

**A TRANSITIVITY ANALYSIS OF DESCRIPTIVE TEXT IN JUNIOR
HIGH SCHOOL TEXTBOOK ENTITLED “ENGLISH IN MIND SECOND
EDITION - STUDENT'S BOOK KELAS VII”**

THESIS

Submitted as A Partial Requirements for the degree of Undergraduate



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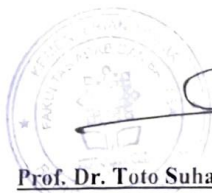
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DEDICATION

The thesis is dedicated to:

1. Allah SWT and Prophet Muhammad SAW.
2. My beloved father Mr. Nugroho and my mom Mrs. Peni who always support me.
3. My friends, Iin, Lisa, Halimah, Heni, and Putri, who strengthened me with their support and laugh. Our bestfriendship is very special and will be always kept in our memory.
4. My lecturers in English Language Education Study Program who have given me guidance during my study in this study program. My honor and gratitude I address to my lecturers.
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MOTTO

“Anyone can lose their way. All you need is the courage to walk the unfamiliar
and daunting path again”

-S. Coups-

“If you think positively, it may become a motivation. We still have a long way to
go, so let’s think positively and fighting”

-Wonwoo-

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled "*A Transitivity Analysis of Descriptive Text in Junior High School Textbook Entitled 'English in Mind Second Edition - Student's Book Kelas VII'*" is my real masterpiece.

The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the reader in general.

Sukoharjo, 15 June 2023

The Researcher,



Nufi Febrivana Sagareni

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ABSTRACT

Sagareni, Nufi Febriyana. 2023. *A Transitivity Analysis of Descriptive Text in Junior High School Textbook Entitled "English in Mind Second Edition - Student's Book Kelas VII"*, UIN Raden Mas Said, Academic Year 2022/2023. Thesis. English Education Department, Cultures and Language Faculty.

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Keywords : Lexicogrammar; transitivity system; textbook; descriptive text

Textbook plays an important role in the field of education. Moreover, in some schools, teachers rely heavily on textbook to establish and to formulate the course based on the content of textbook. This issue leads the researcher to conduct a research about the content of textbook. The research was aimed at finding out process types are employed in descriptive texts in junior high school textbook; and the transitivity system characterizing the descriptive text in junior high school textbook entitled *English in Mind Second Edition - Student's Book Kelas VII* in terms of the significant lexicogrammatical features.

The content analysis with document analysis technique was employed as the study method. The data were obtained from nine descriptive texts in one of textbooks for grade VII. To analyze the data, Systemic Functional Linguistics (SFL) framework especially transitivity analysis was employed. The used expert judgment to get trustworthiness the data.

The result revealed that six process types were employed in descriptive text, existential, material, mental, relational, behavioral and verbal process. From these process types, three types, relational, material, and mental process, played a significant and important role in descriptive text. In addition, four out of nine descriptive texts in junior high school textbook fully met the characteristics of significant lexicogrammatical features.

CHAPTER I

Introduction

A. Background of the Study

English is a second language. Fauziati (2015) claims, language has meaning in human articulation as a communicative tool (Fauziati, 2015, p.196). It means someone used language for communication in a daily life context. English is a widely used language in many countries around the world, including Indonesia. To help Indonesians communicate with people all over the world, the Indonesian government has made English one of the compulsory subjects in the school curriculum. In order to learn English language, students are required not only to know the vocabulary but also have to use or apply their knowledge for communication (Depdiknas, 2004, p.2).

In fact, it is true that students cannot communicate clearly without knowing the vocabulary. It is necessary that they master the vocabulary but they must be able to use their knowledge in communication. They have not mastered English yet if they do not use the language for communication, even they get a good mark in vocabulary.

In order for students to communicate effectively, the teacher teach four skills during teaching learning process, namely; listening, speaking, reading, and writing. In the teaching learning process, the teacher employs something to improve the effectiveness of his teaching-learning process. Many English teachers use textbooks in their classrooms to teach and

learn. The importance of using textbooks is that the textbooks provide information of materials for the students, and the students can improve their ability using the textbook. Textbook also takes an important role in the learning process, which is to decide good and bad of the learning process. It contains a lot of information related to the subjects the learners learn.

