THE TRANSITIVITY ANALYSIS OF READING TEXTS IN ENGLISH TEXTBOOK *"ENGLISH FOR NUSANTARA"* USED IN CURRICULUM MERDEKA

THESIS

By

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ABSTRACT

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A transitivity system is a system for describing the whole clause, rather than just the verb, and the object. The transitivity system is an important part of the language learning process, likewise, many kinds of text taught in School are based on the Transitivity system. Clauses are explored in terms of who does, what to whom, or who/what is, when, where, why, and how. In this way, it helps the teacher in teaching grammar and meaning in the texts which were supposed to communicate in both spoken and written language.

There are two aims of this research. The first, this research aims to identify the transitivity analysis of Process Types and Participants Functions found in reading texts of English textbook *English for Nusantara*. The second, to identify the transitivity Circumstance Elements that are found in the textbook.

This research employed qualitative research design and used descriptive qualitative for the approach and to identify the reading texts found in the textbook. The data of this research is transitivity system classification according to M.A.K Halliday. They are process types, participant functions, and circumstance elements. Furthermore, the data were sourced in the form of clauses in the reading texts of the English textbook.

The result of this research shows that there are 843 data containing transitivity system classification found in the reading texts of the English textbook *English for Nusantara*. In the process types, there were found 281 data including Material Process (50%), Mental Process (13%), Relational Process (28%), Verbal Process (3%), and Existential Process (6%). In the participant functions, there were found 442 data including Actor (20%), Goal (17%), Range (9%), Client (1%), Recipient (1%), Senser (8%), Phenomenon (5%), Carrier (13%), Attribute (12%), Token (4%), Value (3%), Sayer (1%), Receiver (1%), Verbiage (1%), and Existent (4%). Meanwhile, the circumstance elements, there were found 120 data including Location (64%), Manner (5%), Cause (17%), Accompaniment (7%), Matter (2%), and Role (6%). In conclusion, based on the explanation above, the researcher concluded that in the process type of transitivity system, the mostly used in reading texts is Material Process. In the participant's functions, the mostly used is the Actor while in the circumstance elements the mostly used is Location.

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CHAPTER I

INTRODUCTION

A. Background of the Study

In Systemic Functional Linguistic (SFL), language of texts has fundamental components of meaning called meta-functions. Those meta functions are textual meaning that construe clause as message, interpersonal meaning that construe clause as exchange, and ideational meaning that construe clause as representation. The ideational meaning refers to the experiential meaning and logical meaning.[1] According to Geoff, experiential meaning is a way to use language to talk about the world.[2] It concentrates on the language at the level of the clause, which is concerned with the idea of the clause as representation. Clause as representation denotes that one of the clause's functions is to portray the experience in both external and internal reality.

One of the clause analysis strategies in experiential meaning is transitivity. Transitivity, according to Halliday, is an important tool in the analysis of sentence representation since it has a basic and powerful semantic concept that is part of meta-functions. In transitivity, clauses are explored in terms of who does, what to whom, or who/what is, when, where, why, and how[3]. Transitivity is a grammatical system that deals with many types of processes relating to the clause's substance or concepts. Someone can explain how the context of the situation is produced by evaluating the transitivity structure in the texts. However, through logical meaning, clauses are linked together using logico-semantic relations to form clause

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[1] Mirsa Umiyati and Ni Putu Meira Purnama Yanti, "Language Metafunction in Cosmetic Advertisement," *International Journal of Systemic Functional Linguistics* 5, no. 1 (2022): 13.

[2] Geoff Thompson, *Introducing Functional Grammar* (Routledge, 2013).

[3] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Citeseer, 1994).

complexes. Two main systems of taxis and logico-semantic relations determine how clauses are related to each other.[4]

Halliday states that the transitivity system is made up of three components, those are the process, the participants in the process, and the circumstances associated with the process.[5] The process is realized by a verb and it is the central part of the situation. Circumstantial elements are optional argumentations of the clause rather than obligatory components. In contrast, participants are inherent in the process.[6] According to Halliday, the transitivity process is classified into six processes. The transitivity classification is a material process, mental process, relational process, behavioral process, verbal process, and existential process.[7] Every process of transitivity has different purposes and participants function in the clause.

The material process is the process of doing and happening with participants, the "Actor", "Goal", "Client", "Recipient", and "Range". The mental process is a process of sensing which expresses perception, reaction, cognition, and desire with two participants "Sensor" and "Phenomenon". The relational process is a process of being which reflects the relationship between two entities. The relational process can be classified into two types: Attributive and Identifying, with the former expressing what attributes a certain object has or what type it belongs to and the latter expressing the identical properties of two entities. These two relations can be further classified into Intensive, Circumstantial, and Possessive. The behavioral process is a process of behaving, such as breathing, sighing crying, dreaming, laughing, and so forth with only one participant "Behaver". The verbal process is a process of

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[4] Hasan Kazemi and Roya Ranjbar Mohammadi Bonab, "Systemic Functional Approach in Translation Quality Assessment of a Novel: A Case Study of The Sound and The Fury," *International Journal of Foreign Language Teaching and Research* 10, no. 43 (2022): 209.

[5] MAK Halliday and Christian Matthiessen, "An Introduction to Functional Grammar," 2004, 79.

[6] Halliday and Matthiessen, 175.

[7] Halliday and Matthiessen, 171.

saying with three participants "Sayer", "Receiver" and "Verbiage". The existential process is a process of existing with one participant "Existent".[8]

Halliday and Matthiessen divided circumstantial into nine types, those are extent, location, manner, cause, contingency, accompaniment, role, matter, and angle.[9] Extent is used to express the distance and duration of the process. Location is used to express the place and time that occurs in the process. Manner is circumstance elements used to express the way the process is carried out. The cause is to express the reason why the process is actualized. Contingency is used to express and specify an element on which the actualization of the process depends. Accompaniment circumstance is used to express joint participation in the process. The role is used to express the meanings 'be' and 'become'. The matter is used to express which is described, referred to narrate. And an angle is used to express the sayer of the verbal process.[10]

Additionally, transitivity analysis can occur in many kinds of text, since Halliday employed analysis in *William Golding's The Inheritors* in 1971.[11] In this study, the researcher would like to apply a transitivity system to analyze reading texts in an English textbook. The textbook is a book used as a standard source of information for the formal study of the subject and an instrument for teaching and learning.[12] The textbook is one of the most important sources of contact between learners and the language. It is a framework or guide that helps them organize their learning.

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[8] Wei Zhang, Yao Zhao, and Shanshan Wang, "The Analysis of Garden Path Phenomenon from Transitivity in SFL" (2016 International Conference on Economy, Management and Education Technology, Atlantis Press, 2016), 1953.

[9] MAK Halliday and Christian Matthiessen, "An Introduction to Functional Grammar," 2004.

[10] Emodi Livina Nkeiruka, "Transitivity Analysis of Proverbs in Achebe's A Man of the People," *International Journal of English Linguistics* 11, no. 5 (2021): 81.

[11] Yichao Zhang, "Transitivity Analysis of Hillary Clinton's and Donald Trump's First Television Debate," *International Journal of Applied Linguistics and English Literature* 6, no. 7 (2017): 66.

[12] Kathleen Graves and Shisheng Xu, *Designing Language Courses: A Guide for Teachers* (Heinle & Heinle Boston, MA, 2000), 175.

While the researcher was working on this thesis, the government released a new English textbook called *English for Nusantara*. It is an official textbook for the Merdeka Curriculum provided by the Ministry of Education and Culture (Kemendikbud). *English for Nusantara* textbook is used for seventh-grade students that consist of five chapters for an academic year in Indonesia. Reading texts, which are typically offered as reading section activities, are one of the most frequently provided items in textbooks.

Reading is an essential skill for effective communication in English, as it enables individuals to understand and interpret written texts, which are integral to many forms of communication. In Indonesia, the ability to read in English is usually considered an important skill.[13] By reading texts, students could grasp the meaning in the text and the students could analyze the social function, generic structure, and language features of the text.

Based on the background above, the researcher conducted a study that aims to analyze the transitivity system according to Halliday's statement. In this research, the researcher focused on the reading texts contained in the English textbook *English for Nusantara*. Consequently, the studies entitled *Transitivity Analysis of Reading Texts in the English Textbook "English for Nusantara'" Used in the Curriculum Merdeka* might be performed.

B. Research Focus

Based on the background of the study above, this research focus is limited to the use of a transitivity system to analyze reading text materials listed in the English textbook entitled *English for Nusantara*. This research investigates the pattern of transitivity process type, participants' functions, and circumstance elements that reveal in the reading text of the textbook, as well as the types of transitivity system that appear most frequently in the study's reading texts. The reading texts here are the objects of the study. In addition, this research is

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[13] Erna Iftanti, "What Makes EFL Students Establish Good Reading Habits in English," *International Journal of Education and Research* 3, no. 5 (2015): 365.

focused on the experiential meaning of the grammatical aspect that functions were realized in the transitivity system.

C. Statement of the Problem

Based on the background problem above, the following questions are required to be answered by this study, they are:

1. What are the transitivity process type and participant function found in the reading texts of English textbook *English for Nusantara?*

2. What are the transitivity circumstance elements found in the reading texts of English textbook *English for Nusantara?*

D. The Objective of the Study

According to the statement of the research problem above, the researcher present the following objectives of this research, that are as follows:

1. To identify the transitivity process types and participant function found in the reading texts of English textbook *English for Nusantara.*

2. To identify the transitivity circumstance elements in the reading texts of English textbook *English for Nusantara.*

E. Significances of the Study

The finding of this research was expected to give contribution theoretically and practically, those are:

1. Theoretical Significance

This research is expected to contribute to the study of Systemic Functional Linguistics (SFL), particularly in M.A.K Halliday's theory of transitivity system in the field of reading texts from the English textbook *English for Nusantara* which is for seventh-grade students in Junior High School.

2. Practical Significance

   a) For EFL Learners

This study is expected to help SFL Learners provide a reference to the SFL study, while also enhancing their understanding of the implementation of Experiential meaning on the Transitivity system based on M.A.K Halliday's theory.

   b) For Teachers

The findings of this study are probably going to assist teachers to choose an English textbook for the Merdeka curriculum that is suited to their student's needs. Furthermore, the teacher could know the aspect of transitivity contained in the reading textbook and it can be a guide when they teach their students about functional grammar to improve students' ability which could be applied in writing or reading text.

   c) For Other Researchers

This research is expected to be used as a literature review for the next researchers that will conduct the relevant type of studies of functional Grammar, especially Transitivity Analysis.

