CHAPTER I
INTRODUCTION

This chapter introduces the research background, research focus, research objectives, research significances, research delimitation, and definition of keywords.

1.1   Research Background

Language is a very important thing in everyday life because language is a communication tool, apart from being a communication tool, according to (Keraf, 2004, p. 3)language has four functions, namely: (1) as a tool for expressing oneself, (2) as a communication tool, (3) tools for social integration and adaptation, and (4) tools for social control. Language itself can be classified into two parts, namely spoken language and written language. Spoken language is a language produced by the vocal tract, while written language is a language produced by systematic writing. Language also consists of many types of languages that exist in the world, such as regional languages or regional languages, national languages or state languages, and international languages or inter-country languages and others.

In addition to being a means of communication in everyday life, language is one of the sciences, namely linguistics that can be studied. Language knowledge is called linguistics, linguistics is the science that studies, examines, or examines the nature of language scientifically. According to (Siminto, 2013, p. 4), Linguistics is a science that studies the ins and outs of language or language science. Scientifically, Linguistics itself has many approaches, one of which is Systematic Functional Linguistics (SFL).

Systemic functional linguistics (SFL) is a linguistic school that was originally developed by English language expert Michael Halliday. The basic concern is to develop analytical categories for language that capture "the relationship between language and social structure" (Halliday & Hasan, 1985, p. 10). Systematic Functional Linguistics (SFL) is a language science that focuses on the function of language in various aspects, such as spoken, written, literary, and others. Systematic Functional Linguistics (SFL) has been used in various linguistic contexts in terms of discourse, textual, and language teaching.

The transitivity process is one of the main topics taught in systemic functional linguistics (SFL). The transitivity process is a process that describes an action or process involving the actor, the process itself, and the object subjected to the action. This transitivity process is to understand the types of sentences in the text that reflect differences in the roles of agents (actors), processes (actions), and objects subjected to action, interacting to create meaning. Thus, to understand the meaning of language, sentences have a process in their formation and the formation of sentences also depends on who is involved in the utterance. This process is referred to as transitivity. The transitivity process is a description of what people do, who does what to whom, and how (Machin, 2012, p. 104). In making this happen in reality, participant participation and choice of a process are part of transitivity (Eggins, 2004, p. 205). Therefore, real-world events that examine participants are part of transitivity. Examples are:

I am	completing	my proposal
Agent	Process	Patient
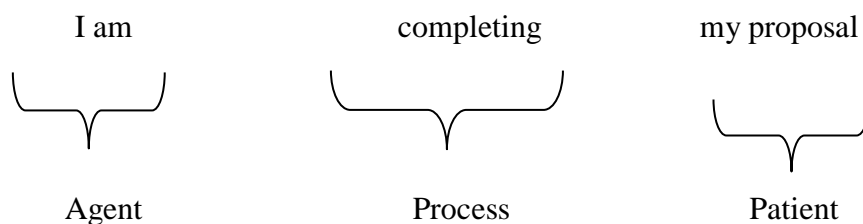
The agent is the doer of the Action, the process is the process of the Action, and the patient is the object of the Action. It is very clear that as a communication tool, it requires meaning, where sentences formed by understanding the transitivity process will provide meaning about the perpetrator of the action, the action process, and the object of the action.

The transitivity process is a useful tool in analyzing the way language is used to convey meaning and messages, one of which is in certain texts. Text is a series of words or sentences that have a certain structure and grammar and can be composed orally or in writing. The aim is to convey information, explain something, or express meaning (Dwi, 2023). Text is also communication in written form that requires understanding the meaning of the sentences contained in it. Understanding the transitivity process which functions to reveal the meaning of a text is often ignored, and is even considered very unimportant to study. Understanding the text will occur during reading activities. In this case, reading activities are one of the skills that must be mastered by learners when interpreting texts using the transitivity process.

The concept of transitivity helps in understanding how verbs interact with Subjects and objects in a sentence. It can improve understanding of sentence structure and verb meaning. Transitivity shows the process of how language is used in varied situations and for a communicative purpose, students need to understand it (Zhiwen, 2013, p.87). Often verbs are only taught with traditional methods. The teacher introduces various verb forms and their functions directly in the textbook. That leaves students with no facility to understand how language is used in various situations. By understanding transitivity, teachers can be more creative in teaching. In making meaning, the transitivity system helps teachers to introduce the available choices explicitly and systematically. Furthermore, with the understanding of transitivity system teachers can create strategies to train students to use language and introduce relevant vocabulary at the same time (Butt, 2003). Instead of using traditional methods, teachers will be able to facilitate students to think about how meaning is formed in various situations by identifying types of processes and participants. Thus, students can explore and understand texts through knowledge of transitivity systems and can train students' critical thinking (Emilia, 2014, p. 172).

