



A Transitivity Analysis of Reading Passages in the Textbook Bahasa Inggris for Grade XI

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Abstract

This research aimed to analyze the experiential meaning in reading passages found in the Bahasa Inggris for Grade 11 textbook in Indonesia. The research based its analyses on theory of Transitivity System. This research has two objectives, namely, 1) to describe the process types, participants and circumstances dominantly used in each clause within the texts existed in the eleventh grade's textbook Bahasa Inggris, and 2) to identify whether the processes reflect the linguistic feature choices of genre provided in textbook Bahasa Inggris.

In conducting this research, a qualitative content analysis method was employed. Two data sheets were used as the main instrument. The data were from seven reading passages in the textbook. They were then broken down into clauses. In collecting the data, this research applied document analysis. The data analysis was done in three phases; data reduction (data condensation), data display and conclusion drawing/verifying.

There are six process types found in 639 clauses in seven reading passages in the Bahasa Inggris textbook. The findings show the frequency and percentage of each process type as follows: Material Process was 331 (49%), Mental Process was 73 (11%), Relational Process was 149 (22%), Behavioral Process 37 (5%), Verbal Process was 77 (11%), and Existential Process was 15 (2%). It is found that the most dominant used is Material Process which reflects the idea that clauses through which experiences and phenomenon are represented are dominated by entities of actions or something that happened physically. While, the least used is Existential Process. The findings indicate that the processes have reflected the linguistic feature choices of genre in the Bahasa Inggris textbook.

Keywords: *transitivity, SFL, reading passages, textbook*

INTRODUCTION

English becomes one of the subjects evaluated in the national examination (UN). Reading has been the dominant skill tested in the UN (Aziez, 2011). However, the results of English in the national examination have not been yet satisfying. In addition, Indonesia's

reading performance score for PISA results in 2018 showed that students' reading skills in skills were low. Indonesia's mean performance in reading was 371 (OECD, 2019). The score was below the average of OECD (Organization for Economic Co-operation and Development), which was 487.

Reading is one of the most necessary skills in the lessons. Students read in order to gain information from what they read. This process is affected by comprehension skill. Moore et al. (2016) conclude that reading comprehension requires students to become active readers, process what they read, form a mental image, summarize and draw conclusions. The factors that affect the reading comprehension ability are the reading material and the reader himself/herself (Mufauwazah, 2020). The easy and interesting texts can increase student's motivation to read. It is relevant to Ekwall & Shaker (1985) state that the interest influences their reading comprehension.

Some media can be used to teach reading skills. A textbook is one of them. The good quality textbooks can also be used to boost outputs. To support maintaining the use of good quality textbooks in schools, the Ministry of Education and Culture has published the English textbook named Bahasa Inggris for Grade 11, which is relevant to Curriculum 2013. Unfortunately, the textbook has not maximally supported students in their learning process. It has been proven by some studies regarding the evaluation of English textbooks (Handayani, 2016); (Darrin, 2014).

Each genre/text type has three characteristics, namely social purpose, generic structures and linguistic features. They construe the meanings of the text. The meanings are then realized through the structure or organization and language features, which are the selection of words and grammar, to social functions and cultural context (Mickan, 2013). Lexicogrammar level is applied in conducting this research. It tries to reveal meaning from several genres/text types embedded in the Bahasa Inggris textbook for Grade 11.

Lexicogrammar level is classified into three systems, which are Transitivity, Theme/Rheme and Mood & Modality. The analysis of this research focuses on the transitivity system. It is because the system interprets the world of experience as a set of manageable types of processes (Halliday & Mattiessen, 2014).

The provided materials in the textbook must meet the content standard stated in Curriculum 2013. A textbook must also describe curriculum and syllabus requirement of a lesson. Because of the importance of a textbook, it is needed to analyze it to find out whether a specific textbook had met the syllabus point or not.

Regarding the problems mentioned, the research questions were formulated as follows:

- 1) What types of processes, participants and circumstances are dominantly used in each clause within the texts existed in the eleventh grade's textbook Bahasa Inggris?
- 2) What linguistic features are identified on the transitivity analysis in the eleventh textbook Bahasa Inggris?

LITERATURE REVIEW

A. Systemic Functional Linguistics

Halliday (1994) introduces Systemic Functional Linguistics (SFL) in his book “An Introduction to Functional Grammar. Functional Grammar sees the function and its elements are the key to understanding language process and structure.

- 1) Metafunctions of Language. Halliday divides grammatical forms in three metafunctions: ideational, interpersonal and textual.

- a) Ideational Metafunction

Halliday & Matthiessen (2004) state that the ideational metafunction deals with the natural world in the widest sense, as well as own consciousness, and is related to clauses as representations. It is categorized into logical and experiential meanings. Ideational metafunction is recognized in the system of Transitivity.

