



**IDEATIONAL MEANING
OF INSTRUCTIONS IN AN ENGLISH TEXTBOOK**

**(A Discourse Analysis of Bahasa Inggris Kelas X
by Indonesian Ministry of Education and Culture)**

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by
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DECLARATION OF ORIGINALITY

I, Citta Raissa Andini, as the writer of this final project hereby declare that this final project entitled *Ideational Meaning of English Textbook Instruction (A Case of Bahasa Inggris Kelas X by Indonesian Ministry of Education and Culture)* is my own work and has not been submitted in any form for another degree or diploma at any universities or other institutes of tertiary education. Information derived from the published and unpublished work for others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, September 2019



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APPROVAL

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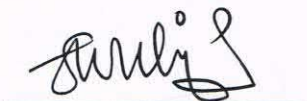
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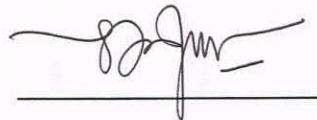
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MOTTO AND DEDICATION

“O Allah, I ask You for knowledge that is of benefit, a good provision, and deeds that will be accepted.”

– Ibn Majah 925

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ABSTRACT

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This study deals with transitivity system analysis of English Textbook Instructions. The main purpose of this study is to analyse the ideational meanings found in the Textbook Instructions to support the learning objectives. The analysis uses Systemic Functional Linguistics by Halliday (2014) as the main theoretical framework. There are two research problems of this study, i.e. (1) the transitivity elements that characterize in English Textbook Instructions entitled *Bahasa Inggris for 10th Grade Student*, and (2) the relevance of transitivity elements with learning objectives of English textbook.

By using SFL theory by Halliday, it can be described (as qualitative descriptive method of research), that on seven units of English textbook instructions there were 530 clauses selected to be analyzed. In these clauses, all Process types can be found with varieties of usage. Material process types was the dominant type found (64.8%), followed by Relational Process type (13.9%), Verbal Process type 9.67%, Mental Process (8.87%), Behavioural Process types 2.38% and Existential only found 0.32%. Related to the circumstance, the dominant one is Circumstance of Location (Time and Place = 58.41%). For the participant, it is related to the process exists in the text which is *Goal*. The second objective of this study deals with the relation of characterized process type with learning objectives of the English textbook. The primary goal of instruction is a how-to component which often called *procedure* which represented in Material Process. It can be concluded that the English Textbook Instructions support the learning objectives of the material.

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CHAPTER I

INTRODUCTION

This chapter will introduce the study. It will discuss the background of the study, reasons for choosing the topic, statements of the problem, purposes of the study, significance of the study, limitation of the study, definition of key terms, and outline of the report.

1.1 Background of the Study

Teaching materials are important for teachers and students. They are useful for guiding and supporting the teaching and learning process. Therefore, it is important to select the appropriate learning materials which are suitable for the goal and objectives of the teaching and learning process.

Teaching materials can be workbooks, course books, handout of power points, newspapers, videos, etc. (Richard, 2001). Textbooks, however, are the most important teaching materials for the aims and objectives of a course. Cunningsworth (1995) supports the use of textbooks are considered helpful because most of goals and aims have already been prepared in set of practices based on what students need to learn in textbooks. Thus, it is believed that textbooks are indispensable in English Language Teaching context.

Textbooks should meet the curriculum's objectives, match with learners' context, and fulfill aspects. They should fit the approaches, needs, syllabus, goals, objectives, and contents of the curriculum (Brown, 1995). Moreover, textbooks are useful to

assist teachers in applying the curriculum and providing the opportunity for learners to learn. Richards, (2001) claims some advantages of textbook including structure and syllabus, standard instruction, as well as provide language input for the learners. Based on that, it can be concluded that instructions are indeed very important in order to develop teaching material. Moreover, effective instructions will be more valuable if using local context can bridge students' needs and their characteristics into English teaching learning activities (Arafah, 2015).

The need of good instructions in the learning process is widely supported. Flake (2017) stated in his study that the relationship between curriculum and instructions is intimate. Curriculum and instructions must be compatible and maintain a close relationship in order to maximize students learning. Curriculum has a fundamental role in education development. School-education is totally dependent upon "Curriculum" (Martin, 1995). Curriculum and instruction are inherently provided in textbooks which enable students to use textbooks as a medium of learning English more effectively. In terms of curriculum competences, Arafah (2015) also stated that well designed instructions should meet student needs and learning objectives.

In order to know whether the language of instructions fits the students' needs and learning objectives, systemic functional perspectives introduced by Halliday (2014) can be used, especially transitivity system which belongs to one mode of ideational meaning. Transitivity patterns in text can explain how the field of the situation is being constructed (Eggins, 2004). It is a resource for construing our

experience in terms of configuration of a process, participants and circumstances. By analysing transitivity elements in instructions of the English textbook, it can help learners achieve the learning objectives of the materials.

1.2 Reason for Choosing the Topic

There are several reasons why the researcher finally investigates this topic. First, as the background of the study stated above, the textbook is one of the most important requirements in English teaching and learning activities. The ability to comprehend instructions in textbooks becomes an important requirement for both teachers and students. However, Presnyakova (2011) also suggests that the progression of language of instructions still needs to be analyzed in order to reveal the meaning within. Thus, it is an interesting and challenging topic to be studied.