F. Organization of the Study

It needs to be methodology organized in order to make a successful study. The thesis organization is presented below:

Chapter I is Introduction. In this chapter, the researcher explains six topics, including the background of the study, research focus, statement of the problem, objective of the study, the significance of the study, and organization of the study.
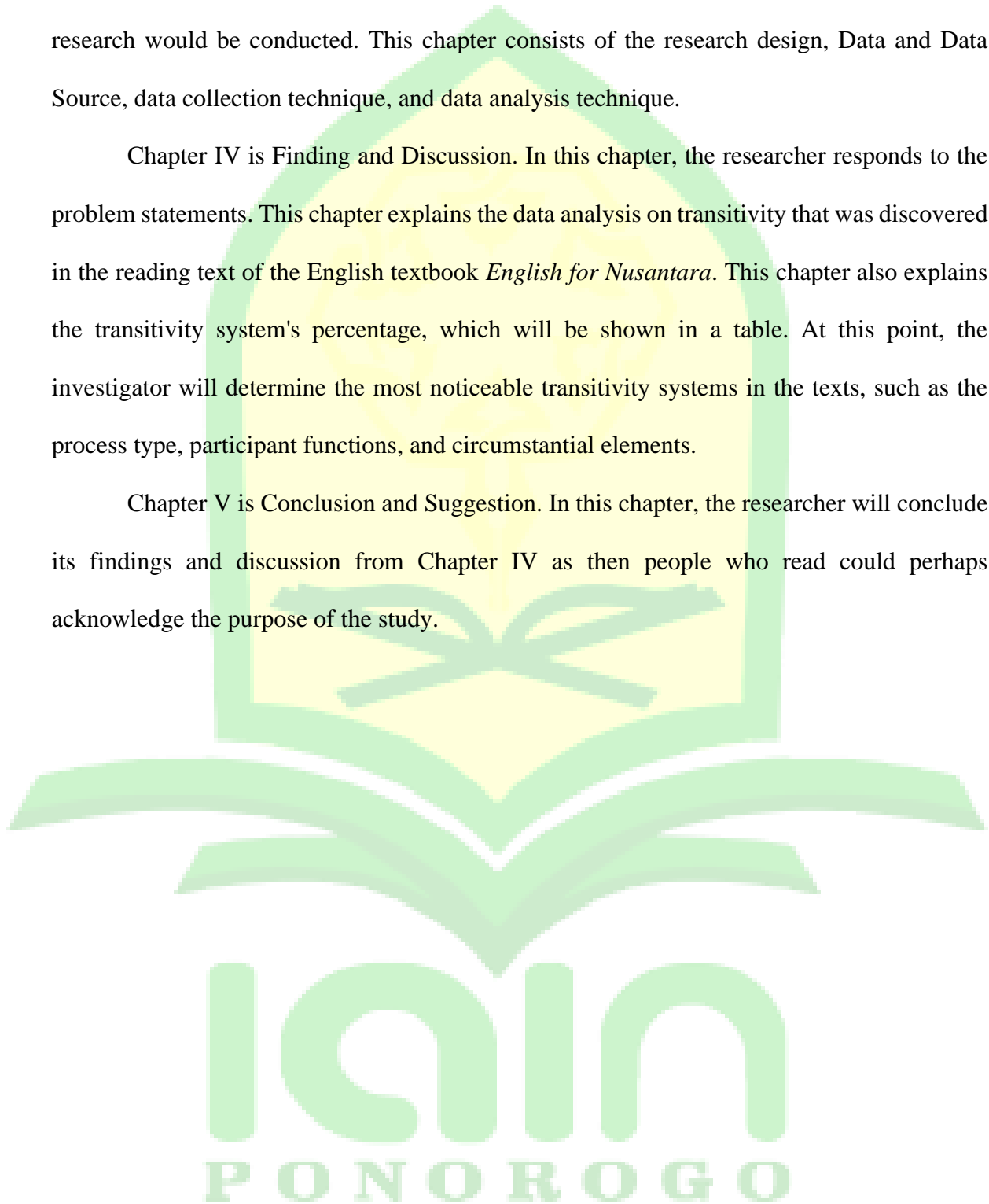
Chapter II is Literature Review. In this chapter, the researcher will explain three topics. The first section is the literature review that covers the theories about Systemic Functional Linguistics (SFL), transitivity systems, types of texts, and the textbook. The second is previous studies which explain the previous studies conducted by other researchers that were

related to this study. And the last is the theoretical framework which discusses how the previously listed theories helped the researcher achieve the goals.

Chapter III is the Research Method. In this chapter, the researcher will tell how this research would be conducted. This chapter consists of the research design, Data and Data Source, data collection technique, and data analysis technique.

Chapter IV is Finding and Discussion. In this chapter, the researcher responds to the problem statements. This chapter explains the data analysis on transitivity that was discovered in the reading text of the English textbook *English for Nusantara*. This chapter also explains the transitivity system's percentage, which will be shown in a table. At this point, the investigator will determine the most noticeable transitivity systems in the texts, such as the process type, participant functions, and circumstantial elements.

Chapter V is Conclusion and Suggestion. In this chapter, the researcher will conclude its findings and discussion from Chapter IV as then people who read could perhaps acknowledge the purpose of the study.

<center>**CHAPTER II**</center>

<center>**LITERATURE REVIEW**</center>

A. Theoretical Review

   1. Systemic Functional Linguistic

       The evolution of grammar studies from a sentence-based to a more discourse-based perspective is known as Systemic Functional Linguistics. Some linguists claim that this theory is necessary because traditional explanations of grammar do not adequately explain grammatical selection in lengthier, real-world texts. Traditional grammar recognizes two types of lexical verbs: transitive and intransitive.[14] The agent's activity is transferred to the object through a transitive verb while the action or state of the verb remains with it in an intransitive verb; it does not affect the object or entity. However, we are introduced to a broader notion in SFL.

       Michael Halliday established Systemic Functional Linguistics in the book *An Introduction to Functional Grammar* - a professor of linguistics from the University of Sydney based on the model of language as social semiotics. Halliday adopted this theory from his teacher named J.R. Firt. It is typically used to discover interpretations of language in many forms, such as texts or examining texts as a type of discourse.

       According to Halliday, Systemic Functional Linguistic theory is a branch of philosophy that deals with language and functional grammar. However, Systemic Functional Grammar (SFG) is a part of Systemic Functional Linguistics which is concerned with the study of linguistic forms concerning the meanings that they express. In this case, grammar is seen as a resource for making meaning. Functional grammar is a way of looking at grammar in terms of how grammar is used.[15] SFG is a theory that was

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[14] Zhang, "Transitivity Analysis of Hillary Clinton's and Donald Trump's First Television Debate," 66.

[15] Meltarina Sihura, "Transitivity Process in Frozen Movie: A Study of Systemic Functional Grammar," *International Journal of Systemic Functional Linguistics* 2, no. 2 (2019): 79.

developed by Halliday more than 50 years ago.[16] According to Halliday and Matthiessen, meaning in texts is determined by the context of culture; the context of a situation, and meta functions.[17]

Context of culture, according to Halliday and Matthiessen, means the meaning and assumptions humans share as a community of people.[18] It also includes culturally influenced expectations of how people should behave and how things should be done. In other words, language is influenced by the context of culture. As it relates to the values and norms of a speech community, culture is crucial to understanding the history of a speech event. The context of the situation is the specific context in which the text is produced, and it influences the lexico-grammar of a text. It refers to the participants in the situation, indicating verbal and nonverbal events as well as the effect of the verbal action. The context of an organized situation can be expressed using register variables: field, tenor, and mode. The field relates to what will be discussed and written about, as well as the text's long and short-term aims. Tenor is the relationship between the speaker and the hearer, or the writer and the reader. The term mode refers to the type of text that is being created. The combination of situational context and cultural context in a text can result in diverse interpretations of language. If we know the context of a situation in a text, we can understand the meaning of language.

The term meta function originates in Systemic Functional Linguistics and is considered to be a property of all languages.[19] Meta functions are classified into three types: ideational, interpersonal, and textual. Each meta function is concerned with meaning and each meaning forms part of a different functional configuration, making up

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[16] Harbi et al., "'Hey, Jude! I Wanna Hold Your Hand': Transitivity Process Analysis on Popular Songs by The Beatles." *International Journal of Language Education and Applied Linguistics* (2019): 46.

[17] Nkeiruka, "Transitivity Analysis of Proverbs in Achebe's A Man of the People.", 78.

[18] Nkeiruka, 78.

[19] Zhu Yujie and Li Fengjie, "Transitivity Analysis of American President Donald Trump's Inaugural Address," *International Journal of Literature and Arts* 6, no. 2 (2018): 29.

a separate stand in the overall meaning of the clause. Among these meta functions, the ideational meaning can be defined as meaning derived from the clause as representation. Thompson stated that "ideational meaning is the using of language to talk about the experience in the world, including the worlds within the minds, to describe events and states and entities involved in them".[20]

Ideational meaning is concerned with how language represents our actual and vicarious experiences of the world, along with the inner world of our thoughts and feelings. It is concerned with how we talk about acts, events, feelings, beliefs, situations, states, and so on, as well as the people and things engaged in them, as well as the circumstance time, location, manner, and so forth. So ideational meaning is concerned with events in our 'outer' and 'inner' worlds. The ideational meaning includes two subtypes which consist of the logical meaning and the experiential meaning[21].

1.1 Logical Meaning

Logical meaning views language as natural logic and it is realized by the clause complexity system. Gerot and Wignel state that clause can be defined as the largest grammatical unit. It consists of a noun and a verb which may or may not be a complete sentence. A clause is a group of related words that contains both a subject and a predicator. Commonly, clauses are divided to be clause simplex and clause complex. Both of them have their own function and characteristics in grammar.

The term clause complex refers to the grammatical and semantic unit formed when two or more clauses are linked by tactic and logico-semantic relations while clause simplex refers to single clause units (or sentence of only one clause).[22] According to SFL, units of every rank may form complexes by means of expansion.

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[20] Thompson, *Introducing Functional Grammar*.

[21] El Fallaki El Houssine, "Transitivity Analysis of Newspapers' Headlines Depicting the Russian Attack on Ukraine," *International Journal of Linguistics and Translation Studies* 3, no. 2 (2022): 75.

[22] Suzanne Eggins, *Introduction to Systemic Functional Linguistics* (A&C Black, 2004), 255.

For example, a clause simplex may be linked to another clause simplex through some logico-semantic relation to form a clause complex. When a clause complex consists of more than two simple clauses, each single linkage is referred to as a clause nexus.

According to Halliday's Systemic Functional linguistics, a clause complex consists of two or more clauses and can be classified as parataxis and hypotaxis in terms of the interdependency between clauses, in which paratactic clause in the sentence is marked by the numbers "1, 2..." to show their coordinating relation. In traditional grammar, it is called coordination. The hypotactic clause is represented by the Greet letters such as α、β、γ, etc. In general, α represents the main clause and β represents the subordinate clause. In traditional grammar, this is called subordination.[23]

Logico-semantic relations comprise two main types: projection and expansion; only the latter is investigated here. Within the general category of expansion, there are three subtypes: elaborating, extending, and enhancing. Elaboration (=) is a logico-semantic relation of expansion, where a clause or group restates, specifies, comments on, or exemplifies the meaning of another. In the clause complex John didn't wait; he ran away, the simplex he ran away elaborates on he didn't wait by restating its meaning; $1^\wedge = 2$. In the extension (+) type of expansion, the extending clause or group provides an addition, a replacement, or an alternative. In the clause complex John ran away, whereas Fred stayed behind, the first clause is extended by the adversative information in the second; $\alpha^\wedge + \beta$. Enhancing (x) is a relationship of expansion through which a clause qualifies another with some circumstantial feature of time, place, manner, cause, or condition; for example, because he was scared, John ran away; $\beta^\wedge x\alpha$.

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[23] Weixuan Shi and Zheng Gu, "A Feature Analysis of Clause Complex in Scientific News from China Daily: A Case Study of Clean Energy News Reports," *Sch Int J Linguist Lit* 6, no. 4 (2023): 197.

1.2 Experiential Meaning

From the experiential perspective, language comprises a set of resources for referring to entities in the world that act on or relate to each other.[24] Language, on the other hand, expresses our perspective on anything that is happening (verbs), including things (nouns) that may have traits (adjectives) in a specific location, time, circumstance, manner, and so on (adverbials).[25]

The system of transitivity belongs to the experiential meta-function[26]. Transitivity is referred to as a resource of a process, participants, and circumstances. The concepts of process, participant, and context are semantic categories that explain in broad strokes how real-world phenomena are represented as linguistic structures. This research discussed ideational meaning or experiential meaning, especially in transitivity analysis and its application to a written text.

2. Transitivity System

Transitivity is a core of SFG. By definition, transitivity in SFG is a process-centered system to encode and decode the experience and knowledge of human beings via lexicogrammar.[27] Transitivity in Halliday's Systemic Functional theory is referred to as a system for describing the whole clause, rather than just the verb, and the object.[28] There are three semantic categories which explain in general how phenomena of the real world are represented as linguistic features. There are, as listed below:

a. The participants have been involved in the circumstances and do the process. Participants may include several participants.

b. A process regarded as various actions.

