Transitivity in English Textbook: A Discourse Analysis of "Pathway to English Text Book" for SMA/MA Grade X

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Abstract

Language plays a central role in education as it connects ideas, complements knowledge, and shapes learners' worldviews. In language learning, textbooks are crucial in delivering language input and shaping learners' understanding of linguistic structures and social roles. This study aims to investigate the representation of transitivity processes and participants in the reading sections of the Pathway to English textbook for SMA/MA Grade X, in order to examine how language structures contribute to students' linguistic and cognitive development. The object of this research is 297 clauses taken from selected reading texts in the textbook. The study adopts a descriptive qualitative method and employs discourse analysis based on. Halliday's SFL. The analysis identifies types of transitivity processes and participant roles in each clause using framework from Gerot and Wignell. The findings reveal a dominance of material processes (51.85%), indicating an emphasis on physical activities and concrete events, followed by relational (29.97%), mental (7.74%), verbal (6.06%), existential (3.03%), and behavioral (1.35%) processes, with no instances of meteorological processes. Participant roles such as actors and goals are primarily found in material processes, while senser and phenomenon appear frequently in mental processes. This distribution suggests that although the textbook includes varied transitivity types, it lacks a balanced representation, potentially limiting students' exposure to diverse linguistic functions. The findings provide insights for textbook developers and educators to enhance the expression of transitivity processes, thereby supporting more effective English instruction and fostering students' linguistic and critical thinking skills in the EFL context.

Keywords: transitivity, discourse analysis, textbook

1. Introduction

Language is the cornerstone of the learning process – not only a tool for communication, but also a powerful meaning of shaping students' knowledge about the world. In its diverse forms, language supports complex and sophisticated leaning interactions (Wicaksono, 2016). Textbooks are widely utilized in Indonesian educational contexts as main resources to support the process of

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teaching and learning. Textbooks, as structured and systematic material, present subject matter content and function as learning tools for students, instructional guides for teachers, assistants in the selection of efficient learning approaches, and sources of reference for teachers to enhance their ability in structuring instructional material (Bachore, 2022; Hikmah, 2019; Poedjiastutie et al., 2018). Therefore, a deeper analysis of the language used in these textbooks is crucial to ensure their alignment with educational objectives and learners' proficiency levels.

In linguistic studies, the importance f language in shaping student understanding, the strategic role of textbooks in learning, and the need for in-depth language analysis to ensure content conformity with educational standards are crucial matters that support the effectiveness of the teaching and learning process. Linguistics is broad science and divided into several main branches, such as phonology, morphology, syntax, and semantics (Kuntarto, 2017). One of approach in linguistics that emphasizes the function of language in a social context and how meaning is formed through its use is Systemic Functional Linguistics (SFL) developed by Halliday and Hasan, (1976). In the SFL approach, transitivity is a grammatical system that describes the relationship between participants, processes, and circumstances in a sentence. This concept of transitivity is within the framework of Halliday's functional systemic theory. In interpreting meaning within a text, one of approach is using the analysis of transitivity. Transitivity examines how process including actions, event, and states along with participants such as subjects and objects, are represented in a text (Halliday, 2004; Ngongo et al., 2022). In other words, transitivity allows to identified the linguistics patterns that shape how meaning is constructed and how social roles are conveyed through language.

In the context of Indonesian education, the Pathway to English textbook for SMA/MA Grade X is widely utilized as a tool to support students in developing their English language skills. This textbook is intended to help learners gain a deeper understanding of English and enhance their ability to apply the language in real-life context. However, a study by Lumepa et al., (2022) revealed that a significant portion of the text approximately 59% do not align with the appropriate reading level for first grade level in senior high school. It shows that the material are more challenging that intended. In the other hand, only about 41% of the content was found to be suitable for the targeted reading level. These findings highlight the importance of conducting a transitivity analysis to better understand how meaning is conveyed and to evaluate the appropriateness of the language used in the textbook.

Although prior studies have investigated linguistic features in textbooks, they have generally focused on the types on the types of transitivity processes or were limited to contexts such as media texts or university students' writing. For instance, a research from Lastari, (2023) examined news headlines related to education issues this study showed that material processes were dominant in the media discourse, reflecting society's reactions and the social and legal implications of the policy. Similar with Nurwanti, (2022) investigated transitivity in descriptive texts written by third semester English education students at Lakidende University Unaaha. The findings showed that the most dominant process that used by the students is relational processes than followed by verbal processes. Furthermore, research conducted by Nurhadi Maya et al., (2020) identified types of transitivity processes in textbook texts but did not specifically address the representation of participants within those processes. To date, no study has thoroughly examined how participants are represented through transitivity in the reading texts of the Pathway

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to English textbook, particularly at the senior high school level, even though this aspect is vital for understanding how meaning and social roles are constructed in educational texts.

