

TYPES OF GRAMMATICAL ELEMENTS IN INDONESIAN ELT TEXTBOOK: SFL PERSPECTIVE

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ABSTRACT

Transitivity analysis is used to study news, reading, speeches, and other discourses. However, recent textbooks on grammatical element participants and processes have little transitivity analysis research. Teachers who understand transitivity analysis can help students understand grammar and improve their oral and written communication skills by developing grammar and using proper teaching methods to teach about sentence subjects and predicates. This study seeks to identify the transitivity participants and processes that define grammatical elements in English for Nusantara for Grade 7. This study employed a textbook for qualitative content analysis. Subsequently, Halliday and Matthiessen's (2014) transitivity analysis is applied to the data. The types of participants found in this study were carrier (93 words), actor (79 words), sener (29 words), token (18 words), sayer (17 words), and behavior (8 words). Additionally, the relational processes (112 words) include attributing (94 words) and identifying (18 words), material processes (111 words), mental processes (32 words), verbal processes (18 words), existential processes (8 words), and behavioral processes (7 words). This study suggests that teachers employ transitivity to create activities and strategies to help students learn English grammar. It should assist students meet Merdeka Belajar curriculum goals, including speaking and writing English well.

Keywords: Grammatical Elements, English Textbook, Systemic Functional Linguistics, Transitivity

INTRODUCTION

Teachers have a crucial duty of not only teaching language skills but also developing a profound comprehension of grammatical rules. An in-depth examination of the participants and processes involved in transitivity provides teachers with vital knowledge, allowing them to customize their teaching methods, tackle common challenges, and enable students to develop a strong foundation in English language skills. However, numerous teachers encounter challenges when they transmit knowledge to students in English classroom. They attempt to utilize and choose certain grammatical elements, such as subjects and predicates, that are necessary for conveying educational materials. Nevertheless, students appear to be perplexed by the statements made by the lecturers. It implies that the classroom activities and teachers' demeanor do not effectively foster students' proficiency in learning and speaking English. To clarify, the grammatical components employed by teachers are ambiguous, leading to student perplexity and thus hindering effective communication. Consequently,

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teachers have a deficiency in their comprehension of grammatical components, despite the fact that teachers should possess the capacity to teach about grammatical elements to students. Hence, the teachers might resolve the issue by comprehending and implementing transitivity.

Transitivity is employed as a method for analyzing clauses in a variety of discourses, including textbooks. In this case, textbooks are utilized by teachers as a pedagogical tool that encompasses English content, including grammar, to facilitate the instructional and educational processes within classrooms. Mestari & Malabar (2016) posited that the majority of teachers employ textbooks or published resources in the instruction of grammar. Hence, this study aims to examine the various grammatical components included in English textbooks, and how they are organized and presented in a coherent manner using the use of transitivity analysis.

Transitivity is a component of Systemic Functional Linguistics (SFLs), more specifically in the ideational metafunction, as described by Halliday & Matthiessen (2014). According to Utami et al. (2022), transitivity enhances the comprehensibility of a phrase by providing the reader with a clear understanding of the precise process involved. It enables readers to articulate current events and discuss their personal experiences, expertise, and thoughts. Transitivity analysis encompasses all linguistic expressions of actions, perceptions, existence, and communication that occur in the physical realm. There are six categories of processes, namely material, mental, verbal, rational, behavioral, and existential, as identified by Halliday & Matthiessen (2014). Researchers will prioritize the analysis of the ideational metafunction as it enables the comprehension of ideas expressed in language. By conveying ideas, readers gain insight into phenomena. Ultimately, it aids in the identification of the individuals engaged in a certain activity, as well as their interpersonal connections.

There exists a prior investigation conducted by Cahyati (2019) regarding transitivity in the ideational metafunction. The prior research aimed to elucidate the predominant process and situation depicted in the recount text found in the English textbook. The distinction between prior investigations and this study is in the focus of the research. The previous study focused on analyzing an English Textbook for grade X titled *Bahasa Inggris*. In contrast, this study examines an English textbook called English for Nusantara, designed for grade 7 students in Indonesia. Another distinction pertains to the research's focal point. The previous research examined the process and situation in recount texts, whereas this study will concentrate on the participants and process in the language emphasis portion that define grammatical aspects. Research on transitivity analysis has grown in various discourses, including English textbooks (Maya et al., 2020), news articles (Hutabarat et al., 2020), songs (Zahoor & Janjua, 2016), essays (Yulianawati & Anggarini, 2022), movies (Sihura, 2019), and more. This analysis serves as a means to examine the meaning within the text. The majority of study has focused on investigating the use of Systemic Functional Linguistics (SFLs), particularly the analysis of clauses in different discourses using transitivity to convey meaning. Thus, in order to address this deficiency, this research will select an English textbook titled "English for Nusantara for Grade 7" as a means of examining transitivity.