Second, textbook entitled bahasa Inggris for X published by the Ministry of Education and Culture of Indonesia obviously has big impacts to the development of education in Indonesia. Thus, all components in the textbook should be well organized and should encourage students to reach the objectives of the materials, particularly the instructions.

Third, the researcher is interested in analyzing the clause of instructions deeply by using discourse approach particularly SFL. The transitivity analysis is done in order to reveal whether the English textbook instructions fulfill the criteria of good instructions of the textbook.

1.3 Research Questions

The problems discussed in this study can be stated as follows:

- (1) What transitivity system is characterized in English Textbook Instructions for Tenth Grade Senior High School?
- (2) To what extent does the ideational meanings characterized in the English Textbook Instructions support learning objectives?

1.4 Purposes of the Study

The aims of this study are:

- (1) to reveal which transitivity system is characterized in the English Textbook Instructions for Tenth Grade Senior High School;
- (2) to explain to what extent the ideational meaning characterized in the English Textbook Instructions support learning objectives.

1.5 Significance of Study

Theoretically, this study is going to provide the transitivity analysis of clauses in instructions of the English textbook for tenth grade Senior High School, particularly analysis of grammar, meaning and discourse. Ideational meaning is the representation of phenomena in everyday life. The types of process constructed in the instructional clauses cause language differences, which will eventually lead to the differences of knowledge in the text. This study, however, can be used for readers who are interested in a similar study.

Practically, this study can be used for students of English Department as the future teachers who will use textbook as a medium of English learning in the

classroom. The result of the study might be useful as additional information in teaching ideational meaning in class. This study will also give the teachers a guideline to choose appropriate learning materials for the students.

Pedagogically, the experiential processes found in instructions clauses reveal the author's intention in order to make readers or students understand the materials. In addition, an effective textbook instructions might help students to achieve certain objectives. The analysis of ideational meaning in instructions can help teachers to give direct instructions to the classroom. For all language teachers, however, instruction-giving deserves much attention in teaching and learning process. The analysis also helps to develop the quality of English textbook which is currently being used in Indonesia.

1.6 Scope of the Study

In order to make this research feasible, the researcher focused the study on analysing the ideational meanings of instructions of the English textbook entitled *Bahasa Inggris for Grade X revised edition 2017* published by the Ministry of Education and Culture of Indonesia by using transitivity analysis from Halliday's Systemic Functional Linguistic metafunctions. However, the study analyzes relevant material for one academic year only which is chapter one until seven.

1.7 Definition of Key Terms

In order to avoid misunderstanding toward the terms used in this study, the definitions of key terms are represented as follows:

a. Discourse Analysis

The meaning of the word “discourse” is stated by Oxford Dictionaries Online project team, Oxford University Press in www.oxforddictionaries.com/definition/discourse was derived from Latin *discursus* 'running to and fro' which is defined as a communicative event involving language beyond sentence and its context. It is realized in communication by language and text. It was connected series of utterances; a text or conversation. Meanwhile, in Oxford Dictionaries the word ‘analysis’ was derived from Latin ‘*analisis*’ which means 'unloose', ‘up’ and 'loosen'. Analysis was detailed examination of the elements or structure of utterance or sentences. In conclusion, according to McCarthy (1993) discourse analysis is a study of relationship between language and context in which it is used.

b. Metafunctions

Metafunctions can be considered as a group of the system of language which define meaning of both spoken and written language. This is supported by Halliday (1985), —the meaning of metafunctions is that part of the system of a language – the particular semantic and lexico grammatical resources—that has evolved to perform the function in question. Metafunctions work in the clause, sentence and phrase; metafunctions simultaneously encode three strands meaning such as Experiential, Interpersonal and Textual (Gerot and Wignell, 1994). According to

Halliday (1985) Metafunction has three meanings, they are (1) transitivity structures (ideational meaning) which express experiential meaning, (2) mood structures (Interpersonal meaning) which express interactional meaning, and (3) theme structures (textual meaning) which express the organization of the message.

c. Ideational Meaning

Ideational meanings according to Gerot and Wignell (1995) are about phenomena – about things (living and non-living, abstract and concrete), about goings on (what the things are or do) and the circumstances surrounding these happenings and doings. These meanings are realized in wordings through Participant, Processes, and Circumstances.” Meanings of this kind are most centrally influenced by the *field* of discourse.

d. Instructions

It is stated in the Oxford Dictionaries Online of <https://www.lexico.com/en/definition/instruction> that the meaning of Instructions is detailed information about how something should be done or operated. In teaching and learning process, instruction is anything that is done purposely to facilitate learning (Regeiluth, 2009).

1.8 Outline of the Report

This study consists of five chapters. Chapter I is an introduction which explains the background of the study, reasons for choosing the topic, statements of the

problem, purposes of the study, significance of the study, limitation of the study, definition of key terms, and outline of the report.

Chapter II presents the review of related literature which contains review of the previous studies, review of the related theories, and theoretical framework. Meanwhile, Chapter III presents the methods of investigation which includes the approach of the study, object of the study, data sources, procedures of collecting data, procedures of analyzing data, and procedures of reporting the result.

Chapter IV presents the findings and discussions of findings supported by the analysis. Finally, Chapter V presents the conclusions of the study, some suggestions in relation to the findings of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of several literatures which are related to the investigation, theoretical studies. These include Textbook theory, Learning Objectives, Language of Instructions in Textbook, Systemic Functional Linguistics, and Ideational Meaning. Lastly, this chapter closes with a discussion of theoretical frameworks.