In response to this gap, the present study aims to investigate the distribution of transitivity processes and the representation of participants in the reading texts of the Pathway to English textbook for SMA/MA Grade X. By analyzing how actions, events, and participants are constructed linguistically, the study seeks to determine the extent to which the texts support meaningful and accessible language learning. This research holds both theoretical and practical significance. Theoretically, it contributes to the field of educational linguistics by applying SFL's transitivity framework to an underexplored area: Indonesian high school English textbooks. Practically, the findings are expected to offer valuable insights for textbook writers, educators, and curriculum developers in evaluating and designing learning materials that are linguistically appropriate, pedagogically effective, and aligned with learners' cognitive levels and international standards such as the CEFR.

2. Research Methodology

This research used a descriptive qualitative study employing discourse analysis to analyze "Pathway to English" textbook for SMA/MA Grade X to seek understanding how meaning is shaped. The data that the writer used were six chapters from the "Pathway to English" textbook for SMA/MA Grade X focusing on the reading text of the instructions "Lead In" and "Let's Analyze.". The research instrument of this study is a table of transitivity analysis to identify and classify transitivity processes in clauses and documentation from the text in book chapters. In the data collection technique, the writer took several steps. To do this research, the writer adopted the SQRAR technique from Sukarno (2024). The writer adapted ways of analyzing and perspectives from Gerot & Wignell (2013) to analyze the process of transitivity. This research used theoretical triangulation to test the validation of the data by comparing the framework of Gerot and Wignell with halliday's framework.

3. Result and Discussion

3.1 Result

This research found various types of transitivity processes were identified in Pathway to English textbook including material, relational, mental, verbal, behavioral, existential, and meteorological processes. The researcher also categorized and quantified the total occurrences of each transitivity process. The overall distribution of these processes identified in the textbook is presented below.

Table 1 Table of Total Transitivity

Kind of Processes	Number of Clauses	Percentage
Material	154	51.85%
Mental	23	7.74%
Relational	89	29.97%
Verbal	18	6.06%

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Behavioral	4	1.35%
Existential	9	3.03%
Meteorological	0	0.00%
Total	297	100%

This research revealed the processes of transitivity usage in the Pathway to English textbook for grade X. In this textbook, among the seven types of transitivity processes, material processes were found to be the most dominant. The researcher analyzed 297 clauses, 154 (51.85%) were identified as material processes, indicating that the textbook primarily focuses on describing concrete events and physical actions. Relational processes were the second most frequent with 89 clauses (29.97%) it means that the text often conveys information through relationships or attributes between entities. The next processes is mental processes that reflecting the representation of cognitive, perception, or emotion activities that appeared in 23 clauses (7.74%). Verbal processes were found in 18 clauses (6.06%), indicating instances of communication or speech acts. Existential processes appear in 9 clauses (3.03%), focusing to the expression of the existent or presence of something. Behavioral processes were the least frequent, appearing in only 4 clauses (1.35%) that showing the depictions of physiological or semi-conscious human behaviors are minimal. In Pathway to English textbook only six processes that can be found, the meteorological processes were not found in this document (0.00%), indicating an absence of clauses directly referring to weather-related phenomena. The writer used theoretical triangulation by comparing the theory from Gerrot & Wignel and Halliday to validate the data. Here is a comparison of the theories.

Table 2 Table of Theoretical Triangulation

No	Elements	Gerrot & Wignel's Analysis	Halliday's Analysis
1.	Participant	His name (subject) – an identified or a recognized entity	His name – social identity that refers to cultural and symbolic roles
	Process	was – attributive processes (relational processes) that shows identification or naming relationships	was – an attributive processes that servers to provide a social identity that carries cultural and historical significance
	Circumstance	There is no circumstances	There is no explicit circumstance, but there is a social contexr associated with the name "King Arthur"
2.	Participant	I (subject) – regarded as the actor, i.e the performer of the physical action; a flashlight –	I – is understood as an actor who performs a certain social role (e.g. an outdoor tool user); a flashlight – as a