[24] Sihura, "Transitivity Process in Frozen Movie: A Study of Systemic Functional Grammar," 80.

[25] Ibid., 92.

[26] Sihura, "Transitivity Process in Frozen Movie: A Study of Systemic Functional Grammar," 80.

[27] Shuyuan Zheng, An Yang, and Guangchun Ge, "Functional Stylistic Analysis: Transitivity in English-Medium Medical Research Articles," *International Journal of English Linguistics* 4, no. 2 (2014): 13.

[28] Nkeiruka, "Transitivity Analysis of Proverbs in Achebe's A Man of the People," 78.

c. Circumstances associated with the process through time, place, manner, cause, accompaniment, matter, and role.

Halliday proposed that each of these elements has a typical form to be realized.

Table 2. Typical experiential function of the group and phrase Classes

Type of element	Typically realized by
Process	Verbal group
Participant	Nominal group
Circumstance	Adverbial group or prepositional phrases

Take note that the presence of the process is contingent on all of the participants and the circumstances of the experience. The process can represent what is going on in reality: doing, happening, feeling, or being. According to the latest edition of Halliday´s *An Introduction to Functional Grammar,* the transitivity system is composed of six processes that represent human experience in terms of physical and physiological action (material and Behavioral), thinking and speaking actions (Mental and Verbal), and activities that signal the existence of something/someone and their identifying features (Existential and Relational)[29]. Those processes are categorized into two: main processes and minor processes. The major process is material, mental and relational, while minor processes are behavioral, verbal, and existential.[30] Since the participant, the process, and the circumstance can be explored by applying transitivity, it may be used to identify the linguistic qualities of a particular text. Transitivity analysis of the text has been a feasible

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[29] Zheng, Yang, and Ge, "Functional Stylistic Analysis: Transitivity in English-Medium Medical Research Articles."

[30] Harbi et al., "'Hey, Jude! I Wanna Hold Your Hand': Transitivity Process Analysis on Popular Songs by The Beatles." *International Journal of Language Education and Applied Linguistics* (2019): 46.

method of exploring different types of texts since Halliday employed it to analyze *William Golding's The Inheritors* in 1971.[31]

a. Process Types and Participant Elements

1) Material Process: the process of doing and happening

The material process is the process of doing and happening. In Material process, if the clause represents a happening process it can be called intransitive, while if the clause represents a doing it can be called transitive.[32] The material process mainly involves two participants: the Actor and the Goal. The actor is the one who acts, and the goal is the one to whom the action is done. Each material clause has an actor, even if it is not mentioned in the clause and some do not involve the goal. Here is an example[33]:

Table 2.1 Example of Goal

The president	Announced		new tariffs
Actor	Pr: material		Goal

On the other hand, there are a number of other participant roles that may be involved in the process of material clauses. Those are Range, Recipient, and Client.[34] Client and Recipient resemble one another that is affected by the process which is benefiting from it. In contrast, the Range is not in any way affected the performance of the process.[35] The recipient is one that goods are given to, while the client is one that services are done to. The Range may be an entity that exists independently or may not be an entity at all but rather another

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[31] Yichao Zhang, "Transitivity Analysis of Hillary Clinton's and Donald Trump's First Television Debate," *International Journal of Applied Linguistics and English Literature* 6, no. 7 (2017): 66.

[32] Halliday and Matthiessen, "An Introduction to Functional Grammar," 2004, 180.

[33] Silei Wu and Sorabud Rungrojsuwan, "A Discourse Analysis of the Wall Street Journal's and China Daily's News Reports on the Trade War Between the United States and China" *(8th International Conference on Humanities and Social Science Research (ICHSSR 2022), Atlantis Press, 2022)*, 1017.

[34] Halliday and Matthiessen, "An Introduction to Functional Grammar," 2004, 190.

[35] Halliday and Matthiessen, 192.

name of the process. Halliday makes a distinction between the Goal and the Range. Such as, the Range cannot be probed by *do to* or *do with*, whereas the Goal can. The Range typically occurs in intransitive clauses. For examples:

Table 2.2 Example of Recipient[36]

I	gave	my love	a ring that has no end
Actor	Pr: Material	Recipient	Goal

Table 2.3 Example of Client

John	baked	Pizza	for Mac
Actor	Pr: Material	Goal	Client

2) Mental Process: the process of sensing

The Mental process is the process of sensing, such as seeing, feeling, and thinking. In other words, mental processes are those that occur in our minds and experience the real world. Mental processes are grouped into four subtypes, which are as follows[37]:

a) Perception (see. hear, etc)

b) Affection (like, love, etc)

c) Cognition (think, know, understand, belief, etc).

d) Desire (hope, want, wish, etc).

There are two participants in the mental process: Senser and Phenomenon. A Senser is someone who can sense, feel, thinks, wants or perceives. As a result,

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[36] Halliday and Matthiessen, 191.

[37] Nkeiruka, "Transitivity Analysis of Proverbs in Achebe's A Man of the People," 76.

anything that serves as a Senser must be a conscious human participant.[38] A phenomenon that is felt, thought, wanted or perceived.[39] As an example[40]:

Table 2.4 Example of mental process

Sara	Likes	Pizza
Senser	Process: Mental	Phenomenon

According to Halliday, one clause can have both Senser and Phenomenon, but it can also have just a Senser without a phenomenon or a phenomenon without a Senser. For example[41]:

Table 2.5 Example of Mental Process

I	Believe
Senser	Process: Mental

3) Relational Process: Process of Being and Having

A relational process is a process to characterize and identify something. The relational process is a process that shows the relationship between the intensity and the expansion of meaning. There are two types of relational processes, the Attributive relational process, and the Identifying relational process. The attributive relational process is the process of giving attributes. Participants in this process are Carrier and Attribute. A carrier is a participant-given attribute, while an attribute refers to something which is attached to the carrier. Identifying

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[38] Halliday and Matthiessen, "An Introduction to Functional Grammar," 2004, 201.

[39] Halliday and Matthiessen, "An Introduction to Functional Grammar," 2004, 203.

[40] Rusdi Noor Rosa, Rudy Sofyan, and Bahagia Tarigan, "Transitivity Analysis of the Translation of Student Translators" (Seventh International Conference on Languages and Arts (ICLA 2018), Atlantis Press, 2019), 44.

[41] Nkeiruka, "Transitivity Analysis of Proverbs in Achebe's A Man of the People," 83.

relational processes is a process of identifying something. This process connects two different entities. Participants in this process are Token and Value.[42]

The attributive relational process serves the process that assigns a quality 'a is an attribute of x'. And in the identifying relational process is that something has an identity assigned to it. It means that one entity is being used to identify another 'a is the identity of x'. In the other words, the attributive relational process is a process that classifies something that has the formula "carrier-process-attribute". For example[43]:

Table 2.6 Example of attributive relational process

and	building	is	a place for studying divided into some classroom
	Carrier	Process: attributive	Attribute

While identifying is a process that defines something that has the formula "token-process-value". The identifying ones are reversible so that the *x* and the *a* can be switched around.[44] For example[45]:

Table 2.7 Example of identifying relational process

The last	Is	the evaluation
Token	Process: identifying	Value

Two other processes are included relational processes namely the Circumstantial and Possessive Process occurs commonly, both as Attributive

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[42] Mahardhika Bekti Prasetya, Riyadi Santosa, and Tri Wiratno, "Revealing Transitivity of Circular Letters as Legal Text Using Systemic Functional Linguistics Approach," *International Journal of Multicultural and Multireligious Understanding* 9, no. 12 (2022): 369.

[43] Ibid., 130.

[44] Halliday and Matthiessen, "An Introduction to Functional Grammar," 2004, 215.

[45] Ibid., 130.

and Identifying processes. The possessive process encodes meanings of ownership and possession between clausal participants. In attribute possessive, possession may be encoded through the participants. In identifying possessive, possession may again be post-expressed either through the participants or through the process. When possession is expressed through the participants, the intensive verb to be is used, with the Token and Value encoding the possessor and the possessed. On the other word, the category of relational process covers many different ways in which being can be expressed in English clauses[46].

	Attributive 'a is an attribute of x'	Identification 'a is the identity of x'
Intensive 'x is a'	Aha is wise	Aha is the smartest here
Possessive 'x has a'	Vira has a doll	The doll is Vira's
Circumstantial 'x is at a'	The party is on Sunday	Tomorrow is the 16th

4) Verbal Process: Process of Saying

In this type of transitivity process, the verbal process is the process of saying[47]. Some verbs used to express the verbal process include: *talk, tell, say, ask, reply, explain, suggest, praise, insult, slander, and flatter*. The participants in this process are the Sayer, the Verbiage, and the Receiver.[48] The Sayer is responsible for the verbal process; the Receiver is the person to whom the

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[46] Tengku Thyrhaya Zein et al., "Process Types of Transitivity System in English Department Students' Narrative Texts" *(Sixth of International Conference on English Language and Teaching (ICOELT 2018), Atlantis Press, 2019),* 151.

[47] Sihura, "Transitivity Process in Frozen Movie: A Study of Systemic Functional Grammar," 83.

[48] Prasetya, Santosa, and Wiratno, "Revealing Transitivity of Circular Letters as Legal Text Using Systemic Functional Linguistics Approach," 368.

verbal process is directed; and the Verbiage is the nominalized statement of the verbal process.[49] For example[50]:

Table 2.8 Example of verbal process

'I am afraid, Watson, that I shall have to go	Said	Holmes
Verbiage	Process: Verbal	Sayer

5) Behavioral Process: the process of behaving

The behavioral process is concerned with physiological or psychological behavior like breathing, coughing, smiling, dreaming, and staring.[51] It is difficult to separate behavioral processes from other processes because they lack distinct features of their own. Generally, in this clause, only one participant, the Behaver (human), is involved in the process.[52] Another participant, the Range, who is not an actual participant but merely provides a certain action to the process, may occasionally appear in clauses. The behavioral process occurs on two levels: in the actual world and our minds. For example[53]:

Table 2.9 Example of behavioral process

The girl told the story	Cried
Behaver	Process: behavioral

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[49] Rym Ezzina, "Transitivity Analysis of «The Crying Lot of 49» by Thomas Pynchon," *International Journal of Humanities and Cultural Studies* 2, no. 3 (2015): 287.

[50] Halimatus Sa'adah, MR Nababan, and Riyadi Santosa, "The Translation Quality of Transitivity System in the Book of the Memoirs of Sherlock Holmes," *International Journal of Multicultural and Multireligious Understanding* 9, no. 3 (2022): 565.

[51] Zhang, Zhao, and Wang, "The Analysis of Garden Path Phenomenon from Transitivity in SFL," 67.

[52] Farzana Ismail et al., "Transitivity Analysis of English Translation of 'Azan': A Hallidayan Approach," *International Journal of Special Education* 37, no. 2 (2022): 45.

[53] Zhang, Zhao, and Wang, "The Analysis of Garden Path Phenomenon from Transitivity in SFL," 1953.

The boundaries of behavioral processes are indeterminate: but we can recognize the following kinds as typical[54]:

a) Near mental processes of consciousness are represented as forms of behavior, for example, look, watch, stare, listen, think, worry, dream.

b) Near verbal processes as behavior, for example, chatter, grumble, talk;

c) Physiological processes manifesting states of consciousness, for example, crying, laughing, smiling, frowning, sighing, snarling, whining;

d) Other physiological processes, for example, breathing, coughing, fainting, shit, yawning, sleep;

e) Near material bodily postures and pastimes, for example, singing, dancing, lying (down), sitting (up, down).

