



**THE IDEATIONAL MEANING OF INSTRUCTIONS  
IN THE EXERCISES OF AN ENGLISH TEXTBOOK *BAHASA INGGRIS***

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

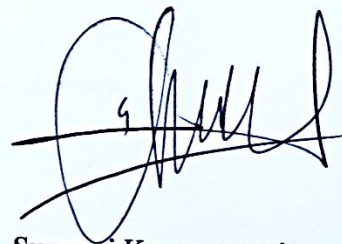
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2019**

## DECLARATION OF ORIGINALITY

I, Suwarni Kusumowatie, hereby declare that this final project entitled *The Ideational Meanings of Instructions in the Exercises of An English Textbook Bahasa Inggris* is my own work and has not been submitted in any forms for another degree or diploma at any universities or other institutes of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, 29 November 2019

A handwritten signature in black ink, appearing to be 'Suwarni Kusumowatie', written over a horizontal line.

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## APPROVAL

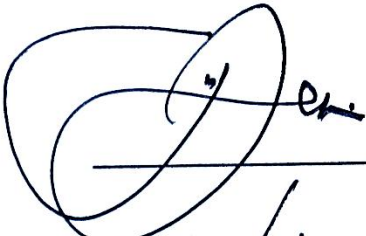
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## MOTTO AND DEDICATION

~ just be grateful and sincere ~

*This final project is dedicated to:*

*My dearest and beloved parents*

*and*

*All of my friends*

## ACKNOWLEDGMENTS

*Alhamdulillahirabbil'alamin*, first and foremost, I would like to praise to ALLAH SWT, the Almighty and Merciful, for all remarkable blessings and grace without which I would have never finished this final project. Shalawat and Salam always dedicated to our beloved prophet Muhammad SAW. The last prophet who guides the people to God's path and brought us from the darkness to the brightness.

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## ABSTRACT

Kusumowatie, Suwarni. 2019. *The Ideational Meanings of Instructions in the Exercises of an English Textbook Bahasa Inggris*. Final Project. English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor: Prof. Dr. Dwi Rukmini, M.Pd.

Keywords: *ideational meaning, transitivity system, instruction*

A textbook always consists of instructions that provide the users with directions on what they supposed to do. This study focused on describing the transitivity of the instructions found in the English Textbook *Bahasa Inggris*. Transitivity patterns in the text can explain how the field of the situation is being constructed (Eggins, 2004). The analysis used Systemic Functional Linguistic by Halliday (2014) as the main theoretical framework. One of the three categories in SFL, ideational metafunction, is realized by transitivity structures. In the textbook, there is some sets of language instruction that consists of instruction clauses (simple or complexes) and directions. Instructions are associated with teaching and given to teach somebody something. Direction itself is in the form of guidelines and it is mainly utilized while guiding somebody into a particular direction. In conducting the study, I used a qualitative descriptive approach. The object of this study is the instructional clauses in the exercises of English Textbook *Bahasa Inggris*. In analyzing the data, I listed the sentences of the instruction part, then segmented them into a single clause. Afterward, analyzed them through transitivity systems. Then, drew the conclusion and arranged the report based on the findings. This research found out six process types; Material (67.5%), Mental (2.4%), Verbal (4.1%), Behavioral (0.8%), Existential (3.2%), and Relational process (21.9%). Material process is the most dominant. The circumstances found in the instructional clauses are role (5.2%), time (2.6%), place (45.4%), manner (9.1%), accompaniment (18.2%), matter (10.4%), and cause (9.1%). Circumstance that appears the most is Place. From the findings, it can be concluded that the dominant participant found must belong to the dominant process. From the most dominant circumstance, it implies that the textbook instructions, especially in the exercises, should be very clear on the location or place section in which students do the exercises. The English textbook instruction is a procedure consisting of concrete steps which means that it provides direction to the students. It is approved by the existential process found in the direction sentence. Furthermore, the existential processes are found in the direction sentences. Therefore, transitivity is useful for helping us to understand the instructions better.

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# **CHAPTER I**

## **INTRODUCTION**

This chapter deals with the introduction of the study which consists of a background of the study, reasons for choosing the topic, research problems, objectives of the study, significance of the study, limitation of the study, and outline of the report. To make it complete, the definition of key terms is also provided.

### **1.1 Background of the Study**

In teaching and learning process, a textbook is one of the most popular sources used. The textbook can be used as the learning material sources and the guideline of the teaching and learning process in order to reach its goals. It is supported by Cunningsworth (1995) who stated that the uses of textbook are considered helpful because most of goals and aims have already been prepared in set of practices based on what students need to learn. Thus, it is believed that textbooks are indispensable in English Language Teaching context.

The Indonesia government use Curriculum 2013 as the improvement of the previous curriculum in teaching and learning process. Most of the schools in Indonesia are implementing this curriculum. In line with this curriculum, the decision to provide a new textbook is based on the relevant standard competence and basic competence stated on the curriculum. The government has published textbooks for students in Senior High School. The Ministry of Education and Culture has provided a textbook for English subject in relevance to the curriculum

entitled *Bahasa Inggris*. The textbook is for grade 11 students and contains eight chapters for an academic year.

Brown (1995, p. 159-163) stated that textbooks should meet the curriculum's objective, matches learners' context, and other aspects. It should fit the approaches, needs, syllabus, goals, objectives, and contents of the curriculum. In addition, Ur (1996, p. 186) mentions textbook content includes clear instruction, systemic coverage of syllabus, and adequate guidance for the teacher. It can be inferred that instruction is one of the important elements of a textbook. In applying the curriculum and providing the opportunity for learners to learn, textbooks are useful to assist teachers. One of the advantages of textbooks use in teaching is they help standardize instruction. The use of a textbook in a teaching and learning process can ensure that the students in different classes receive similar content and therefore can be tested in the same way (Richards, 2001). It can be concluded that instruction is indeed very important in order to develop teaching material included the exercises and effective instruction will be more valuable.

The relationship between curriculum and instruction is intimate. Curriculum and instruction must be compatible and maintain a close relationship in order to maximize students learning outcomes. Formal-education is totally depends upon "Curriculum". In terms of competences specified in a curriculum, well designed instruction should meet student needs and the learning objectives. In general, instruction has a crucial role in teaching and learning process. It facilitates learning (Reigeluth & Carr-Chellman, 2009, p. 4), controls the lesson or activity as well as the students (Sowell, 2017), and also helps students to achieve the learning

objectives based on the curriculum (Tyler, 2003). As for instruction in a textbook, it should be written in a simple and concise writing. It is because instructions that are ill-defined can be just as confusing as instructions too wordy, detailed, or complex (Sowell, 2017, p. 15). If the instruction is written well, the message of the instruction can be delivered clearly to the students without confusing them.

In order to find out the meaning of the instruction, it can be seen through systemic functional linguistics by Halliday (2014), 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 analyzing transitivity elements in instruction of the English textbook, it probably can help learners in understanding the instructions better and answering the exercises.

## **1.2 Reasons for Choosing the Topic**

I conducted a study under the topic of “The Ideational Meaning of Instructions in An Exercises of English Textbook *Bahasa Inggris*” for some reasons. The first is the difficulties of students in understanding the instruction in English textbooks may cause misunderstanding between the task and the answer. When I was a students and did the PPL, I usually met the students that confused with the instruction and they always asked, what will they actually do with the task. The instructional part is important to help the teaching and learning process to reach its goals and of course, help us to do the task.

The second is I want to know the meaning of the instruction by analyzing the ideational meaning through transitivity. Transitivity structure itself expresses representational meaning: what the clause is about, which is typically some process, with associated participants and circumstances.

The third, as far as I know, there is just one study that analyzes the instructional clause. I usually found studies that analyze the ideational meaning of speeches, descriptive and narrative text, song lyrics, so this study can be the references. In teaching and learning cannot be separated from the instructional part. If there is no instruction, how we can understand what we will answer the task and how we reach the learning objectives.

Those reasons triggered me to analyze the ideational meaning of the instructional clauses in the exercises of the English textbooks *Bahasa Inggris*. I chose the English Textbooks which are provided by the government because most of all the school in Indonesia used these.

### **1.3 Research Problems**

From the statement above this study outlines these following research questions:

- a. What are Process Types and Participant Functions realized in instruction clauses in the exercises of the English textbook *Bahasa Inggris*?
- b. What are Circumstantial Elements realized in instruction clauses in the exercises of the English textbook *Bahasa Inggris*?



#### **1.4 Objectives of the Study**

In line with the statement of the problem, the purposes of this study are:

- a. to describe what Process Types and Participant Functions are realized in instruction clauses in the exercises of the English textbook *Bahasa Inggris?*
- b. to describe what Circumstantial Elements are realized in instruction clauses in the exercises of the English textbook *Bahasa Inggris?*

#### **1.5 Significance of the Study**

At least there are three significances of this study as follow:

- a. Theoretically, this study is going to provide the information of the transitivity analysis of clauses in instruction part in the exercises of the English textbook. However, this study can be used for readers who are interested in similar study.
- b. Practically, this study can be used for the English teacher to get additional information from the result of this study in improving their teaching, especially in guiding the students to answer the exercises.
- c. Pedagogically, this study can give a contribution for English teachers to give direct instruction in classroom.

#### **1.6 Limitation of the Study**

This study has some limitations. I focused on analysis the ideational meaning of instruction clauses in the English textbook *Bahasa Inggris* through the transitivity system (process types, participant functions, and circumstances elements) by Halliday. The textbook consists of eight chapters and the study

analyzes the whole chapters. This analyzed instructions were only in the exercises of English textbook.

### **1.7 Definition of Key Terms**

In order to avoid misunderstanding the terms used in this study, there are some definitions of key terms that will be discussed further. They are represented as follows:

#### **a. Ideational Metafunction**

According to Gerot and Wignell (1994:12-13 & 22), Ideational metafunctions are meanings 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.

#### **b. Instruction**

Smaldino, Lowther, Russell, and Mims (2015) define instruction as “any effort to stimulate learning by the deliberate arrangement of experiences to help learners achieve a desirable change in capability” (p. 25). “Anything that is done purposely to facilitate learning” (Reigeluth & Carr-Chellman, 2009, p. 6).

### **1.8 Outline of the Report**

This final project is organized into five chapters. Chapter I presents an introduction which comprises the background of the study, reasons for choosing the topic, research problems, the objective of the study, the significance of the study, limitation of the study, definition of key terms, and outline of the study.

Chapter II reviews the related literature which consists of three subchapters. The first presents the review of previous studies, the second is about the theoretical studies, and the last subchapter is the theoretical framework of this study.

In chapter III the methods of the investigation are discussed in seven subchapters, they are research design, the object of the study, unit of analysis, the role of the researcher, source of the data, procedures of collecting data, procedures of analyzing data, and the procedures of reporting the results.

Chapter IV reports the result of the study and the discussion of the study.

The last chapter presents the conclusion of the study based on the result of the study and some suggestions for the readers.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter contains three sub-chapters, they are review of previous studies, review of theoretical studies, and theoretical framework. In review of previous studies, I present the previous studies related to this study. In review of theoretical studies deals with the theories that underlie this study. In theoretical framework presents how I do this study.

#### **2.1 Review of Previous Studies**

There have been a number of researchers who conducted studies concerned with systemic functional linguistics. The next research is conducted by Benjamin (2011). In this project, there is an introduction of systemicists' view on language and grammar. And besides concepts and theories are being discussed, practical techniques of the theoretical approach on how to observe system of lexicogrammar will be exemplified. This research worked on Obama's inaugural address. It is found that the writer tends to employ one to two types of transitivity structure with stable processes type plus participants.

Bilal (2012) conducted a study aimed in explain the Halliday's metafunction in story entitled 'Thank You M'am'. The object the study is a story about an old lady walking alone in the dark when suddenly a boy tries to snatch her purse written by Langston Hughes. This study using discourse analysis. The analysis has shown

that the examination of linguistics features of a text not only helps in understanding the structure of the text but also the deep meanings of it.

Nguyen (2012) aimed at identifying and explaining how the main character's personality is portrayed and represented through language used in Hoa Pham's "Heroic Mother". The object is a short story 'Heroic Mother' written by Hoa Pham, an Australian – Vietnamese author. The study of transitivity through the analysis of processes and the participants involved in these processes shows that the main character, known as a heroic mother, is suffering from the loneliness, boredom, and inadequate consideration from her family.

Dalimunte (2013) conducted a study aimed at identifying what metafunctions are applied in chemistry text and how they characterize a scientific text. It was conducted by applying content analysis. A twelve-paragraph chemistry text was the data. The metafunction found indicate that the chemistry text has fulfilled the characteristics of scientific or academic text which truly reflects it as a natural science.