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		as the goal or object of the material process.	tool that has a social and symbolic function.
	Process	Used – is a material process, which is the actual act of physically using an object.	Use – remains a material process, but it also denotes a social practice – an action that indicates a habit or role in a particular cultural context.
	Circumstance	A lot outdoors – is analyzed as a circumstance of place	A lot outdoors – is considered a marker of social habit or identity for example, people who work or are often do something in outdoors
3.	Participant	It – as senser (seer/recipient of mental impressions); white sail-shaped shells as phenomenon (thing seen).	It – is understood a representation of a social or symbolic entity (e.g. an iconic building); white sail-shaped shells – as a visual image that forms a cultural or architectural identity (phenomenon).
	Process	Looks like – is analyzed a mental-perceptive process, the visual perception of phenomenon.	Looks like – remains a mental process, but emphasizes that the perception constructs a symbolic representation-in this context, giving aesthetic and cultural meaning to the building form.
	Circumstance	As its roof structure – is seen as a circumstance of manner, i.e. the way appearance occurs.	As its structure – is understood as part of a socio-cultural construction (circumstances manner), showing the symbolic function of architecture in shaping the visual and public identity of a building.

3.2 Discussion

3.2.1 The Distribution of Transitivity Processes

The distribution of transitivity processes that found in the Pathway to English textbook most dominated with material processes. Material processes represent actions or events involving a physical change or movement, typically enacted by an actor upon a goal (Halliday &

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Matthiessen, 2014). The prevalence of material processes in the textbook indicates a strong interest in perceivable and concrete activities, and the material is therefore geared towards perceivable and experienced events that are real and comprehensible to students. A sample of a material process extracted in the text is as follows:

Table 3 Table Example of Material Processes

The Invisible Man and his sister	gave	her beautiful clothing.
Actor	Material	Goal

From the table above the word "gave" indicated as material processes. It showed that someone transferring something to other. This activity is an activity that has the act of giving goods from one individual to another, thus it is a "doing" process. In material processes, someone that doing the activity called actor and from the activity there is a goal that the actor do. Material processes depicted expertise in physical activity. Material processes also provide an objective condition of an activity so the students can easily understand the meaning of the text from the material actions (Emilia et al., 2017).

The Pathway to English textbook for SMA/MA grade X uses mental processes less frequently than material processes. Mental processes describe the emotional, cognitive, or perceptual activities experienced by a sensor toward a phenomenon (Gerot & Wignell, 1994). The following is one example of using mental processes in the textbook.

Table 4 Table Example of Mental Processes

All the women	wanted	to be his wife.
Senser	Mental	Phenomenon

The sentence above was an example of a mental process in transitivity analysis based on Hallidays's theory within the Systemic Functional Linguistics (SFL) framework. Mental processes focused on something that can be thought, felt, or desired (Gerot & Wignell, 1994). From the sentence above the word "wanted" is categorized as a mental processes related to hope or desire. Mental processes always engage the senser which is a living being that has the capacity to think or feel and also phenomenon which something that the senser wants or think about. This processes takes place internally and does not involve any physical action; therefore, it is classified as a mental process. Relational processes in this textbook have a function to link entities with specific attributes or identities. Gerot and Wignell (1994), stated that this type of process frequently appears in the description of particular characters or concepts.

Table 5 Table Example of Relational Processes: Attributive

Ebola	is	a disease
Carrier	is (attributive: intensive)	Attribute

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Table 6 Table Example of Relational Processes: Identifying

Jorn Oberg Utzon	was	a Danish architect
Token	was (identifying: intensive)	Value

Based on the framework proposed by (Gerot and Wignell (1994), relational processes reflect a state of being (including having). They can be classified based on their purpose, whether used to identify something or give a trait or characteristic. If the process is used to establish the identity of an entity, it is called an identifying process. On the other hand, if the process aims to provide specific properties or characteristics, it is called an attributive process. Each of these types of processes has a distinctive participant role. The first sentence in the table, "Ebola is a disease", is an example of an intensive attributive process. The word "Ebola" acts as the carrier, the entity assigned the attribute or characteristic. The verb "is" serves as a link between the carrier and the attribute. Meanwhile, the phrase "a disease" acts as an attribute, a trait or a category given to the carrier. The second sentence, "Jorn Oberg Utzon was a Danish architect," is categorized as an intensive identifying process. In this sentence, the phrase "Jorn Oberg Utzon" functions as a token, which is the entity being identified. The phrase "a Danish architect" acts as a value, which is the identity given to the token. The verb "was" serves to connect the token and the value.

