

Reading passages and conversation text in EFL textbook for junior high school: Analysis on the process of transitivity system

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Abstract - This research aims to identify the process types of the transitivity system from the reading passages and conversational texts of the EFL textbook entitled Modul *Pengayaan* for seventh-grade junior high school students, composed based on the implementation of *Kurikulum* 2013. The present study employed a descriptive qualitative research design. The data of this study were obtained from reading texts and conversational texts (text dialogues). The collected data of the transitivity process presented in sentences and clauses were analyzed using Halliday's transitivity system. The results show that all the process types of transitivity system with 35 processes were found in the reading passages and conversational texts of the textbook, namely: material process with 5 data (14.28%), mental process with 12 data (34.28%), verbal process with 3 data (8.57%), relational process with 13 data (37.14%), behavioral process with 1 data (2.85%), and existential process also with 1 data (2.85%). All the types of transitivity processes have been presented adequately based on Halliday's theory, although the two types of transitivity process (behavioral and existential process) almost have come from ignorance. Therefore, this study suggests that the textbook designer and material developer produce diverse clauses and sentences by using the six process types of transitivity in English written texts, especially in the reading passages and conversational texts.

Keywords: EFL textbook; reading passage; transitivity system

1. Introduction

EFL is English as a foreign language. EFL refers to people learning English in a non-English speaking country. B. An Indonesian who is studying English in her country is an EFL learner. EFL's audience is people whose first language is not English or the respectable language of the country. English is optional for everyday communication (Si, 2019). With the emphasis on English now, we need good EFL teachers to meet our country's educational curriculum goals. EFL teachers are typically native or close to native speakers of the language and can handle the various decision-making steps regarding the use of the language. On the other hand, foreign language teachers are usually non-native speakers who have never spent time in an English-speaking country, so making decisions like a native speaker can be much more difficult. Her excellent EFL teacher respects her students and puts time and effort into preparing lessons and grading assignments (Arkam, 2015).

Therefore, choosing books is very important—as learning media in EFL classes. Readers should need EFL books, namely books that contain the meaning of language, to make the teaching and learning process an EFL classroom. The process of the Transitivity system is essentially related to the importance of a language because it has the meaning of every word in the text. The reader will know the use and classification of the word itself. The process of the transitivity system can't be ignored in the part of English study. There is a problem if we do not conduct the process transitivity system. The problem is grammar is an obligation in every learning study, especially in textbook students. If we don't know the transitivity process, the reader can't classify every word or sentence's meaning. The study by Marbun (2016) investigates Types of Transitivity Systems in National Geographic Articles, while Anggun (2016) conducted a transitivity-based examination of descriptive text in a senior high school English textbook (a case study of reading passages). The researchers want to conduct this research because they found the novelty from the previous research, which focuses on the object of the text that will analyze the process transitivity system. The novelty of the study is the EFL textbook in junior high school. The research question from the researcher is: What is the process of a transitivity system? in an EFL textbook in junior high school?

Transitivity is thus a grammatical system that describes world experiences realized through processes, participants, and situations (Megah, 2019). A transitive system is a complete grammatical resource for interpreting what is happening. According to Emilia (2014), transitivity is one of the most important elements of sentence meaning in all human languages. Halliday (1994) defines the range of process types that the language in question can state. The participants associated with each process type the following transitivity organizes the globe of knowledge into a collection of controllable procedure kinds. The English transitive system recognizes physical, mental, relational, behavioral, verbal, and existential processes. Every process is a process, according to Halliday (1994), represented by verbs and verb groups. The participant's three components are described as the recipient of an action and situation (adverb groups or prepositional phrases that indicate where, when, and how something happened).