- b) Interpersonal Metafunction

Halliday & Matthiessen (2004) mention that the interpersonal metafunction deals with the social world, particularly the relationships between speaker and listener, and is related to clauses as exchanges. Interpersonal metafunction is recognized in the system of Mood.

- c) Textual Metafunction

Butt et al. (2000) state language is used in organizing experiential and interpersonal meanings into a linear and coherent whole. Textual metafunction is realized in the system of Theme.

- 2) Process Element

- a) Material Process

The process of happening or doing is construed by Material Processes. Material processes express that some entity perform something which may be performed to another entity. The elements of material processes are Actor the first participant that something and Goal the second participant that results from the process done by Actor.

Table 1: Example of Material Process

The lion	caught	The tourist
Actor	Process: material	Goal

- b) Mental Process

The process of sensing is represented by Mental Processes. In other words, Mental Processes are feeling, thinking and seeing processes. There are two terms that should be used in a Mental Process. First, the

Senser refers to the one that feels, thinks or sees. Second, the phenomenon refers to the one that felt, thought or seen.

Table 2: Example of Mental Process

Mary	liked	The gift
Senser	Process: mental	Phenomenon

c) Relational Process

Relational processes can be said to be those of being. A relation is being established between two independent entities. In attributive, an entity has several qualities credited or attributed to it. This can be understood that x is a member of the class of a The clauses in attributive are not reversible. In identifying, an entity contains an assigned identity. This process also can be interpreted that x is identified by a or a serves to define the identity of x The clauses in identifying are reversible.

Table 3: Example of Relational Process

Peter	has	a piano
Sarah	is	wise
Carrier/identified	Process: attribute/identifier	relational

d) Behavioral Process

Behavioral processes mean processes of physiological and psychological. Those represent external manifestations of internal workings, manifestations of consciousness processes and physiological states. The participant who is named as Behavior, is usually a conscious being. Another participant is called Behavior.

Table 4: Example of Behavioral Process

She	sang	a song
Behaver	Process: Behavior	behavioural

e) Verbal Process

Verbal processes refer to the processes of saying. The verbal process is also a symbolic connection built in human realization and achieved in language such as saying and meaning. The elements in a verbal process are Sayer, Receiver, Verbiage and Target.

Table 5: Example of Verbal Process

John	said	he was hungry
sayer	Process: verbal	

f) Existential Process

Existential processes focus on existence and the recognition of phenomena of all types to 'be' exist or happen. These represent that something exists or occurs. The word there in such clauses does not have symbolic function, but it is required as a Subject. The event or object that is being called to exist is named as Existent.

Table 6: Example of Existential Process

There	was	a storm
	Process: existential	existent

B. Text Types

The term of the genre derives from the Latin's 'genus' which has meaning as a category or class and consists of the idea of agreements that construe the different social purposes of types of text and determine different ways of reading and composing literary and factual texts (McDonald, 2013). Moreover, the genre refers to the term used to group texts altogether, represents how authors usually employ language to respond to recurring conditions (Hyland, 2004).

There are various kinds of texts. Martin (1989) mentions that there are several types of text types, namely: Recount, Report, Analytical Exposition, News Item, Anecdote, Narrative, Procedure, Description, Exploration, Anecdote,

Hortatory Exposition, Explanation, Discussion, Review and Exemplum. Each genre has association with particular social purposes, particular stages and particular lexicogrammatical structures.

C. Previous Studies

There were some studies related to transitivity analysis, especially in the textbooks. They were (Salsabil, 2014); (Anggun, 2016); (Arifiani, 2016); (Fadlillah, 2017); (Bondar et al., 2018); (Arba, 2019); (Cahyati, 2019). Their studies explained about the analysis of transitivity in different text types in several textbooks. For example, there was a study conducted by Anggun (2016) titled "An Analysis of Descriptive Text in

English Textbook Using Transitivity System (A Case Study of Reading Passages)", which examined to the extent to which the descriptive texts meet the standards in terms of their purpose, schematic structure and linguistic features (in terms of Transitivity system). This research had the same aim as hers. However, this research examined five text types: analytical exposition, explanation, narrative, discussion, and biography recount. Unfortunately, her study found that two texts did not fulfil the criteria of descriptive text.

This research identified the process types in some reading passages in the "Bahasa Inggris" for Grade 11 textbook. The reading passages were then analyzed using the theory of the Transitivity System proposed by Halliday. Besides, this research also included Participants and Circumstantial Element embodied in the reading passages. Moreover, this research attempted to find out whether the textbook has fulfilled the points based on English syllabus stated in the 2013 Curriculum or not.