Verbal processes pertain to the use of language, specifically involving acts of speaking initiated by the sayer or speaker. In contrast to material processes, the sayer in verbal processes is not necessarily required to possess physical consciousness or direct experience. According to Ngongo et al., (2022), this process typically involves three main participants: the addresser or speaker (the one who delivers the utterance), the listener (the recipient of the utterance), and the verbiage (the message or content conveyed). An example of a verbal process is presented below:

Table 7 Table Example of Verbal Processes

One day,	her sisters	said	to her father
Circumstance: time	Sayer	Verbal	Receiver

In the given sentence, the phrase "one day" functions as a circumstance of time, indicating the specific time the event takes place. The noun phrase "her sister" serves as the sayer, reffering to the participant responsible for performing the verbal action. The verb "said" represents the verbal process, marking the act of verbal communication. Meanwhile, the phrase "to the father" denotes the receiver, the participant who receives or hear the message the sayer conveys. In conclusion the sentence illustrates a verbal interaction in which the sister communicates with her father within a clearly defined temporal context.

Behavioral processes represent a fusion of mental and material processes. Within this process, the participant – referred to as the behaver – engages in actions that involve observation, contemplation, or psychological responsiveness. Although some of the verbs in behavioral processes are not directly linked to physiological functions, they often express meanings that

reflect deeper psychological states (Alamsari, 2018). The following is an example of a behavioral process identified in the text:

Table 8 Table Example of Behavioral Processes

people	laughed and made fun	of her
behaver	Behavioral	goal

The sentence above exemplifies a behavioral process. In this instance, the word "people" functions as the behaver, referring to the participant who engages in actions that reflect human behavior or physical activities associated with emotional experience, such as laughing or smiling. The phrase "laughed and made fun" represents behavioral actions that occupy a position between mental and material processes involving both physical motion and emotional expression. Meanwhile, the phrase "of her" serves as the goal, indicating the target toward whom the behavioral actions are directed. In summary, this sentence is classified as a behavioral as it includes a behaver "people", a behavioral process "laughed and made fun", and a goal "of her", collectively illustrating human behavior that integrates physical and emotional elements.

Existential processes refer to expressions that incicate the existence of something. Within the framework of Systemic Functional Linguistics (SFL), as proposed by Halliday and further elaborated Gerrot & Wignel, these processes serve to assert that an entity exists. These processes are characterized by using the word "there" and followed by to be (is, am, are) or other verb that convey existence, for instance, the word "occur, happen, or exist".

Table 8 Table Example of Existential Processes

There were	many beautiful wigwams there
existential	existent

The sentence presented in the table above, illustrates an example of existential processes. In this sentence, the word "there" functions as an indicator of existence, lacking lexical meaning but serving to signal that something exists. Then, the word "were" is operated to state that something exists or presence of an entity. The word "many beautiful wigwams there" categorized as existent", referring to the entity whose existence is being asserted in the sentence. Meteorological Processes in transitivity analysis, according to Halliday's (1994) and Gerot & Wignell's (1994) theories, are types of processes used to express natural phenomena or weather conditions. However, in the Pathway to English textbook for SMA/MA Grade X, there are no meteorological processes found in the text.

3.2.1 The Representation of Participant in Transitivity Processes

The depiction of participants within the transitivity processes of the Pathway to English textbook illustrates the manner in which both human and non-human entities are conceptualized in the reading texts. Participants generally refer to noun groups or clauses that may encompass multiple participants' roles (Nurfadilah et al., 2022). Halliday (1994) asserts that each transitivity

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process involves distinct participants who understand specific semantic functions, such as actor, goal, senser, phenomenon, carrier, attribute, etc. The analysis of each clause reveals a predominant representation of human participants, particularly in material, mental, and relational processes.

In material processes, which are the most prevalent in the textbook. Actor as the participant defined as the initiator of the action, is frequently represented by human entities, such as individuals or groups. The typical examples of it include personal names of people or pronouns for instance "he," or "they" reflecting participants that portrayed as active agents engaged in goal-directed activities and purposeful. For instance, clauses such as "They always made her tend to the fire" or "Once Superman or Kal-El and his parents, Jor-El and Lara lived on an alien planet called Krypton" it is categorized as depict human participants as empowered and proactive. Here, the goal or the participant referring to entity that impacted by the action, is often a concrete object or abstract concept. This also in line with Ismail (2020), that participants of material processes in the grammatical system are actors and scope since it is as the head of the nominal group that acts as the scope is nominalized. The predominance of human participants underscores a focus on human agency and serves to reinforce positive role models for students.

In mental processes, the participant called senser that are generally human beings. These are individuals who think, feel, or capture perceptions. The example is like "Lara could feel the tension near the spacecraft in the last moments in Krypton" This kind of clause shows that the texts attempts to present humans as reflective and emotionally involved, thus encouraging the reader to empathize and connect with the experience or point of view presented. Meanwhile, a Phenomenon - the object that is felt or thought about - is usually an idea, concept, or event, which suggests that the things that are the focus of mental processes are often related to educational or moral themes.