The researcher choose an English textbook entitled “English in Mind Second Edition Student's Book Kelas VII”, because the textbook declares in the preface that it is designed on Merdeka Curriculum. It is an integrated English textbook for Junior High School, and the course covers the four skills, namely, listening, speaking, reading, and writing.

In learning the various text types, textbook plays an important role since textbook is designed around the text types, Kirkpatrick (2016) mentioned that one of the most commonly provided materials in textbooks is genres/text types which are commonly presented in textbook material (Kirkpatrick, 2016, p.132), Genre-based approach has been adopted for teaching English in Indonesia. The approach is integrated into national curricula in the Merdeka curriculum, Nurlaelawati and Novianti (2017) stated that the understanding of genre-based approach is language instruction using texts in which the texts are selected and arranged according to text types such as descriptive, recount, narrative, news item, procedure, etc. (Nurlaelawati & Novianti, 2017, p.161), while the teaching stages are organized according to building knowledge, modeling, joint

construction and independent construction of the texts. Therefore, the implementation of genre-based approach results in using various text types in teaching and learning English.

One of the text types learned by students is descriptive text. Based on the Merdeka curriculum, it will be learned by seventh grade junior high school students. Descriptive text is presented in the earlier chapter of junior high school textbook. This text is as opening text to be recognized by students to describe, represent or reveal a person or an object, either abstract or concrete descriptive text have some variations created by an author based on object or phenomena. So, it is more interesting to be studied.

Producing descriptive text itself is not an easy. For example, the author writes a descriptive text need to pay attention to text composition, vocabulary, syntax, and mechanics. The author occasionally uses words that are inappropriate for the circumstance. Aside from that, the author need to pay attention to generic structure and lexicogrammatical features. In general, it is easy to understand the generic structure of descriptive text, while its lexicogrammatical features re complex that need more attention. The author will evaluate the material coverage. This issue leads the researcher to conduct a research whether the descriptive text material in textbook still fulfil the characteristic descriptive text or not. Emilia (2011) mentioned that descriptive text has three characteristics such as social purpose, structure (organization), and language features (Emilia, 2011).

The three characteristics construe the meanings of the text in which they are realized through the organization and language features (the selection of words and grammar) to social functions and culture context (Mickan, 2013). The analysis will focus on the language feature (the selection of words and grammar) which is called lexicogrammar.

For conducting the research, Systemic Functional Linguistics (SFL) provides a tool for analyzing text. SFL has also proved to be keystone for investigating text and genre (Kornetzki, 2012). In SFL, language is considered serving three metafunctions, ideational, interpersonal, and textual. In lexicogrammar, ideational metafunction is realized in transitivity system; the interpersonal metafunction is realized in modality system; and the textual metafunction is realized in theme-rheme system (Liu, et al., 2002, p.158). The transitivity system will be employed to analyze the characteristics of descriptive text in terms of significant lexicogrammatical features because the system reveals how the clause represents a slice of experience in descriptive texts (Christie & Derewianka, 2008, p.8).

Based on the preliminary research above, this research would identify this study aimed to know and focused on transitivity analysis of descriptive text in junior high school textbook. This research is expected to enrich and to develop the theory of Systemic Functional Linguistics especially in transitivity system. Practically, this result is expected to provide

information about the quality of descriptive text in textbook as reference to the teacher to select the material from the textbook.

The researcher identified a gap the prior research. First, in the other research entitled "*Transitivity Systems Analysis of English of Vocational High School (SMK) of Sosorgadong Textbook for Grade X and Its Relevance to English Language Teaching*", the transitivity system reveals that material process and circumstances of location are the dominant process and circumstance in this research (Bondar, G. K., Tangkas, I. W. D., & Setia, E., 2018). In the second gap in the other research entitled "*Transitivity System of Narrative Text in Junior High School English Textbook in Indonesia*", transitivity system reveals that material process is the dominant process, the process valences were monovalent and bivalent, and the most dominant circumstance is adverb of place (Marhamah, A. & Mukhaiyar. 2018). What makes the research differ from the previous studies is the research analyzes descriptive text in junior high school textbook.