The study conducted by Nazhirin (2013) is aimed at analyzing the transitivity of genres in Senior High School Textbook *Developing English Competencies* for Grade 10 based on Halliday's theory of systemic functional linguistics. This study used quantitative and qualitative. The data were genres/text types of reading activities in the tenth grade of SHS textbook *Developing English Competencies*. Based on the result, there are six types of process found; (1) material process was found 116 times, (2) relational process was found 56 times, (3) mental

process was used 28 times, (4) verbal process occurred 28 times, (5) behavioral process was found 8 times and (6) existential process was found 7 times in the analysis. The significance differences between this present study and his study are on the object of the research and the source of the data. The object of this present study was the instructional clauses and the source of the data was the English textbook for grade 11 of SHS provided by the government. Meanwhile, the previous study was genres/text types of reading activities and the source of the data was the tenth grade of SHS textbook *Developing English Competencies*.

The journal from Afrianto, Indrayani, Soemantri (2014) is aimed at applying transitivity on the sonnet. It is focused on which types of the process usually appearing in the poetry then capture them in the percentage. They applied descriptive analysis method. The object of this study is Shakespeare's sonnet. The finding shows that the material process appeared more often than others. The significance difference between this present study and them study is on the object of the research. The object of this present study was the instructional clauses. Meanwhile, the previous study was Shakespeare's sonnet.

Hidayat (2014) conducted a research aimed at reporting the analysis on the ideational meaning realized in the written discourse in the online newspaper on *Abdul Qodir Jaelani* (AQJ). Under a discourse analysis method, the data were collected through retrieving twenty texts on the discourse of AQJ from some online newspapers. The findings reveal that there are 1043 participant types (2%) involve throughout the texts. Meanwhile, there are 712 process types (3%) involve, and there are 274 circumstance types (7%) involve throughout the texts. The

significance difference between this present study and his study is on the object of the research. The object of this present study was the instructional clauses. Meanwhile, the previous study was twenty texts on the discourse of AQJ from some online newspapers.

Salsabil (2014) also conducted a study aimed at describing process types, participant functions, and circumstantial elements that characterized in English texts. This study applied descriptive qualitative method. The data of this study were in the form of a clause of English texts. The study found that the characterized process types and participant functions were relational. The characterized circumstantial element is place-location. The significance difference between this present study and her study is on the object of the research. The object of this present study was the instructional clauses. Meanwhile, the previous study were in the form of a clause of English texts.

Yuhriyah (2014) conducted research aimed at analyzing Ideational meaning in the Evergreen Songs. The objectives of her study are identifying the ideational meaning realized in Evergreen songs, finding out the processes that appear in Evergreen Songs, knowing the dominant process type found in Evergreen Songs, finding out the result of research in teaching narrative texts. Descriptive qualitative is used in this study. The object of the study is Evergreen Songs Lyrics. The findings shows that the dominant process employed in this song lyrics is material process. The dominant participants are actor and goal. The dominant circumstance is time. The significance difference between this present study and their study is on the

object of the research. The object of this present study was the instructional clauses. Meanwhile, the previous study was Evergreen Songs Lyrics.

Andaruli (2015) aimed in describing what interpersonal, ideational, and textual meanings are realized in recount texts of SMP 2 Kudus students. The object of this study was the recount texts of the eighth grade students of SMP 2 Kudus in academic year of 2014/2015. Therefore, the the data were analyzed by using descriptive qualitative analysis. The result of the study showed three points of conclusion. Firstly, in term of interpersonal meanings showed that the students recount texts represented a one-way communication. Secondly, in term of ideational meaning analysis showed that the students' recount texts told about the students' experiences in particular place and time. The significance difference between this present study and Andaruli's study is on the object of the research. The object of this present study was the instructional clauses. Meanwhile, the previous study was the recount texts.

The next journal from Puspasari and Nurhayati (2015) is aimed at interpreting how the authors of pop-religious and dangdut-religious songs representing God in the lyrics of the songs. Moreover, the researchers also want to express the relationship between God and the author as a human being in pop-religious and dangdut-religious songs. The data of the research were fifteen lyrics from Opick's songs and fifteen lyrics from Rhoma Irama's songs as they samples. In analyzing the data, they used substitution technique and expansion technique of distributional method, also referential of identify method. The significance differences between this present study and them study are on the method and the



object of the research. The object of this present study was the instructional clauses and used qualitative research method. Meanwhile, the previous study was fifteen lyrics from Opick's songs and fifteen lyrics from Rhoma Irama's songs, and used substitution technique and expansion technique of distributional method, also referential of identify method.

There is a journal from Rahmah, Sinar, Mbete, and Setia (2015) that aimed at describing the results of verbal and visual components used in TWC whether each component of verbal and visual contributes to make meanings of the TWC's texts, or the two components combine each other to make meanings of the text or it might be the verbal components projecting the visual meanings. The methodology was observational and qualitative. The data sources are taken from thirteen stages during *Deli Malay's Traditional Wedding Ceremony (TWC)* included both verbal and visual texts. The dominant findings of ideational elements related to the Material (process), Goal (participant) and Location (circumstance) and they were shown in the actions conducted by the participants who were affected by the stages and the place. The significance differences between this present study and his study are on the data source and the methodology. The data source of this present study was the English textbook for grade 11 of SHS provided by the government and the methodology was only qualitative. Meanwhile, the previous study was thirteen stages during *Deli Malay's Traditional Wedding Ceremony (TWC)* included both verbal and visual texts and he used not only qualitative but also observational.

Jati (2016) conducted a study aimed at finding out the types of processes, participants, and circumstances, realizing the ideational meaning, and explaining

the pedagogical implication of narrative text analysis. This research used descriptive qualitative type of study. The object of this study was narrative text in Elementary school textbook “Fly with English”. The finding shows the dominant process is material process and the dominant circumstance is circumstance of location. The significance difference between this present study and her study is on the object of the research. The object of this present study was the instructional clauses. Meanwhile, the previous study was narrative texts in Elementary school English textbook. The researches above have a similarity in their findings. Based on the finding of this researches, the dominant of the processes is Material Process.

The other study from Arifiani (2017) was concerned with the Experiential Function in Reading Passage of English Textbook for Junior High School. The objectives of this study were to find out the process type of experiential function, the most dominant process type and to describe the implication of the most dominant process type used in Reading Passage of English Textbook for Junior High School. This study was conducted by using descriptive qualitative design. The source of the data of this research were taken from reading passages in *Practice Your English Competence* textbook grade 8<sup>th</sup> published by Erlangga. The finding shows that the most dominant process type used is material process. The significance difference between this present study and their study is on the object of the research. The object of this present study was the instructional clauses. Meanwhile, the previous study was reading texts in English textbook.

Another research journal by Emilia, Moecharam, and Syifa (2017) is aimed at the discussion of gender in classroom materials (English textbooks). Selected

reading passages were analyzed within the framework of the Transitivity system of functional grammar. The object of this study is the English textbook material. They found that male characters dominate the roles of Participants. The male characters are more frequently represented than female characters in apparent Processes along narrative. The most frequent type of Circumstances that appears in the analysis associated with the appearance of male characters is Circumstances of Place indicating public spheres. The significance difference between this present study and them study is on the object of the research. The object of this present study was the instructional clauses. Meanwhile, the previous study was the English textbook material.

The next study is from Bondar, Tangkas, and Setia (2018) that aimed at describing the transitivity systems elements that characterize English for SMK 1 textbook for grade x. The research method was qualitative descriptive method. The object was reading texts in English textbook. It is found that material process was the dominant types used. Related to the circumstance, the dominant one is circumstance of location. The significance difference between this present study and their study is on the object of the research. The object of this present study was the instructional clauses. Meanwhile, the previous study was reading texts in English textbook.

The study conducted by Triastuti (2018) is aimed at describing and explaining how process types, participant functions, and circumstantial elements are realized in the texts. The research method of this study was descriptive qualitative. The data were descriptive texts in the form of personal letters which is

written by the tenth-grade students of SEMESTA Bilingual Boarding School in the academic year of 2017/2018. She found that the dominant process is relational and the characterized circumstantial element is place. The significance difference between this present study and her study is on the object of the research. The object of this present study was the instructional clauses. Meanwhile, the previous study was descriptive text.

The journal conducted by Rosa, Sofyan, and Tarigan (2019) is aimed at finding out the structure of transitivity elements used in the translation of student translators. This is a qualitative study taking the English history text entitled 'Early History of Yellowstone National Park' and the text translated by 15 student translators as the data. The results of data analysis indicate that the material process is the most-used type of process and a circumstance of place is the most-used circumstance. The significance difference between this present study and their study is on the object of the research. The object of this present study was the instructional clauses. Meanwhile, the previous study was the English history text entitled 'Early History of Yellowstone National Park'.

The study conducted by Andini (2019) aims to reveal what the transitivity system is characterized in English textbook instruction for tenth grade SHS. This study used qualitative descriptive method. The object of this study was seven of fifteen chapters of English textbook for ten grade (530 clauses of instructions). The study from Andini has some similarities with this present study, from the topic, the method, and the object. The difference is the data of Andini's study is the instructional part in the seven of fifteen chapters of English textbook for grade ten

of Senior High School but in this present study, the data is the instructions in the exercises of English textbook for grade eleven of Senior High School. Hopefully, all of the studies above can help me to conduct this present study.

## **2.2 Review of Theoretical Studies**

Before conducting the investigation, it is needed to elaborate the theoretical studies which underlie the study. These theories are employed as the base of the analysis of the study. This subchapter consists of textbook, instruction, Systemic Functional Linguistic, and ideational metafunction.

### **2.2.1 Textbook**

A textbook is one of the most popular sources used in the teaching and learning. Textbook generally provides an input into classroom lesson in the form of texts, explanations, exercises, and etc. The textbook is usually succinctly written, tightly organized, and greatly condensed. Textbooks are one type of texts, a book for use in an educational curriculum (Brown, 2000). The textbook can be used as the learning material sources and the guideline of the teaching and learning process in order to reach its goals.

Cunningsworth (1995) stated that no course book design for general market will be absolutely ideal for your particular group of learners, but the aims is to find the best possible fit. Therefore, in order to provide the core materials for Indonesian learners, Curriculum Center of Ministry Education and Culture of Indonesia published an English textbook entitled *Bahasa Inggris* for Junior and Senior High School. I analyzed the English Textbook *Bahasa Inggris* for grade 11 of Senior High School. The textbook is revised edition and release in 2017. The writer of the

textbook is Mahrukh Bashir, M.Ed. The textbook published by Curriculum and book center of Ministry Education and Culture in Balitbang, Semarang. The textbook consists of eight chapter. This textbook probably help students in acquiring the language since it is written based on curriculum 2013 which supports all competencies. Moreover, this textbook is distributed to most of all senior high school in Indonesia.

### **2.2.2 Instruction**

There are six elements in the textbook, there are design, instruction, variety of learning resources, language, content, and activities. In presenting the language in the course, there is a fundamental role of each category. Instruction, which is one of the categories, plays an important role. One of the criteria of a good textbook is it contains clear instruction. Reigeluth and Charr-Chellman (2009, p. 4) define instruction as anything done purposely to facilitate learning.

Instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom (Richards, 2001, p. 251). Actually, learning is happening through language why it is important to study the language of schooling, both the language of classroom and textbook instruction (Presnyakova, 2011).

Tomlinson (2003, p. 53) states that the instructions are for carrying out activities clearly and concisely but adequately articulated. According to McMurray and Race (2006, p. 1) good instructions require some characteristics as follows,

- a. Clear, concise writing
- b. A thorough understanding of the procedure in all its technical detail

- c. Our ability to put ourselves in the place of the reader, the person trying to use our instructions
- d. Our ability to visualize the procedure in great detail and to capture that awareness on paper
- e. Finally, our willingness to go that extra distance and test our instructions on the kind of person we wrote them for.

Tomlinson (2003) stated that the instruction given to the learners initially using the imperative form of verbs. In order to reveal the meaning of instruction in English textbook, the analysis is going to be conducted. The analysis of ideational meaning of instruction does have relevancy in achieving learning objectives of English language teaching.

According to the explanation of language instruction above, this study focuses on the construction of instruction in the eleventh-grade textbook by Indonesian Ministry of Education and Culture through transitivity system. In the textbook, there are some set of language instruction that consist of instruction clauses (simple or complexes) and directions. Direction itself is in the form of guidelines and it is mainly utilized while guiding somebody into a particular direction.