2.1 Review of Previous Studies

There have been a number of scholars who conducted similar studies about textbook analysis as this research. These scholars proposed to analyze different part of English textbook. They are Presnyakova (2011), Bondar (2018), Nazhirin (2013), Jati (2016), Salsabil (2014), and Arifiani (2012). The textbooks they analyzed are different from each other. Each scholar is concerned with different categories of their textbook for their research.

A study by Presnyakova (2011) aimed at analysing EFL textbook instructions by using Halliday's SFL. Indeed, this study is most similar to the current study yet this one is more complicated. In terms of instructions, the number of verbs belonging to different process types was calculated and compared to examine whether there is a change in the ratio of different process types across levels. An analysis of the transitivity types was performed in order to reveal the distribution of process types in

the texts across levels and the frequency of their occurrences. It is not only transitivity process which were being analyzed, but also other components such as lexical density, lexical variation, and grammatical intricacy. The analysis of the transitivity system shows that the lexical resources the texts employ are similar for all levels and thus cannot be considered as contributing to gradual changes in language of instructions from lower to higher grade levels. This study is quite touched similar to the current study which is analysing English textbook instructions by using SFL, yet this one is much more complex and detailed.

Bondar (2018) analyzed descriptive texts using transitivity analysis in an English textbook. He also found the relevance of transitivity characterized with the English teaching and learning process. It helps students learn how to understand and produce texts, both written and spoken for various purposes. His study also stated that, pedagogically SFL has its own advantages and can facilitate English students to achieve success in their learning if English teachers can find a good way to teach its concepts in order. Also, it can help English students to achieve success in other subject areas. Another study related to this research is study by Nazhirin (2013) which attempted to analyze the transitivity of genre in English textbook for Grade X based on Halliday's theory of Systemic Functional Linguistics. The result of Nazhirin's study showed that transitivity analysis can reveal the meaning in a text and help to comprehend the idea and information in a text which also enriches students' skill. These two research studies prove that transitivity analysis help the

researchers gain a better understanding of language in terms of either the context or linguistic features.

The study by Jati (2016) is analysing narrative text in Elementary School Textbook based on lexico-grammar and context by using functional analysis. The result of constituents in narrative text was interpreted by her. Her analysis showed that based on material process as the dominant process, the textbook often employs the process of happening or doing in order to reveal the idea or experience that are appropriate with the learner's level. The narrative text in English textbook entitled "Fly with English" will help students' understanding throughout the plot of the story. This research, however, is different from the present research in terms of the object of the study.

On the contrary, Salsabil (2014) focuses on analyzing the ideational meaning of the English text of an English textbook entitled *Bahasa Inggris When English Rings the Bell*. She analyzed the process types, participants function and circumstantial elements in English text by using transitivity analysis. The study found that relational process type was the most dominant process in English text of textbook *Bahasa Inggris When English Rings the Bell*. Based on the analysis, the genre refers to descriptive texts and the texts in the textbook have appropriately maintained the competencies stated in the recent Curriculum. The previous study has the similar unit of analysis to the current study. In addition, the researcher also proved the three constituents in line with the title of each chapter. In chapters IV and VIII, the most dominant characters found are the teachers. This happens because the materials in

chapter IV are talking about things around students and the teachers usually give the instructions for describing things they can find in pictures. Materials in chapter VIII refers to caution, short notice, and instructions dominantly said by the teachers or older people to students. This study also find that the most dominant circumstantial elements in English textbook is location. This is convenient to the students' level. The students are in the beginner level so it is appropriate if the teaching and learning process begins with things closest to their environment. This study was a complex study. It did not only focus on the ideational meaning of English text in textbook, but also the implication of the transitivity analysis result towards the competencies of current curriculum.

Another research journal by Arifiani (2012), confirmed that there were six types of process in 182 clauses found in reading passage of English Textbook Your Practice English Competence Grade 8th for Junior High School. The most dominant process type used is Material process. That means that many reading passages in English textbook for junior high school contain action, or happened physically. So, the process used in reading passages indicated action, doing things, or what is done. This study has a close relation to the current study since it deals with the categories of textbook contents that should deal with the current curriculum. The analysis of transitivity system in reading passages answer the second research question of this study which is the implication of the most dominant process type in reading passages of an English textbook. Based on the results from the analysis of transitivity system, it was found that the textbook was one of the English textbooks which were suitable

for students, because the result shows that material process was dominantly used and it was suitable with almost all the reading passages for narrative text and recount text.

Another previous study by Maharani (2018), she focuses on the critical thinking aspect with cognitive development of English textbook Instructions based on Bloom's Taxonomy. However, she uses an evaluation format research instrument as a guideline to evaluate the textbook. In addition, the evaluation format was made by the researcher by following the principles of good instructions were taken from Tomlinson (2003) and Richard (2001), and Bloom Taxonomy was taken to decide as some indicators. The result shows that this textbook cannot be used as a teaching material for teaching and learning process since the critical thinking of Instructions does not have a good quality. Moreover, the researcher has suggested that it needs the next research about the instructions from this book which are not grouped into the six levels of build critical thinking and silent period criteria.

Considering these studies above, Systemic Functional Linguistic can be used to analyze meaning realized in a text. As the current study aimed to analyze one out of three metafunction which is ideational meaning, these studies above hopefully can help the writer in conducting the study. All the above studies have a relation with the current study which can help the me in revealing the findings.