METHODS

The research employed qualitative content analysis methodology. Ary (2010) defines content analysis as a research methodology used to uncover the distinctive features of textual information. Furthermore, according to Biggs et al. (2021), the qualitative content analysis approach aims to identify and analyze patterns of meaning construction in the communicative use of language. This is achieved by closely examining the content, underlying themes, and meanings that emerge from the text. Hence, this approach is suitable for implementation in the current study to examine grammatical elements in the language focus part of the textbook. The textbook entitled "English for Nusantara for Grade 7" was used as a data source. The publication was released in 2022 by the Ministry of Education and Culture of Indonesia and comprises a total of 264 pages. There are a total of five chapters, which each chapter

containing three units. Each unit is composed of multiple elements, including "say what you know," listening, speaking, language focus, reading, writing, listening, and fun time. For this study, the researchers selected the language focus part, which includes grammar instruction, as the data source. The language focus section of the textbook includes grammatical content, such as singular and plural pronouns, as well as affirmative, negative, and interrogative forms of the verb "be". Consequently, each individual element was examined using purposive sampling, with a specific emphasis on the analysis of the grammar section. In addition, this study employed document analysis to obtain the data related to grammatical elements in the textbook. Subsequently, the data were examined using Halliday & Matthiessen's (2014) framework to identify the transitivity system included in the Indonesian ELT textbook "English for Nusantara for Grade 7". The transitivity system in this example specifically examined the categorization of participants and processes inside the language emphasis section of the textbook. Subsequently, the frequency of each method was tallied in order to determine the most prevalent participant and process utilized in the textbook. Furthermore, the description is provided for the implication of the prevailing process and participant that define grammatical elements.

FINDINGS AND DISCUSSION

The researchers obtained the data by examining the English textbook "English for Nusantara for grade 7" in order to address the study question: "What are the specific types of transitivity participants and processes that are evident in the grammatical elements of Indonesian ELT textbooks?" The data were extracted from the textbook named "English for Nusantara for grade 7," notably from the language focus section that emphasized the grammatical elements.

The researchers employed Halliday & Matthiessen's (2014) theory to examine transitivity and identify the specific participants and processes that defined the grammatical elements of subject and predicate. Upon thorough examination of the data, the researchers discovered a total of 266 clauses in the language emphasis area. Table 1 below displays the distribution of participant and process categories for each clause.

Table 1. Transitivity participant and process found in the textbook

No.	Grammatical Elements	Frequency	Percentage (%)
1	Participants:		
	Actor (Ac)	79	32,4
	Senser (Ss)	29	11,9
	Sayer (Sy)	17	6,9
	Carrier (Cr)	93	38,1
	Token (Tk)	18	7,4
	Behaver (Bv)	8	3,3
	Total	244	100
2	Processes:		
	Material Process (Pm)	111	38,5
	Mental Process (Pme)	32	11,1
	Verbal Process (Pv)	18	6,3
	Relational Process-Attributing (Pra)	94	32,6
	Relational Process-Identifying (Pri)	18	6,3
	Behavioural Process (Pb)	7	2,4
	Existential Process (Pe)	8	2,8
	Total number of processes	288	100

Based on the information provided in table 1, it is evident that the textbook included all categories of transitivity participants and processes. The subjects were characterized by the following sorts of participants: actor, sayer, carrier, token, and behavior. Furthermore, the predicates were characterized by many sorts of processes, such as material process, mental process, linguistic process, relational process (including attributing and identifying), behavioural process, and existential process.