### **2.2.3 Systemic Functional Linguistics**

Systemic Functional Linguistic (SFL) is a study of language. This theory of language has both systematic and functional in its characteristics. Systematic refers to a conception of language as a network of systems or choices for expressing meaning. Functional refers to a concern for what language does and how it does it,

otherwise to more structural approaches. According to Halliday (1985: xiii), a systemic theory is underlying functional grammar, which is a theory of meaning as a choice, by which a language or any other semiotic system is interpreted as networks of interlocking options. It is functional in three distinct sense of the text, of the system, and of the elements of linguistics structure. In relation to texts, the grammar is 'functional in sense that is designed to account for how the language is used. Every text – that is, everything that is said or written – unfolds in some context of use; furthermore, it is the uses of language that, over tens of thousands of generations, have shaped the system' (Halliday 1994: xiii). This gives rise to an important characterizing feature of SFG, namely that it is a 'natural' grammar, rather than an arbitrary one, 'in the sense that everything in it can be explained, ultimately, by reference to how language is used' (Halliday 1994: xiii).

Systemic Functional Linguistic is a linguistic theory based on the central principle that language is a semiotic system and its users have unlimited choice in the creation of meaning. Most linguistic choices are often unconscious, but even when speech is produced without reflection, using the right forms in the proper context leads to the use of the 'meaning potential' of language (Bloor & Bloor, 2004).

System Functional Linguistic and later called Systemic Functional Grammar presents language as a series of system and it has some interrelated categories of the system. Metafunction, as the construction of System Functional Grammar, has functional relationships between elements. 'Clause is a message,



representation, and exchange. Each of their meanings is construed by configurations of certain particular functions.’ (Halliday, 1994).

Relations and benefits of the systemic functional theory approach put language as a tool to represent the ideas and how language function is used by speakers or writers related to social context. Language function, then, is seen as a scheme of social semiotic language that the idea occurs and is adapted to the cultural context then related to situational context expressed in the form of language.

In language, functional components are the fundamental components of meaning. According to Halliday (2002: 198), three functional components of meanings of language from the point of semantics system are ideational (experiential and logical), interpersonal, and textual. They are different kinds of meaning potential that relate to the most general functions that language has evolved to serve.

#### **2.2.4 Ideational Metafunction**

The ideational metafunction refers to the use of language to construe and organize one’s experience of the world. It is further divided into the experiential and the logical subfunction. The former describes clauses as representation and focuses on the content and ideas, and how people actively construe and make sense of reality, classifying the objects and events within their awareness (Halliday, 1999).

On the other hand, the logical subfunction focuses on the relationship between ideas, or in Halliday’s words, systems “which set up logical-semantic relationships between on clausal unit and another” (Halliday, 2003), and the

emphasis is put on the symbolic representation of reality and experience through language.

According to Gerot and Wignell (1994:12), “Ideational are meanings 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.”

The ideational meaning can be referred to as meaning coming from the clause as representation. Halliday stated that a clause construes the world as goings-on consisting of nuclear process and participant, and circumstance. They represent the real-life experiences who is doing what, to whom, when, where, why, and how. The concept of process, participant, and circumstance are semantic categories that explain in the most general way how phenomena of the real world are represented as linguistic structure (Halliday, 1994: 109). 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.

Table 2.1 Typical Functional and Phrase Classes  
(Halliday, 1985: 102)

Type of element	Typically realized by
Process	Verbal group
Participant	Nominal group
Circumstance	Adverbial group and Prepositional Phrase

There are different types of processes which are: material, behavioral, mental, verbal, relational, and existential processes. Table 2.2 shows the process types, category meaning, and participants.

Table 2.2 Process Types, Their Meanings, and Characteristic Participants  
(M.A.K. Halliday, 2014: 311)

<b>Process Types</b>	<b>Category Meaning</b>	<b>Participant</b>
Material: action event	‘doing’ ‘doing’ ‘happening’	Actor, Goal
Behavioral	‘behaving’	Behaver
Mental: perception affection cognition	‘sensing’ ‘seeing’ ‘feeling’ ‘thinking’	Senser, Phenomenon
Verbal	‘saying’	Sayer, Target
Relational: attribution identification	‘being’ ‘attributing’ ‘identifying’	Token, Value Carrier, Attribute Identified, Identifier
Existential	‘existing’	Existent

#### 2.2.4.1 Processes

Processes are central to TRANSITIVITY. Participants and circumstances are incumbent upon the doings, happenings, feelings, and beings. This suggests that there are different kinds of goings-on, which necessarily involve different kinds of Participants in varying Circumstances (Gerot and Wignell, 1994: 54). There are indeed seven different Process types identified by Halliday:

Table 2.3 Process Types  
(Gerot and Wignell, 1994: 54)

Material	Doing	Bodily, physically, materially
behavioural	Behaving	Physiologically and psychologically
Mental	Sensing	Emotionally, intellectually, sensorily
Verbal	Saying	Lingually, signaling
Relational	Being	Equal to, or some attribute of
existential	Existing	There exists
meteorological	Weathering	

Transitivity processes are divided into Non-Relational Processes (Processes of Doing) and Relational Processes (Processes of Being and Having). Non-Relational Processes consist of material, behavioral, mental, and verbal processes.

#### (1) Material Process

A process that does something and we can see the activity is called a material process. According to Gerot and Wignell (1994: 55), the material process is Process of material doing. They express the notion that some entity physically does something – which may be done to some other entity. The participants in material process are actor and goal. The actor is the entity who does something whereas the goal is one that suffers or undergoes the process.

Material processes have two other participants' functions which are range and the beneficiary. In the 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. Material processes have two kinds of the beneficiary, they are recipient and

client. The recipient is one that goods are given to, whereas the client is one that services are done for (Halliday, 1994: 146).

The exhausted bushwalker	Dropped	his pack.
Participant: Actor	Process: Material	Participant: Goal

The rocks	came tumbling	Across the road.
Participant: Actor	Process: Material	Circ: place

(Gerot & Wignell, 1994: 55 & 78)

## (2) Mental Process

The mental process is a process of sensing, such as feeling, thinking, and seeing. There are three types of mental processes: affective or reactive (feeling), cognitive (thinking), and perceptive (perceiving through the five senses). The participants in a mental process are a senser and phenomenon. Senser is the conscious being that feels, thinks, or perceives. The phenomenon is that which is felt, thought, and perceived. It is similar to Scope in Material, thus it is often categorized as a subtype of Range.

Mark	Likes	nice clothes
Senser	Mental: Affect	Phenomenon

This stuff	Baffles	me
Phenomenon	Mental: Cognition	Senser

(Gerot and Wignell, 1994: 59)

According to Lock (1996: 105), the mental process has four types, they are:

- a) Perception (seeing, hearing, noticing, feeling, and smelling)

- b) Affection (liking, loving, fearing, hating, admiring, and missing)
- c) Cognition (thinking, knowing, believing, doubting, remembering, forgetting, and understanding)
- d) Volition (wanting, needing, desiring, hoping, and wishing)

According to Halliday (1985: 112), although in the mental process there are senser and phenomenon, all mental processes potentially involve both senser and phenomenon but this does not mean that both must always be present in the clause. It can be senser and no phenomenon and vice versa as ‘I cannot see’ and ‘George know’. In reality, there is presumably something that he/she cannot see, or else he/she has lost his/her eyesight and cannot see anything at all and likewise there is something that he knows. But it is not made explicit.

In addition, in ‘She only does it to annoy’ and ‘Because she knows it teases’ have no senser. However, it implicitly said that the senser is simply ‘people’. The particular Circumstances that usually occur are similar to those found in Material Process (Eggins, 2004: 233).

### (3) Behavioral Process

According to Gerot and Wignell (1994: 60-61), behavioural Processes are Processes of physiological and psychological behavior (breathing, dreaming, snoring, smiling, hiccupping, looking, watching, listening, and pondering). The majority of behavior processes of clauses only have one participant. The participant is behaving called behavior, is typically a conscious being like senser, but the process functions more like one of doing, not sensing. Rarely, a further Participant occur named Behavior, as with *salty tears in cry*

*salty tears, a sigh in breathe a sigh, blood in sweat blood, sweet dreams in dream sweet dream.*

Range specifies the range or scope of the process, defining its coordinates or domain. It appears in several guises, so we shall return to it below. But in behavioural processes, range names the behavior enacted. It is difficult to distinguish behavioral processes and range from material processes with goal or range. Several examples of each are provided below to illustrate the difference.

He	Did	the shopping	He	shopped	
He	Took	a nap	He	took	two cases
He	Threw	a tantrum	He	threw	the spears
He	Drew	a ragged breath	He	drew	a picture
He	Drove	a hard bargain	He	drove	a Porsche
Behavior	Behavioural	Range	Actor	Material	Goal

Figure 2.1 Example of Behavioral Process  
(Gerot and Wignell, 1994: 61)

However, the Boundaries of Behavioural Process are indeterminate, but it can be recognized the kinds set out in Table 2.4:

Table 2.4 Examples of Verbs Serving as Process in Behavioural Clauses  
(M.A.K. Halliday, 2014: 302)

(i)	[near mental]	Processes of consciousness	Look, watch, stare, listen, think, worry, dream
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		represented as forms of behavior	
(ii)	[near verbal]	Verbal processes as forms of behavior	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)

#### (4) Verbal Process

Verbal Processes are processes of saying, or more accurately, of symbolically signaling which functioned as sayer, who is the doer of the process of verbalization. Some verbs used to express the verbal processes include *talk, say, ask, reply, suggest, praise, insult, slander, and flatter*. Halliday (1985: 240 - 241) categorizes the projection of Verbal Process as follows:

- a) Stating : statement, report, news, rumor, claims, assertion, argument, insistence, proposition, assurance, and imitation.
- b) Questioning : question, query, inquiry argument, despite.
- c) Offering : offer, suggestion, proposal, threat, promise.



d) Commanding : order command, instruction, demand, and request.

However, the verb in the verbal process may be unaccented of verbs serving as the process in verbal clauses.

Table 2.5 Examples of Verbs Serving as Process in Verbal Clauses  
(M.A.K. Halliday, 2014: 305)

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	tell (sb that), report, announce, notify, explain, argue, convince (that), persuade (sb that), promise (that)
		ask (sb whether), question, enquire (whether)
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	

Sometimes, the sayer uses some extra element of meaning related to the speech act realized the usage of some verbs as *urge, explain, remind, challenge, beg, promise, grumble, agree, report, lisped, growled, whisper, sneer, snarled, barked, bawled, babbled on, and gasped*. There are three further participant functions based on Halliday (2014: 306-307):

## a) Receiver

The receiver is the person to whom the saying is addressed. The receiver may be subject in a clause 'receptive'. The receiver is realized by a nominal group typically denoting a conscious being (a potential speaker), a collective or an institution; the nominal group either occurs on its own or is marked by a preposition – almost always *to* but sometimes *of*. The range of realizational possibilities depends on the lexical verb of the verbal group realizing the Process.

## b) Range / Verbiage

According to Gerot and Wignell (1994: 62), the range/verbiage is a name for verbalization itself. The verbiage is the function that corresponds to what is said, representing it as a class of thing rather than as a report or quote. Verbiage represents what the Sayer said but instead of representing it as a quotation of what the actual words used (Quoted) or the proposition expressed in those words (Reported), it is rather to refer to what is said by classifying it in terms of its character as an expression. But, Quoted and Reported are not participants in the clause because they are separate clauses from the clause containing Sayer and process (Bloor and Bloor, 2004: 122).

Verbiage can be seen in such expressions as *ask a question*, *state your case*, *talk my language*, *speak English*, and *tell the facts*. It can also be a clause not a projection of speech or thought, as in 'He told me *what I want to know*.' There are two kinds of Verbiage that which refers to the content, as in *describing the apartment*, and that which specifies the nature of verbal

processes, such as *tell a story*, are analogs respectively to the Material ‘entity Scope’ and ‘process Scope’.

c) Target

According to Gerot and Wignell (1994: 62), the target is one acted upon verbally (insulted, complimented, etc). The target occurs only in a subtype of ‘verbal’ clauses; this function construes the entity targeted by the process of saying, which may be a person, an object or an abstraction. Target is a fairly peripheral participant and does not occur with direct or indirect speech, except incidentally. It is the person or thing which is ‘targeted’ by the process as in ‘Former party officials criticized *party leadership*.’ Lexical verbs that accept a Target include: *describe, explain, praise, flatter, blame, condemn, castigate*. The commonest Circumstance in Verbal Process is Manner (Eggins, 2004: 235).

John	Told	Jenny	a rude joke
Sayer	Verbal	Receiver	Verbiage

Keating	Slurred	Howard
Sayer	Verbal	Target

(Gerot and Wignell, 1994: 63)

(5) Relational Process

Relational processes involve states of being (including having) and relating among entities through two simultaneous systems which are attributive and identifying. They can be classified according to whether they are being used to identify something (identifying) or to assign a quality to something

(attributive). The network indicates that all relational processes are either attributive or identifying, and at the same time, are either intensive, possessive, or circumstantial. The category of Relational process covers many different ways in which being can be expressed in English clauses.