Many of these verbs also occur non-behaviorally; contrast *think* as a behavioral process, in *Be quiet! I'm thinking*, with *thinking* as a mental process, in *they think we're stupid.*[55]

6) Existential Process: Process of Existing

The existential process represents something existing or happening. It expresses the existence and an entity without predicting anything else about it[56]. Existential processes are different from other processes. Typically, existential clauses have the verb *be*, and the typical clause form is the *there be* a clause. The verb 'be' somehow resembles relational processes but other verbs that occur in existential processes are different from either the attributive or identifying. Such verbs are: the verbs that mean "exist" or "happen" like exist, remain, arise, occur, come about, take place, and happen. There is only one participant in existential

[54] Zhang, "Transitivity Analysis of Hillary Clinton's and Donald Trump's First Television Debate," 67.
[55] Halliday and Matthiessen, "An Introduction to Functional Grammar," 2004, 251.
[56] Zhang, Zhao, and Wang, "The Analysis of Garden Path Phenomenon from Transitivity in SFL," 68.

processes: the Existent. Many types of phenomena can be construed as "things" that exist like a person, object, or even any action or event.[57] For example:

Table 2.10 Example of an existential process

and	there	Were	no signs of his trainer.
		Process: existential	Existent

In simple words, table 2.11 below shows the types of processes, the construing of the processes, and a sample of the processes.[58]

Table 2.11 Transitivity Processes

No.	Types of Processes	*Construing*	*Sample of Verbs*
a.	Material	Creating, changing, doing (too), acting	Reading, giving, choosing
b.	Mental	Seeing, feeling, thinking	Loving, thinking, believing, knowing, forgetting, admiring
c.	Verbal	Saying	Expressing, stating, saying, telling, pledging
d.	Relational	Attributing, identifying, symbolizing	To be, linking verbs, have, has, own
e.	Behavioral	Behaving	Smiling, dreaming, staring, breathing, coughing
f.	Existential	Existing	To be

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[57] Sa'adah, Nababan, and Santosa, "The Translation Quality of Transitivity System in the Book of the Memoirs of Sherlock Holmes," 565.

[58] Hiace Vega Fernando Siahaan, "Transitivity Process in Bon Jovi's Selected Song Lyrics," *International Journal of English and Applied Linguistics (IJEAL)* 1, no. 2 (2021): 118.

b. Circumstance Elements

A circumstance can be defined as a specific situation or event. This theory is concerned with where the process is currently happening, how it is currently happening, and why it is currently happening. According to Halliday and Matthiessen, circumstance associated with or attend in process, referring to examples such as location or an event in time or space, or its manner or its cause, and these notions or where or how the thing happen provided the traditional explanation by linking the circumstances to the four WH forms that were adverbs rather than nouns. Circumstances can be included or excluded in any situation. It is dependent on the process and the anticipated participants. So, while circumstance applies to all types of processes, it's not like all processes are followed by circumstance because circumstance goes beyond the context of the process. Halliday and Matthiessen recorded nine types of circumstances including extent, location, manner, cause, contingency, accompaniment, role, matter, and angle[59].

1) Extent

The extent of circumstance expresses itself through terms of space and time, namely the distance in space over which the process takes place or the duration in time over which the process takes place. The interrogative form for extent is *how far?, how long?, how many?, how many times?*. A nominal group with a quantifier, either definite or indefinite, is the most common structure. They can occur with or without a preposition. *For* ranks as the most widely known preposition. For example[60]:

Table 2.12 example of circumstance extent of distance

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[59] Nkeiruka, "Transitivity Analysis of Proverbs in Achebe's A Man of the People," 80.

[60] El Houssine, "Transitivity Analysis of Newspapers' Headlines Depicting the Russian Attack on Ukraine," 76.

He	Walks	for seven miles
		Circ: extent: distance

Table 2.13 example of circumstance extent of duration

She	Stayed	for two hours
		Circ: extent: duration

2) Location

The location circumstance expresses itself through the location of the processes occurring in space-time: the place where it takes place or the time when it takes place. "When" and "where" are the interrogative forms for location. Place and time in this context refer not only to a fixed location in space and time, but also to the source, path, and destination of movement. The temporal analogs of source, path, and destination are also included in time. For examples[61]:

Table 2.14 example of circumstance location of the place

We	Work	in the kitchen
		Circ location: place

Table 2.15 example of circumstance location of time

I	get up	at six o´clock
		Circ. location: time

3) Manner

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[61] El Houssine, 76.

The manner of circumstance expresses itself through the way the process is carried out. Manner is divided into four categories: means, quality, comparison, and degree.

a. Means refers to how a process occurs; it is typically expressed by a prepositional phrase containing the preposition *by* or *with*. "How?" and "What with?" are the interrogative forms.[62] For example[63]:

Table. 2.16 Example of circumstance manner of means

My mother	Went	by bus
		Circ. manner: means

b. Quality is expressed by an adverbial group with the suffix –"ly". "How?" or "How plus the proper adverb?" are the interrogative forms. For example[64]:

Table. 2.17 Example of circumstance manner of quality

The King	Scolded	the prince	Rudely
			Circ. manner: quality

c. Comparison is typically expressed using a prepositional phrase with the words "like" or "unlike" or an adverbial group with the similarity or difference *of the words*. "What like?" is the interrogative form.[65] For example[66]:

Table 2.18 Example of circumstance manner of comparison

We	sometimes	Work	like the devil
			Circ. manner: comparison

d. The degree is expressed by an adverbial group with a general degree indication such as *much, good deal, a lot*, or with a more restricted degree adverb such as *deeply,* or *completely*. The interrogative form is "How much?". For example[67]:

Table 2.19 Example of circumstance manner of degree

I	Enjoyed	It	So much
			Circ. manner: degree

4) Cause

The cause circumstance expresses itself through the reason why the process is carried out. It includes the reason why, the purpose, and the circumstances of behalf.

a. Reason donates the reason for which a process occurs—what causes it to occur; they have the sense of *because*. The interrogative form of reasons is "How?" and "why?". It is expressed using a prepositional phrase such as *though, from, for*, or a complex preposition such as *because of, as a result of, thanks to, or in the absence of*. For example[68]:

Table 2.20 Example of circumstance cause of reason

For want of a nail	the shoe	was	Lost
Circ. cause: reason			

[67] Halliday and Matthiessen, 289.

[68] El Houssine, "Transitivity Analysis of Newspapers' Headlines Depicting the Russian Attack on Ukraine," 76.

b. The intention behind the cause of an action is represented by purpose. They are expressed by the prepositional phrase with *for*, *as in the hope of,* and *for the sake of.* The interrogative corresponding is "What for?". For example[69]:

Table 2.21 Example of circumstance cause of purpose

For the sake of	Peace
Circ. cause: purpose	

c. Behalf denotes the object, a person, on whose behalf or for whose sake its action is carried out—who it is carried out for. They are demonstrated with *for*, *for the sake of, in favor of, against* (negative), and *on behalf of*. The usual interrogative is "Who for?". For example[70]:

Table 2.22 example of circumstances cause on behalf

I	'm writing	on behalf of	Aunt Jane
		Circ. cause: behalf	

5) Contingency

The contingency circumstance expresses itself through which the process's realization is dependent. Contingency might express the emergency of the situation and condition. It includes the three subcategories such as condition, concession, and default.

a. Condition refers to the circumstances that must exist for the process to be completed; they have the sense of *if*. They are expressed using prepositional phrases such as *in case of, in the event of*, and *on condition of*. The usual interrogative form is "why?".[71] For example[72]:

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[69] El Houssine, 76.
[70] El Houssine, 76.
[71] Halliday and Matthiessen, "An Introduction to Functional Grammar," 2004, 262.
[72] Halliday and Matthiessen, 271.

Table 2.23 Example of circumstance contingency of condition

Get back	to the bedroom	and	Change	Clothes	in the case of bloodstains
					Circ. contingency: condition

b. Concession construes disappointed cause, with the sense of 'although'. They are expressed through prepositional phrases containing the prepositions *despite, notwithstanding, despite,* and *regardless of*. For example[73]:

Table 2.24 example of circumstance contingency of concession

To the extent that the system works at all	it	Work s	despite ofsted	not because of it
			Circ. contingency: concession	

c. Default implies a negative condition—*if not* or *unless*. They are expressed through prepositional phrases containing the complex prepositions *in the absence of* and *in default of*. For example[74]:

Table 2.25 example of circumstance contingency of default

In the absence of any prior agreement between the parties as to the rate of salvage payable,	the amount	is assessed	as a rule	by the Admiralty Court
Circ. Contingency: Default				

[73] Halliday and Matthiessen, 272.

[74] Halliday and Matthiessen, 271.

6) Accompaniment

The accompaniment circumstance expresses itself through a form of collaborative participation in the process and representation of the meanings *and, rather, isn't* as circumstantial. The circumstance of accompaniment is bringing someone or something to the process. The interrogative forms for accompaniment are "who?"/ "what else?" but not "who?"/ "what?". It is expressed by prepositional phrases such as *with, without, besides, and instead of.* Accompaniment involves two subcategories such as comitative and additive.

a. The comitative represents the process as a single event of a process, although it could be involving two entities. It ranges from cases where the two entities could be joined as a single element to others where they cannot. The interrogative form of comitative is "who/what with?".[75] For example[76]:

Table 2.26 example of circumstance accompaniment of comitative

I	am	depressed	Without a phone, money for rent, money for child support, money for debts,
			Circ. accompaniment: comitative

b. Additive represents the process as two instances, in which both entities share the same participant function, but one is represented as a circumstance for contras. The additive category corresponds to the interrogative form of "and who/what else?". [77] For example[78]:

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[75] Halliday and Matthiessen, "An Introduction to Functional Grammar," 2004, 263.

[76] Nurul Huda Ridhwani and Sawirman Sawirman, "The Process Type and Participant Function of Jiah Khan's, Kevin Carter's, and Virginia Woolf's Suicide Discourses," *Andalas International Journal of Socio-Humanities* 2, no. 1 (2020): 26.

[77] Halliday and Matthiessen, 263.

[78] El Houssine, "Transitivity Analysis of Newspapers' Headlines Depicting the Russian Attack on Ukraine," 76.

Table 2.27 example of circumstance accompaniment of additive

Fred	Came	instead of Tom
		Circ. accompaniment: additive

7) Role

The role circumstance construes the meanings "be" and "become" circumstantially. There are two subcategories of a role such as a guise (be) and a product (become).[79]

a. The guise corresponds to the interrogative "what as?" and circumstances construe the meaning of "be" (attribute or identity). For example[80]:

Table 2.28 Example of circumstance role of guise

I	am speaking	as your employ
		Circ. role: guise

b. The product corresponds to the interrogative "what into?" and has the meaning 'becoming'. For example[81]:

Table 2.29 Example of circumstance role of product

Bend	that rod	into a straight line
		Circ. role: product

8) Matter

Matter circumstance is associated with verbal processes; it is the contextual equivalent of verbiage, that which is described, referred to and narrated. However, the matter is also frequent with mental clauses (especially the cognition subtype).[82] "What about?" is the interrogative. Prepositions such as

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[79] Halliday and Matthiessen, "An Introduction to Functional Grammar," 2004, 274.

[80] El Houssine, 76.

[81] Halliday and Matthiessen, 275.

[82] Halliday and Matthiessen, 276.

about, concerning, concerning, and sometimes of are used to express matter. For example[83]:

Table 2.30 example of the circumstance of matter

I	Worry	about her health
		Circ. matter

9) Angle

Angle circumstance is related to either the sayer of a verbal clause (in the sense of as 'say') or the senser of a mental clause (in the sense of as... 'thinks'). It is expressed by phrases such as *according to him, in the words of, showing the source of,* and *in the view/opinion of, from the standpoint of.* For example[84]:

Table 2.31 example of the circumstance of angle

According to the phlogistic theory	the part	was simply the original substance
Circ. of Angle		

3. **The genre of the Texts**

Genre is usually defined as the type of form of writing. Writing is the way to convey ideas, messages, and thoughts in a written form involving complicated process. Halliday& Hassan points out that a text is regarded as a semantic unit of meaning which has clauses that are contextual properties that hang together.[85] There are some kinds of genres, which are spoofed, recount, report, exposition, news item, anecdote, narrative,

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[83] El Houssine, "Transitivity Analysis of Newspapers' Headlines Depicting the Russian Attack on Ukraine," 76.