Based on the explanation above, the researcher wanted to conduct a research about **A Transitivity Analysis of Descriptive Text in Junior High School Textbook Entitled "*English in Mind Second Edition - Student's Book Kelas VII*"**. In this study, the researcher wanted to analyze the descriptive texts in the junior high school textbook in terms of significant lexicogrammatical features not the social purposes or

schematic structures. The transitivity system developed by M.A.K Halliday is employed to conduct the analysis.

B. Identification of the Problems

Based on the background of the study, the researcher formulates the problem as follow:

1. Teacher uses textbook as guidance for teaching reference. Unfortunately, some of English teacher in Indonesia do not have time to develop their own learning material for teaching English. Some of them consequently depend on the textbook which issue usually recommended by the publishing company or because it is one of the books sub-propped by the ministry of education.
2. The second issue is the vocabulary. This problem deals with the choice of words, as mentioned before that the book is used by the seventh grade students so the choice of words should be different from words used by adults. Since the students are categorized as teenage learners, the book has to be convenient to the students' age. Therefore, the chosen topics of descriptive text in the textbook usually refer to the nearest environment of the students.
3. The third issue is the sentence pattern. This problem is related to how the sentences in descriptive text on the textbook are combined and arranged as comprehensible materials for the reader. The issue also includes the accurate use of grammatical rules in the materials.

C. Limitation of the Problems

Based on the explanation above, the researcher focused the study on sentence pattern problems of descriptive text found in *English in Mind Second Edition - Student's Book Kelas VII*. The researcher focused on find out the characterizing of transitivity on descriptive text in terms of the significant lexicogrammatical features. The reason is why that the researcher chose to analyze the transitivity because the researcher wanted to provide information about the quality of descriptive text in textbook as reference to the teacher to select the material from the textbook.

D. Formulation of the Problems

1. What are process types employed in descriptive text in senior high school textbook entitled *English in Mind Second Edition - Student's Book Kelas VII*?
2. What are the transitivity system characterizing the descriptive text in junior high school textbook entitled *English in Mind Second Edition - Student's Book Kelas VII* in terms of the significant lexicogrammatical features?

E. Objective of the Study

Based on the statement of the problem above, the researcher conduct the objective of the study are as follows:

1. To know the process types employed in descriptive text in senior high school textbook entitled *English in Mind Second Edition - Student's Book Kelas VII*.

2. To find out the transitivity system characterizing the descriptive text in junior high school textbook entitled *English in Mind Second Edition - Student's Book Kelas VII* in terms of the significant lexicogrammatical features.

F. Benefits of the Study

This research is anticipated to give several benefits. Those benefits are for the students of seventh grade junior high school, for the English teacher of seventh grade junior high school, for the other researcher and for the researcher herself.

1. Theoretical benefits

The researcher is expected to give additional information and knowledge about transitivity analysis used in descriptive text and also to give several benefits of the research to the readers and the other researcher.

2. Practical benefits

a. For Teacher

The benefit for teacher of junior high school can knowing transitivity system which are commonly used in descriptive text and knowledge about descriptive texts lexicogrammatical features. So, the teacher can follow to analyze the text before teach the descriptive text in the class, because with the transitivity analysis the teacher can make a lesson plan.

b. For Student

The benefit for the students is improve their students' knowledge and ability in descriptive text and to help them understand the materials clearly.

c. For Researcher

The benefits for the researcher from this research are the researcher had a chance to discover the problems that were related to the subject. Then, the researcher had fulfilled one of the requirements to graduate from English Language Education Study Program of Raden Mas Said State Islamic University of Surakarta. In addition, this research was able to improve the researcher ability's and to understand the transitivity system in descriptive text.

G. Definition of Key Terms

1. Lexicogrammar

Lexicogrammar is a term coined by Halliday (1994) to capture that lexis and grammar form a continuum of linguistic resources for the expression of meaning (Halliday,1994, p.110).