Table 2.6 The Principal Categories of ‘Relational’ Clause  
(M.A.K. Halliday, 2014: 265)

	<b>Attributive ‘a is an attributive of x’</b>	<b>Identifying ‘a is the identity of x’</b>
<b>Intensive ‘x is a’</b>	Sarah is wise	Sarah is the leader; the leader is Sarah
<b>Possessive ‘x has a’</b>	Peter has a piano	The piano is Peter’s; Peter’s is the piano
<b>Circumstantial ‘x is at a’</b>	The fair is on a Tuesday	Tomorrow is the 10 <sup>th</sup> ; the 10 <sup>th</sup> is tomorrow

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.*

Table 2.7 Examples of Relational Attributive Processes  
(Emilia, 2014: 159)

Sinta	is	diligent.
Toni and Indra	are	students of the English Department.
The story	sounds	interesting.
Tata	Is	a hardworking person.
Mizan	has turned	into a wise man.
Whales	are	mammals.

<b>Carrier</b>	<b>Process: intensive</b>	<b>Attribute</b>
----------------	---------------------------	------------------

Here are some words more common Relation 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 differentiate the Attributive and Identifying Processes is that Identifying Processes are reversible.

Table 2.8 Examples of Relational Identifying Processes  
(Emilia, 2014: 159)

The first winner	must be	Sinta.
His statements	Represent	the students who were dropped out.
D-o-g	Spells	“dog”.
The most effective way to stop corruption	Is	capital punishment.
Mr. Garrick	Played	Hamlet.
<b>Identified / Value</b>	<b>Process: Intensive</b>	<b>Identifier / Token</b>

#### (6) Existential Process

Existential processes are processes of existence and happening. In “There’s a unicorn in the garden.”, ‘there’ has no representational function; it is required because of the need for a Subject in English. Existential processes are expressed by verbs of existing: *be, exist, arise*, and followed by a nominal group

functioning as *Existent* (a thing which exists in the process). The *Existent* can be a phenomenon of any kind and is often, in fact, an event.

The Circumstantial element is Thematic if in an Existential clause containing a Circumstantial element, the word ‘there’ may be omitted.

On the matinee jacket	was	a blood-stain
Circumstance: Place	Existential	Existent

(Gerot and Wignell, 1994: 73)

#### (7) Meteorological Process

According to Halliday and Matthiessen (2014: 310), this type of process is unique in English which has no participant in it. These kinds of clauses can only be analyzed through the process only. The subject does not represent any function like in traditional grammar.

It	‘s hot	
It	‘s windy	
It	‘s five o’clock	
<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Meteorological</td> </tr> </table>		Meteorological
Meteorological		

(Gerot and Wignell, 1994: 73)

#### 2.2.4.2 Participants

Participants are the people, ideas, or things that participate in the processes.

Here are the eighteen participants:

1. *Actor*, the constituent does the deed or performs the action when the clause is in active form.

2. *Goal*, a participant in the material process to which the process is extended or directed.
3. *Initiator*, a participant that causes the actor brings the material process into being.
4. *Beneficiary* is a participant who benefits from the process.
5. *Range*, a restatement or continuation of the process itself.
6. *Behaver*, a conscious being of doing.
7. *Senser*, a conscious being who feels, thinks, sees, or perceives.
8. *Phenomenon*, that which is sensed that can be thought, felt, seen or perceived by the conscious senser.
9. *Inducer*, a participant in which cause the senser brings the process into being.
10. *Sayer* does not have to be conscious participants. It encodes the signal source.
11. *Verbiage*, reflected in a noun expressing some kind of verbal behavior such as statement, questions, joke, answer, story, and etc.
12. *Target*, one acted upon verbally.
13. *Token* shows 'what is being defined', such as the sign, name, form, holder, and occupant.
14. *Value* gives the meaning, referent, function, status or role of the token. It will always be subject in a passive clause.
15. *Assigner*, the one who assigns the identity.

16. *Carrier*, labeled in relational process in the type of attributive process which assigns a quality.
17. *Attribute*, assigned to a carrier.
18. *Attributor* can be stated as a causer in which it because carrier to bring the attributive process into being.
19. *Existent*, the participant of the existential process. This participant which usually follows the sequence of ‘there is’ or ‘there are’ can be a phenomenon of any kind and is often in fact an event.

#### **2.2.4.3 Circumstances**

Circumstances are the condition in which processes are occurring. Some linguists identify Circumstance Elements by considering what probes use for eliciting or looking at the different questions to which the circumstances provide answers. Circumstantial process elements provide information on the ‘how, when, where, why, how many, and as what’ of the process, although they are normally grammatically subordinate to the process (Simpson, 1993: 90). These are represented in the forms of prepositional phrases or adverbial groups. There are seven types of circumstantial elements namely, extent (duration), location (place), manner (means), cause (purpose), accompaniment (comitaton), role and matter (guise).

##### **1. Extent**

Extent construes the extent of the unfolding of the process in space-time: the distance in space over which the process unfolds or the duration in time during which the process unfolds. The circumstantial extent has three



types namely distance, duration, and frequency. The distance is probed by ‘how far’, the duration is probed by ‘how often’, and frequency is probed by ‘how many times’. The typical structure is a nominal group with qualifier, either definite e.g *five days* or indefinite, e.g *many miles, a long way*; this occurs either with or without prepositions, the most usual preposition is *for*.

## 2. Location

Location construes the location of the unfolding of the process in space-time: the place where it unfolds or the time when it unfolds. The general interrogatives of Location are *where?*, *when?*. Place includes not only static location in space, but also the source, path, and destination of movement. Similarly, time includes not only static location in time, but also the temporal analogs of source, path, and destination.

The typical structure is an adverbial group or prepositional phrase; examples are *down, underneath, by the door, in Canberra, long ago, before sunset, on Wednesday evening, among friends, between you and me*.

## 3. Manner

Manner construes the way in which the process is actualized. The circumstantial element of manner answers the question of how, *what with, what ... like*. Manner has four subcategories: Means, Quality, Comparison, and Degree. These cover a considerable range; *Means* is close to the participant role of Agent and *Comparison* is like a participant in a clause with the same kind of process, whereas *Quality* and *Degree* are like features of the

Process itself. These differences in status are reflected in realizational tendencies: Means and Comparison tend to be realized by the adverbial group.

a. Means

Means refers to the means whereby a process takes place. It is typically expressed by a prepositional phrase with the preposition *by* or *with*. The interrogative forms are *how?* and *what with?*.

b. Quality

Quality is typically expressed by an adverbial group, with *-ly* adverb as Head; the interrogative is *how?* or *how...?* plus appropriate adverb. Quality is realized by a prepositional phrase.

c. Comparison

Comparison is typically expressed by a prepositional phrase with *like* or *unlike*, or an adverbial group of similarity or difference.

d. Degree

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*, *heavily*, *badly*.

Table 2.9 Examples of Manner circumstantials  
(M.A.K. Halliday, 2014: 321)

Type	WH- form	Examples
Means	How? what with?	(mend it) with a fuse wire
Quality	How?	(they sat there) in complete silence
Comparison	What like?	(he signs his name) differently

Degree	How much?	(they all love her) deeply
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#### 4. Cause

Cause construes the reason why the process is actualized. The circumstantial element of Cause comprises three subcategories: Reason, Purpose, and Behalf.

##### a. Reason

Reason represents the reason for which a process takes place – what causes it. They have a sense of ‘because’. It is typically expressed by a prepositional phrase with *through*, *from*, *for* or a complex preposition such as *because of*, *as a result of*, *thanks to*, *due to*; also the negative *for want of*, as in.

##### b. Purpose

Purpose represents the purpose for which an action takes place – the intention behind it; they have the sense of ‘in order that’. Circumstantials of purpose is typically expressed by a prepositional phrase with *for* or with a complex preposition such as *in the hope of*, *for the purpose of*, *for the sake of*.

##### c. Behalf

Behalf represents the entity, typically a person, on whose behalf or for whose sake the action is undertaken – who it is for. Expressions of Behalf are expressed by a prepositional phrase with *for* or with a complex

prepositional such as *for the sake of*, *in favor of* (negative: *against*), *on behalf of*.

Table 2.10 Examples of Cause Circumstantials  
(M.A.K. Halliday, 2014: 322)

Type	WH-form	Examples
Reason	why? how?	(they left) because of the draught
Purpose	what for?	(it's all done) with a view to promotion
Behalf	who for?	(put in a word) on my behalf

## 5. 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 what*, *without*, *besides*, *instead of*. Circumstantial of Accompaniment has two subcategories, comitative and additive; each has a positive and a negative aspect.

### a. Comitative

The comitative represents the process as a single instance of a process, although one in which two entities are involved. It ranges from some cases where the two entities could be conjoined as a single element, as in *Fred and Tom set out together*, to others where they could not, like *Jane and her umbrella set out together*.

### b. Addictive

The additive represents the process as two instances; here both entities clearly share the same participant function, but one of them is

represented circumstantially for the purpose of contrast. We could say *Fred and Tom both came*; but *Fred came as well as Tom* distinguishes the two as regards their news value (not only Tom but also Fred came).

Table 2.11 Examples of Accompaniment Circumstantials  
(M.A.K. Halliday, 2014: 324)

	<b>WH- form</b>	<b>Examples</b>
comitative, positive: 'accompanied by'	who / what with? and who / what else?	Fred came with Tom Jane set out with her umbrella
comitative, negative: 'not accompanied by'	but not who / what?	Fred came without Tom I came without my key
additive, positive: 'in addition to'	and who / what else?	Fred came as well as Tom
additive, negative: 'as alternative to'	and not who / what?	Fred came instead of Tom

## 6. Matter

Matter tells about 'what' or 'with reference to what' and is probed by *what about?*. It is related to Mental Process, especially the cognitive subtype, and related to 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 a preposition such as *about*, *concerning*, and *with reference to*.

## 7. Role

Role construes the meanings 'be' and 'become' circumstantially; the Role corresponds to the Attribute or Value of an 'intensive relational' clause.

Role has two categories; Guise (*be*) and Product (*become*). Guise usually tells about ‘what as’ and is probed by ‘as what?’. Product refers to a probe what into, with the meaning of ‘become’.

### **2.3 Theoretical Framework**

This study is conducted using an analysis based on Ideational Metafunction of language in Systemic Functional Linguistics. It reflects the content and ideas throughout the instruction clauses in the exercises of the English textbook. I collected the data from the instructional clause in the exercises of the English textbook and found out the ideational meaning. Ideational meaning describes and explains the phenomenon and content of what is going on at the time in discourse. In the analysis of the instructional clause in the textbook through the transitivity system; Process Types, Participant Functions, and Circumstantial Elements characterized and reveal the field of the context are realized by verbs. Following the literature review, the analysis carried out in this study is constructed in Figure 2.2 below:

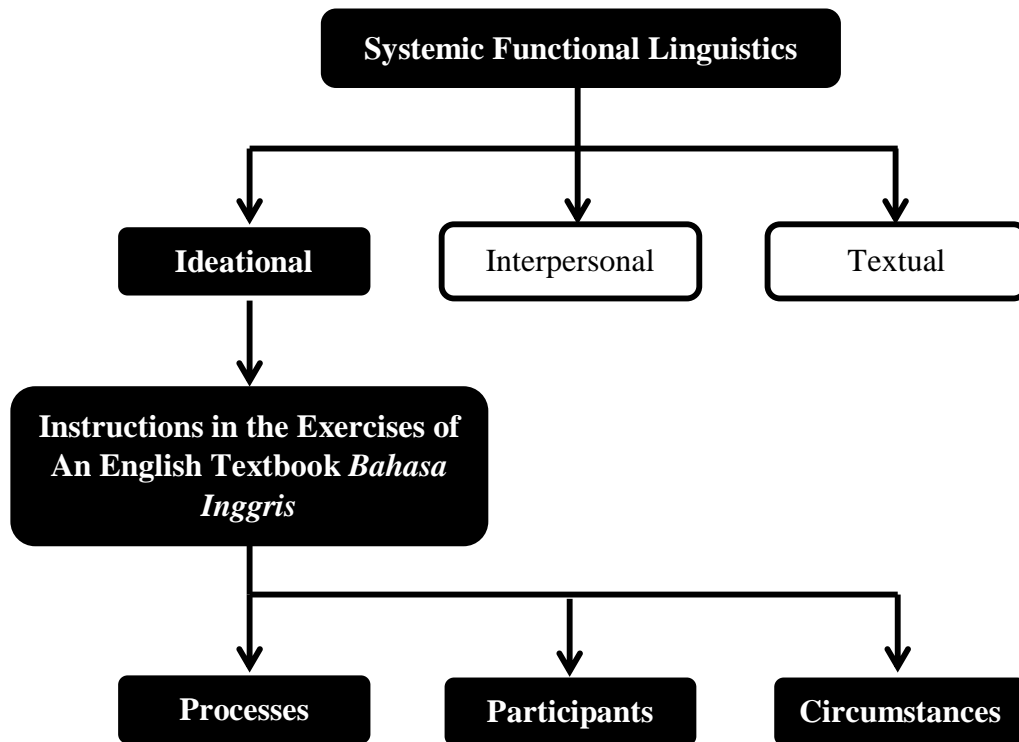


Figure 2.2 Theoretical Framework of the Present Study

## **CHAPTER III**

### **METHOD OF INVESTIGATION**

This chapter discusses the method of investigation that was conducted in the research. Chapter III contains seven sub-chapters, they are research design, object of the study, unit of analysis, role of the researcher, source of the data, procedures of collecting data, procedures of analyzing data, and procedures of reporting the results.