This study focused on participants who were identified as the grammatical subject in a clause or sentence. According to the findings reported in table 1, the researchers discovered that 244 participants classified subjects in the language focus area. Out of all the clauses being evaluated, the carrier was found in 93 words (38.1%), the actor was discovered in 79 words (32.4%), the sayer was found in 29 words (11.9%), the token was found in 18 words (7.4%), the sayer was found in 17 words (6.9%), and the behavior was found in 8 words (3.3%). Thus, the carrier played a prominent role as the subject in the clauses or phrases. Zahoor & Janjua (2016) proposed that in the process of 'Relational of attributing', the participant(s) referred to as 'carrier' is typically identified using noun phrases. Therefore, the frequency fluctuations of the participants' typing exhibited the distinctive traits of the textbook, particularly in the language focus section.

Furthermore, the grammatical element that served as the predicate in clauses or sentences was characterized by several sorts of processes. According to the research findings shown in table 1, the researchers discovered that 288 processes were used to describe predicates in the language emphasis section. Out of the entire number of sentences being studied, 112 words (38.8%) were identified as relational processes, which encompass attributing and identifying. In addition, the analysis revealed that 94 words (32.6%) were attributed to relational process, while 18 words (6.3%) were identified as relational process. Additionally, 111 words (38.5%) were categorized as material processes, 32 words (11.1%) as mental processes, 18 words (6.3%) as verbal processes, 8 words (2.8%) as existential processes, and 7 words (2.4%) as behavioral processes. Zahoor & Janjua (2016) stated that the process is represented by the verb phrase, which constitutes the major part of the phrase. Sihura (2019) further asserted that the processes serve as the main element in the sentence, specifically addressing the action, event, or condition in which the players are involved. The types of transitivity process and participant function are further presented in the following discussion.

Relational Process

The concept of relational process pertains to the transformation of an extant entity into an alternative form. Two classifications of relational processes exist:

Relational process of attributing and Carrier

Table 2. The example of relational of attributing

Made	Has	short, black hair.	The example of a clause
Cr	Pra	Att	Transitivity analysis

According to the information in Table 2, the statement "Made has short, black hair" identified the carrier as the participant in the procedure. The process denoted by the word

"has" was the predicate in the clause. This procedure ascribes quality to the entities that are involved. This is consistent with what Halliday and Matthiessen (2014) state, that the sentence is a crucial grammatical device for evaluating by attributing an evaluative attribute to the carrier and can be used to describe the entities acting as the carrier. According to Hastuti et al. (2021), the act of attributing processes confers a certain quality upon participant entities. Assuming the role of the carrier, the process involving participants denoted by the subject "Made" was referred to as the "has" in this instance. The term "short, black hair" refers to an attribute, which serves as the transporting entity.

Relational process of identifying and token

Table 3. The example of relational of identifying

My name	's	Andre	The example of a clause
Tk	Pri	Val	Transitivity analysis

According to the information in Table 2, the statement "Made has short, black hair" identified the carrier as the participant in the procedure. The process denoted by the word "has" was the predicate in the clause. This procedure ascribes quality to the entities that are involved. This is consistent with what Halliday and Matthiessen (2014) state, that the sentence is a crucial grammatical device for evaluating by attributing an evaluative attribute to the carrier and can be used to describe the entities acting as the carrier. According to Hastuti et al. (2021), the act of attributing processes confers a certain quality upon participant entities. Assuming the role of the carrier, the process involving participants denoted by the subject "Made" was referred to as the "has" in this instance. The term "short, black hair" refers to an attribute, which serves as the transporting entity.

Material Process and Actor

The term "material process" denotes actions and occurrences. "Doing & happening" figures are interpreted by material process, as Halliday & Matthiessen (2014) assert. It implies that one entity potentially performs an action "to" another. For instance:

Table 4. The example of material process

They	usually play	Badminton	on	Sunday	The example of a clause
Ac	Pm	G	Cir.	morning	Transitivity analysis

The classification of the word "play" as a material process, as shown in Table 4, defines it as the predicate of the clause and represents its central idea. Then, the subject of the clause was denoted by the pronoun "they" (the "actor"), who was engaged in an action; the individual whose influence or reaction was referred to as the "goal" (the "goal"). This form of process therefore necessitates action. This is consistent with Maya et al.'s (2020) assertion that the material process signifies the activities or occurrences. They stated that this process pertained to the corporeal experiences of humans. This category of process encompasses an extensive range of activities that involve performing, modifying, and generating tasks (Hastuti, 2021). Consequently, the clause denotes the actions of the participants.