2.2 Review of Theoretical Studies

Before conducting the investigation, the theoretical studies which underlie the study need to be elaborated. These theories are employed as the base of the analysis

of the study. This subchapter consists of textbook as teaching and learning media, learning objectives, language of instructions in textbook, text, systemic functional linguistics, in addition ideational meaning.

2.2.1 Textbook

a. Textbook as Teaching and Learning Media

Generally, a textbook provides an input into classroom lesson in the form of texts, explanations, activities, and so on. A textbook is one of many kinds of instructional materials used in learning. The textbook is usually succinctly written, tightly organized, and greatly condensed. Brown (2000) states, textbooks are one type of texts, a book for use in an educational curriculum. A textbook can be used as a guideline to achieve the success of the teaching and learning process. The best possible fit textbook is also necessary since textbooks serve syllabus in which they reflect learning objectives that have been determined (Cunningsworth, 1995).

b. English Textbook “Bahasa Inggris”

It is believed that no course book design for the general market will be absolutely ideal for your particular group of learners, but the aim is to find the best possible fit (Cunningsworth, 1995). Thus, Curriculum Center of the Ministry of Education and Culture of Indonesia published an English textbook entitled *Bahasa Inggris* in order to provide the core materials for Indonesian learners. The English textbook entitled *Bahasa Inggris* may help students in acquiring the language since it is written based on Curriculum 2013 which supports all competencies. The textbook,

particularly the students' Book, is based on themes. It begins by showing the aims of each chapter based on the basic competencies. Moreover, this book is distributed to almost all senior high schools in Indonesia.

2.2.2 Learning Objectives

Learning objectives can give students precise statement of what is expected of them. A good learning objective states what a student will know or be able to do at the end of instruction (Sweet, 2009). If students don't know what they should do, it will be difficult to reach the goal.

There are two categories of learning objectives that both teachers and students should achieve; cognitive and psychomotor objectives. Therefore, the implementation of learning objective is very important in teaching and learning process in order to achieve those objectives. Those two objectives could be achieved in teaching and learning process if they are emphasized by instructors through their teaching method. Besides the fact that using learning objectives produce revisions in teaching method, other advantages are as follows:

- 1) Planning instruction
- 2) Facilitating evaluation
- 3) Aiding in communication with others
- 4) Improving instructions
- 5) Producing new insights (Sweet, 2019)

It can be seen that learning objectives can improve instructions and also help the planning of instruction. Instruction is a statement of learning objectives thus it should relate to the objective and should clearly be understood by both teachers and students.

2.2.3 Language of Instructions

According to Tomlinson (2003) and Richards (2001) there are six categories in textbook i.e. design, instruction, variety of learning resources, language, content, and activities. Every category has a fundamental role in presenting the language in the course. One of the categories which plays an important role is instructions. Pienemann (1985) claims that instructions can facilitate natural language acquisition processes if it coincides with learner readiness, and can lead to increased speed and frequency of rule application and an application of rules in a wider range of linguistic contexts. He also claims that premature instructions can be harmful because it can lead to the production of erroneous forms, to substitution by less complex forms and avoidance. Besides, Tomlinson (2003) also stated that language instructions can avoid the problem of overloading and stress often involved in conventional beginner level textbook. Learning is happening through language so, it is important to study the language of schooling, both the language of classroom and textbook instructions (Presnyakova, 2011).

Instructions in teaching and learning process is indispensable in which has a strong relation with the curriculum. It can be concluded from the statement by Flake

(2017) that the relationship between curriculum and instructions is intimate. Instructions becomes a plan for teaching the curriculum and as the procedures for organizing learning experiences. Instructions are designed not only for students but also provides more benefits for teachers in delivering learning materials.

To ease students in achieving the learning objectives of the materials, instructions should be designed based on the national education objectives in term of curriculum objectives and student needs (Arafah, 2015). According to her, there are four competencies in designing instructions, as follows: subject matter comprehension, pedagogical competence, technological competence, and curriculum competence. Moreover, Stephen Levy (1996) also proposes that effective curriculum and instructions for high able students will include at least the following elements:

1. A topic: dictated by standards, curriculum guides, and textbooks.
2. A focus on “the genius of the topic”: what is unique about the topic, why it is worthy of our time, how it gives purpose to our lives.
3. Illustrations: examples that embody the genius of the topic, ways to make the abstract become concrete and real in the eyes of learners.
4. Experiences: examples in the lives of students that connect with the abstractions at the heart of the topic’s genius. If students do not have such experiences, the teacher must build them with the students.
5. Questions: prompts that help students connect their lives, the important ideas in the topic, and the broader world.
6. Story: a progression of the telling of events in the science or math or history or art so that students grasp its beginning, middle, end, protagonists, antagonists, drama, and themes.
7. Activities: endeavor that directly and personally link students with the important ideas and skills of the topic.
8. Skills and habits: carefully planned practice and application to ensure that students become competent and comfortable with the skills and work habits necessary to turn knowing into doing.
9. Products: opportunities for students to see knowledge come to life, to transport what they have learned. Good products are natural, purposeful, authentic,

connective, unique, relevant, and significant (to the discipline, the student, and the broader community).

10. Evaluation: opportunities throughout a unit for both student and teacher to understand a given learner's progression at a particular moment in the flow of the unit. These call on students to express their understanding of the genius of the topic, using essential skills and habits. They are a natural part of instruction, not an intrusion or interruption in it.