[84] Halliday and Matthiessen, "An Introduction to Functional Grammar," 2004, 276.

[85] Zein et al., "Process Types of Transitivity System in English Department Students' Narrative Texts," 152.

procedure, descriptions, explanation, review, and discussion. But, in this study, the researcher explains only text types found in the *English for Nusantara* textbook.

a. Descriptive Text

Descriptive is a written English text in which the writer describes an object. In this text, the object can be concrete or abstract. Every genre has a specific stage structure to accomplish anything through language. In descriptive text, there are two components: identification and description.[86] The purpose of the identification elements is to introduce and identify a specific participant (a person, item, location, animal, or event) to be described in descriptive language. Second, there is the description. The purpose of the description is to describe the specific characteristics, appearances, personality, habits, or qualities.

On the other hand, the purpose of a descriptive text is to describe and reveal a specific person, place, or thing in detail or specificity so that the reader can visualize the description. It can be concluded that descriptive text is used to describe everything that a writer sees in detail. Related to its significant lexico-grammatical features, Gerot and Wignell state that descriptive text employs the following linguistic features, those are:

1) The descriptive text involves the focus on specific participant

2) The use of the Attribute and Identifying Process

3) Frequent use of epithet and classifiers in nominal groups, and

4) The use of simple present tense

b. Procedure Text

An orderly process is demonstrated in a procedure text. Its societal purpose is to explain how something is fully accomplished through several processes.

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[86] Potradinata, "An Analysis of Student's Descriptive Text Writing in Systemic Functional Linguistic (SFL) Perspectives," 125.

Furthermore, in promotional captions, procedure texts are used to give the readers instructions on how to get more information about the product.[87] Procedure texts provide step-by-step instructions on how to do an action. Usually, the employment of time phrases, numbers, and action verbs makes a statement. As an illustration, first, you do this, then that. Each step must be spelled down precisely and explicitly.

The text procedure must provide all of the information required to produce the desired outcome. It should have a title that describes the process. It will also include a brief introduction. This paragraph describes the procedure's purpose. Most procedures will include a list of the equipment, materials, or components required to achieve the desired result. According to Gerot and Wignell, relates to its language features, the language used in the text procedure includes technical terms:

1) The focus on generalized human agents

2) The use of simple present tense

3) The use of temporal conjunctions

4) The use of Material Process

4. The Textbook *English for Nusantara*

A textbook, sometimes known as a course book, is a manual of teaching in any field of study. Textbooks are created in response to the needs of educational institutions. Although the majority of textbooks are only available in print, many are now available as online electronic books. A textbook must include a comprehensive review of the subject, including theories, and must be of a more suitable quality. Textbooks are one type of text, a book for use in an educational curriculum.[88] A textbook, at the very least, can be used as a guideline to ensure the success of the teaching and learning process.

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[87] Putri Rizki Lestari, Eri Kurniawan, and Ruswan Dallyono, "A Transitivity Analysis of Ria Ricis and Atta Halilintar's Promotional Captions on Instagram" (3rd International Conference on Language, Literature, Culture, and Education (ICOLLITE 2019), Atlantis Press, 2020), 344.

[88] DAN Douglas and Stefan Frazier, "Teaching by Principles: An Interactive Approach to Language Pedagogy: H. Douglas Brown," 2001.

The textbook *English for Nusantara* is published by the Ministry of Education and Culture to promote Curriculum Merdeka for seventh-grade Junior high school students. *English for Nusantara* was published for the first time in 2022 and consists of 296 pages with five chapters entitled *'About Me', 'Culinary and Me', 'Home Sweet Home', 'My School Activities', and 'This is My School'*. Each chapter of the materials is accompanied by. There are six writers involved in writing this textbook. They are Ika Lestari Damayati, Yusnita Febrianti, Iyen Nurlaelawati, Pipit Prihartanti Suharto, Aji Jehan Fellani, and Raymon Rahmadani. The textbook also involves two people as editors named Kristine Ann M. Capa and Made Ayu Utami Chandra Dewina.

B. Previous Research

This section includes a bunch of research connected with transitivity which has been carried out by other researchers. The first previous research is the thesis conducted by Nova Anggraini in 2018 with the title *Transitivity Process and Ideological Construction of Donald Trump's Speeches*. The dissertation is presented in partial fulfillment of the requirements for the bachelor's degree in English from the Faculty of Arts and Humanities at UIN Sunan Ampel Surabaya. In speeches given by American President Donald Trump, this study explored the transitivity process. The researcher's purpose in this study was to look into the various transitivity processes and the ideological framework used in Donald Trump's speeches. The Charlotte campaign speech, the victory speech, and the inauguration speech were the speeches that the researcher used. She applied for M.A.K. Halliday's Systemic Functional Linguistic Theory, which is divided into six categories, for the transitivity system. These categories include material process, mental process, verbal process, relational process, existential process, and behavioral process. The findings of this investigation demonstrated that all of M.A.K. Halliday's transitivity processes are used in Donald Trump's speeches. A total of 708 clauses are identified to include transitivity processes.[89]

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[89] Nova Anggraini, "Transitivity Process and Ideological Construction of Donald Trump's Speeches," 2018.

The second study is titled *The Transitivity Analysis of Doris Lessing's Short Story No Witchcraft for Sale* by Dewi Kurnia in 2018. The thesis is presented in Partial Fulfillment of the Undergraduate Degree Requirements in the English Language Education Department of UIN Walisongo. This study seeks to discover how the transitivity process is realized and what type of transitivity is most apparent in the short story No Witchcraft for Sale. According to the findings of this study, six types of transitivity processes by M.A.K Halliday are identified in the short story, with the material process being the most prevalent form that happened in Doris Lessing's short novel No Witchcraft for Sale.[90]

The third previous research is titled *The Transitivity Process in Katherine Anne Porter's Short Story "He"* conducted by Sayyida Amira Halima in 2019. It is a thesis presented in Partial Fulfillment of the Requirements for the Sarjana Degree Majoring in Linguistics at Diponegoro University's English Department Faculty of Humanities. This study intends to analyze what types of transitivity processes and what ideational meanings represent the themes of the short story "He" by Katherine Anne Porter. The findings of this study revealed that there are six types of transitivity processes identified in the short story "He," which is based on M.A.K Halliday's theory. The writer discovered that the material process is the most common type of process found in Katherine Anne Porter's short story "He", which is from 72 samples including 95 transitivity systems representing the themes.[91]

The fourth previous research is conducted by Ulva Sofiana (2020) with the title *Transitivity Analysis of Recount Text at Eight Garde Students of MTS Mathalibul Hula Mlonggo in Academic Year 2019/2020.* This study is a thesis submitted in partial to the requirements for the degree of Sarjana Pendidikan Bahasa Inggris in the English Language Education of the University of Nahdlatul Ulama. The purpose of this research was to characterize and explore the process types, participant functions, and circumstantial

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[90] Dewi Kurnia, "The Transitivity Analysis of Short Story No Witchcraft for Sale by Doris Lessing," *Walisongo State University of Islamic Studies*, 2018.

[91] Sayyida Amira Halima, "The Transitivity Process in The Short Story" He" By Katherine Anne Porter," 2019.

components of transitivity analysis found in the recount text of MTs Mathalibul Huda Mlonggo students. It shows that students recount texts describing their experiences in a specific location and time. The major occurrence of the data was material process and location of circumstance, as can be observed.[92]

The last previous research is a thesis entitled *The Effect of Transitivity Process in Vogue Editor's Letter September-November 2021 Edition conducted* by Marselinus Sona Lastono in 2022 at the state of Universitas Sanata Dharma Yogyakarta. The purpose of this study was to figure out the types of transitivity processes used in the Editor's Letter on VOGUE Magazine's September-November 2021 edition and to find out the effects of each type of transitivity process application in the VOGUE editor's Letter September-November 2021 Edition. This research mainly uses M.A.K Halliday's theory about the Transitivity system which includes six types. The result showed that there are five out of six types found in this study such as material process, mental process, relational process, verbal process, and existential process.[93]

The above-mentioned research from the past and this research have some similarities and some differences. The similarities between the two studies are that both utilized M.A.K. Halliday's theory concentrated on transitivity analysis. The focus of the research is on the difference between the earlier study and current research. This study focuses on the reading materials found in the *English for Nusantara* textbook used by seventh-grade students of Junior High School in Indonesia.

C. Theoretical Framework

In reading, because the primary goal of studying reading is to comprehend text, genre/text types are one of the learning materials that could be found in a textbook. As a result,

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[92] Ulva Sofiana, "Transitivity Analysis of Recount Text at Eight Grade Students of Mts. Mathalibul Huda Mlonggo in the Academic Year 2019/2020," 2020.

[93] Marselinus Sona Lastono, "The Effects of Transitivity Process in Vogue Editor's Letter September-November 2021 Edition," 2022.

both the teacher and the students should comprehend linguistics. The ideational meaning is construed in the type of process in text types. A sentence, according to the transitivity theory, is a process that is usually manifested in a verb or verbal group. The participant is manifested in a noun or nominal group. Prepositional phrases or adverbs are used to express circumstance.

Halliday classified transitivity processes into six types: material processes, mental processes, verbal processes, behavioral processes, existential processes, and relational processes. However, each process has its different participant function. Those participant functions are actor, goal, senser, phenomenon, carrier, attribute, token, value, sayer, verbiage, and receiver. On the other hand, Halliday classified circumstances into nine different types. Those are extent, location, manner, cause, contingency, accompaniment, role, matter, and angle.

The purpose of this study was to examine the transitivity of reading texts in the seventh-grade textbook *English for Nusantara* used by junior high school students. The textbook has a variety of text kinds that can be studied. To carry out this study, the researcher used systemic functional linguistics of transitivity proposed by Halliday. This study is being carried out to discover the type of transitivity processes and participants function in the reading texts. This study also attempts to discover the type of circumstantial elements found in the reading texts of the textbook.

CHAPTER III

RESEARCH METHOD

A. Research Design

In conducting this research, the researcher used the qualitative approach and the design used by the researcher is descriptive qualitative. This research uses a qualitative method because in the past decade, more researchers in the Linguistics field have used the qualitative paradigm and by using qualitative methods the research problem can be solved by analyzing the data and describing the data that will be collected. A descriptive qualitative approach was used because this research intended to figure out about the transitivity system in reading texts of English textbook *English for Nusantara*.

B. Data Source

In this research, the data sources were all the English reading texts of the English textbook *'English for Nusantara'* for seventh grade in Indonesia. This textbook was prepared by the Government to fulfill the need for educational books quality, inexpensive, and evenly distributed by the mandate in Law No. 3 of 2017. However, this textbook is organized and reviewed by various parties under the coordination of the Ministry of Education, Culture, Research, and Technology which was published in 2022 to fulfill the curriculum Merdeka. The data used in this study includes 18 reading texts. In order to make the study more easier to analyze, the researcher gives a number in each of the reading texts. For example: text 1, text 2, ….etc.

C. Data Collection Technique

In collecting the data, the researcher employed a documentary technique by obtaining the data from the reading texts that were written in the English textbook *English for Nusantara*. In this study, the researcher needed to take the following steps to collect the data. The following steps are used to gather data, such as:

a. The researcher downloaded the textbook.

b. The researcher recopies the reading texts.

c. The researcher divided the sentence into clauses by using clause complex analysis.

d. The researcher classifying each clause according to the types of transitivity systems such as participant, process, and circumstance according to M.A.K Halliday's theory.