#### **3.1 Research Design**

In conducting the study, I used qualitative descriptive approach. According to Creswell (2008), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.

Dornyei (2007: 24) explain that qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which is then analyzed primarily by non-statistical methods. In this study, the data is in the form of texts. The data is analyzed through systemic functional linguistic analysis.

Furthermore, this research is an approach that emphasizes human language as a socially contextual performance. In conclusion, this research uses qualitative research design to answer the research questions and conclude the results.



### **3.2 Object of the Study**

The object of this study is the instruction clauses in the exercises of an English Textbook *Bahasa Inggris*. I took the instruction part because the students should understand the meaning of the instruction before they do the exercises.

### **3.3 Unit of Analysis**

Unit of Analysis of this study is 95 instruction clauses in the exercises of whole chapters in English textbook *Bahasa Inggris*.

### **3.4 Role of the Researcher**

In this study, I have a role as a data collector, data analyst, and data explainer. As a data collector, I collect the data by listing the instruction clauses in the exercises of each chapter in the English Textbook *Bahasa Inggris*.

As a data analyst, I analyze the collected data to get the answer of the problem. I try to analyze the ideational meanings which are realized in the instruction clause of the textbook.

As a data reporter, I play a role to write conclusions and complete the report based on the research findings.

### **3.5 Source of the Data**

The source of the data is the English Textbook *Bahasa Inggris* for grade 11 of Senior High School provided by the government. This textbook consists of eight chapters and I analyzed the instruction part in the exercises of all the chapters.

### 3.6 Procedures of Collecting Data

The data collected by documenting the English Textbook for grade 11 Senior High School 2017 that provided by the government. This textbook is given from my teacher (guru pamong) when I did the PPL at SMA Kesatrian 2 Semarang in the form of a soft file. I printed out the textbook. Afterward, listing the sentences of instruction part in the exercises of each chapter in the English Textbook for grade 11 Senior High School and segmented the sentences of the instruction part into a single clause so it makes them easier to be analyzed. The last, identifying the ideational meaning through the transitivity system.

### 3.7 Procedures of Analyzing Data

The analysis is done by listing the instruction text, afterward segmenting the text into a single clause, and then labeling word by word in order to reveal the transitivity systems and calculating the process types, the participant functions, and the circumstance elements.

(1) Listing the sentences of the instruction clause complexes and segmenting them into a single clause.

For example:

*There are some grammatical errors in the sentences given below. Circle the mistakes in each sentence, then rewrite the sentence. If there aren't any mistakes, put a tick mark next to the sentence.*

The clauses segmented from the text are as follows:

- (i) There are some grammatical errors in the sentences given below
- (ii) Circle the mistakes in each sentence

(iii) Then rewrite the sentence

(iv) If there aren't any mistakes, put a tick mark next to the sentence

(2) Labeling the instruction clause word by word in order to reveal the transitivity systems.

With a partner,	Read	the conversation	given	below
<b>Circ: accompaniment</b>	<b>material</b>	<b>goal</b>	<b>identifying</b>	<b>circ. place</b>

(3) Calculating the process types, participant functions, and circumstantial elements in each of the instruction clause and categorized them in the table below to get the percentage:

I calculate the total and percentage of process types using a table as follows:

Table 3.1 Data Summary of Process Types Analysis

<b>Process Types</b>	<b>Sum (<math>\Sigma</math>)</b>	<b>Percentage (%)</b>
Material		
Mental		
Verbal		
Behavioral		
Existential		
Relational: Attributive		
Relational: Identifying		
<b>TOTAL</b>		

Afterward, I calculate the participant functions in each instruction clauses in the exercises of the textbook as follows:

Table 3.2 Data Summary of Participant Functions Analysis

<b>Participant Function</b>	<b>Sum (<math>\Sigma</math>)</b>	<b>Percentage (%)</b>
Actor		
Goal		
Client		
Senser		
Phenomenon		
Sayer		
Receiver		
Target		
Verbiage		
Behaver		
Range		
Existent		
Carrier		
Attribute		
Token		
Value		
<b>TOTAL</b>		

The last, I calculate the total and percentage of the circumstance elements in each instruction clauses in the exercises of the textbook as follows:

Table 3.3 Data Summary of Circumstantial Elements Analysis

<b>Circumstantial Elements</b>	<b>Sum (<math>\Sigma</math>)</b>	<b>Percentage (%)</b>
Role		
Time		
Place		
Manner		
Accompaniment		

Matter		
Cause		
<b>TOTAL</b>		

### 3.8 Procedure of Reporting the Results

The result of the study is reported in two ways. They are:

a. Presenting Tables

I present the tables of the result analysis which are used to present the percentage of each item analysis which supports the ideational meaning analysis.

b. Discussion

I interpret the result presented in the table descriptively so that it would be easier to understand.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter reports the findings and discussions concerning the analysis of ideational meanings realized on the instructional clauses in the exercises of the English textbook *Bahasa Inggris*. It explores the complete aspects of the discussion to answer the research question.

#### **4.1 Research Findings**

The data were taken from the eight chapters of the English textbook *Bahasa Inggris*. Each clause of the instructional part in the exercises was analyzed into three constituents of the transitivity system. They were Process Types, Participant Functions, and Circumstantial Elements. The Process Types which are classified into Material, Mental, Relational, Behavioral, Existential, and Verbal Processes. The Participant Functions were related to the Process Types. The existence of Circumstances in a clause is optional.

In this chapter, the research findings are divided into three subchapters. The first subchapter is Process Types characterized in the instructional clauses, the second subchapter is Participant Functions, and the third subchapter is Circumstantial Elements characterized in the instructional clauses.

#### 4.1.1 Process Types

There are six process types in transitivity analysis. Those processes are the expression of happening, doing, being, saying, and thinking. Nevertheless, the boundaries of the three main processes are verbal, existential, and behavioural processes. Verbal lies between mental and relational processes; while existential exists between relational and material processes; and behavioural lies between material and mental processes. Those processes have different roles in realizing the ideational meaning within the clause. I found 123 processes that characterized in the instructional clauses in the exercises of the English textbook *Bahasa Inggris*. The characterized processes are Material, Mental, Relational, Behavioral, Existential, and Verbal Processes. The distribution of the Process Types of transitivity analysis characterized of instructional part can be seen in the table below:

Table 4.1 Process Types of Instruction Clause in Exercises of English Textbook

<b>Process Types</b>	<b>Sum (<math>\Sigma</math>)</b>	<b>Percentage (%)</b>
Material	83	67.5%
Mental	3	2.4%
Verbal	5	4.1%
Behavioral	1	0.8%
Existential	4	3.2%
Relational: Attributive	6	4.9%
Relational: Identifying	21	17.1%
<b>TOTAL</b>	<b>123</b>	<b>100%</b>

From the table, it shows that the Material Process held the highest frequency of occurrence on all the chapters of the textbook. Material process occurs 83 times (67.5%) in the instruction part and it refers to the process of construing material worlds of doing. Mental process occurs 3 times (2.4%). Actually, mental process divided into four types. They are affection or reaction, cognition, perception, and volition, but in the instructional clauses that have been analyzed, I just found the cognition process. I didn't find any affection or reaction, perception, and volition. Verbal Process occurs 5 times (4.1%) which refers to the process of construing something said by its participant. Behavioral Process has the lowest frequency of occurrence and it only occurs 1 time (0.08%). Existential Process occurs 4 times (3.32%) and it refers to the process of existing. Relational Process of attributive occurs 6 times (4.9%). However, identifying process occurs 21 times (17.1%) in instructional clauses in the exercises of English textbook.

#### **4.1.2 Participant Functions**

The second category which represents ideational meaning is the participant. I found 114 participants characterized in the instructional clauses in the exercises of the English textbook *Bahasa Inggris*. The participant reflects the Process Types characterized in the instructional part. The distribution of the Participant Functions of transitivity analysis characterized of instructional part can be seen in the table below:



Table 4.2 Participant Functions of Instruction Clause in Exercises of English Textbook

<b>Participant Function</b>	<b>Sum (<math>\Sigma</math>)</b>	<b>Percentage (%)</b>
Actor	7	6.2%
Goal	75	66.4%
Client	2	1.8%
Senser	0	0%
Phenomenon	1	0.9%
Sayer	1	0.9%
Receiver	1	0.9%
Target	0	0%
Verbiage	4	3.5%
Behaver	0	0%
Range	1	0.9%
Existent	4	3.5%
Carrier	4	3.5%
Attribute	6	5.3%
Token	2	1.8%
Value	5	4.4%
<b>TOTAL</b>	<b>113</b>	<b>100%</b>

From the table above, it can be concluded that the most dominant Participants found in texts are related to the most dominant Process, which is Material. The most dominant Participant is Goal that occurs 75 times and the percentage is 66.4%, followed by Actor (6.2%), Attribute (5.3%), Value (4.4%), and there are Verbiage, Existent, and Carrier that each of them got 3.5%, next participants are Client and Token that each of them got (1.8%), Range, Sayer,

Receiver, and Phenomenon each of them got 0.9%, and the others 0.0% (Senser, Target, and Behavior).

#### 4.1.3 Circumstantial Elements

We have to involve determining the last constituent which is circumstances in carrying out transitivity analysis. I found 77 circumstances that characterized in the instructional clauses in the exercises of the English textbook *Bahasa Inggris*. The distribution of the Circumstantial Elements of transitivity analysis characterized of instructional part can be seen in the table below:

Table 4.3 Circumstantial Elements of Instruction Clause in Exercises of English Textbook

<b>Circumstantial Elements</b>	<b>Sum (<math>\Sigma</math>)</b>	<b>Percentage (%)</b>
Role	4	5.2%
Time	2	2.6%
Place	35	45.4%
Manner	7	9.1%
Accompaniment	14	18.2%
Matter	8	10.4%
Cause	7	9.1%
<b>TOTAL</b>	<b>77</b>	<b>100%</b>

From the table above, it can be seen that I found the circumstantial elements. They were Role, Time, Place, Manner, Accompaniment, Matter, and Cause. Based on the results, the main dominant circumstantial element is Place that occurs 35 times and the percentage is 45.4%, followed by Accompaniment (18.2%), Matter

(10.4%), Cause and Manner (9.1%), Role (5.2%), and the lowest frequency of occurrence is Time (2.6%).

## 4.2 Discussions

For the clearer details of the findings, it is divided into four parts. The first part is about Process Types, Participant Functions, Circumstantial Elements found in the instructional clauses, and the implication of the results.

### 4.2.1 Process Types

Processes are central to transitivity and realized by verbs. Process types are divided into six processes. There are Material, Mental, Verbal, Behavioural, Existential, and Relational Process.

#### 4.2.1.1 Material Process

Material Process is a process of doing and happening. Material process indicates activities of events. This process refers to the physical experience of human beings. It means that some entity physically does something which may be done by some other entity. In this research, Material Process occurs 83 times (67.5%). Some findings of the Material Process are:

With a partner	read	the conversation	given	below
<b>circ. accompaniment</b>	<b>material</b>	<b>Goal</b>	<b>identifying</b>	<b>circ. place</b>

Clause 1

Choose	the best option	for each sentence	given	below
<b>material</b>	<b>goal</b>	<b>client</b>	<b>identifying</b>	<b>circ. place</b>

Clause 2

Circle	the mistakes	in each sentence,
<b>Material</b>	<b>goal</b>	<b>circ. place</b>

Clause 4

then	rewrite	the sentence
	<b>Material</b>	<b>Goal</b>

Clause 5

Use	the thinking technique	“THINKPAIRSHARE”
<b>material</b>	<b>Goal</b>	<b>circ. matter</b>

Clause 11

The clauses above are some findings of Material Process found in instructional clauses in the exercises of English textbook. The verbs that indicate Material Process are *read*, *choose*, *circle*, *rewrite*, and *use*. Material Process is highly occurred to inform actions students should do while learning. The occurrence of second participants Goal exceeds that of Actor because instruction is an imperative sentence and participant function in the English textbook instruction is rarely found. Most participants occur implicitly which is the subject ‘you’ is the students and it is usually recognized as the ‘doer’.