RESEARCH METHOD

This research carried out a qualitative method. Ary et al. (2010) explain that a qualitative approach is used to analyze human behavior that is always certain to the context and describes the meaning which is created by means of the participants involved in specific social settings or events. Besides, this research employed a content analysis approach. Krippendorff (2004) defines that content analysis is a research approach for constructing texts (or different meaningful matter) replicable and legitimate inferences to the contexts in their use. This research adopted the content analysis qualitative method in order to help the researcher in identifying the realization of Transitivity System especially the process types in reading passages found in the Bahasa Inggris textbook for the eleventh grade.

The research data, which were the reading passages found in the textbook, were in the text form. Therefore, the context of this research was texts in written language from a textbook. This research used Bahasa Inggris for Grade 11 textbook. The data source of this study was from reading passages provided in the textbook.

Bogdan & Biklen (2007) state that qualitative research includes the researcher himself or herself as the key instrument. In addition, the second instrument of this research was data sheets where the categorization of Transitivity System was documented. The data sheet consisted of the codes, clauses, types of processes, participants and the circumstantial elements found in the textbook.

The data collection technique used in this research is document analysis. Babbie (2010) defines document analysis as a study of recorded human communications such as laws, websites, books and paintings. This method is primarily applied in a qualitative research. Therefore, document analysis is conducted because this research deals with reading passages found in the textbook.

Data analysis refers to an eclectic process that happens concurrently with data collection, data interpretation and report writing. According to Miles & Huberman (1994), there are three phases in analysis: Data Reduction (Data Condensation), Data Display, and Conclusion Drawing/Verification.

A. Data Reduction (Data Condensation)

The first phase in analyzing the data is called Data Reduction (Data Condensation). It refers to the process of categorizing, focusing, clarifying, abstracting and converting the raw data placed in field notes. The data had been reduced by the researcher before, during and after collecting the data and analyzing the data.

B. Data Display

The second phase is Data Display. Miles & Huberman (1994) define display as a planned, compressed gathering of information that allows conclusion drawing and action. In this phase, the researcher displayed the clauses from seven genres/text types in Bahasa Inggris for the Grade 11 textbook. There were two displays in this research. The first display showed the clauses categorized in process types and participants. The second display showed the clauses categorized based on the circumstantial elements.

3) Conclusion Drawing/Verification

The last phase is called Conclusion Drawing/Verification. In this phase, the researcher concludes the research results regarding the research problems with transitivity and genre theories. The researcher obtained clear information about the results to conclude/verification after analyzing seven genres/text types.

FINDINGS

There were 682 clauses analyzed from the textbook. Each clause of the text was then analyzed into types of processes, participants and circumstantial elements. There were six process types; Material Process, Mental Process, Relational Process, Behavioral Process, Verbal Process and Existential Process. The distribution of process types of Transitivity Analysis ordered based on the titles was shown in Table 7.

Table 7: The Frequency of Occurrences of Transitivity Distribution

NO	TITLE	PROCESS					
		Mat	Men	Rel	Be	Ver	Ext
1	Global Warming Is it an end to our world?	17	1	9	1	0	3
2	Earthquakes	15	1	8	0	0	1
3	The Enchanted Fish	83	29	36	8	45	2
4	Bullying: A Cancer that must be eradicated	53	16	31	6	4	3
5	President Sukarno of Indonesia: Speech at the Opening of the Bandung Conference, April 18, 1955	35	4	19	1	3	0
6	The Last Leaf	78	20	28	17	24	6
7	Life and Times of Ki Hajar Dewantara	50	2	18	4	1	0
Total		331	73	149	37	77	15
		682					

The highest process occurred in the textbook was Material Process. It occurred 331 times. Material Process appeared in all text types. Relational Process was in the second place with 149 occurrences. Verbal Process appeared 77 times. Mental Process happened 73 times.

Behavioral Process occurred 37 times. The last, the lowest process occurred was Existential Process. It only happened 15 times in the textbook. The representation of each frequency in percentages can be seen in the following Figure 1.

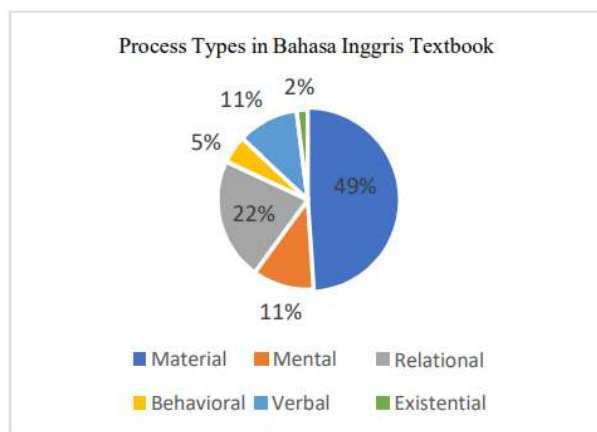


Figure 1. Pie Chart Representation of Transitivity Frequency

From Figure 1, it can be seen that the dominant type of process used in text types in

Bahasa Inggris for Grade 11 textbook was Material Process with the percentage of 49%. All of the seven texts mainly used Material Process. Relational Process was in the second place that had the highest percentage with 22%. Meanwhile, Existential Process was least used almost in every text with the percentage of 2%.