D. Data Analysis Technique

After the data was collected, the data analysis was presented. The researcher utilized the steps of content analysis technique to analyze the data. Content analysis is a research method that uses a set procedure to make valid inferences from texts. There are three main steps that the researcher used in content analysis, those are unitizing the clause simplex and clause complex, coding the clauses based on transitivity system, and drawing inferences of the data.[94] Unitizing defined as phase and identify the unit of analysis within the volume of data available. Coding is the step of describing the recording units or classifying them in terms of the categories of the analytical constructs chosen. While the drawing inferences is the stable knowledge about how the variable accounts of coded data are related to the phenomena the researcher wants to know about.[95] However, the techniques to analyzed the data were presented below:

1. The researcher found the clause simplexes and clause complexes from the reading texts.

2. The researcher classified the clause simplexes and clause complexes by describing the patterns of the transitivity elements such as participant, process, and circumstance.

3. The researcher presents the data. The example of the data was as follows:

Table. 3.1 Data Sheet of the Research- material process

1.	My Mom	Makes	them	almost every afternoon
	Actor	Pr: Material	Goal	Circ: location: time

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[94] Klaus Krippendorff, "Content Analysis," 1989.

[95] Klaus Krippendorff, 407.

Table. 3.2 Data Sheet of the Research- mental process

2.	Monita	Likes	reading
	Senser	Pr: mental: affection	Phenomenon

Table. 3.3 Data Sheet of the Research- a relational attributive process

3.	It	Is	a mixture of various sliced fruits
	Carrier	Pr: relational attributive	Attribute

Table. 3.4 Data Sheet of the Research- a relational identifying process

4.	Pak Edo's hobby	Is	cycling
	Token	Pr: relational identifying	Value

Table. 3.5 Data Sheet of the Research- a Relational possessive process

| 5.	Made	Has	short black hair
	Carrier	Pr: relational possessive	Attribute

Table. 3.6 Data Sheet of the Research- verbal process

6.	Sometimes	our teacher	tells	Us	to join and present our work to play games	in the classroom
		Sayer	Pr: verbal	Receiver	Verbiage	Circ. location: place

Table. 3.7 Data Sheet of the Research- existential process

7.	There	are	30 tables and chairs	for the students
		Pr: existential	Existent	Circ. cause: behalf

4. The researcher developed the outcome in the form of a percentage based to the total number of each sort of the three components of the transitivity system. The presentation was done using a table so that the varied totals of each transitivity process could be easily viewed.

5. Counting the data to find the dominant transitivity system in the textbook.
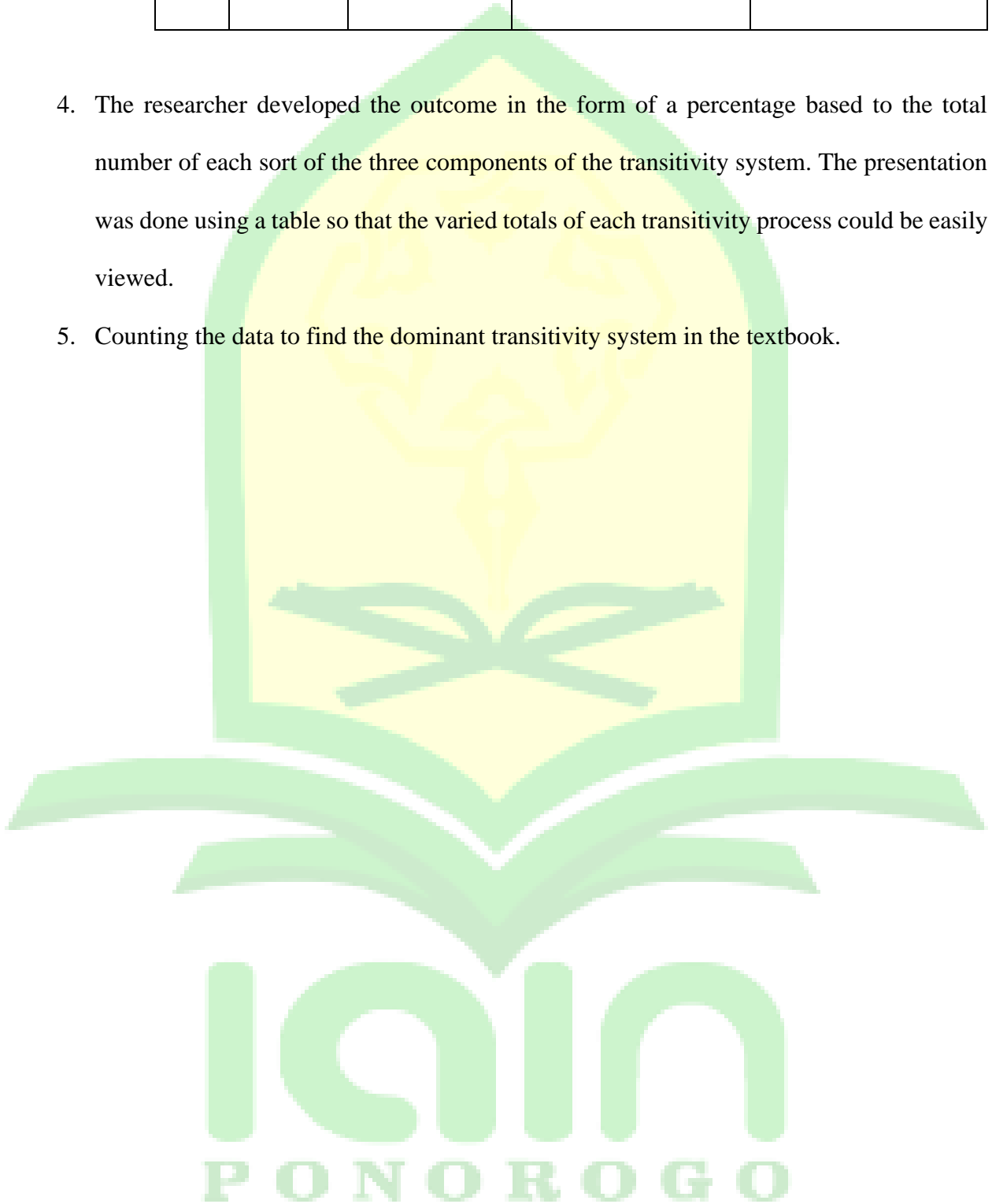
CHAPTER IV

FINDING AND DISCUSSION

A. Data Finding of Transitivity System in the English Textbook Entitled *'English for Nusantara'*

The goal of this research is to identify the transitivity elements, which include participants, processes, and circumstances found in the reading texts from the English materials textbook *English for Nusantara.* This textbook was designed for seventh-grade students at Junior High School in Indonesia. This study's data were drawn from all of the reading texts in the textbook. Each clause of the English reading texts was classified into three constituents of the transitivity system. Those are participant elements, process types, and circumstantial elements. The participant elements were related to the process types, while the process types were classified into six process types: Material process, Mental Process, Relational Process, Verbal Process, Behavioral Process, and Existential Process.[96] The circumstantial elements were classified into nine categories which are characterized as optional in a clause. Those are circumstance extent, location, manner, cause, contingency, accompaniment, role, matter, and angle[97].

These findings are split into three sections. The first section is data analysis, which describes the participation functions. The second section is data analysis which describes the transitivity process, and the final section discusses data analysis, which describes the transitivity of circumstance elements. The results of the data analysis are as follows:

1. Process Types

In this process type, the findings show that there are 281 processes examined. The researcher found five process types of transitivity systems included in the reading texts

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[96] Zheng, Yang, and Ge, "Functional Stylistic Analysis: Transitivity in English-Medium Medical Research Articles," 13.

[97] Nkeiruka, "Transitivity Analysis of Proverbs in Achebe's A Man of the People," 80.

of the English textbook *English for Nusantara*, those are material process, mental process, relational process, verbal process, and existential process. The table below shows the details of data analysis of the process types as transitivity system in the reading texts of the textbook *English for Nusantara*:

Table 4.1 Process Types of Transitivity Analysis in the English Textbook 'English for

Nusantara'

Process	Frequency of Occurrence	Percentage (%)
Material	141	50%
Mental	36	13%
Relational	80	28%
Verbal	8	3%
Existential	16	6%
Total	**281**	**100%**

The table above shows the number of clauses included in the textbook's process types of transitivity, which is 100% based on 281 data. The most common type is Material Process, which appears 141 times or 50%, then Relational Process appears 80 times or 28%, Mental Process appears 36 times or 13%, the Existential Process appears 16 times or 6%, and the last is Verbal Process appears 8 times or 3%.

2. Participant Functions

The finding shows 442 clauses were categorized as participant functions in this research. The researcher found twelve participants' functions, which are actor, goal, scope, recipient, senser, phenomenon, carrier, attributive, token, value, sayer, receiver, verbiage, and existent which occur in the reading texts of the textbook. The details of the participant function as the transitivity system in the reading texts of the English textbook *'English for Nusantara'* is presented in the table below:

Table 4.2 Participant Functions of Transitivity System in the English Textbook 'English

for Nusantara'

Participant Functions	Frequency of Occurrence	Percentage (%)
Actor	90	20%
Goal	78	17%
Range	42	9%
Recipient	2	1%
Client	1	1%
Senser	33	7%
Phenomenon	21	5%
Carrier	57	13%
Attribute	53	12%
Token	19	4%
Value	14	3%
Sayer	6	1%
Receiver	4	1%
Verbiage	6	1%
Existent	16	4%
Total	**442**	**100%**

The participant's table above shows data of 442 times or 100% that appear in the reading text of the English textbook *English for Nusantara*. Based on the table, it is actor which occurs 90 times or 20%, goal occurs 78 times or 17%, range occur 42 times or 9%, Recipient occur 2 times or 1%, Client occur 1 time or 1%, senser occurs 33 times or 7%, phenomenon occurs 21 times or 5%, carrier occurs 57 times or 13%, attribute occurs 53 times or 12%, token occurs 19 times or 4%, value occurs 14 times or 3%, sayer and verbiage has the same number which occurs 6 times or 1%, receiver occurs 4 times or 1%, and the last is existent occurs 16 times or 4% of the total. The dominant data of the participant's function that appear in the reading texts of the textbook is the actor.

3. Circumstance Elements

There were 121 circumstance elements found in this research. The researcher found six circumstance elements included in the reading text. Those circumstance elements are Location, Manner, Cause, Accompaniment, Matter, and Role Circumstance. The details

of the circumstance elements as the transitivity system in the reading texts of the English textbook *'English for Nusantara'* is drawn in the table below:

Table 4.3 Circumstance Elements of Transitivity System in *'English for Nusantara'* Textbook.

Circumstantial Element	Frequency of Occurrence	Percentage (%)
Location	77	64%
Manner	6	5%
Cause	20	17%
Accompaniment	8	7%
Matter	2	2%
Role	7	6%
Total	**120**	**100%**

The following table is the circumstance elements of the transitivity system. In the table, there are 12 times or 100% of clauses included in the circumstance elements that appear in the textbook. The type of circumstance elements category that most often appears in the data is Location which occurs 77 times or 64%, manner occurs 6 times or 5%, Cause circumstance occurs 20 times or 17%, Accompaniment occurs 8 times or 7%, Matter occurs 2 times or 2%, and Role circumstance occurs with 7 times or 6% of the total.

B. **The Analysis of Transitivity System in the English Textbook Entitled *'English for Nusantara'***

The data above shows the classification of the Transitivity System in the reading texts of the English Textbook *'English for Nusantara'*, and this section discusses the analysis using the Transitivity System in expressing the data. The researcher presents the data analysis in this section using Halliday's theory about the transitivity system. To make the transitivity analysis more understandable, the researcher presents all the transitivity systems in a sentence and provides additional information about where the clause is in the reading texts of the data.