#### 4.2.1.2 Mental Process

Mental Process refers to the process of sensing: feeling (affection or reaction), thinking (cognition), perceiving (perception), and wanting (volition). Based on Table 4.1, the total of mental process is 3 times and the percentage is 2.4%. In the instructional clauses that have been analyzed, I just found the cognition

process. I didn't find any affection or reaction, perception, and volition. The findings of the Cognition of Mental Process are:

With a partner	think of	2 endangered animals	in Indonesia
<b>circ. accompaniment</b>	<b>mental: cognition</b>	<b>phenomenon</b>	<b>circ. place</b>

Clause 69

Remember	to use	cause and effect signal words
<b>mental: cognition</b>	<b>material</b>	<b>goal</b>

Clause 75

Make sure	you	follow
<b>mental: cognition</b>	<b>actor</b>	<b>material</b>

Clause 90

The clauses above are the findings Cognition of Mental Process that found in instructional clauses in the exercises of English textbook. Mental Cognition Process is a process of thinking that usually used to express people's opinions, thoughts, or personal judgments towards something. The verbs that indicate the Cognition of Mental Process are *think*, *remember*, and *make sure*. It can be assumed, students ought to master the material at the end of the chapter and particularly get the main skill. The mental process can encourage students to build critical thinking.

#### 4.2.1.3 Verbal Process

Verbal Process is a process of saying (stating, questioning, offering, or commanding). It shows activities related to information. In this research, Verbal

Process occurs 5 times and the percentage is 4.1%. Some findings of the Verbal

Process are:

Decide	if	the words	in bold	are	the causer or the effect
<b>Verbal</b>		<b>token</b>	<b>circ. manner</b>	<b>identifying</b>	<b>Value</b>

Clause 57

Then	discuss	the questions
	<b>Verbal</b>	<b>Verbiage</b>

Clause 80

You	can ask	each other questions like these
<b>Sayer</b>	<b>Verbal</b>	<b>Verbiage</b>

Clause 82

The clauses above are some findings of Verbal Process found in instructional clauses in the exercises of English textbook. The verbs that indicate Verbal Process are *decide*, *discuss*, and *ask*. Those verbs are represented to share someone's experience and knowledge with others. The students are supposed to create clauses particularly spoken language used. Of course, in teaching and learning, students are intended to interact with their classmates or their teachers.

#### 4.2.1.4 Behavioral Process

Behavioral Process is a process of physiological and psychological behavior (breathing, dreaming, snoring, smiling, looking, watching, listening, and pondering). In this research, Behavioral Process is the least process that occurs only 1 time (2.24%). A finding of the Behavioral Process is:

Look at	the expressions
<b>Behavioral</b>	<b>range</b>

Clause 47

In the findings of Behavioral Process above, the word that indicates Behavioral Process is just *look at*.

#### 4.2.1.5 Existential Process

Existential Process is a process of existence. In this research, Existential Process occurs 4 times and the percentage is 3.2%. Some findings of the Existential Process are:

Below	are	several options
	<b>existential</b>	<b>existent</b>

Clause 20

There	are	several mistakes	in the letter
	<b>existential</b>	<b>existent</b>	<b>circ. place</b>

Clause 50

Existential Process tells the thing simply to exist. The structural ‘there’ in existential process above does not receive any functional label, it means that ‘there’ is not the process agent, as they are not encoding any representational meanings. It is written as the clause needs a subject. It is left unanalyzed for transitivity. Through this process, the instruction stated the existence of something related to the activities. Therefore, the students would know the conditions of the activities clearly.

#### 4.2.1.6 Relational Process

Relational Process involves a state of being (including having). Relational Process has two types, they are attributive and identifying. Attributive Process is a process that establishes an identity. In this research, attributive occurs 6 times and the percentage is 4.9%. Some findings of the Attributive Process are:

and	tick	the option	that	is	most applicable to you
	<b>material</b>	<b>goal</b>		<b>attributive</b>	<b>attribute</b>

Clause 17

If	it	is	an impolite way of disagreeing
	<b>carrier</b>	<b>attributive</b>	<b>attribute</b>

Clause 23

The article	given	below	is	incomplete
<b>value</b>	<b>identifying</b>	<b>circ. place</b>	<b>attributive</b>	<b>attribute</b>

Clause 39

The clauses above are some findings of Relational Attributive Process. Most of the Relational Attributive Processes were stated by using 'to be' and they were stated by using to be 'is' and 'are'. Attributive Intensive is the one and only Relational Process found.

Identifying Process is a process that assigns a quality. Identifying Process occurs 21 times and the percentage is 17.1%. Some findings of the Identifying Process are:



With a partner	read	the conversation	given	below
<b>circ. accompaniment</b>	<b>material</b>	<b>goal</b>	<b>identifying</b>	<b>circ. place</b>

Clause 1

Give	at least two arguments plus an explanation	to support your thesis
<b>identifying</b>	<b>value</b>	<b>circ. matter</b>

Clause 43

The used of ‘give’ above is to link the identified participants and the identifications. It refers to identifying intensive and shows identity in which identifying status although some of them can’t be reversible.

#### 4.2.2 Participant Functions

Participants are the people, ideas, or things that participate in the processes. It reflects the process types characterized in the textbook. There are sixteen participants divided based on the process types.

##### 4.2.2.1 Actor, Goal, and Client

Material Process may involve participant(s) actor, goal, and client. The total participant of this process is 84 times and the percentage is 74.3%. In this research, there are 7 Actors as the doer the process and the percentage is 6.2%. As a thing affected by the process, Goal occurs 75 times (66.4%) and it highly appears than the other participants. Client, like the one for whom services are provided, occurs 2 times (1.8%). Some findings of the participants are:

Choose	the best option	for each sentence	given	below
<b>material</b>	<b>goal</b>	<b>client</b>	<b>identifying</b>	<b>circ. place</b>

Clause 2

You	can model	your conversation
<b>actor</b>	<b>material</b>	<b>goal</b>

Clause 37

When	you	are done writing	your first draft
	<b>actor</b>	<b>material</b>	<b>goal</b>

Clause 45

#### 4.2.2.2 Sayer, Receiver, Target, and Verbiage

Verbal Process has participants, namely Sayer, Receiver, Target, and Verbiage. In this research, Sayer, as the one doing the verbal act occurs 1 time (0.9%). Receiver, as the addressee of the speech, occurs 1 time and its percentage is 0.9%. As the participant which is the object of the talk, Target didn't find in this research. Verbiage is a name for the verbalization itself and it occurs 4 times and its percentage is 3.5%. Some findings of these participants are:

and	give	it	a suitable title
	<b>identifying</b>	<b>receiver</b>	<b>value</b>

Clause 41

Then	discuss	the questions
	<b>verbal</b>	<b>verbiage</b>

Clause 80

You	can ask	each other questions like these
<b>sayer</b>	<b>verbal</b>	<b>verbiage</b>

Clause 82

#### 4.2.2.3 Behavior and Range

In Behavioral Process, there are Behavior and Range Participants. Behavior has the same as Sensor and Target in the percentage. I didn't find any participant of them. I just found one of Behavioral Process' participants, it is Range. Range is a restatement or continuation of the process itself. It appears just once in the analysis and the percentage is 0.9%. A finding of this participant in the instructional clause is as follows:

Look at	the expressions
<b>behavioral</b>	<b>range</b>

Clause 47

#### 4.2.2.4 Existent

Existent is the one and only existential process' participant. In this research, existent occurs 4 times and the percentage is 3.5%. Some findings of this participant in the instructional clause are as follows:

There	are	some grammatical errors	in the sentence
	<b>existential</b>	<b>existent</b>	<b>circ. place</b>

Clause 3

Below	are	several options
	<b>existential</b>	<b>existent</b>

Clause 20

#### 4.2.2.5 Carrier, Attribute, Token, and Value

Carrier and Attribute are Attributive of Relational processes' participants. In this research, Carrier appears 4 times (3.5%) and Attribute appears 6 times (5.3%). Furthermore, Token and Value are Identifying of Relational processes' participants. In identifying of relational processes' participants, I found Token 2 times (1.8%) and Value 5 times (4.4%). Some findings of these participants in the instructional clause are as follows:

Some of them	are	polite and some impolite
<b>carrier</b>	<b>attributive</b>	<b>attribute</b>

Clause 21

Why	are	the animals	becoming	endangered
		<b>carrier</b>		<b>attribute</b>
		<b>attributive</b>		

Clause 70

The opening statement of a phenomenon	is given	below
<b>value</b>	<b>identifying</b>	<b>circ. place</b>

Clause 83

Make changes	according to the feedback	given	by your teacher
<b>material</b>	<b>circ. role</b>	<b>identifying</b>	<b>token</b>

Clause 93

#### 4.2.2.6 Senser and Phenomenon

In mental process there are Senser and Phenomenon which are doing act upon in doing sense, as sensing – having feeling, perceiving, and thinking. I didn't find Senser and just found Phenomenon. This participant occurs 1 time and its

percentage is 0.9%. A finding of this participant in the instructional clause is as follows:

With a partner	think of	2 endangered animals	In Indonesia
<b>circ. accompaniment</b>	<b>mental: cognition</b>	<b>phenomenon</b>	<b>circ. place</b>

Clause 69

### 4.2.3 Circumstantial Elements

Circumstances answer such questions as when, where, why, how, how many, and as what. Circumstantial elements are divided into seven types, there are role, time, place, manner, accompaniment, matter, and cause.

#### 4.2.3.1 Role

Circumstantial Role which tells about be and become, occurs 4 times and its percentage is 5.2% in this research. Some findings of this circumstance are as follows:

Complete	the transactional conversation	based on the suggestions and offers
<b>Material</b>	<b>goal</b>	<b>circ. role</b>

Clause 9

Make changes	according to the feedback	given	by your teacher
<b>material</b>	<b>circ. role</b>	<b>identifying</b>	<b>token</b>

Clause 93

#### 4.2.3.2 Time

Circumstantial Time construes the extent of the unfolding of the process inspace-time: the duration in time during which the process unfolds. I found Circumstantial Time 2 times and the percentage is 2.6%. Some findings of Circumstantial Time are as follows:

Now	rewrite	the invitation	properly
<b>circ. time</b>	<b>material</b>	<b>goal</b>	<b>circ. manner</b>

Clause 32

Now	respond	the invitation
<b>circ. time</b>	<b>material</b>	<b>goal</b>

Clause 33

#### 4.2.3.3 Place

Circumstantial Place construes the location, the place, where it unfolds. The general interrogative of this circumstance is ‘where’. In this research, Circumstantial Place occurs 35 times and its percentage is 45.4%. According to Table 4.3, Circumstantial Place has the highest percentage because instructional clauses of textbooks, especially in the exercises, should be very clear on the location or place section in which students do the exercises. Some findings of Circumstantial Place in instructional clause are as follows:

With a partner	read	the conversation	given	below
<b>circ. accompaniment</b>	<b>material</b>	<b>goal</b>	<b>identifying</b>	<b>circ. place</b>

Clause 1

Circle	the mistakes	in each sentence,
<b>material</b>	<b>goal</b>	<b>circ. place</b>

Clause 4

put	a tick mark	next to the sentence
<b>material</b>	<b>goal</b>	<b>circ. place</b>

Clause 7

Write	an analytical exposition text	on any of the recent issues in the media
<b>material</b>	<b>goal</b>	<b>circ. place</b>

Clause 42

#### 4.2.3.4 Manner

Circumstantial Manner construes the way in which the process is actualized which tells how. Circumstantial Manner occurs 7 times and got a percentage 9.1% in this research. Some findings of Circumstantial Manner in instructional clause are as follows:

Now	rewrite	the invitation	properly
<b>circ. time</b>	<b>material</b>	<b>goal</b>	<b>circ. manner</b>

Clause 32

Complete	it	using the format of an exposition text
<b>Material</b>	<b>goal</b>	<b>circ. manner</b>

Clause 40

With your partner	explore	the consequences of your topic
<b>circ. accompaniment</b>	<b>material</b>	<b>goal</b>

by writing the cause on the roots of the tree and the effects on the branches
<b>circ. manner</b>

Clause 76

#### 4.2.3.5 Accompaniment

Circumstantial Accompaniment tells with(out) who or what. In this research, Circumstantial Accompaniment occurs 14 times and got a percentage of 18.2%. This circumstantial indicates students' surroundings (classmates). Some findings of Circumstantial Accompaniment in instructional clause are as follows:

