

# C13 Kamaluddin

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## Transitivity In English Textbook: A Case Study of "Bahasa Inggris" Textbook for Tenth-Grade Students

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### Abstract

This study aims at describing the types of transitivity processes and the most dominant process types of transitivity occurring in reading texts in English textbook. The data were collected from the reading texts in "Bahasa Inggris" textbook for tenth-grade of senior high school students. The results of this study show there are various process types of transitivity occurred in the reading texts. There are relational process, material process, mental process, verbal process, behavioral process, and existential process. The most dominant process type of transitivity is relational process. It is frequently used in descriptive and recount texts which indicated that the texts contained a relational process because they serve to characterize and identify something. In addition, in narrative text the transitivity process that often appears is the material process. It is indicate that the clauses are concerned with a specific participant doing something or something that has happened in the clause. Therefore, the frequency of use of each process type is determined by the language used in the context.

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### Abstrak

Penelitian ini bertujuan untuk mendeskripsikan jenis-jenis proses transitivitas dan proses yang paling dominan terjadi pada teks bacaan di buku teks bahasa Inggris. Data dikumpulkan dari teks bacaan di buku teks "Bahasa Inggris" untuk siswa kelas sepuluh sekolah menengah atas. Hasil penelitian ini menunjukkan ada berbagai jenis proses transitivitas yang terjadi dalam teks bacaan. Ada proses relasional, proses material, proses mental, proses verbal, proses perilaku, dan proses eksistensial. Jenis proses transitivitas yang paling dominan adalah proses relasional. Proses ini sering digunakan dalam teks deskriptif dan recount yang menunjukkan bahwa teks-teks tersebut mengandung proses relasional karena berfungsi untuk mencirikan dan mengidentifikasi sesuatu. Selain itu, dalam teks naratif proses transitivitas yang sering muncul adalah proses material. Hal ini menunjukkan bahwa klausa berkaitan dengan partisipan tertentu yang melakukan sesuatu atau sesuatu yang telah terjadi dalam klausa. Oleh karena itu, frekuensi penggunaan setiap jenis proses ditentukan oleh bahasa yang digunakan dalam konteksnya.

## I. INTRODUCTION

The government of Indonesia encourages the teaching of English in school education to equip its students with academic written proficiency in English communication. Based on the 2013 curriculum, text-based approach is applied in Indonesia's Education System. It emphasizes improving students' ability to use English in various types of texts. The learning is designed to provide experience in using English texts to understand and apply factual, conceptual, and procedural knowledge related to visible phenomena and events through speaking, listening, reading, and writing activities. According to Tomlinson (2012), anything that can be used to facilitate learning a language is referred to as material. It means that anything that can be

utilized to support teachers and students in the English learning and teaching process can be said as materials. The most frequently used materials in learning English are textbooks. English teachers in Indonesia decide to use a textbook as the main learning resource despite the variety of online learning tools because textbooks are regarded as being effective in the teaching-learning process (Ramdhani et al., 2021). According to Yulianti (2011), a textbook is an instructional resource containing subject-specific knowledge and material effectively arranged in textual form and contributes significantly to the teaching and learning process. In sum, a textbook is a book that functions as the material source that students need to support the material from the teacher.

English textbook for the tenth grade of senior high school is always provided with various types of reading texts such as descriptive, recount, narrative, etc. Every text must be studied as a tool to carry out contextual social functions that are directly related to real life. To avoid misinterpretations of clause meanings, it is important to understand the reading text properly. In this case, lexicogrammatical analysis to contextual description is implemented as a set of transitivity functions that reflect the process, the participant situation, the attributes assigned to the participant, and the circumstances associated with the process. According to Halliday in Matthiessen (2014) transitivity is an ideational metafunction of language where human experiences are analyzed. It means that transitivity deals with interpreting human experience to express a picture of reality. This study focuses to analyze the transitivity processes that appear in the reading text in the English textbook "Bahasa Inggris" for the tenth-grade of Senior High School students. There are several reasons why the researcher is interested in doing study in this textbook. First, the textbook is one of the books suitable for the current curriculum because it is officially published by the Indonesian Ministry of Education and Culture. Then, the textbook is used for teaching English to tenth-grade students. The last, it provides various kinds of reading text suitable for analyzing the transitivity system in terms of types of processes in reading text based on the tenth-grade level of Senior High School students.