2. Transitivity System

Emilia (2014) stated that transitivity is simply the study of what people are depicted as doing and refers broadly, to who does what to whom, and how (Emilia, 2014, p.15).

3. Textbook

Tarigan (2015) stated textbook is a lesson book in specific field of study, which is a standard book written by the experts in that field according to the instructional purpose, completed by suitable teaching

media which is easy to be understand by the users in schools or college (Tarigan, 2015, p.15).

4. Descriptive Text

Husna et al. (2013) stated that a descriptive text is a text which a writer tries to picture what he is describing.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Review on Text and Context

Crystal (1992) defines text as “a piece of naturally occurring spoken, written, or signed discourse identified for analysis purposes” (p.72). It is frequently a linguistic unit with a distinct communicative function, such as a conversation or a poster.

Text is a coherent collection of meaning that is appropriate to its context. The length of a text is not important, and it can be spoken or written. This purpose gives a text both texture and structure. Texture comes from the way the meanings in the text fit coherently with each other. Structure refers to the way that most pieces of language in use will contain certain obligatory structural elements appropriate to their purpose and context (Butt et al., 1995, p.12).

A text can be found in two contexts. They are the context of culture and the context of situation as shown in the figure below.

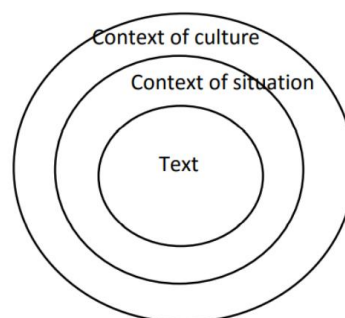


Figure 2. 1 Text in Context

The context of culture is defined as the sum of all meanings that can be expressed in that culture. Within the context of culture, speakers and writers used language in much more specific contexts and situations. Each of these is a context of situation, which called as an inner context.

In context of situation, it has three aspects or parameters. These three aspects are Field, Tenor, and Mode. It will be represented in the figure below.

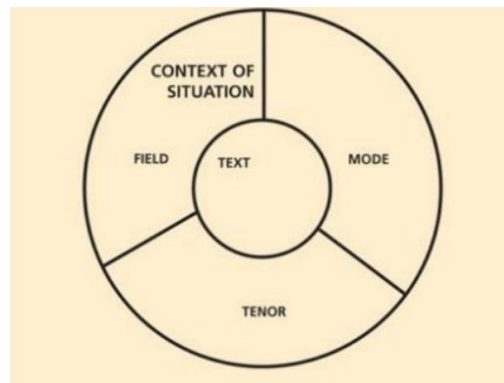


Figure 2. 2 Aspects of Context of Situation

The following is a definition of those aspects:

- a. Field: about something being talked or written in a text. It also can be called as the goal of the text in the long and short terms.
- b. Tenor: the relationship between the writer and the reader, or the speaker and the listener.
- c. Mode: the kind of text produced by the speaker or writer.

According to Gerot and Wignell (1995), we can reconstruct the text's context of situation when we read or hear a text since there is a systemic relationship between text and context (Gerot & Wignell, 1995, p.15). The relationship between them can be shown as the figure below.

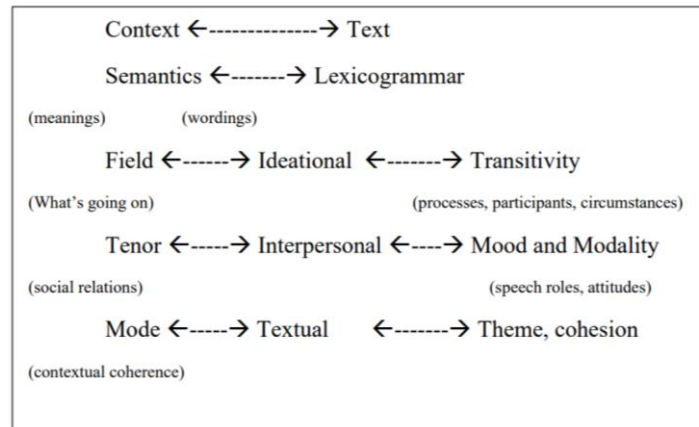


Figure 2. 3 Relationship between Text and Context

2. Review on Systemic Functional Linguistics

Systemic Functional Linguistics was developed by Halliday (1985)

a professor of linguistics from university of Sydney. Systemic Functional Linguistics is a theory about language as a resource for making meaning base on a context of situation and a context of culture. Rather than focusing solely on formal linguistics, functional approaches emphasize the social and interpersonal aspects of language. According to Schleppegrell (2004), "rather than viewing language as a set of rules, the functional perspective views the language system as a set of options available for construing various kinds of meanings".