A process is realized by a verb (Marbun, 2016). Processes are the foundation of transitivity. Although this process focuses on the parts of the sentence discovered by language groups, it can also be seen as 'in progress' for the entire sentence (Bloor & Bloor, 1995). Halliday and Matthiessen (2013) discriminate process transitivity into six parts, material, mental, verbal, behavioral, relational, and existential. Material processes semantically refer to activities and events that occur in people's external world (Saragih, 2010). This process is related to the physical experience of humans. Halliday (1994) states that material processes are “doing” processes. Mental processes are denoted by the verbs intellect, affection, and desire (Saragih, 2010). Users of a language can convey ideas, thoughts, and preferences that aid in identifying reality's definitions. Typically, verbs like think, know, feel, smell, hear, see, desire,

like, loathe, please, repel, and value describes this process. Relational processes build relationships between beings and entities through identification, attribution, and ownership (Saragih, 2010). This process takes place inside and outside the human being. Interactive operations are characteristically carried out by the predicate “to be” or multiple predicates of a similar type (recognized as copula predicates). Used, for example, by verbs such as seems, becomes, appears, etc., or has, possesses, possesses, etc.

Behavioral processes are physiological and psychological behavioral processes such as breathing, dreaming, snoring, laughing, hiccups, seeing, observing, hearing, and thinking (Gerot & Wignell, 1994). They rank as the least prominent of the six types of the process since their properties need to be more well-defined. Some are material, while others are spiritual. In other words, this category represents a transition between physical and mental activities. Verbal is indeed a kind of act, and it is not unreasonable to treat it as a material process.

On the one hand, especially if we believe that the verbalization of thoughts is a kind of inner language, it has some characteristics of mental processes. There are linguistic processes—verbs to say. According to Saragih (2010), linguistic approaches display information-related activity. The procedure consists of speaking, ordering, requesting, and offering. Existential processes are existential processes. These show the existence of something or is occurring (Alfiana, 2012). They indicate that something exists or is taking place. Hancock (2005) defines an existential process as a clause that only presents an entity as living. Furthermore, Saragih (2010) uses the common verbs be (is, am, are, was, were, has, have been, etc.), happens, happens. Existential processes are usually recognizable because they are indicated by being “there”. Based on all processes, it can be seen that logical functions see language as natural logic and are realized by clause complexity systems. In contrast, experiential parts see language as representations of human experience and are discovered by transitivity systems (Halliday & Webster, 2009).

2. Method

The research design in this study is qualitative with a descriptive approach. According to Ronny (2005), the descriptive approach was chosen because the researchers aimed to identify and analyze the data in the form of the transitivity process of each type presented in the reading passage and conversational text from the EFL junior high school textbook. This research used a design for textual analysis; document analysis is used to collect the textual and authored materials inside the textbook under investigation. According to Jacobs-Christine & Sorensen (2010), document analysis is a method commonly used on text or visual data in the form of books, newspapers, or other documents, to identify specific characteristics of the material under investigation. The result will show the percentage of process transitivity. The six processes are material, mental, relational, behavioral, verbal, and existential.

The first instrument for this research is the researcher, who acts as a planner, data collector, analyst, and, ultimately, research results from the book. The second is a data classification table used to collect and analyze theoretical data used in this study. Moleong (2013), states data analysis is the process of organizing and classifying data, specific patterns, categories, and the basic unit of analysis. The researchers collected the data in the form of the written teaching materials (reading passage and conversational text) of junior high school students’ book entitled *Modul Pengayaan* for seventh-grade junior high school students published by the Ministry of Education and Culture. The textbook used in the study was composed based on the implementation of *Kurikulum 2013*. The collection has several steps: 1. Selection of EFL book by reading only and determination of reading and dialogue text. 2. After reading the text and dialogue conversation, the researchers identified the process type for each sentence. The collected data, presented in sentences and clauses, were analyzed using Halliday’s transitivity system. Furthermore, the researcher used an interactive model by (Miles

& Huberman, 1994) for analyzing the data. There are: classify data by writing words based on six process types of transitive systems, gather data based on six process types for transitive systems, calculate the data to get the dominant process type, and complete research results.

3. Results and Discussion

This section presents the results of data analysis of the transitivity process from the reading passage and conversational text. It was shown that there was 35 processes analysis of the transitivity system found in the two conversational dialogues and three reading passages of the EFL textbook. The percentage of the occurrence of types of transitivity process is presented in Table 1.