Mental Process and Senser

The term "mental process" pertains to the sensory mechanism. It indicates that the internal senses of the human body participated in the thought process. Mental processes, according to Halliday and Matthiessen (2014), are sensory clauses in which variations in the flow of events within our own consciousness are interpreted. For instance:

Table 5. The example of mental process

Monita	likes	watching movies	The example of a clause
Ss	Pme	Ph	Transitivity analysis

As shown in Table 5, the clause in question represented cognition. The mental process is described by verbs that involve cognition (thinking and experiencing), emotion, and perception, according to Maya et al. (2020). The aforementioned procedure encompasses the importance of the cognition or feeling (Ali et al., 2021). The mental operation denoted by the word "likes" comprised the predicate of the clause. Furthermore, the subjective pronoun "Monita" served to define the subject of the clause. Subsequently, the act of "watching films" came to symbolise the senser's "Monita" experience of emotion, which was the focus of cognition.

Verbal Process and Sayer

Speaking is denoted by the term "verbal process." As stated by Halliday and Matthiessen (2014), the verbal process interprets the exchange between the speaker and the receiver during the utterance. Specifically, it is a clause that is reported to represent the content of the utterance. For example:

Table 6. The example of verbal process

When	We	Talk	about our activity	The example of a clause
Wh- element	Sy	Pv	Circ.	Transitivity analysis

The aforementioned table 6 illustrated the information-related activities that involved speaking. As stated by Maya et al. (2020), verbal process demonstrates activities associated with information. It includes proclamations and requests. In this instance, "talk" is the subject of the clause referred to as "a process," which defined the clause's predicate. "We," in our capacity as participants in the discourse, defined the subject matter. The sayer is therefore the individual who generates the utterance.

Existential Process

Existential processes are those which are tangible. According to Halliday and Matthiessen (2014), the existential process is distinctive in that the subject is not a participant but rather an object "there" that merely symbolises "existence". For example:

Table 7. The example of existential process

There	Is	a whiteboard in front of the class.	The example of a clause
	Pe	X	Transitivity analysis

Table 7 clearly indicates that there is a solitary participant in the extant clause. According to Utami et al. (2022), the existential process involves a single actor, specifically the existing, which functions as the object in the phrase. The term "there" serves as a grammatical subject but lacks any experiential significance. The main verb "is" functions as the subject of the sentence "process," which acts as the predicate. Moreover, existential phrases sometimes include the word "be," which, in this case, also functions as a relational activity by describing the participant in the process of existence. However, within the existential process, there exists a solitary person referred to as the existent, who is defined as the object of the phrase. Maya et al. (2020) also affirm that this process is acknowledged to consist of words such as "there" in their structures.

Behavioural Process and Behavior

Behavioural process is a combination of physiological process and psychological behavior. This is also pertinent to the idea put forth by Halliday & Matthiessen (2014) clarified that it depicts something that goes beyond mental processes by operating on conscious processes and physiological conditions. For example:

Table 8. The example of behavioural process

She	Reads	novel	The example of a clause
Bv	Pb		Transitivity analysis

The clause "She reads novel" was indicative of her cognitive activity. The term "reads" served as the focal point of the clause, which is a procedure that defines the predicate of the sentence. Furthermore, the term "she" served as a participant referred to as a behavior, which was defined by the subject in the phrase. This process is a cognitive process, in which one participant possesses human awareness.

The findings indicate that the textbook "English for Nusantara for Grade 7" uses specific forms of transitivity participant and process to describe grammatical aspects in the language focus section. The carrier was the most prevalent participant, appearing 93 times (38.1%). Subsequently, the prevailing process was the relational process, which transpired 112 times, accounting for 38.8% of the occurrences. The relational process in this scenario is comprised of two distinct components: the relational process of attributing 94 data (32.6%) and the relational process of identifying 18 data (6.3%). The language focus section of the textbook places greater emphasis on attributive clauses. This occurs because the carrier, functioning as the subject, is connected to the process that delineates something. Put simply, the forms of relational process pertain to experience in terms of existence or possession, rather than action or emotion. It refers to the transformation or acquisition of something by an existing person or entity.

Moreover, there exists an imbalance in the frequency distribution of participants and processes, as there are people acting as subjects who are either invisible or conveyed implicitly. For instance, in words that express commands or instructions. For instances in sentences that give commands or instructions:

Table 9. The example of imperative sentences

Take	some eggs from the fridge!	The example of a clause
Pm	G	Transitivity analysis

The clauses in table 9 exemplify imperative sentences, in which the subject is implicitly or covertly conveyed. Consequently, the participants who defined the subjects were excluded from the count.