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

metafunctions are integrated in the structure of a clause; the structure as a whole construes or realizes the meaning.

Systemic Functional Linguistics is usually used to find interpretation of language in different ways such as text or analyzing text as a form of discourse. When analyzing text, the grammar becomes a thing to describe how language works. In other words, how language is performed as the expression of meaning involving the idea.

The advantages and relationships of the systemic functional theory approach put language as a tool to represent ideas and how language function is used by a speaker or writer in relation to social context. The function of language is then viewed as a scheme of social semiotic language in which the idea occurs and is adapted to the culture context, then related to the situational context, and finally expressed in the form of language.

3. Review on Transitivity

a. Definition of Transitivity

Transitivity belongs to the ideational meaning which is how language is used to represented experience or to organize, understand and express our perception of the world and our consciousness. Ideational meaning, according to Emilia (2014), can be classified into two sub-functions: experiential function and logical function. The experiential functions concerned with content or idea, while the logical function is concerned with the relationship between ideas (Emilia, 2014, p.77).

Thompson (2014) defines experiential meaning as a way of using language to talk about the world (Thompson, 2014, p.30). Experiential

meaning focusing the language on the clause level concerning the notion of the clause as representation. Clause as representation means that one function of the clause is a representation of the experience of both external and internal reality. Then, the experiential meaning is realized by the transitivity system of language (clause).

The transitivity system interprets the experience as a system of processes in grammatical clauses. In general, transitivity refers to how meaning is represented in the clause. According to Halliday in Haratyan (2011), transitivity is an important component in the experiential meaning of the clause because it deals with the transfer of ideas representing process or experience (Haratyan, 2011, p.260). Based on the explanation above, it is possible to conclude that transitivity is a grammatical system that interprets experience and is represented in the form of a process.

b. Transitivity Analysis

Transitivity is a grammatical system associated with the content or ideas expressed in a clause. According to Fowler in Haratyan (2011) journal, transitivity is a semantic system for analyzing reality representations in linguistic text and creating the same experience through various lexicogrammatical options influenced by different mind styles authorial ideology (Haratyan, 2011, p.261). According to Machin and Mayr, transitivity is simply the study of what people are depicted as doing and refers to who does what to whom and how. After that, a

transitivity analysis of clause structure reveals who is primarily assigned a subject or object position (Emilia, 2014, p.150).

When people talk about the meaning of words or sentences, there is a meaning that is their minds. The transitivity system investigates a clause that functions as a representation because the meaning is related to the content or idea. The clause can be explored in terms of who does what, to whom, when, where, why, and how to function using the transitivity system. A transitivity analysis describes a structural clause that determines the various types of processes that are recognized in language.

The transitivity system interprets human experience into a set of process types. In the transitivity system, there are three aspects of meaning: process, participant, and circumstance. The concept of process, participant, and circumstance are semantic categories that explain how the phenomenon of the real world is represented as a linguistics structure. The concept of the process is expressed through verbal groups, participants through nominal groups, and circumstance through adverbial groups or prepositional phrases.

c. Process Types and Its Participants of Transitivity

Processes are central to transitivity. According to Halliday (1985) there are different types of process which are: material, mental, relational, behavioral, verbal, and existential process (Halliday, 1985,

p.102). The table below shows the process types, category meaning and participants.