Table 1 Percentages Process of Transitivity System

Num	Name of Transitivity System	Quantity	Percentage
1	Material Process	5	14.28%
2	Mental Process	12	34.28%
3	Verbal Process	3	8.57%
4	Relational Process	13	37.14%
5	Behavioral Process	1	2.85%
6	Existential Process	1	2.85%
	Total	35	100%

As presented in Table 1, there are 35 processes of transitivity found in the EFL textbook of seventh grade, namely: material process (5 data), mental process (12 data), verbal process (3 data), relational process (13 data), behavioral process (1 data), and existential process (1 data). Table 1 shows that the relational process occurrences are the most dominant process, with the highest percentage found in the textbook reading passage and conversational text at 37.14%. In addition, the finding showed the second highest usage of a mental process with 34.28%. For the material process, it was the third prevalence of the transitivity process, with 14.28%. The researcher also found 3 data or 8.57% of verbal processes from the textbook. Meanwhile, the occurrence of behavioral process and existential process are the minority of transitivity process with the same proportion of usage with only one data or 2.85%.

Moreover, the study provided several samples of each type (material, mental, verbal, relational, behavioral, and existential process) as representative data from the transitivity process of the finding. The representative example of material process in the EFL textbook can be seen in Table 2.

Table 2 The Representative Example of Material Process in the EFL Textbook

I	Started to study	In Junior High School
Actor	Process: Material	Goal

From Table 2, the clause above is categorized as the material process because the word “started” is a process of doing something/physical action which is done by the actor (doer).

Table 3 The Representative Examples of Mental Process in the EFL Textbooks

He	Wants to study	Mathematics in the future
Senser	Process: Mental Desirability	Phenomenon
He	Loves	The movie
Senser	Process: Mental Affection	Phenomenon

From Table 3, it can be seen that the two clauses are included in the mental process. In the first clause, the word “wants” is a process of desire which indicates desirability. The one who feels is called a sense (he). Meanwhile, the desirable thing is 'mathematics,' called a phenomenon. Additionally, the second clause is categorized as a process of mental affection

because the word “loves” is a process of feeling which indicates affection (feeling of fondness). The word “movie” is the thing that liking is a phenomenon. The representative example of verbal process in the EFL textbooks can be seen in Table 4.

Table 4 The Representative Example of Verbal Process in the EFL Textbooks

My aunt	Answered	Her husband
Sayer	Process: Verbal	Receiver

From that clause above, the sentence is categorized as a verbal process because the word “answered” represents a process of saying. Meanwhile, “my aunt” commits the action to “her husband”, who behaves as a receiver.

Table 5 The Representative Example of Relational Process in the EFL Textbooks

I	Have	Favorite thing
Carrier	Process: Relational Possessive	Attribute
It	Is	Really beautiful and elegant dress
Carrier	Process: Relational Intensive	Attribute

Table 5 indicates that the two clauses are relational processes. From the first clause, the word “have” is a process of having, representing a possessive attributive. Besides, the word “favorite thing” is categorized as an attribute. Meanwhile, the second clause shows that the word “it” is described as a beautiful and elegant dress and is classified as a carrier. The word “is” is categorized as an intensive attributive process. The phrase “beautiful and elegant dress” is classified as an attribute. The representative example of behavioral process in the EFL textbooks can be seen in Table 6.

Table 6 The Representative Example of Behavioral Process in the EFL Textbooks

She	Lives	In rural area
Behavior	Process: Behavioral	Circumstance: Place

From the clause above, it can be seen that the sentence is categorized as a behavioral process because the word “lives” is a process as behavior near material bodily posture.

Table 7 The Existential Example of Existential Process in the EFL Textbooks

There	Is	A picture of a brown bear
	Process: Existential	Existent

That clause above shows that the term “is” indicates something existing or a process of existing. In this part, the term “there” is commonly used in the sentences of the existential process. Therefore, the word “is” is categorized as a part of the existential process. The phrase “a picture of a brown bear” could be classified as existent.