Instruction is the method of delivering academic curriculum so that it would serve no purpose without a curriculum. Moreover, Instruction is anything that is done purposely to facilitate learning (Regeiluth, 2009). Therefore, instructions should consist of a process of *Show* and not just merely *Tell*. It is supported by Merrill (2013) who stated that the primary goal of instruction is a how-to component which often called *procedure*. The how-to component of instruction should be able to instruct students in doing the activities and it concerns *how* it should be learned (Snelbecker in Regeiluth, 1999). Moreover, it is in line with Tomlinson (2003) which stated that the instruction given to the learners initially using the imperative form of verbs. To reveal the meaning of language of instructions in the English textbook, the analysis is going to be conducted.

2.2.4 Text

Text is a product of social interaction. It gives an appropriate meaning to its context. In purpose to convey meaning, text can be spoken or written. There are always two contexts exist in a text; context of culture (genre), and context of situation (register). Context of culture is what the members of a community can mean in

cultural terms, while context of situation is responsible for variations in register understood as “a functional variety of language” (Halliday, 2004, p. 27).

The differences in context are described in SFL in terms of field, tenor, and mode. Schleppegrell provides the following description: “field (what is talked about), tenor (the relationship between speaker/hearer or writer/reader), and mode (expectations for how particular text types should be organized)” (2004, p. 46). In addition, Castello (2008) stated that the ideational metafunction with the fact that doings and happenings appear in a logical sequence; the interpersonal metafunction concerns the text producer’s belief as to the role of the text in the interaction and his/her relation with the interlocutor; finally, the textual metafunction concerns the organization of the text. (pp. 150-51).

It can be concluded that every text and every sentence within the text are perceived as multifunctional. To identify what kind of text it is and unpack the meaning within, it uses Systemic Functional Linguistic.

2.2.5 Systemic Functional Linguistics

To be able to reveal the meaning-making of language, the systemic functional perspective is needed. Functional approaches concentrate more on social and interpersonal aspects of language rather than only focus on formal linguistics. Schleppegrell (2004) stated that “Rather than seeing language as a set of rules, the functional perspective sees the language system as a set of options available for construing different kinds of meanings”.

In SFL, the ways people use language are classified into three categories, as follows: every clause our language simultaneously construes some kind of experience (*ideational metafunction*), enacts a role relationship with a listener or reader (*interpersonal metafunction*), and relates our messages to the prior and following text and context (*textual metafunction*). According to Halliday (2014), these three kinds of metafunctions are integrated in the structure of a clause; the structure as a whole construes, or realizes the meaning.

This study uses SFL by Halliday (2014) as the theoretical framework. It is because SFL provides a view of grammar as the option that the human uses to communicate with others with meaningful clauses to reach their communicative purposes.

2.2.6 Ideational Metafunction

Ideational metafunction is realized by transitivity structures. They deal with phenomena because the transitivity structures are the patterns of processes, participants, and circumstances carried by the content words. Thompson (2014) stated that transitivity refers to a system for describing the whole clause, rather than just the verb and its object in traditional grammar. Transitivity explains how people imagine their mental picture of reality and how they account for their experience of the world around them through language.

Transitivity focuses on transmissions of ideas, so it has everything to do with the experiential function of language. *Ideational meanings* express what is going on

and participants and circumstances surrounding events (Humphrey & Droga, 2011). Ideational meanings correspond to the register variable *field*. The part of the grammar that realizes ideational meanings is the *transitivity system* (participants, processes, and circumstances).

Gerot and Wignell (1994) states about three forming elements in transitivity. These three elements of a clause are recognized as follows: verbal groups realize the processes, nominal groups realize the participants, adverbial groups, or prepositional phrases realize the circumstances.

2.2.6.1 Process Types and Participant Functions

Transitivity processes are divided into two main processes. They are Non Relational Processes (Processes of Doing) and Relational Processes (Processes of Being and Having). First, Non-Relational Processes consist of material, mental, behavioural, and verbal process.

a. Material Processes

Material processes are a process of doing. These processes express the notion that some entity physically does something which may be done to some other entity. The participants in material process are the actor and the goal. The actor is the entity who does something whereas the goal is something undergoes the process.

Sometimes, material processes have two other participants' functions which are range and the beneficiary. Halliday (1994, p.146) writes that in material process, the range expresses the domain over which the process takes place, or expresses the

process itself. The beneficiary is the one to whom or for whom the process is said to take place. In material process, there are two kind of beneficiaries, they are recipient and client. Recipient is one that goods are given to, whereas client is one that services are done for.

I	Give	my novel	to Robert
Actor	Material	Goal	Recipient

They	Throw	a farewell party	for me
Actor	Material	Goal	Client

I	am climbing	the tree	
Actor	Material	Range:scope	

b. Mental Processes

Mental processes are a process of sensing, such as feeling, thinking, and perceiving. The participants in a mental process are the Senser and the Phenomenon. Senser is the conscious being that feels, thinks, or perceives. Phenomenon is that which is felt, thought and perceived. There are four types of mental process according to Lock (1996, p.105), they are:

1. Perception (seeing, hearing, noticing, feeling, and smelling)
2. Affection (liking, loving, fearing, hating, admiring, and missing)
3. Cognition (thinking, knowing, believing, doubting, remembering, forgetting, and understanding)
4. Volition (wanting, needing, desiring, hoping, and wishing)