Table 2. 1 Process Types

Process Types	Category Meaning	Participants
Material:	doing	Actor, Goal
action	doing	Beneficiary, Range
event	happening	
Behavioral	behaving	Behaver
Mental:	sensing	Senser, Phenomenon
perception	seeing	
affection	feeling	
cognition	thinking	
Verbal	saying	Sayer, Receiver, Verbiage, Target
Relational:	being	Agent
attribution	attributing	Carrier, Attribute
identification	identifying	Identified, Identifier
Existential	existing	Existent

1) Material Process

Material processes are process of doing and happening. They express the notion that the same entity does something which may be done to some other entities. Happening represented by an intransitive material clause and doing represented by a transitive

material clause. There are two main participant functions. They are actor and goal involve in material process. Actor is the one that does the need or performs the action, whereas goal is the one suffers or undergoes the process.

Beside two participants above, material also has two other participants named range and beneficiary. The Range in the material process is usually called as scope.

Table 2. 2 Examples of Material Processes

Jackson	is climbing	the tree
She	did	some research
The Icicles	formed	
Actor	Material Process	Range: Scope

Beneficiary is the one to whom or for whom the process is said to take place. In material process, there are two kinds of beneficiary named recipient and client. Recipient is one that goods are given to, whereas client is one that services are done for. These involve verbs such as give, send, offer, buy, and take.

Table 2. 3 Examples of Recipient and Client in Material Process

I	Posted	a letter	to a friend
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Actor	Material Process	Goal	Recipient
-------	---------------------	------	-----------

The architect	Built	a house	for his mother
Actor	Material Process	Goal	Client

According to Halliday and Matthiessen (2004), a rather rare participant in material process is initiator (Halliday & Matthiessen, 2004, p.509). This shows up in such structures as He marched them up to the top of the hill. Here, he is not the Actor; the actual marching is done by them. *He* is the prime instigator of the action, which *he* initiates, hence Initiator. The examples below can ensure the difference between actor and initiator.

Table 2. 4 Examples of Actor and Initiator in Material Process

John	Rolled	the ball
Actor		Goal

John	Made	the ball	Roll
Initiator		Actor	

In addition, some clauses may contain circumstantial elements to show that the process happens in certain Circumstance.

2) Mental Process

Mental process is a processing of sensing. Halliday and Matthissen (2014) stated mental process are concerned with our experience of the world of our own consciousness (Halliday & Matthissen, 2014, p.245). It implies that mental process occurs when we sense something in our thinking.

Gerrot and Wignell (1994) utter that there are three types of sensing: feeling, thinking, and perceiving (Gerrot & Wignell, 1994, p.58). It can be elucidated that sensing of feeling can be called as affective or reactive, sensing of thinking is called cognitive, and sensing of perceiving can be mentioned as perceiving using five senses.

In mental process, there are two types of participants, namely sener and phenomenon. Sener is the one who can feel, think, or see consciously; meanwhile phenomenon is something which is sensed.

Table 2. 5 Examples of Mental Process

Mark	Likes	new clothes
Sener	Mental Process: Affect	Phenomenon

3) Behavioral Process

Behavioral process is process of physiological and psychological manners, such as treating, dreaming, smiling, and coughing. The largest part of behavioral process has one participant only.

The participant who is behaving, called behavior, is typically a conscious being like sener, but the process functions more like the one of doing. Rarely, a further participant occurs named behavior. Examples of verbs expressing behavioral processes include breathe, cry, laugh, stare, yawn, frown, smile, and chat (Fontaine, 2013 p.78).

Table 2. 6 Examples of Behavioral Process

He	Threw	a tantrum
Behaver	Behavioral Process	Range

4) Relational Process

The other type of processes is relational process. Halliday and Matthiessen (2014) stated relational clauses serve to characterize and to identify (Halliday & Matthiessen, 2014, p.259). It implies that relational process has roles in characterizing and identifying the text and context. In a relational clause, a thing, act or fact construed as a participant is configured with another relational participant that has to come from the same domain of being.

Relational processes consist of identifying and attributive processes. Processes which establish an identity are called identifying process, and process which assign quality are called attributive process. The participants in atributtive process are carrier and atributtive, while in identifying process, the participants are token and value (Gerot & Wignell, 1994 p.67).