According to the EFL textbook, all the process types of the transitivity system have presented and fulfilled the criteria of Halliday's transitivity system. From the reading passage and conversational text, the relational process was the majority of the clauses or sentences presented in the textbook. This happened because the texts of the seventh grade EFL textbook are dominant with the adjective materials, for example, in the descriptive text (describe people, place, and thing). As a result, the clauses or the sentences were in the form of a relational process which is often used the terms such as is, are, was, were, and will be for the intensive relational process. Meanwhile, the sentences found in the textbook were also common in terms of relational possessive processes, such as has, have, and had. The finding is in accordance with a study by Apendi & Mulyani (2020); Imanuri (2019), which revealed that several adjectives involve when telling a descriptive text, namely descriptive adjectives, demonstrative adjectives, and positive adjectives. The relational transitivity process is used in the descriptive text to

explain and identify (identifying) what they described. Also, the relational process uses to give quality to something (attributing). For example, the Table 5 clause 2 as the representative of attributing to give the quality of something which means the quality of the dress.

Besides the relational process, mental process sentences were the second prevalent process types of conversational texts and reading passages. The dominance of these types aimed to trigger the students to express the process of sensing, feeling, thinking, and seeing to be familiar to talk about what they think or feel. Similarly, Bertram et al. (2021), asserted that in the procedure of mental process, mental processes are in a doing sense, such as sensing-having feelings, perceiving, or thinking. The sensor is the conscious being, feeling, thinking, or seeing. The verbs are usually used in the mental process, like feel, hear, understand, see, and so on.

Regarding the result, Guswita (2020), have suggested the mental process should be more presented in the textbook, especially for senior high school students to develop their skills in grammatical structure while arranging the sentences. Additionally, the occurrences of the material process became the third most commonly found in the texts. This finding is opposite to studies by Marbun (2016), which their findings showed that the material process was the most salient type among the other types of transitivity processes. This dissimilarity occurred because most of the clauses or sentences presented in the conversational texts and reading passages were nominal sentences compared to the verbal sentences. Moreover, verbal process sentences or clauses have been insufficient usage in the EFL textbook. This could happen because this transitivity process was often used for reporting and quotes. Then, these processes may often appear both direct and indirect in all contexts (Enke et al., 2022). Unfortunately, writing descriptive text seldom uses direct and indirect speech.

Meanwhile, the behavioral and existential processes almost have come from ignorance. These two types of transitivity processes are not included proportionally. Behavioral processes refer to processes of (usually human) physiological and psychological behavior such as breathing, coughing, smiling, sleeping, and gazing. It occurs between physical and mental processes. Nurwanti (2022), asserted that a behavioral process consists of a behavior, a behavioral process, and environmental factors (place, manner, and range). From the result, a behavioral process only appeared once in the textbook. It can be found in the reading passage of the descriptive text. Besides the absence of a behavioral process, the existential process was the least proportion the same as the behavioral process. Although it is easy to identify, the structure involves the use of the term “there”. However, the existential process was also found with only one sentence, as presented in Table 7. The absence of enough behavioral and existential transitivity processes in the seventh-grade EFL textbook can be regarded as an important deficiency since these two types are used frequently in everyday communication (Zein et al., 2019). It is essential to incorporate and distribute various transitivity processes in EFL textbooks, especially for the least examples of behavioral and existential transitivity processes in reading passages or conversational texts. Many types of transitivity processes will familiarize the students with the phrases and sentences to express the world of experience into a number of types of processes that can be arranged (Suparto, 2018).

4. Conclusion

Based on the results and discussion, the researchers determined that six types of processes appear in the data. They are physical, relational, existential, mental, behavioral, and verbal processes. The two governing processes are relational processes that occurred 13 times (out of 35 processes). And a mental process that happened 12 times (out of 35 processes). Some abilities revealed in textbooks are successfully implemented based on transitive systems.

Future researchers can contribute to the process of the transitivity system. They can improve by seeing the same topic from others' perspectives for more accurate analysis. To help

students interpret what is written in textbooks, it is recommended that teachers be familiar with transitive systems. Learning how people structure sentences, especially those produced by textbook authors, is fascinating because they usually put a lot of thought into writing textbooks for students at a particular level. Therefore, students are encouraged to acquaint themselves with semantic linguistic processes as well-known process transitivity systems to know relevant and appropriate textbook entities.

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