Although Halliday (1985:112) states that Senser and Phenomenon are involved in Mental Processes, it does not mean that both participants must exist in the clause. It can be Senser no Phenomenon and vice versa. For example, “I know”. It sometimes can implicitly reveal from the context that there is something that I know. Additionally, in “She does it to annoy” has no Senser. However, it implicitly said that the senser is simply ‘people’.

c. Behavioural Processes

Behavioural Processes are process of phsiological and psychological behavioural, like breathing, dreaming, snoring, smiling, hiccuping, looking, watching, listening, and pondering. (Gerrot and Wignel: 1994) There is one obligatory participant in Behavioural Processes which is the Behaver. Like a Senser, the Behaver is a conscious entity. But the Process is one of doing, not sensing. Rarely, Participant occur named Behaviour, as with *salty tears* in *cry salty tears*, *a sigh* in *breathe a sigh*, *blood* in *sweat blood*, *sweet dreams* in *dream sweet dreams*. (Salsabil: 2014)

She	Lives	in the last lane
Behaver	Behavioural	Circ:place

He	Snore	Loudly
Behaver	Behavioural	Circ:place

They	dream	sweet	dreams
Behaver	Behavioural	Circ:place	behavior

However, the boundaries of Behavioural Processes are indeterminate, but it can be recognized the kinds set out in the following table:

Table 2.1 The Boundaries of Behavioural Process

I	[near mental]	processes of consciousness represented as forms of behaviour	look, watch, stare, listen, think, worry, dream
Ii	[near verbal]	verbal processes as forms of behaviour	chatter, grumble, talk, gossip, argue, murmur, mouth
Iii	-	physiological processes manifesting states of consciousness	cry, laugh, smile, frown, sigh, sob, snarl, hiss, whine, nod
Iv	-	other psychological processes	breathe, sneeze, cough, hiccup, burp, faint, shit, yawn, sleep
V	[near material]	bodily postures and pastimes	sing, dance, lie (down), sit (up, down)

(Halliday & Matthiessen, 2004, p. 251)

d. Verbal Processes

Verbal processes are a process of saying. According to Halliday (2014), verbal processes might more appropriately be called ‘symbolic’ processes. The participants in Verbal Processes is Sayer, who is the doer of the process of verbalization. However, the verb in Verbal Process may be unaccented as in a ‘relational’ clause or accented as in a ‘material’ one. Below are the examples of verbs serving as Process in verbal clauses.

Table 2.2 Examples of verbs serving as Process in verbal clauses

Type		Example of verbs
Activity	Targeting	praise, flatter, commend, compliment, congratulate; insult, abuse, slander, blame, criticize, chide, censure, pillory, rebuke
	Talking	speak, talk
Semiosis	neutral(quoting)	say, tell; go, be like
	Indicating	ask (sb whether), question, enquire (whether)
		tell (sb that), report, announce, notify, explain, argue, convince (that), persuade (sb that), promise (that)
Imperating	tell (sb to do), ask (sb to do), order, command, require, promise, threaten, persuade (sb to do), convince (sb to do), entreat, implore, beg	

(Halliday & Matthiessen, 2014, p. 305)

There are also three further participant functions according to Halliday (2014, p.306) : receiver, target, and range/verbiage. Receiver is the one to whom the saying is directed. Target is the entity that is targeted by the process of saying. Range/Verbiage is a name for the verbalization itself.

John	Told	Jenny	a rude joke
Sayer	Verbal	Receiver	Verbiage

e. Relational Processes

Relational processes construe being and relating among entities through two simultaneous systems which are attributive and identifying. The network indicates that all relational processes are either attributive or identifying.

There are some words of the more common Relational Processes of Attributing:
be, become, go, get, turn, grow, keep, stay, remain, look, appear, seem, smell, taste,

feel, sound, end up, turn out, last, weigh, concern, cost, has, belong to, need, require.

Furthermore, some words that are more common Relational Processes of Identifying: *be, become, equal, add up to, play, act as, call, mean, define, represent, spell, express, form, give, constitute, imply, stand for, symbolize, realize, indicate, signify, betoken, take up, span, resemble, occupy, own, include, involve, contain, comprise, provide, cause.* The easiest way to distinguish the Attributing and Identifying Processes is that Identifying Processes are reversible.

The English system operates with three main types of relation, they are: intensive, possessive, and circumstantial and each of these comes in two distinct modes of being attributive and identifying (Halliday, 2004).

Table 2.3 The Principal Categories of Relational Clause

	Attributive 'a is an attributive of 'x	Identifying A' is the identity of 'x
(1) intensive 'x is a'	Sarah is wise	Sarah is the leader; the leader is Sarah
(2) possessive 'x has a'	Peter has a piano	the piano is Peter's; Peter's is the piano
(3) circumstantial 'x is at a'	the fair is on a Tuesday	tomorrow is the 10th; the 10th is tomorrow

(Halliday & Matthiessen, 2014, p. 265)

f. Existential Processes

Existential Processes are processes of existence. Gerot and Wignell (1994) stated that 'There' has no representational function. However, it is required because

of the need for a Subject in English. Existential Processes are expressed by verbs of existing; ‘be’, ‘exist’, ‘arise’ and the *Existent* can be a phenomenon of any kind.