1. Transitivity Processes and Participants Element

   a) Material Process

   The material process was dominantly found in all texts, it occurs 141 times in the reading texts of the textbook. The material process is a process of doing. There are two participants in the material process such as the Actor and the Goal. In this research, the Actor occurs 90 times or 20% and the Goal occurs 78 times or 17%. As the participant function, the Actor dominantly appeared in the Material Process. Some findings of the material process are presented below:

   Data 1

   This clause occurs in Text 1

   *He **brings** his fishing rod, a bucket, and a fishing net.*

   In data 1 above, *He brings his fishing rod, a bucket, and a fishing net,* it belongs to the material process. The sentence is composed of an actor, a material process, and a goal. The clause *'He'* refers to the individual who is doing the action which is defined as the participant. The participant in this case is referred to as an actor. The material process is recognizable in the verb *brings* which describes the actual activities to the goal. As a result, *his fishing rod, bucket, and fishing net* is designated as a goal which refers to the things that are being subjected by the actor.

   Data 2

   This clause occurs in Text 6

   *His mom **writes** a fried rice recipe for him.*

   In data 2 above, it is obvious that the sentence belongs to the material process. The material process was identified by the verb *writes* that expresses the process of doing. In the sentence, the Actor which doing the action is *His mom* and the thing that is being subjected to action by the actor is the *fried rice recipe* which

acts as the goal of the structure. On the other hand, *for him* classified as the Client of the process which represents the participants that services are done to. Here, the Client of material clause only occurs 1 time on the reading texts. From the clause above, we can see that in the material clause, not only occurs an Actor and a Goal, but also the Client that occurs 1 time of the total.

Data 3

This clause occurs in Text 8

*After **playing** badminton,*

*Sinta and Ibu Posma **go** to a restaurant near the park.*

In the sentence 3 below are divided into two clauses. The first clause is *after playing badminton* and the second clause is *Sinta and Ibu Posma go to a restaurant near the park*. Those clauses belong to the material process. In the first clause, the word *playing* conveys a happening activity of material clause, while the word *badminton* acts as the Range of the process. The game of badminton is clearly not an entity, there is no such thing as badminton other than the act of playing it. In the second clause, the word *go* convey the intransitive clause that represents a happening clause done by Sinta and Ibu Posma as the Actor of the process. Here, the word *to a restaurant near the park* represents the Range of the process. As stated, the Range of the process is not affected by the performance of the process. In material clause, the Range occurs 42 times or 9% in the reading texts.

b) Mental Process.

The Mental Process occurs 36 times in the reading texts of the textbook. It has two participants in the mental process such as Senser and Phenomenon. Senser occurs 33 times or 7% and phenomenon occurs 21 times or 5%. However, there

are four types of Mental Processes, those are perception, affection, cognition, and desire. Some findings of the Mental process are presented below:

Data 1

This clause occurs in <u>Text 9</u>

If we look closely,

*We can **see** a drawer under her bed.*

In data 1 above, it refers to the Mental Process of perception. It consists of a Senser, a process, a phenomenon, and a circumstance. The perception process is shown by the word *can see* which indicates a process of feeling. The one who can feel is symbolized by the clause *We* that called the Senser and the thing that is being felt is *a drawer*. *A drawer* acts as the phenomenon of the structure. Then, the other example of Mental types is below:

Data 2

This clause occurs in <u>Text 5</u>

*My mom **loves** Rujak*

In data 2 above *My mom loves Rujak,* belongs to the Mental process. The sentence was composed of a Senser, a process, and a phenomenon. The clause *My mom* refers to the individual that is defined as a Senser in the process. The Mental process is recognizable in the word *loves* and the thing that is being sensed is *rujak* which is called a phenomenon. Here the senser is the individual who feels the feeling of loving the phenomenon. In this structure, the word *loves* refer to the Affection of the Mental process. Another example of the Affection type is below:

Data 3

This clause occurs in <u>Text 1</u>

*He **likes** playing basketball*

In data 3 above, it belongs to the mental process and material process. The type of mental process that occurs is affection. Here, because the clause is a simplex clause, the researcher does not separate the analysis so that the meaning can be understood. The clause is composed of a Senser, the processes, and a range. The affection process is shown by the word *likes* which indicates the process of feeling. While, the material process is shown by the word *playing* and *basketball* refers to the range of the process. In this clause, the Senser is *He* that acts as the individual who can feels.

Data 4

This clause occurs in Text 10

*Ibu Ayu **thought** about to making rules for online learning*

In data 4 above, it belongs to the Mental process of cognition. The sentence *Ibu Ayu thought about to making rules for online learning* was composed of a senser, a process, and a circumstance. From the clause above, *Ibu Ayu* refers to the one who is defined as a senser because she is the individual who thinks something. The verb *thought* refers to the mental process that categorized the process of thinking, and *about to making rules for online learning* acts as the circumstance of the structure. Then, another mental process type is shown below:

Data 5

This clause occurs in <u>Text 1</u>

*He **need** a smartphone and internet connection for mobile gaming.*

In data 4 above, it belongs to the Mental process. The sentence was composed of a Senser, a process, a phenomenon, and a circumstance. The mental

process of desire is symbolized by the verb *need*. This verb has expressed desire because it indicates the process of feeling. Then, the clause *He* refers to a Senser, the one who can feel, *a smartphone and internet connection* refers to the phenomenon, and the circumstance is *for mobile gaming*. In this context, the senser represents what he wants and what he needs.

c) Relational Process

A relational Process is a process to characterize and identify something. Based on the data found, the researcher found 80 processes that are relational in the reading texts of the textbook. There are two types of relational processes, those are attributive and identification. Each type of relational process has its participants. The participants of the attributive type were Carrier and Attribute. The participants of identifying type were Token and Value.

However, among relational processes attributive and identifying, relational attributive is the most dominant type of relational process which occurs in the reading texts of the textbook. It occurs 61 times and it is supported by the number of carriers 57 and attribute 53 participants. The type of relational process that appears in the reading texts are intensive and possessive processes. Some examples are below:

Data 1

This clause occurs in the Text 9

*No wonder her room **is** very neat and clean*

In data 1 above, it belongs to the attributive relational process. The type of relational process is intensive. It is composed of a carrier, an attributive relational process, and an attribute. *No wonder her room is very neat and clean* deals with the to-be *is* which is classified as an intensive process, while *her room* acts as a carrier, and *very neat and clean* refers to the attribute of the structure.

Data 2

This clause occurs in the Text 18

If we crumple papers,

*It **is** difficult to process them*

Data 2 above includes two types of processes: relational attributive processes and material processes. As they cannot possibly have any sense when studied independently, the researcher combines them into one statement and analyzes them as a whole. The first clause *if we crumple papers* belongs to the material process. *We* act as the actor, *crumple* as the material clause and *papers* act as the Goal.

The second clause, *it is difficult,* belongs to the attributive relational process. The verb *it* serves as a relational process, and the word *is* serves as the carrier. The second feature, *difficult,* is connected to the second process, that was the material process. It is marked with the word *to process* which denotes action. Then, *them* is the goal of the process.

Data 3

This clause occurs in the Text 1

*She **has** more than twenty novels*

In data 3 above, it belongs to the relational process. Here, the type of process that occurs in the clause is a possessive category. It is composed of a carrier, a process, and an attribute. The relational process of possessiveness is used to state ownership. In this clause, *She has more than twenty novels* symbolized by the verb *has* expresses the process of possession. Furthermore, the clause *She* refers to the carrier, and *more than twenty novels* refer to the attribute of the structure. At this point, it reflects the attributive relational process because in the clause there is one entity that is used to assign another.

Another form of the relational process is identification which occurs 19 times in the reading texts of the textbook. In the identifying of the relational process, it is supported by the number of tokens 19 times and Value 14 times of the participants. However, the participants of this process can be reversible so that it can be switched around[98]. Here is an example:

Data 4

This clause occurs in the Text 5

*My favorite food **is** pecel.*

In data 4 above, the researcher can say that it belongs to the relational process of the intensive category. This process occurs in identification mode. It is strengthened by the sentence that can be reversed. *My favorite food **is** pecel* can be switched around into *pecel is my favorite food*. This sentence is composed of a token, an identifying relational process, and a value. It deals with the verb *is* which is classified as an identification relational process, while *my favorite food* acts as a token, and *pecel* refers to a value of the structure.

d) Verbal Process

The verbal process is the rarest to happen in the reading texts of the textbook. The verbal process only occurs 8 times. There are three participants in the verbal process, those are sayer, receiver, and verbiage. Both Sayer and Verbiage occur 6 times while receiver occurs 4 times in the textbook. The examples of this process were presented below:

Data 1

This clause occurs in text 16

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[98]Halliday and Matthiessen, "An Introduction to Functional Grammar," 2004, 215.

*Then, the teacher **tells** him to turn off his camera*

when it is not used

In data 1 above, *Then, the teacher **tells** him to turn off his camera,* it belongs to the verbal process. The sentence is composed of a sayer, a process, a receiver, and verbiage. The process of saying was detected in the word *tells*. The clause *the teacher* act as the sayer with *tells* used to explain the verbal process, while *Him* refers to the one who received the process of saying which is called a receiver, *to turn off his camera* acts as the verbiage. Another example of a verbal process is below:

Data 2

This clause occurs in the Text 7

*She **asks** Galang and Ara to help her out.*

In data 2 above, it belongs to the verbal process. In the sentence, *She **asks** Galang and Ara to help her out* composed of a sayer, a process, a receiver, and verbiage. The process of saying was detected in the verb *ask* as the verbal process of the clause, while *she* acts as the sayer, *Galang and Ara* acts as the receiver, and *to help her out* acts as the verbiage. In this clause, the senser is *She* with the word *asks* used to explain the verbal process done by it.

e) Existential Process

The Existential process appears 16 times in the textbook and accts for 6% of all Process Types. The existent is the only participant in the Existential Process. It occurs 16 times and reports for 4% of all participant functions. The clause is distinguished by the presence of the verb 'be'. The following are some findings from the existential process found in the reading textbook:

Data 1

This clause occurs in the Text 13

*There **are** two kinds of competitions*

In data 1 above, it belongs to the existential process. The sentence *There are two kinds of competition* were composed of existential process and existence. The existential process is symbolized by the to-be *are* which is classified as the process of existing and *two kinds of competition* acts as the existent. However, the word 'there' does not refer to any representation of the existential process since there is only one participant named existent.

Data 2

This clause occurs in the Text 14

*This **is** our classroom*

In data 2 above, belongs to the existential process. The sentence *This **is** our classroom* was composed of existential process and existence. The to-be *is* was classified as the existential process since it expresses the existence of something and *our classroom* acts as the existent.

Data 3

This clause occurs in the Text 14

There is also a desk for the teacher

In data 3 above, it belongs to the existential process. The existential process is recognizable in the to be *is.* However, the sentence only occurs one participant which is the existent. In the clause, the existent is the thing that exists. The thing here refers to the word *a desk.* All in all, the participant of the existential process that occurs in the reading texts was classified only as a thing.

2. Circumstance Elements

   a) Location

Circumstance location is expressed in place and time by the location of the process. Place and time in this context refer not only to a fixed location, but also to the source, path, and destination. Location-related circumstance elements make up 64% of all circumstance elements, or 77 times, making them the most common type to appear in the reading text from the textbook. However, among circumstance location place, and time, Place-location is the most dominant type of circumstance location. It is mentioned 50 times in the textbook. The examples of this circumstance location are presented below:

Data 1

This clause occurs in the Text 13

*A group of students also sell crafts **in the stalls***

In data 1 above refers to the circumstance location of the place category. The clause *in the stall* represented the circumstance of location in the place category. It is supported by a preposition *in* which expresses the location of the process. It refers to demonstrating where the process has taken place. It responds to the interrogative form of the place unit "where?". Here, another example of this circumstance type is below:

Data 2

This clause occurs in the Text 3

*He practices basketball **once a week on Saturday.***

In data 2 above belongs to the circumstance of location. The clause *once a week on Saturday* represented the situation of the location in the time category. It refers to the duration of time which explains when the activity will occur in the process. because it responds to the interrogative form "when?" of the location circumstance. Time location not only refers to days but also to a period when the process is done or happens. Just like the example below:

Data 3

This clause occurs in the <u>Text 8</u>

*She often plays badminton with Ibu Posma **in a park near her house every weekend***.