## II. METHOD

This study is kind of the qualitative descriptive research that was suggested and applied by Manuel and Medel (1976) in Mamangon, et al. (2018) a descriptive study explains "what is." It entails the description, recording, analysis, and interpretation of the current state of a phenomenon's nature, composition, or process. The method used in this study was case study. An in-depth investigation of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection is known as a case study (Creswell, 2012). The category of this case study is instrumental case study, the case study that used to understand a concept. The source and the focus of the study is the English textbook "Bahasa Inggris" released by the Ministry of Education and Culture of Indonesia in 2017 for the tenth-grade of Senior High School students. The Data were collected

through documentary technique which is collecting the data by getting the data from reads the reading text of the English textbook. The data were analyzed by identified the texts and the process types. The text is divided according to its type. Then, it was classified into clauses. From these clauses, the researcher analyzed the transitivity process contained in the clause. Then, the researcher classified the clauses into the process types and the relationship between text types, transitivity process, and language features. Moreover, the researcher described the data by defining the process types and the text types by giving examples. The last, the researcher was explicated the rationale why particular texts are realized in particular types of ideational metafunctions of language.

## III. RESULT AND DISCUSSION

### A. Result

The researcher explains the analysis of the collected data by answering the research questions of this study. The data of this study were analyzed based on theories by Halliday (1985) which were revised in Halliday and Matthiessen's book (2014). The researcher found 581 total main clauses in the twelve texts that were analyzed. There are six process types found in study are material, mental, verbal, behavioral, relational, and existential. The frequency of process types are shown in the table below:

**Table 1.** The Frequency of Process Types

| Title of the Text                       | Type               | Process |    |    |    |    |   | Cal (n) |
|---|--------------------|---------|----|----|----|----|---|---------|
|   |                    | 1       | 2  | 3  | 4  | 5  | 6 |         |
|   |                    | %       | %  | %  | %  | %  | % |         |
| An Email From Hannah                    | Transactional text | 7       | 8  | 4  | 1  | 16 | 0 | 36      |
|   |                    | 19      | 22 | 12 | 3  | 44 | 0 | 100     |
| Congratulating And Complimenting Others | Interpersonal text | 0       | 3  | 1  | 0  | 8  | 0 | 12      |
|   |                    | 0       | 25 | 8  | 0  | 67 | 0 | 100     |
| Tanjung Puting National Park            | Descriptive        | 12      | 2  | 0  | 3  | 16 | 0 | 33      |
|   |                    | 36      | 6  | 0  | 10 | 48 | 0 | 100     |
| Taj-Mahal                               | Descriptive        | 4       | 0  | 0  | 0  | 18 | 2 | 24      |
|   |                    | 17      | 0  | 0  | 0  | 75 | 8 | 100     |
| Visiting Niagara Falls                  | Descriptive        | 13      | 5  | 0  | 0  | 26 | 2 | 46      |
|   |                    | 28      | 11 | 0  | 4  | 57 | 4 | 100     |
| Interview With The Wright Brothers      | Recount            | 16      | 1  | 5  | 0  | 20 | 1 | 43      |
|   |                    | 37      | 2  | 12 | 0  | 47 | 2 | 100     |
| Meeting                                 | Recount            | 17      | 6  | 5  | 6  | 23 | 1 | 58      |

|                             |           |     |    |    |    |     |    |     |
|-----------------------------|-----------|-----|----|----|----|-----|----|-----|
| My Idol                     |           | 29  | 10 | 9  | 10 | 40  | 2  | 100 |
| The Battle Of Surabaya      | Recount   | 14  | 4  | 1  | 2  | 15  | 2  | 38  |
| B.J. Habibie                | Recount   | 37  | 11 | 3  |    | 39  | 5  | 100 |
| Cut Nyak Dhien              | Recount   | 21  | 0  | 1  | 1  | 31  | 0  | 54  |
|                             |           | 39  | 0  | 2  | 2  | 57  | 0  | 100 |
| Issumboshi                  | Recount   | 30  | 4  | 3  | 3  | 30  | 0  | 70  |
|                             |           | 43  | 6  | 4  | 4  | 43  | 0  | 100 |
| The Legend Of Malin Kundang | Narrative | 51  | 6  | 17 | 2  | 25  | 3  | 104 |
|                             |           | 49  | 6  | 16 | 2  | 24  | 3  | 100 |
|                             | Narrative | 30  | 7  | 4  | 1  | 20  | 1  | 63  |
|                             |           | 47  | 11 | 6  | 2  | 32  | 2  | 100 |
| <b>Total</b>                |           | 215 | 46 | 41 | 19 | 248 | 12 | 581 |
|                             |           | 37  | 8  | 7  | 4  | 42  | 2  | 100 |