There	‘s	a unicorn	in the garden
	Existential	Existent	Circ:place

(Gerot & Wignell, 1994, p. 72)

The Circumstantial element in Existential clauses can be a Thematic, so the word ‘there may be omitted:

On the matinee	Was	a blood-stain	
Circ:place	Existential	Existent	

There	was	a blood-stain	on the matinee
	existential	Existent	Circ:place

(Gerot & Wignell, 1994, p. 73)

2.2.6.2 Circumstantial element

Circumstances answer such questions as when, where, why, how, and how many. Therefore, they occur freely in all types of process, and with essentially the same significance wherever they occur. Some linguists classify circumstances into seven types: Extent (duration), Location (place), Manner (means), Cause (purpose), Accompaniment (comitatio), Matter and Role (guise) (Gerot and Wignell, 1994, pp.52-53).

a. Extent

Three types of circumstantial extent are distance, duration and frequency. The distance is probed by how far, the duration is probed by how often or how long, while

the frequency is probed by how many times. The typical structure is a nominal group with a qualifier, either definite e.g. *five days* or indefinite, e.g. *weeks ago, for years*, this occurs either with or without prepositions, the most usual preposition is *for*

b. Location

The circumstantial element of location expresses place and time. It answers the question 'where' and 'how far'. The typical structure is an adverbial group or prepositional phrase, e.g. *down, in Jakarta, by the door, among friends*. There are close parallels between temporal and spatial expressions, the most significant ones being the following.

Table 2.4 Extent and Location of Circumstantial Elements

		Spatial	Temporal
Extent	Definite	Five miles	Five years
	Indefinite	A long way	A long time
Location	Definite	At home	At noon
	Indefinite	near	Soon

			Spatial	Temporal
Location	absolute		In Australia	In 1997
	relative	Near	Here, nearby	Now, recently
		Remote	There, a long way away	Then, a long time ago

			Spatial	Temporal
Location	Rest		in Sydney. at the airport	on Tuesday, at noon
	Motion	Towards	to Sydney	till Tuesday
		Away from	From Sydney	Since Tuesday

(Halliday, 2014, p. 317)

c. Manner

The circumstantial element of manner answers the question *how, what with, what ... like*. This circumstantial expresses means, quality, comparison and degree. *Means* tells by what means and is probed by what with? e.g. What did you travel with? I travel *by plane*. *Quality* tells how and is probed by how? e.g. How does she learn languages? She learns languages *effectively*. *Comparison* tells like what and is probed by what like? e.g. What is time like? Time flies *like* an arrow. *Degree* is typically expressed by an adverbial group with a general indication of degree such as much, a good deal, a lot, or with a collocationally more restricted adverb of degree such as *deeply, profoundly, completely, and heavily*. The typical structure is a prepositional *by* or *with*, adverbial group with *-ly* adverb, prepositional phrases with *like* or *unlike*.

Table 2.5 Examples of Manner Circumstantials

Type	WH-form	Examples
Means	How? what with?	(mend it) with a fusewire
Quality	How?	(they sat there) in complete silence
Comparison	What like?	(he sign his name) differently
Degree	How much?	(they are love her) deeply

(Halliday, 2014, p. 321)

d. Cause

The circumstantial element of cause tells about why. Cause comprises three sub categories: Reason, Purpose and Behalf. The typical structure is a prepositional phrase such as *because of*, *thanks to*, *for the purpose of*, *for the sake of*, *on behalf of*.

Table 2.6 Examples of Cause Circumstantials

Type	WH-form	Examples
Reason	Why? How?	(they left) because of the draught
Purpose	What for?	(it's all done) with a view of promotion
Behalf	Who for?	(put in word) on my behalf

(Halliday, 2014, p. 322)

e. Accompaniment

Accompaniment is a form of joint participation in the process and represents the meanings 'and', 'or', 'not' as circumstantials; it corresponds to the interrogatives and who/what else?, but not who/what?. It is expressed by prepositional phrases with prepositions such as *with*, *without*, *besides*, *instead of*.

We can distinguish two subcategories, comitative and additive; each has a positive and a negative aspect. Comitative represents the process as a single instance of a process. For example, “I left work *without my briefcase*”. Additive represents the process as two instances. For example, “Bob came *instead of Ernest*”. They both examples are the negative aspect, while the positive aspects are “I left work *with my briefcase*” and “Bob came *as well as Ernest*”.

f. Matter

The circumstantial elements of matter tells what and with reference to what and is probed by what about. It is related to Verbal and Mental Process, especially the cognitive subtype, and Verbal Process since it is the circumstantial equivalent of the Verbiage which is described, referred to, or narrated. The interrogative is *what about?* It is expressed by preposition such as *about, concerning* and *with reference to*.

g. Role

The circumstantial elements of role construe meaning of ‘be’ and ‘become’. For example, He lived a quiet life *as a beekeeper*. The Role corresponds to the Attribute or Value of an ‘intensive relational’ clause. Role includes the subcategories of Guise (‘be’) and Product (‘become’).

He	set out	as pauper
Actor	process: material	role:guise
Bend	that road	into a straight line
process: material	Goal	role:product

(Halliday, 2014, p. 327)

h. Contingency

The circumstantial elements of contingency express condition, concession and default. Contingency is expressed by preposition such as *in case of*, *in spite of*, *in the absence of*. It also specifies on what the actualized process depends on.

i. Angle

Angle is either related to the Sayer of a Verbal Process, with the sense of ‘as...says’ or to the Senser of Mental Process, with the sense of ‘as...thinks’. It is expressed by complex proposition such as *according to* and *in the words of*. There are two types of angle: ‘source’ and ‘viewpoints’, *source* uses to represent the source of information. For example, Torture and sexual violence against prisoners is widespread in jails across the United States, **according to a report**. *View points*, however, uses to represent the information given by the clause from somebody’s point of view. For example, It seems **to me** that answers to most such questions have to be learned by experiment.