Relational processes, which function to express qualities and identities, often involve abstract or institutional nouns as the participants of carrier or token. Nouns in this role are commonly linked to an attribute or value that clarifies their significance role. Through this pattern of participant representation, the text helps shape students' values and understanding of abstract concepts. However, human participants also sometimes act as carries or tokens, as in the clauses "His name was King Arthur".

In verbal processes, the participant in the role of sayer is generally a historical figure, a student, or a teacher. These clauses often appear in indirect speech, as in "Her father told her." This kind of structure contributes to the humanity of the narrative by emphasizing communication and the exchange of ideas. When receiver is present, this participant is usuallu another individual or group, thus reinforcing the interpersonal interaction in the text. The verbal process involves several participants, namely sayer, verbiage, and direct and indirect statements (Nuristiana, 2018).

Behavioral processes act as a link between material processes and mental processes. This process is sometimes found in textbooks and generally deals with human actions that reflect inner states or physiological responses. The main participant in this process is called the behaver, which is usually a conscious being such as a human or an animal, capable of physical or physiological activity. For instance, in clauses such as "Clark smiled from ear to ear" the phrase "smiled" represent physically observable behavior but also relates to internal states such as attention or

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emotion. Gerot and Wignell also explain that behavioral processes are generally manifested through physiological and psychological behaviors.

Although not consistently dominant in texts, existential processes still play an important role in introducing new information or stating the existence of people, things, or events. This process usually begins with the word there as an existential form, followed by the verb be and a participant called existent, as in the sentence "Downstairs, there are several rooms." The word there functions as a grammatical subject without experiential meaning. Its function is to avoid the need or possibility of a second participant in the clause (Sihura, 2019). In educational texts, existential processes are often used to convey background information- such as historical facts, scientific explanations, or object descriptions- to help build understanding gradually and facilitate readers in absorbing new concepts.

In conclusion, the representation of participants in the textbook constructs a meaningful human-centered discourse. It highlights individuals as agents of action, thought, and change, while also framing abstract concepts through relational identification. This approach supports the textbook's role in developing both students' language skills and their awareness of social and cultural values.

Based on the researcher analysis, the material process emerges as the most dominant type, with *actor* and *goal* functioning as the primary participants. This result significantly impacts English language learning, particularly enhancing students; reading comprehension. The predominance of material processes indicates that the reading texts in this textbook prioritize descriptions of tangible actions and real-life activities. Such emphasis can support students in developing their ability to interpret factual events and practical behaviors, which are essential components of functional language use. In effect, learners are more likely to connect the content of the texts with their personal experiences, thereby making the reading process more relevant and meaningful.

Nevertheless, the limited variation in process types – such as the minimal presence of behavioral processes and the absence of other types like meteorological processes may hinder students' exposure to broader range of linguistics representations. This lack of diversitiy also affects how participants are depicted; the repeated use of specific roles can result in less varied patterns of social representation, potentially narrowing students' understanding of language use in diverse contexts. Therefore the findings suggest the potential benefits of a more balanced composition of process types in textbook materials. It can strengthen learners' linguistics competence and foster inclusivity by presenting a richer diversity of transitivity structures. This approach represents a broader array of social and cultural perspectives, offering educators a hopeful vision for the future of English language teaching.

In conclusion, this study emphasizes the practical implications of transitivity analysis in English language teaching. Offering concrete suggestions for improving the composition of reading materials equips educators with the knowledge to optimize their teaching methods. This more profound understanding of transitivity in the Pathway to English textbook prepares educators for more effective English language instruction.

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4. Conclusion

Based on the findings and discussion, this research concludes that material processes are the most dominant processes in Pathway to English textbooks for SMA/MA Grade X, followed by relational, mental, verbal, existential, behavioral, and meteorological processes. The dominance of material processes with the main participants of actors and goals shows that the book's focus on the physical or real activities. However, the lack of a variety of processes and participants may limit the development of students' language skills and create less diverse social representations. Therefore, book authors are advised to compose more balanced in terms of process types and participant representations, in order to reflect social diversity and inclusive values. The implications of this finding open up opportunities for further research, for instance comparing transitivity representation between educational levels or its relationship with ideological, gender, and cultural aspects in the text. This research also suggests that writes and book publishers, teachers, and researchers to improve the quality of English language learning by enriching the types of transitivity processes in teaching materials and developing more diverse and contextualized learning activities.

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