Note: (1) Material, (2) Mental, (3) Verbal, (4) Behavioral, (5) Relational, (6) Existential

The table 1 shows that relational process (5) is the highest frequency that occurred in all the text. It appeared 248 times or 42% of the total percentage of the process types. The material process (1) was the second highest process which appeared 215 times or 37% of the total percentage of the process types. The third was mental (2) which appeared in the texts 46 times or 8% of the total percentage of the process types. The fourth was verbal process (3) which occurred in all the text 41 or 7% of the total percentage of the process types. The next was behavioral process (4) which appeared in all the text 19 times or 4% of the total percentage of the process types. Then, the lowest process types that occurred in all the text was existential (6). It was only occurred 12 times or 2% of the total percentage of the process types.

## B. Discussions

The transitivity is a system that interprets human experiences through clauses represented in the form of some process. According Halliday in Matthiessen's book (2014) transitivity is an ideational metafunction of language where human experiences are analyzed. They are divided into six types of process in English namely material process, mental process, verbal process, relational process, behavioral process, and existential process. The researcher has analyzed the text from the reading section activity on the English textbook entitled "Bahasa Inggris" for the tenth-grade of Senior High School students. The texts were classified into Interpersonal text, transactional text, and factual text. Factual text is divided into three type namely

narrative text, descriptive text, and recount text. The researcher found that all six process types of transitivity appeared in the text. The most dominant type of process transitivity in this textbook was a relational process. It is indicated that the texts contained a relational process because they serve to characterize and identify something. Especially in descriptive text, the researcher found many auxiliary verbs which were used to convey the meaning of the topic. The second-highest frequency of transitivity process in the texts was material process, which indicates that the texts show something that has been done physically between two entities (animate or inanimate). The verb that shows material process often appears in narrative text, it shows that the clauses are concerned with a specific participant doing something or something that has happened in the clause.

The third highest frequency is the mental process, which indicates that the texts also often use clauses that are concerned with the human experience of the world of human own consciousness. The fourth highest frequency is the verbal process, which indicates that the clause shows the experience of bringing the inner world outside by speaking. The fifth highest frequency is the behavioral process, which indicates that the clause in the texts shows physiological and psychological behavior. The lowest frequency is the existential process, which indicates that the clause in the texts represents that something exists. Furthermore, the data shows that the relational and material processes dominate the other processes with very large differences in the amount of text. Some transitivity processes also have discrepancies with the type of text. This is found in narrative texts which should be dominated by verbal processes where the characters carry out many conversations, but in the findings, the processes that appear the most are material and relational. Moreover, in the transactional text, the dominant process is relational which should be a material process because this type of text indicates an action performed by two entities. Besides that, all the texts are realized ideational metafunctions of language, in which transitivity is a grammar that discusses the structure of clauses that represent ideational meanings: experiential. The clause interprets a quantum of change in the flow of events as a figure, or as a central configuration of elements in a process,



participants involved in it, and any attendant circumstances.

#### IV. CONCLUSION AND SUGGESTION

##### A. Conclusion

The analysis shows six process types appearing in the texts. The six process types are relational process, material process, mental process, verbal process, behavioral process, and the last was existential process. The most dominant process type is the relational Process as 248 times the total clauses or 42% appeared in the texts. Relational processes often appear in descriptive texts. This process serves to characterize and identify something in the clause. The most dominant type of transitivity is relational and material processes while others are minimum in frequency. This lead to an imbalance in the nature of language input to leading mastery of relational and material processes and incomprehension with other process types. The mismatch between text type and process types is also found that relational processes are dominant in the descriptive and interpersonal texts are also found to dominate recount and narrative text which should be dominant with behavioral and verbal processes. As correct use of transitivity is crucial to input for students learning careful transitivity analysis prior to text selection and inclusion in English textbooks is highly recommended.

##### B. Suggestion

Discussions related to this research are still very limited and require a lot of input, suggestions for the next writer are to study more deeply and comprehensively about Transitivity In English Textbook: A Case Study of "Bahasa Inggris" Textbook for Tenth-Grade Students.

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