With a partner	read	the conversation	given	below
<b>circ. accompaniment</b>	<b>material</b>	<b>goal</b>	<b>identifying</b>	<b>circ. place</b>

Clause 1

Highlight	an opinion	with red
<b>material</b>	<b>goal</b>	<b>circ. accompaniment</b>

Clause 22

reenact	the conversation	with your classmates
<b>material</b>	<b>goal</b>	<b>circ. accompaniment</b>

Clause 26

Revise and publish (share)	with your teacher, friends	on your blog
<b>material</b>	<b>circ. accompaniment</b>	<b>circ. place</b>

Clause 94



#### 4.2.3.6 Matter

Circumstantial Matter tells about what or with reference to what and answers the question ‘what about’. Circumstantial Matter appears 8 times and the percentage is 10.4% in this research. Some findings of Circumstantial Matter in the instructional clause are as follows:

Create	a dialogue of your opinion	about your chosen topic
<b>material</b>	<b>goal</b>	<b>circ. matter</b>

Clause 28

In the invitation card below,	find out	what is missing
<b>circ. place</b>	<b>material</b>	<b>circ. matter</b>

Clause 31

Write	a conversation	about it
<b>material</b>	<b>goal</b>	<b>circ. matter</b>

Clause 72

#### 4.2.3.7 Cause

Circumstantial Cause tells why and answers the question ‘what for’ and ‘for who’. In this research, Circumstantial Cause appears 7 times and the percentage is 9.1%. Some findings of Circumstantial Cause in the instructional clause are as follows:

The first one	is done	for you
<b>goal</b>	<b>material</b>	<b>circ. cause</b>

Clause 10

Choose	one of the following activities	for your project
<b>material</b>	<b>Goal</b>	<b>circ. cause</b>

Clause 14

Write	a formal invitation	for your brother's wedding
<b>material</b>	<b>Goal</b>	<b>circ. cause</b>

Clause 38

#### 4.2.4 Implication of Ideational Meaning in Instruction Part

I provide discussion to explain and interpret those findings to related theories and previous studies. The data shows that the most dominant process found on the instructional clauses in the exercises of the English textbook; there are 67.5% clauses of Material Process provided from the exercises of all chapters. It is similar to the result of the studies conducted by Andini (2019), Arifiani (2017), Yuhriyah (2014), Nazhirin (2013). Those studies that work on the analysis of Ideational Meaning show that the dominant process is Material Process. Material process itself indicates action, doing things, and happens physically. In this English textbook instruction, participant functions 'doer' is rarely occurred because instruction is an imperative sentence. However, the subjects are usually missing. In this regard, Halliday (2014, p. 224) stated that the 'material' clauses construe the procedure as a sequence of concrete changes in the trees brought about by the person being instructed – the implicit 'you' (which could be made explicit, as in *you replace the fruiting rod*). In the English textbook instruction as a procedure consisting of concrete steps which means that it provides direction to the students. Participants that appear the most are Actor and Goal. It shows that the most dominant Participants found in instructional clauses are related to the most dominant Process,

which is Material Process. In the studies conducted by Andini (2019), Arifiani (2017), Yuhriyah (2014), Nazhirin (2013), the most dominant Participants are Actor and Goal. It is relevance to their finding of the most dominant Process, which is Material process. It can be concluded that most participants found belongs to the most dominant process. Circumstance that appears the most is Place. Thus, it can be concluded that instructional clauses of textbooks, especially in the exercises, should be very clear on the location or place section in which students do the exercises.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This final chapter presents the conclusions derived from the findings and discussion presented in the previous chapter. This chapter also provides suggestions for the readers who are interested in conducting similar study.

#### **5.1 Conclusion**

This study has analyzed Ideational Meaning found in instructional part in the exercises of an English textbook *Bahasa Inggris*. The conclusions are drawn as follows.

First, the instruction clauses consist of six process types. There are Material Process which has the highest frequency of occurrence in instructional clauses in the exercises of English textbook (67.5%), Relational Process (21.9%), Verbal Process (4.1%), Existential Process (3.2%), Mental Process (2.4%), and Behavioral Process (0.8%). The dominant Participants found in this study are Actor and Goal. It is relevant for the highest frequency of occurrence in instructional clauses in the exercises of English textbook belong to Material. Thus, it implies that the dominant participant found must belong to the dominant process.

Second, the circumstantial elements found in the exercises of English textbook are Place which has the highest frequency of occurrence in instructional clauses in the exercises of English textbook (45.4%), Accompaniment (18.2%), Matter (10.4%), Manner (9.1%), Cause (9.1%), Role (5.2%), and Time (2.6%).

## 5.2 Suggestions

Considering the result and significance of the study, I suggest some suggestions for the English teacher, students, and others who have an interest in this study.

The first suggestion is addressed to the English teachers. The teachers should master the knowledge of Ideational Meanings. Thus, it will be very useful for them in order to create good instructions. Moreover, they will guide and facilitate the students on how to understand the material and the exercises. They should help the students to understand the meaning of the instruction clauses.

The second suggestion is addressed to the students. I suggest them to learn more about Ideational Meanings for upgrading comprehension. Transitivity is useful for helping students to respond critically to the texts they encounter. They will be able to know how the sentences relate to each other and the readers will be able to interpret the sentences in relation to one another.

The third suggestion is addressed to other researchers or readers who are interested in this study. Further research could focus on applying similar types of analysis to the language of other subject areas in order to reveal similarities and differences in the progression of language of instruction. It would be even better to analyze all the metafunctions to attain complete depiction of meaning within instructional clauses.

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## APPENDICES

### English Textbook Instructions

1. With a partner, read the conversation given below.
2. Choose the best option for each sentence given below.
3. There are some grammatical errors in the sentences given below. Circle the mistakes in each sentence, then rewrite the sentence. If there aren't any mistakes, put a tick mark next to the sentence.
4. Respond to the suggestions and offers given below.
5. Complete the transactional conversations based on the suggestions and offers given below. The first one is done for you.
6. Use the thinking technique, "THINKPAIRSHARE", to offer and suggest a solution to the problem given below.
7. With a partner, choose a topic of your choice. Write a dialogue using suggestions and offers.
8. Choose one of the following activities for your project.
9. Complete these statements.
10. Read the statements below and tick the option that is most applicable to you.
11. With a partner, read the conversational text given.
12. Fill in the blanks using the opinion expressions given in the box below.
13. Below are several opinions. Some of them are polite and some impolite.  
Highlight an opinion with red if it is an impolite way of disagreeing.
14. Complete the following transactional conversations. Using the role-play approach, reenact the conversation with your classmates.

15. Choose one of the topics given below. Create a dialogue of your opinion about your chosen topic. Follow the opinion giving technique you have learnt in the building blocks.
16. Choose one of the activities given below.
17. In the invitation card below, find out what is missing. Now rewrite the invitation properly in the space given below. Now respond to the invitation.
18. With a partner create dialogues to accept and decline invitations. Using the role-play approach, re-enact the conversation with your classmates. You can model your conversation based on the examples of invitations below.
19. Write a formal invitation for your brother's wedding.
20. The article given below is incomplete. Complete it using the format of an exposition text and give it a suitable title.
21. Write an analytical exposition text on any of the recent issues in the media. Give at least two arguments plus an explanation to support your thesis statement. Follow the format of an exposition text given in the building blocks. When you are done writing your first draft, consult your teacher to get a feedback on your writing.
22. Look at the expressions and match them with the purpose of the letter. The first one has been done for you.
23. There are several mistakes in the letter given below. Highlight the mistakes and then rewrite the letter properly in the space provided.
24. Create a dialogue for one of the situations given below. Using the role-play approach, reenact the conversation with your classmates.

25. Read the following sentences. Decide if the words in bold are the cause or the effect. Write *cause* or *effect* on the line. Then, underline the “signal” word or phrase.
26. Read the cause, write the effect, then write the complete sentence using signal words. The first one has been done for you.
27. Read the sentences and find the cause and effect. The first one has been done for you.
28. Complete the cause and effect transactional conversation given below. Use signal words like *because, due to, so, therefore, the reason for, then, etc.*
29. With a partner, think of 2 endangered animals in Indonesia. Why are the animals becoming endangered and how can it be prevented? Write a conversation about it and after that, do a role-play of the conversation you have created. Remember to use cause and effect signal words.
30. With your partner, explore the consequences of your topic by writing the cause on the roots of the tree and the effects on the branches. Once you are done, you can present your work in class using one of the following forms: video, comic strip, PowerPoint presentation, or a blog.
31. With a partner, study the lyrics of the following songs. Then, discuss the questions.
32. In groups of five, discuss each other’s favorite songs, poems, singers, and poets. You can ask each other questions like these.
33. The opening statement of a phenomenon is given below. Use the format of an explanation text to complete it.

34. Do research on any one of the above given topics and explain to a friend or present it in class. Use the explanation text format.
35. Write an explanation text from any topic given in the active conversation or any topic of your choice. Make sure you follow the structure of explanation text you have learnt in the building blocks. You should also follow the writing process.
36. Show this draft to your teacher for the feedback.
37. Make changes according to the feedback given by your teacher.
38. Revise and publish – share with your teacher, friends, and on your blog.
39. Create a video, PowerPoint presentation, poster or a pamphlet to educate people in your neighbourhood about the formation of tsunamis or earthquakes.

### English Textbook Instructions Analysis

1. With a partner, read the conversation given below.

1.	With a partner	read	the conversation
	<b>circ. accompaniment</b>	<b>material</b>	<b>goal</b>

Given	Below
<b>Identifying</b>	<b>circ. place</b>

2. Choose the best option for each sentence given below.

2.	Choose	the best option	for each sentence	Given
	<b>material</b>	<b>goal</b>	<b>client</b>	<b>Identifying</b>

Below
<b>circ. place</b>

3. There are some grammatical errors in the sentences given below. Circle the mistakes in each sentence, then rewrite the sentence. If there aren't any mistakes, put a tick mark next to the sentence.

3.	There	are	some grammatical errors	in the sentence
		<b>existential</b>	<b>existent</b>	<b>circ. place</b>

given	below
<b>identifying</b>	<b>circ. place</b>

4.	Circle	the mistakes	in each sentence,
	<b>material</b>	<b>Goal</b>	<b>circ. place</b>

5.	then		Rewrite	the sentence
			<b>Material</b>	<b>goal</b>

6.	If	there	aren't	any mistakes
			<b>existential</b>	<b>existent</b>

7.	put		a tick mark	next to the sentence
	<b>material</b>		<b>goal</b>	<b>circ. place</b>

4. Respond to the suggestions and offers given below.

8.	Respond	to the suggestion and offers	given	below
	<b>material</b>	<b>goal</b>		<b>identifying</b>

5. Complete the transactional conversations based on the suggestions and offers given below. The first one is done for you.

9.	Complete		the transactional conversation	
	<b>material</b>		<b>goal</b>	

based on the suggestions and offers			given	below
<b>circ. role</b>			<b>identifying</b>	<b>circ. place</b>

10.	The first one		is done	for you
	<b>goal</b>		<b>material</b>	<b>circ. cause</b>



6. Use the thinking technique, “THINKPAIRSHARE”, to offer and suggest a solution to the problem given below.

11.	Use	the thinking technique	“THINKPAIRSHARE”
	<b>material</b>	<b>goal</b>	<b>circ. matter</b>

to offer and suggest	a solution to the problem	given	below
<b>material</b>	<b>goal</b>	<b>identifying</b>	<b>circ. place</b>

7. With a partner, choose a topic of your choice. Write a dialogue using suggestions and offers.

12.	With a partner	choose	a topic of your choice
	<b>circ. accompaniment</b>	<b>material</b>	<b>goal</b>

13.	Write	a dialogue	using	suggestions and offers
	<b>material</b>	<b>goal</b>	<b>material</b>	<b>goal</b>

8. Choose one of the following activities for your project.

14.	Choose	one of the following activities	for your project
	<b>material</b>	<b>goal</b>	<b>circ. cause</b>

9. Complete these statements.

15.	Complete	these statements
	<b>material</b>	<b>goal</b>

10. Read the statements below and tick the option that is most applicable to you.

16.	Read	the statements	below
	<b>material</b>	<b>goal</b>	<b>circ. place</b>

17.	and	tick	the option	that	is
		<b>material</b>	<b>goal</b>		<b>attributive</b>

most applicable to you
<b>attribute</b>

11. With a partner, read the conversational text given.

18.	With a partner	read	the conversational text
	<b>circ. accompaniment</b>	<b>material</b>	<b>goal</b>

given
<b>identifying</b>

12. Fill in the blanks using the opinion expressions given in the box below.

19.	Fill in	the blanks	using	the opinion expressions
	<b>material</b>	<b>goal</b>	<b>material</b>	<b>goal</b>

given	in the box below
<b>identifying</b>	<b>circ. place</b>

13. Below are several opinions. Some of them are polite and some impolite.

Highlight an opinion with red if it is an impolite way of disagreeing.