Based on the previous findings and discussion, it can be concluded that the participants in the language focus section of the textbook can be categorised into the following types: actor (32.4%), senser (11.9%), sayer (6.9%), carrier (38.1%), token (7.4%), and behavior (3.3%). Additionally, the processes in the language focus section of the textbook can be classified as follows: relational processes, including attributing (32.6%) and identifying (6.3%); material processes (38.5%); mental processes (11.1%); verbal processes (6.3%); behavioural processes (2.4%); and existential processes (2.8%). These findings demonstrate that the participants and processes identified grammatical elements, specifically the subject and predicate, through the use of transitivity analysis.

Conversely, the researchers believe that there exists a disparity in the results between prior studies and the current investigation. Cahyati's (2019) research revealed that the material process was the predominant feature in recount texts, accounting for 90 instances (51.8%). In the current research, the most prevalent process in the language emphasis area is the relational process, which appears 112 times, accounting for 38.8% of the occurrences. The prior research and this study yield disparate findings regarding the prevailing method depicted in the textbook. However, that is a grammatical attribute present in the textbook. According to Halliday & Matthiessen (2014), different sorts of processes have acquired unique grammatical features, which can be observed in diverse discourses. Hence, the outcomes of the transitivity study may vary depending on the specific nature of the discourse under examination.

Moreover, the compatibility between the curriculum and the learning resources is crucial for the achievement of student learning. The *Merdeka Belajar* curriculum is distinguished by its emphasis on skill development. The authors of the textbook "English for Nusantara for Grade 7" have adhered to the standards of the = curriculum by addressing the necessary abilities, including receptive skills.

The learning outcomes of receptive skills necessitate students' ability to comprehend the intended meaning inside a given text, enabling them to articulate their thoughts using uncomplicated sentence patterns. This aligns with the sections in the textbook, where each unit contains a language concentration section. Through the application of transitivity analysis, teachers can instruct students on grammar within a contextual framework, enabling them to comprehend the functioning of grammar in texts, such as the construction of concise sentences. Essentially, the language focus section of the textbook "English for Nusantara for Grade 7" demonstrates that transitivity analysis can identify grammatical elements and uncover meaning in clauses, thereby enhancing the efficacy of English learning, particularly at the junior high school level in Indonesia.

CONCLUSION

This study examined a textbook on subject and predicate syntax using Halliday & Matthiessen Systemic Functional Linguistics (2014) ideational metafunction. This study also shows that transitivity analysis can characterise subject-predicate grammatical elements by participant and process type. The study found that carriers found 93 words (38,1%), actors found 79 words (32,4%), sener found 29 words (11,9%), token found 18 words (7,4%), sayer found 17 words (6,9%), and behavior found 8 words (3,3%). Thus, carrier dominated the textbook's linguistic focus portion, while behavior was lowest. These clause subjects were characterised. Teachers can better understand subject-clause usage by knowing participant kinds. Relational processes—attributing and identifying—were detected in 112 words (38.8%) in the language emphasis portion of “English for Nusantara for grade 7”. In this case, the relational processes of attributing (32,6%), identifying (18,3%), material (11,5%), mental (11,1%), verbal (18,3%), existential (8,8%), and behavioural (7,4%) found words. Thus, relational processes—attributing and identifying—dominated, while behavioural processes were lowest. Those are clause predicates. Knowing the types of processes helps teachers grasp predicates in clauses and sentences. To sum up, the dominating participant is the carrier who defines the subject in clauses. The relational processes of attributing and identifying clause predicates dominate the process. The process is at the heart of the sentences, therefore the language emphasis parts indicate what someone/something has or is. Thus, teachers can develop grammar and use appropriate teaching strategies to teach grammatical elements, especially the subject and predicate in clauses, so students can better understand and communicate verbally and in writing.

In conclusion, “English for Nusantara for Grade 7” introduces grammar and expresses meaning through clause participants and processes. Under teachers' guidance, students can fulfil *Merdeka Belajar* curriculum learning goals, such as using good and correct English in oral and written communication. This work contributes to SFL in textbook analysis but has limitations. Only transitivity connected to ideational metafunction is studied in this study. Thus, for further research, it is best to analyse ideational, interpersonal, and textual SFL metafunction in the language emphasis section or other textbook sections. This study can also inform transitivity analysis-based learning material development.

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