Reading is a skill that must be mastered by everyone who studies language in general, in this case, English. According to (Harmer, 2007, p. 99), reading is useful for language acquisition. Provided students more or less understand what they read, the more they read, the better they master it. Reading is an activity of understanding the written message or sentence contained in the reading text, therefore understanding reading is also understanding the transitivity process because the transitivity process functions to explain the relationship between verbs and their subjects and objects or other arguments in the sentence. In other words, the transitivity process is understanding the meaning formed in a sentence, in this case, a written sentence in a text.

To support the English learning process which has a curriculum reference, the Indonesian Education Ministry produces textbooks that are used to support the English teaching-learning process. According to Permendikbud Number 8 of 2016, textbooks are the main learning source for achieving basic competencies and core competencies and are declared suitable by the Ministry of Education, and core competencies are declared suitable by the Ministry of Education and Culture for use in education units. Thus, many textbooks have been declared suitable by the Ministry of Education and Culture as a reference for learning, including *English for Change*.

English for Change is an English textbook for SMA/MA class XI so *English For Change* is chosen as the data source for this research. Moreover, in this textbook, there is text that is used to train reading comprehension. The meaning of the text needs to be understood through understanding the role and relationship between various elements in the text. A good way to understand the meaning of a text is to understand the transitivity process in the text. The problem that often occurs is that to understand reading texts, students as readers only rely on the meaning of vocabulary to use the reading text and unconsciously ignore understanding how verbs, objects, and various other elements interact in sentences. This happens because of ignorance about what the transitivity process is and its function in improving the ability to understand text. The transitivity process can help students to understand the relationship between objects or concepts of a sentence in their reading text. An ability to understand transitivity is a strong foundation for further learning, as the transitivity process helps students prepare to understand more complex concepts in the reading text. The *English for Change* book has been used in several schools and has a variety and interesting reading texts. One of these texts is an exposition text in which there is a transitivity process that must be researched. The researcher is conducting research entitled AN ANALYSIS OF THE VERBS TRANSITIVITY PROCESS IN READING TEXTS OF *ENGLISH FOR CHANGE* TEXTBOOK FOR THE ELEVENTH GRADE

1.2 Research Problem

Based on the background, the following research question is formulated:

What is the transitivity process contained in the reading text in the *English For Change* textbook for the eleventh grade?

1.3 Research Objectives

Based on the research question, the objective of this research is:

To describe the transitivity process contained in the reading text in the *English For Change* textbook for the eleventh grade.

1.4 Research Significances

1. Theoretically

The results of this research are expected to enrich knowledge about social functional linguistics.

2. Practically

1) For teachers, the results of this research are hopefully becoming the reference for teachers for teaching social functional linguistics.

2) For students, the results of this research are hopefully becoming the reference for studying social functional linguistics.

3) For the next researchers, the results of this research will hopefully become the reference in doing further research in social functional linguistics.

1.5 Research Delimitation

The researcher limits the research to only investigating the transitivity process in reading texts contained *In English For Change* textbooks for the eleventh grade, especially in 5 exposition reading texts. Researcher also limits the analysis to 6 types of transitivity verbs; namely 1). Material Process; 2). Mental processes; 3). Relational Process; 4). Verbal Process; 5). Behavioral Process; and 6). Existential Process in their interactions with their participant role only.

Expository text is chosen to be analyzed in this research because this text is a text that aims to convey the author's views accompanied by arguments, so this text is often used in everyday life, although sometimes without realizing it.

1.6 Definition of Keywords

Some keywords are clarified to avoid misunderstanding. The keywords are as follows:

1. Analysis

Analysis is a detailed examination of anything complex to understand its nature or to determine its essential features (Merriam-Webster). This research, analysis examines the process of transitivity contained in the eleventh-grade

English For Change book in detail to understand its nature and determine the important features of the transitivity process.

2. Transitivity Process

    Transitivity according to (Halliday, 2004, p.101) is a system that explains the experiences that occur in real life, have processes that are expresses through language, and are characterized by the presence of participants and circumstances. In this research, the transitivity process is a system that explains the experiences contained in the reading text of the book *English For Change*. These experiences have a process that is expressed through language and is characterized by the presence of participants and the circumstances in the reading text.

3. Reading Text

    Reading is an active process of constructing meanings of words (Sandhu, 2022). In this research, reading is an active process in constructing words. Text is written language in a book, magazine, etc. (Cambridge Dictionary, n.d.-a). In this research, the text in question is the written language contained in the book *English For Change*. It can be concluded that reading text is an active process in constructing written language in the book *English For Change*.

4. English For Change

    English For Change is a learning sample book recommended by the Ministry of Education, Culture, Research and Technology for SMA/MA.

5. Textbook

    A textbook is a book that contains detailed information about a lesson for people who are studying that lesson (Cambridge Dictionary, n.d.-b). In this research, the textbook is the English textbook *English For Change* for eleventh grade.