DISCUSSIONS

According to the analysis of the texts, it was found that all of the six types of processes of Transitivity occurred in all texts. Material Process was in the first place that had the highest frequency of occurrence in the textbook. All texts had Material Process as their element in the linguistic features. It was suitable with the relevant studies of Arifiani (2016); Jati (2016); Kurnia (2018); Bondar et al. (2018); Nurkholidah et al. (2019). The result meant that all of the passages in the Bahasa Inggris textbook consisted of actions, activities, or occurred physically, bodily, and materially.

Actor and Goal were the most dominant participants used in all texts since the Material Process dominated all text types. The findings were similar to previous studies of Suparto (2015); (Kurnia, 2018). Plemenitas (2004) presumed actors as the real controllers or initiators of the process. Actors were active participants who determined the process, which was Material Process. The usage of actors provided information to the texts about who did something in the actions.

Location was a circumstance that gave information about where and when the process occurred. In other words, location represented the time and place of the occurrences. Location

Circumstantial exceeded half of the circumstances (Salsabil, 2014); (Suparto, 2015). It was because all genres/text types mentioned the where and when the things happened. This result was suitable with the statement in the 2013 Curriculum that began with things closest to the environment around students.

Transitivity can be used in the literary interpretation process. In this process, the author tries to express his or her idea or concept referring to his or her own experiences to the reader through the text. The reader has his own idea or concept regarding his or her experiences as well. The reader links his or her idea or concept to the Transitivity can be used to reveal intention in writing the texts. Transitivity is a system of grammatical choice related to ideas or content expressed in a clause along with how people express the meaning of the experience.

English lesson in Senior High School has purposes of making students comprehend the text and developing their reading skills, especially in analyzing types of text, such as Narrative Text, Recount Text, Descriptive Text, Explanation Text, etc. This statement is in line with the English Syllabus stated in the 2013 Curriculum that explains most of the materials taught in school are intended to give experiences in using texts. The results of the analysis of text types showed that all of the genres/text types had fulfilled the requirements of a good text based on Gerot & Wignell (1994); Knapp & Watkins (2005) genre theory. They had met the requirements for the social function, generic structures and linguistic features.

Additionally, the appropriateness of the curriculum and learning materials is significant to the success of learning. The author had fulfilled the 2013 curriculum requirements. All of text types identified in the syllabus were developed by the author in the textbook as well. According to the syllabus, the functional texts to be taught by eleventh grade teachers consist of exposition, explanation, narrative, discussion and biography recount texts. Those text types were provided in the Bahasa Inggris for Grade 11 textbook. Therefore, the textbook had been written appropriately in the aspect of content. It is relevant to the study conducted by Kurniawan (2019) that Bahasa Inggris textbook in the category of the content is very good.

Furthermore, textbook is one of reading materials. A good quality textbook means a good reading material as well. The nature of reading material greatly influenced the reading skills, their comprehension and retention power. The use of essays, poems, novels, reports or news and prominent words or various writing styles also contributed significant impact to the reader's comprehension and retention ability to read printed and non-printed (electronic style) reading materials (Collins et al., 2007). The Kayapinar's (2009) study emphasized that the topic and material genres were one of the key factors in making coursebooks a very popular option in the English learning curriculum.

CONCLUSION AND SUGGESTIONS

The findings showed that all process types were identified. Material Process had the highest occurrence because it existed in all genres/text types. Each genre had Material Process as one of their elements in term of language features. Material Process showed the activities or actions happened or were done physically and materially. The findings were relevant to the linguistic features that all genres have Material Process. Moreover, Actor and Goal were the most frequently used in the textbook. All genres showed the actors, who did the actions, and the goals, in which the actions were addressed. Furthermore, Location Circumstantial exceeded half of the total Circumstances. It is because the text types mentioned the places and times of the occurrences. This was relevant to what was stated in Curriculum 2013 that begins with the nearest environment. The choices of Types of Processes, Participants and Circumstantial Elements were stated clearly in linguistic features of each text type. Moreover, the analysis results showed that all genres/text types had fulfilled the requirements based on genre theory. They had met the requirements in the form of social function, generic structures and linguistic features.

This research only focuses on the realization of ideational meaning which is Transitivity Analysis. For further research, it is suggested to conduct the study using other meta-functions; interpersonal meaning and textual meaning.

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