2.3 Theoretical Framework

This current study is a discourse study since the main purpose is to find out the ideational meaning realized in a text, which is the English Textbook instructions for Tenth Grade of Senior High School published by Indonesian Ministry of Education and Culture. The instructions were limited into the half of the textbook, or Chapter 1 until Chapter 7, which is designed to be used in the first semester. There are several theories underpinning this study. In general, this discourse study employed Systemic

Functional Linguistics/ SFL (Halliday and Matthiessen, 2014) theories and analytical tools to analyze and answer the research problems of the study. As SFL acknowledges text and context interrelationship, the analysis in this study was put in the framework along with its underlying theories. In particular, the social purpose of creating a text is manifested in the learning objectives of the text—in this case the textbook. Theory of learning objectives by Sweet (2009) was highlighted to support the analysis. The theme analysis was motivated by Halliday and Matthiessen's (2014) textual function, and finally Tomlinson's (2003), Merrill (2013), and Flake's (2017) language of instructions were employed to complete the whole textual analysis of textbook instructions of the text. Following the literature review, the analysis carried out in this study is constructed in Figure below:

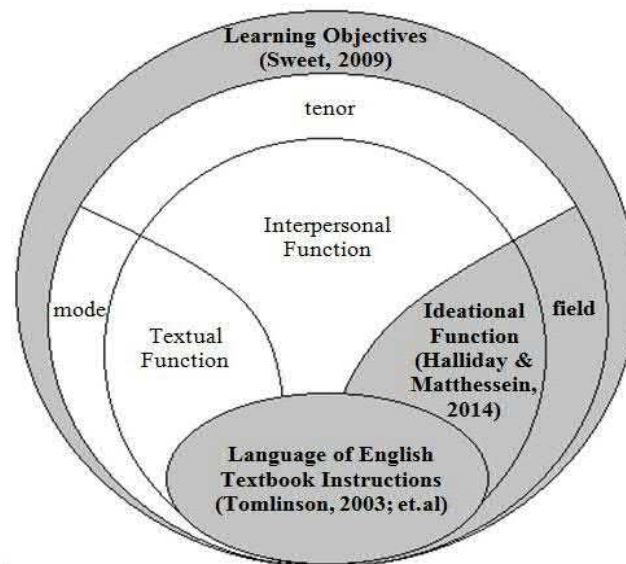


Figure 2.1 Theoretical Framework of the Study

CHAPTER V

CONCLUSION AND SUGGESTION

The final chapter presents the conclusions from the findings and discussion in the previous chapter. It also provides the suggestions to the readers who are interested in conducting similar studies.

4.3 Conclusion

This study has answered the research question stated in the first chapter and the conclusions are drawn as follows.

First, the English textbook instructions in Chapter 1-7 consists of six process types. It is the Material Process has the highest frequency of occurrence in the textbook which reaches 64.8%. Therefore, it becomes the characterized process type in English textbook instructions. Meanwhile, the distribution of other process types in Chapter 1-7 of English textbook instructions is 13.9% Relational Process, 9.67% Verbal Process, 8.87% Mental Process, 2.38% Behavioural Process, and only 0.32% for Existential Process.

Second, the ideational meaning characterized in the English textbook instructions in Chapter 1-7 meets the idea of Curriculum competence, reflected through learning objectives on each unit of the textbook. The material process was dominant because presumably, texts under analysis belong to an instructional/procedural genre that typically draws on the material processes heavily. In this regard, Halliday mentions, “The material clauses construe the procedure as a

sequence of concrete changes” (2004, p. 179). This can be seen in the English textbook instructions is a procedure consisting of concrete steps. The Relational is an explanatory material appears in Warmer section in the English textbook instructions as information. Verbal Processes represent the sharing of one’s experience and knowledge with others. It is necessary as they intend to teach students to interact with their classmates. And interestingly, the occurrence of Mental Processes which consist of cognitive skills can encourage learners to build critical thinking. It can be concluded that the instructions of the English textbook support learning objectives of the materials.

4.4 Suggestion

Considering the result and significance of the study, here are some suggestions for the English teachers, students and others who have an interest in the study.

First, I suggest that English teachers master the knowledge of ideational meaning because it will be very useful for them in order to create good instructions. It is a resource for construing our experience in terms of the configuration of a process, participants and circumstances. When using language to interact with people, we use it to talk about the world. When we look at how language works from this perspective, we are focusing primarily on the content of a message. Moreover, exploring the language of pedagogical instructions is beneficial to textbook writers who would rely not only on their intuition in creating new textbooks, but also to

teachers who would use textbooks with more confidence, knowing possible pitfalls and challenges the language of instructions poses.

Second, it is directed to the students. I suggest them to learn more about ideational meanings for upgrading their comprehension. Transitivity is useful for helping students to respond critically to the texts they encounter. The words and structures chosen by producers of texts reveal how they perceive and experience what is going on in the world. They will know how the sentences relate to each other, and the readers will be able to interpret the sentences with one another.

Third, a note to other researchers who are interested in doing similar studies. Further research could focus on applying a similar type of analysis to the language of other subject areas in order to reveal similarities and differences in the progression of the language of instructions. In addition, it should be noted that the results of this study are not generalizable to other school subjects as the described peculiarities appear to be characteristic of the English textbook instructions.

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