20.	Below	are	several options
-----	-------	-----	-----------------

		<b>existential</b>	<b>existent</b>
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21.	Some of them	are	polite and some impolite
	<b>carrier</b>	<b>attributive</b>	<b>attribute</b>

22.	Highlight	an opinion	with red
	<b>material</b>	<b>goal</b>	<b>circ. accompaniment</b>

23.	if	it	is	an impolite way of disagreeing
		<b>carrier</b>	<b>attributive</b>	<b>attribute</b>

14. Complete the following transactional conversations. Using the role-play approach, reenact the conversation with your classmates.

24.	Complete	the following transactional conversations
	<b>material</b>	<b>goal</b>

25.	using	the role-play approach
	<b>material</b>	<b>goal</b>

26.	reenact	the conversation	with your classmates
	<b>material</b>	<b>goal</b>	<b>circ. accompaniment</b>

15. Choose one of the topics given below. Create a dialogue of your opinion about your chosen topic. Follow the opinion giving technique you have learnt in the building blocks.

27	Choose	one of the topics	given	below
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	<b>material</b>	<b>goal</b>	<b>identifying</b>	<b>circ. place</b>
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28.	Create	a dialogue of your opinion	about your chosen topic	
	<b>material</b>	<b>goal</b>	<b>circ. matter</b>	

29.	Follow	the opinion giving technique you have learnt		
	<b>material</b>	<b>goal</b>		

in the building blocks				
<b>circ. place</b>				

16. Choose one of the activities given below.

30.	Choose	one of the activities	given	below
	<b>material</b>	<b>goal</b>	<b>identifying</b>	<b>circ. place</b>

17. In the invitation card below, find out what is missing. Now rewrite the invitation properly in the space given below. Now respond to the invitation.

31.	In the invitation card below,	find out	what is missing	
	<b>circ. place</b>	<b>material</b>	<b>circ. matter</b>	

32.	Now	rewrite	the invitation	properly
	<b>circ. time</b>	<b>material</b>	<b>goal</b>	<b>circ. manner</b>

in the space given below				
<b>circ. place</b>				

33.	Now	respond	the invitation
	<b>circ. time</b>	<b>material</b>	<b>goal</b>

18. With a partner create dialogues to accept and decline invitations. Using the role-play approach, re-enact the conversation with your classmates. You can model your conversation based on the examples of invitations below.

34.	With a partner	create	dialogues
	<b>circ. accompaniment</b>	<b>material</b>	<b>goal</b>

to accept and decline	invitation
<b>verbal</b>	<b>verbiage</b>

35.	Using	the role-play approach
	<b>material</b>	<b>goal</b>

36.	re-enact	the conversation	with your classmates
	<b>material</b>	<b>goal</b>	<b>circ. accompaniment</b>

37.	You	can model	your conversation
	<b>actor</b>	<b>material</b>	<b>goal</b>

based on the examples of invitations	given	below
<b>circ. role</b>	<b>identifying</b>	<b>circ. place</b>

19. Write a formal invitation for your brother's wedding.

38.	Write	a formal invitation	for your brother's wedding
-----	-------	---------------------	----------------------------

	<b>material</b>	<b>goal</b>	<b>circ. cause</b>
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20. The article given below is incomplete. Complete it using the format of an exposition text and give it a suitable title.

39.	The article	given	below
	<b>value</b>	<b>identifying</b>	<b>circ. place</b>

is	incomplete
<b>attributive</b>	<b>attribute</b>

40.	Complete	it	using the format of an exposition text
	<b>material</b>	<b>goal</b>	<b>circ. manner</b>

41.	and	give	it	a suitable title
		<b>identifying</b>	<b>receiver</b>	<b>value</b>

21. Write an analytical exposition text on any of the recent issues in the media. Give at least two arguments plus an explanation to support your thesis statement. Follow the format of an exposition text given in the building blocks. When you are done writing your first draft, consult your teacher to get a feedback on your writing.

42.	Write	an analytical exposition text
	<b>Material</b>	<b>goal</b>

on any of the recent issues in the media
<b>circ. place</b>

43.	Give	at least two arguments plus an explanation
	<b>identifying</b>	<b>value</b>

to support your thesis statement
<b>circ. matter</b>

44.	Follow	the format of an exposition text	given
	<b>material</b>	<b>goal</b>	<b>identifying</b>

in the building blocks
<b>circ. place</b>

45.	When	you	are done writing	your first draft
		<b>actor</b>	<b>material</b>	<b>goal</b>

46.	Consult	your teacher	to get	a feedback
	<b>material</b>	<b>circ. accompaniment</b>	<b>material</b>	<b>goal</b>

on your writing
<b>circ. place</b>

22. Look at the expressions and match them with the purpose of the letter. The first one has been done for you.

47.	Look at	the expressions
	<b>behavioral</b>	<b>range</b>

48.	and	match	them	with the purpose of the letter
		<b>material</b>	<b>goal</b>	<b>circ. role</b>

49.	The first one		has been done	for you
	<b>goal</b>		<b>material</b>	<b>circ. matter</b>

23. There are several mistakes in the letter given below. Highlight the mistakes and then rewrite the letter properly in the space provided.

50.	There	are	several mistakes	in the letter
		<b>existential</b>	<b>existent</b>	<b>circ. place</b>

given		below	
<b>identifying</b>		<b>circ. place</b>	

51.	Highlight		the mistakes	
	<b>material</b>		<b>goal</b>	

52.	and	then	rewrite	the letter	properly
			<b>material</b>	<b>goal</b>	<b>circ. manner</b>

in the space provided					
<b>circ. place</b>					

24. Create a dialogue for one of the situations given below. Using the role-play approach, reenact the conversation with your classmates.

53.	Create	a dialogue	for one of the situations
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	<b>material</b>	<b>goal</b>	<b>circ. cause</b>
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given	below
<b>identifying</b>	<b>circ. place</b>

54.	Using	the role-play approach
	<b>material</b>	<b>goal</b>

55.	re-enact	the conversation	with your classmates
	<b>material</b>	<b>goal</b>	<b>circ. accompaniment</b>

25. Read the following sentences. Decide if the words in bold are the cause or the effect. Write *cause* or *effect* on the line. Then, underline the “signal” word or phrase.

56.	Read	the following sentences
	<b>material</b>	<b>goal</b>

57	Decide	if	the words	in bold	are
	<b>verbal</b>		<b>token</b>	<b>circ. manner</b>	<b>identifying</b>

the causer or the effect
<b>value</b>

58.	Write	cause or effect	on the line
	<b>material</b>	<b>goal</b>	<b>circ. place</b>

59.	Then	underline	the “signal” word or phrase
		<b>material</b>	<b>goal</b>

26. Read the cause, write the effect, then write the complete sentence using signal words. The first one has been done for you.

60.	Read	the cause
	<b>material</b>	<b>goal</b>

61.	write	the effect
	<b>material</b>	<b>goal</b>

62.	Then	write	the complete sentence	using	signal words
		<b>material</b>	<b>goal</b>	<b>material</b>	<b>goal</b>

63.	The first one	has been done	for you
	<b>goal</b>	<b>material</b>	<b>circ. cause</b>

27. Read the sentences and find the cause and effect. The first one has been done for you.

64.	Read	the sentences
	<b>material</b>	<b>goal</b>

65.	and	find	the cause and effect
		<b>material</b>	<b>goal</b>

66.	The first one	has been done	for you
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	<b>goal</b>	<b>material</b>	<b>circ. cause</b>
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28. Complete the cause and effect transactional conversation given below. Use signal words like *because, due to, so, therefore, the reason for, then, etc.*

67.	Complete	the cause and effect transactional conversation	given	below
	<b>material</b>	<b>goal</b>	<b>identifying</b>	<b>circ. place</b>

68.	Use	signal words like <i>because, due to, so, therefore, etc</i>
	<b>material</b>	<b>goal</b>

29. With a partner, think of 2 endangered animals in Indonesia. Why are the animals becoming endangered and how can it be prevented? Write a conversation about it and after that, do a role-play of the conversation you have created. Remember to use cause and effect signal words.

69.	With a partner	think of
	<b>circ. accompaniment</b>	<b>mental: cognition</b>

2 endangered animals	in Indonesia
<b>phenomenon</b>	<b>circ. place</b>

70.	Why	are	the animals	becoming	endangered
			<b>carrier</b> <b>attributive</b>		<b>attribute</b>

71.	and	how	it	can be	prevented
			<b>carrier</b>	<b>attributive</b>	<b>attribute</b>

72.	Write		a conversation	about it
	<b>material</b>		<b>goal</b>	<b>circ. matter</b>

73.	and	after that	do	a role-play of the conversation
			<b>material</b>	<b>goal</b>

74.	You		have created
	<b>actor</b>		<b>material</b>

75.	Remember		to use	cause and effect signal words
	<b>mental: cognition</b>		<b>material</b>	<b>goal</b>

30. With your partner, explore the consequences of your topic by writing the cause on the roots of the tree and the effects on the branches. Once you are done, you can present your work in class using one of the following forms: video, comic strip, PowerPoint presentation, or a blog.

76.	With your partner		explore	the consequences of your topic
	<b>circ. accompaniment</b>		<b>material</b>	<b>goal</b>

by writing the cause on the roots of the tree and the effects on the branches			
<b>circ. manner</b>			

77.	Once	you	done
		<b>actor</b>	<b>material</b>

78.	you	can present	your work	in class
	<b>actor</b>	<b>material</b>	<b>goal</b>	<b>circ. place</b>

using one of the following forms				
<b>circ. manner</b>				

31. With a partner, study the lyrics of the following songs. Then, discuss the questions.

79.	With a partner	study	the lyrics of the following songs
	<b>circ. accompaniment</b>	<b>material</b>	<b>goal</b>

80.	Then	discuss	the questions
		<b>verbal</b>	<b>verbiage</b>

32. In groups of five, discuss each other's favorite songs, poems, singers, and poets.

You can ask each other questions like these.

81.	In groups of five	discuss	each other's favorite songs, poem, singers, and poets
	<b>Circ. manner</b>	<b>verbal</b>	<b>verbiage</b>

82.	You	can ask	each other questions like these
	<b>sayer</b>	<b>verbal</b>	<b>verbiage</b>

33. The opening statement of a phenomenon is given below. Use the format of an explanation text to complete it.

83.	The opening statement of a phenomenon	is given	below
	<b>Value</b>	<b>identifying</b>	<b>circ. place</b>

84.	Use	the format of an explanation text	to complete	it
	<b>material</b>	<b>goal</b>	<b>material</b>	<b>goal</b>

34. Do research on any one of the above given topics and explain to a friend or present it in class. Use the explanation text format.

85.	Do research	on any one of the above given topics
	<b>material</b>	<b>circ. place</b>

86.	and	explain	to a friend
		<b>material</b>	<b>circ. accompaniment</b>

87.	or	present	it	in class
		<b>material</b>	<b>goal</b>	<b>circ. place</b>

88.	Use	the explanation text format
	<b>Material</b>	<b>goal</b>

35. Write an explanation text from any topic given in the active conversation or any topic of your choice. Make sure you follow the structure of explanation text you have learnt in the building blocks. You should also follow the writing process.

89.	Write	an explanation text from any topic given in the active conversation or any topic of your choice
	<b>material</b>	<b>goal</b>

90.	Make sure	you	follow
	<b>mental: cognition</b>	<b>actor</b>	<b>material</b>

the structure of explanation you have learnt	in the building blocks
<b>goal</b>	<b>circ. place</b>

91.	You	should also follow	the writing process
	<b>actor</b>	<b>material</b>	<b>goal</b>

36. Show this draft to your teacher for the feedback.

92.	Show	this draft	to your teacher	for the feedback
	<b>material</b>	<b>goal</b>	<b>client</b>	<b>circ. cause</b>

37. Make changes according to the feedback given by your teacher.

93.	Make changes	according to the feedback
	<b>material</b>	<b>circ. role</b>

given	by your teacher
<b>identifying</b>	<b>token</b>

38. Revise and publish – share with your teacher, friends, and on your blog.

94.	Revise and publish (share)	with your teacher, friends	on your blog
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	<b>material</b>	<b>circ. accompaniment</b>	<b>circ. place</b>
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39. Create a video, PowerPoint presentation, poster or a pamphlet to educate people in your neighbourhood about the formation of tsunamis or earthquakes.

95.	Create	a video, PowerPoint presentation, poster or a pamphlet
	<b>material</b>	<b>goal</b>

to educate people	in your neighbourhood	about the formation of tsunami or earthquakes
<b>circ. matter</b>	<b>circ. place</b>	<b>circ. matter</b>