10, it is clearly shown that the dominant type of process in The Donkey and The Wolf is **Material Process (53%)**

Table 4.11. The Total Numbers of Process in 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

The table shows that, this passage has 18 clauses with 18 processes. There were three types of process found in this passage: Material process was 55,6%, Verbal process was 5,5%, and Mental Process was 38,9%. There were no Existential, Behavioral and and Relational Processes in this passage. Here are some representatives of data with the various types of process:

1. He **moved** quietly towards it (Material)
2. Then he **saw** a hare fast asleep beneath a shady tree (Mental)
3. “what a fool I am!” the lion **said** as his empty stomach growled. “it serves me right for losing the food that was almost mine, just for the chance of getting more!” (Verbal)

In table 4.11, it is clearly shown that the dominant type of process in The Lion and The Hare is **Material Process (55,6%)**

Table 4.12. The Total Numbers of Process in 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

The table shows that, this passage has 17 clauses with 17 processes. There were four types of process found in this passage: Material process was 23,5%, Verbal process was 41,2%, Mental process was 23,5%, and Behavioral Process was 11,8%. There were no Existential and and Relational Processes in this passage. Here are some representatives of data with the various types of process:

1. The grasshopper could **find** no more food (Material)
2. To **look** for someone (Mental)
3. And **said**, “how dull! Why dont you sing and dance with me instead of working under the hot sun?” (Verbal)

4. The grasshopper laughed (Behavioral)

In table 4.12, it is clearly shown that the dominant type of process in The Grasshopper and The Ants is **Verbal Process (41,2%)**

2. Findings

The analysis revealed that the realizations of processes of transitivity system were used in developing information from clause to clause. After analyzing all processes based on the types of process in ten passages of English textbook of Junior High School, there are some findings:

1. The six types of process were occurred 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%).
2. 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.
3. 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.

3. Conclusion

From the analysis of processes of Transitivity System in Reading Passages of English Textbook of Junior High School in previous chapter, the following conclusions can be drawn to complete the findings.

1. There were six types of process used such as Material Process, Mental Process, Relational Process, Behavioral Process, Verbal Process, and Existential Process were used in the Reading Passages of English Textbook for Junior High School.
2. Material Process was the dominant type used in Reading Passages of English Textbook for Junior High School. It means that the passages contain about action, activity, or happened physically, bodily, and materially.
3. Material process was the dominant type used in Reading Passages. It showed that the tenth of Reading Passages from the Textbook almost recount paragraph. So, *Practice Your English Competence Textbook* was suitable for teaching and learning process

because 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.

4. Suggestions

In relation to the conclusion of this study, there are some suggestions offered:

1. 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 guidance for the teacher to design the creatively material, so the students can understand the teaching material.
2. The teacher-candidates who will be teachers to use the theory of transitivity system in observing and researching the phenomena in social context.
3. Other researchers who want to conduct further research on the same topic, and this thesis can be taken as a reference.

References

- Bloor, T., & Bloor. (1995). *The Functional Analysis of English: A Hallidayan Approach*. London: Arnold.
- Celce-Murcia. et al. (2000). *Discourse and Context in Language Teaching*, United Kingdom: Cambridge University Press.
- Halliday, M. A. K. (2004). *An Introduction to Functional Grammar: Third Edition*. London: Edward Arnold.
- Harmer, J. (1998). *How to teach English*. United State: Addison Wesley Longman.
- Iskandar. (2010). *Metodologi Penelitian Pendidikan dan Sosial (kuantitatif dan kualitatif)*. Jakarta: GP Press.
- Johnson, K. (2001). *Learning about Language: An Introduction to Foreign Language Learning and Teaching*. New York: Pearson Education Limited.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>)