In data 3, *she plays badminton with Ibu Posma **in a park near her house every weekend***, also defined under the category of location. However, there are two circumstances identified from the sentence above, which are *in a park near her house* and *every weekend*. Those clauses directly respond to both of the interrogative forms of location, "where?" and "when?". The clause *in a park near her house* is represented as the situation of location in the place category, which describes the setting in which the process occurs. On the other hand, the clause *every weekend* represents the location in the time category, which describes when the situation will occur in the process. In short, the location and time frame of the clauses in Text 1 assist the participants in clearly defining the situation.

b) Manner

The manner of circumstance is classified into four categories: means, quality, comparison, and degree. Unfortunately, the textbook only contains one type of circumstance manner which is quality. It appears 6 times or 5% of the frequency. The example is presented below:

Data 1

This clause occurs in the <u>Text 18</u>

*Papers should be put in the recycle bin **neatly***

In data 1 above, it belongs to the manner circumstance since it answers the interrogative form of how the process will occur. The clause *Papers should be put in the recycle bin neatly* represents the situation of the manner in the quality category. However, there is one circumstance identified in the sentence as the

manner quality, which is *neatly*. It is in line that the quality category is typically represented by an adverbial group with the suffix- ly, which corresponds to the adjective + ly. The clause *neatly* is represented by an adverbial group with the suffix "ly".

Data 2

This clause occurs in the Text 16

*He speaks very **loudly***

and it is very noisy.

In data 2 above, it refers to the manner circumstance because it answers the interrogative form of "how?". The type of manner circumstance that appears in the clause is the quality category. Here, the manner quality is shown by the word *loudly*. The word *loudly* is expressed with the suffix -ly in the back.

c) Cause

The circumstance of cause is divided into three categories, those are reason, purpose, and behalf. In the reading texts of the textbook, it occurs 20 times or 17% of the total percentage. However, the researcher only finds the circumstance of cause on purpose and behalf category. Here are the examples:

Data 1

This clause occurs in the Text 7

*Galang drew pictures **for the sticker***

In data 1 above, *Galang drew pictures for the sticke*r belonging to the circumstance of cause. At this point, the phrase that indicates a circumstance of cause is symbolized by the clause *for the sticker*. This circumstance is encoded by the prepositional phrase *for*. The clause *for the sticker* refers to the circumstance of the cause on purpose category. As stated by Halliday, Purpose can be expressed through the action that occurs with the intention behind it.

Data 2

This clause occurs in Text 14

There are 30 tables and chairs for the students

From data 2 above, the clause belongs to the circumstance of cause. The circumstance of the cause was expressed by the words *for the students*. It is indicated by the prepositional phrase *for*. However, the *for him* refers to the circumstance of cause on behalf category since the clause is answered in the interrogative form of "who for?".

d) Accompaniment

Prepositional phrases such as with, without, besides, and instead are being used to express circumstance accompaniment. Circumstance accompaniment is classified into two types: comitative and additive. Based on the data, only the circumstance of accompaniment in the additive category was discovered. It occurs 8 times in the reading texts of the textbook. The examples of clauses that talk about circumstance accompaniment in the additive category are presented below:

Data 1

This clause occurs in the Text 10

She also explained the materials

and has a discussion with her students.

In data 1, *She also explained the materials and has a discussion with her students* referring to the type of accompaniment circumstance. The accompaniment circumstance was discovered in the phrase *with her students* which denotes a comitative category because it responds to the interrogative form of "with?". The circumstance element in data 1 explains who the *discussion* should be held with. On the other hand, *with her students* is a prepositional phrase

indicating that someone has joined the process. Then, another example of this circumstance is given below:

Data 2

This clause occurs in the Text 8

*She likes to have it **with** orange juice.*

From data 2 above, *she likes to have it with orange juice* also refers to the circumstance of accompaniment. The phrase *with orange juice* was found to contain the accompaniment circumstance, which denotes a comitative category because it responds to the interrogative form of "with?".

e) Matter

The circumstance of Matter is expressed by using the prepositional phrases about, concerning, and sometimes of. It only occurs 2 times in the reading texts of the textbook. The process involved in this type of circumstance is the Mental process. An example of Matter is shown below:

Data 1

This clause occurs in the Text 18

*We can think **about** some tips*

In data 1, *we can think about some tips* referring to the type of matter circumstance. The matter circumstance was discovered in the phrase *about some tips* which respond to the interrogative form of "what about?".

Data 2

This clause occurs in the Text 7

*Those sticker sign will remind her family **about** what to do to keep the house clean*

In data 2 above, the clause refers to the circumstance of matter. It was discovered in the phrase *about how to keep the house clean* that clearly responds

to the interrogative form of "what about?". This type of situation appears in mental processes indicating the circumstance of matter.

f) Role

The Circumstance of role interprets the meaning "be" and "become". The role includes two subcategories, they are guise and product. Role circumstance occurs 7 times or 6%. Each sub-category of role circumstances is presented below:

Data 1

This clause occurs in the Text 5

*It uses palm sugar **as a dressing***

In data 1 above belongs to the circumstance of role because it responds to the circumstance's interrogative form of "what as?". The circumstance of the role is expressed by the phrase *as a dressing* which represents the role's situation in the guise category. The clause *as a dressing* is a prepositional phrase showing that something is responsible in a situation.

Data 2

This clause occurs in the Text 18

If the paper is dirty or oily,

*We can cut them **into pieces***

and put them in the composter

In data 2 above, belongs to the role circumstance of the product category which shows the becoming situation in the future. The role circumstance of the product category is shown in the phrase *into pieces.* Here, the phrase *into pieces* was answered by the interrogative form of the product category that was "what into?". Then, another example of this circumstance is below:

Data 3

This clause occurs in the <u>Text 17</u>

*Then, they can be recycled **into new products**.*

In data 3 above, contains the role circumstance of the product category. It is indicated by the interrogative form of "what into?". The role circumstance of the product category is signaled by the word *into new products* which defines the last situation into the next situation that will happen in the process. In this case, 'into new products' is the circumstance of the role in the product category since it expresses a new product that is from non-organic rubbish.

CHAPTER V

## CLOSING

A. CONCLUSION

This sub-chapter presents the conclusion from the analysis of the transitivity system in the reading texts of the English textbook *English for Nusantara*. This research has the objective to find out the process type, participant functions, and circumstances of the transitivity system contained in the reading texts based on Halliday's theory.

Based on the findings, it can be concluded that the researcher found five processes type in the transitivity system of the textbook. The findings of the classification of the transitivity system in the Process Types category are 281 data. Those are 141 data including material process, 80 data including relational process, 36 data including mental process, 16 data including existential process, and 8 data including verbal process. The material process is the dominant process type that occurs in reading texts. It reaches 50% as the highest frequency of occurrence in the textbook.

On the other hand, the classification of the participant functions category in the transitivity system is 442 clauses. Those are 90 data including the actor, 78 data including the goal, 42 data including range, 2 data including recipient, 1 data including client, 33 data including the senser, 21 data including the phenomenon, 57 data including carrier, 53 data including attributive, 19 data including token, 14 data including value, 6 data including sayer, 4 data including the receiver, 6 data including verbiage, and 16 data including existent. Thus, the dominant type of participant function is the Actor. It reaches 20% as the highest total frequency in the reading texts of the textbook. However, the classification of the circumstance elements category is 120 clauses. Those are 77 data including location, 6 data including manner, 20 data including cause, 8 data including accompaniment, 2 data including matter, and 7 data including role. Location circumstance is the dominant type of circumstance elements found in the textbook.

B. SUGGESTION

The researcher makes some suggestions based on the above conclusion. First, the researcher hopes that this study will add new knowledge about the transitivity system and other theories that are relevant to the analysis. It is such an interesting thing to learn how people arrange their sentences. Second, other researchers working in the same field as the transitivity system are expected to provide some additional meaning behind the clause. Because the focus of this study is on the experiential meaning of ideational metafunction. The next study would be good to include the Logical meaning. Lastly, in the next English textbook it would be necessary to include behavioral clauses in the reading texts, so that Students could understand what behavioral clauses is, because in the textbook *English for Nusantara* is not included the behavioral clauses.
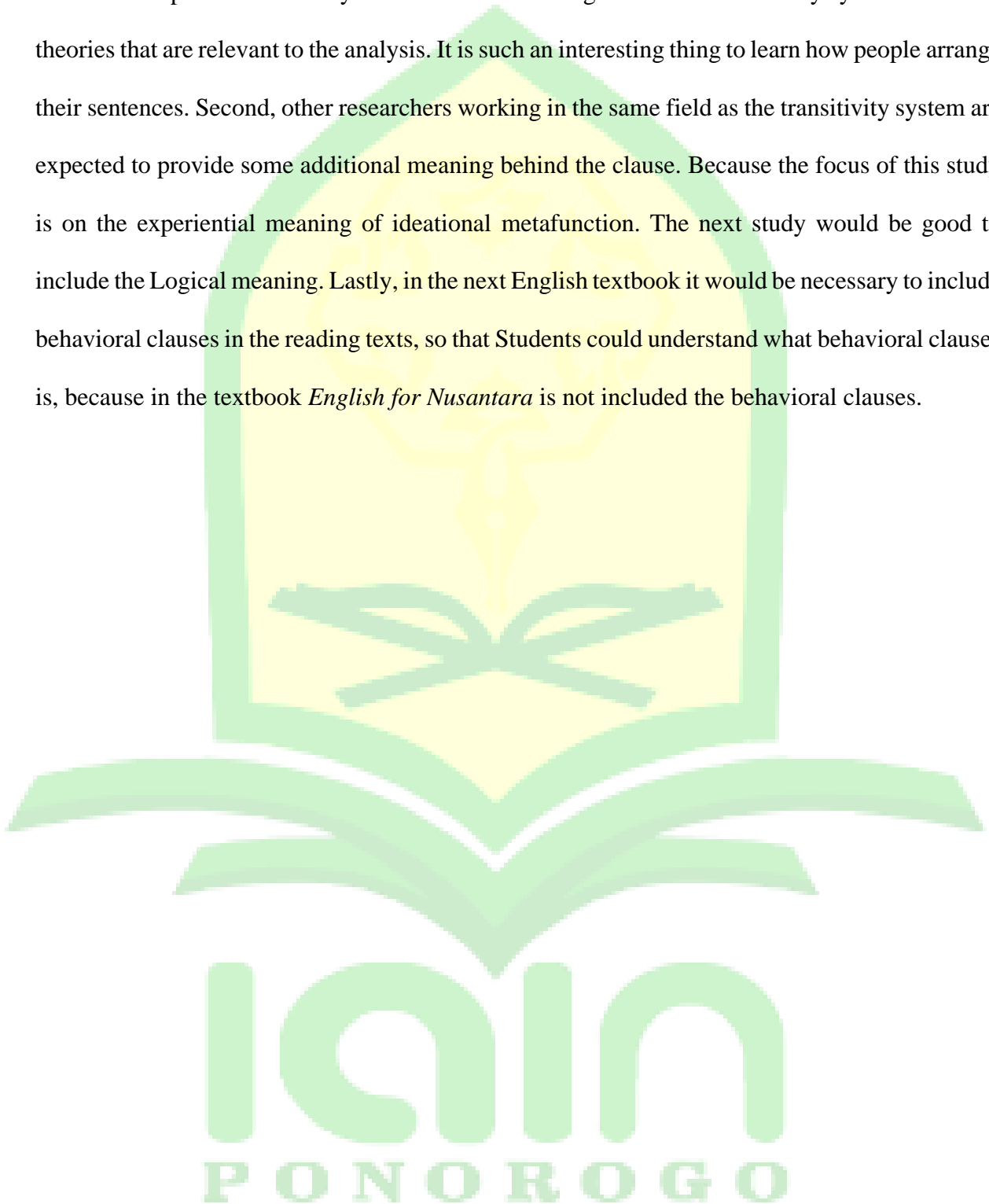
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