Table 2. 7 Examples of Relational Process

Barry tuckwell	Is	a fine horn player
Carrier	Attributive	Attribute

Barry tuckwell	maybe	a fine horn player
Token	Identifying	Value

5) Verbal Process

Verbal Process is a process of saying. Some verbs used to express the verbal processes include *talk, say, ask, reply, suggest, praise, insult, slander, and flatter*. It has a participant named Sayer, who is the doer of the process of verbalization. Moreover, Halliday (1985) 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.

Bloor and Bloor (2004) say that sometimes, the Sayer use 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, gasped* (Bloor & Bloor, 2004, p.124).

The process also has other Participants named Receiver, Verbiage, and Target.

a) The receiver

The receiver is the one to whom the saying is directed.

b) The Verbiage

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.

c) The target

The target occurs only in a sub-type of verbal clause, this function construes the entity that is targeted by the process of saying.

Table 2. 8 Examples of Verbal Process

The teacher	praised	Tina	to all students
Sayer	Verbal Process	Target	Receiver

Tina	said	something	to me
Sayer	Verbal Process	Verbiage	Receiver

6) Existential Process

Existential processes fall between material and relational processes. They are called existential processes because they are concerned with existence. Gerot and Wignell (1994) revealed that existential processes are showed by verbs of existing, such as be, exist, arise (Gerot & Wignell, 1994, p.72).

Existential Process has only a participant named Existent. The process has two main forms of grammatical relation, with a copular verb and an empty *there* as Subject and with a copular verb, the Existent as Subject and usually a circumstantial adjunct. When some clauses have only the Existent without any explicit Circumstances, the semantically empty Subject *there* is almost obligatory. (Eggins, 2004, p.238).

Table 2. 9 Examples of Existential Process

Ten of us	were	in the party
Existent	Process	Circumstantial Adjunct

There	is	man waiting for you
There	were	fifty of you
	Process	Existent

d. Circumstances

Some linguists identify Circumstances by considering what probes use for eliciting or looking at the different question to which the circumstances provide answers. Gerot and Wignell (1994) revealed circumstances answer such questions as when, where, why, how, how many, and as what (Gerot &Wignell, 1994, p.52). It means the circumstance gives detail information about place, time, manner, etc in which its context will be easier to understand.

Bloor and Bloor (2004) stated that circumstance is more peripheral than participants, being concerned with such matters as the settings, temporal and physical, the manner in which the process is implemented, and the people or other entities accompanying the process rather than directly engaged in it (Bloor & Bloor, 2004, p.131). It implies that actually participant is more crucial than circumstance, because it is only to give explanation about context. It can be called as adverb in traditional grammar.

There are many types of circumstances, according to Halliday & Matthiessen (2014) circumstance differentiates into nine types, that are extent, location, manner, cause, contingency, accompaniment, role, matter, and angle. Those theories are as follow:

1) Extent Circumstance

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 interrogative forms for Extent are *how far?*, *how long?*, *how many (measure units)?* *How many times?*. The typical structure is a nominal group with a 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 Circumstance

Location interprets the setting of the unfolding of the process in space time: the place where it unfolds or the time when it unfolds. The common questioning of Location are *where?*, *when?*. Place include not only static location in space, but also the source, path, and destination of movement. Similarly, time includes not only stagnant location in time, but also the sequential analogues of source, path, and destination. The typical structure is an adverbial group or prepositional phrases, for examples are *down*, *underneath*, *by the door*, *in Canberra*, *long ago*, *before sunset*, *on Wednesday evening*, *among friends*, *between you and me* (Halliday & Matthiessen, 2014, p.316).

3) Manner Circumstance

The Circumstantial Element of Manner construes the way in which the process is actualized. Manner comprises four subcategories: Means, Quality, Comparison, and Degree. These cover a considerable range; Means and Comparison tend to be realized by prepositional phrases, whereas Quality and Degree tend to be realized by adverbial groups (Halliday & Matthiessen, 2014, p.318).

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?*

Quality is typically expressed by an adverbial group with *-ly* and adverb as Head; the interrogative is *how?* or *how ...?* plus appropriate adverb. Less commonly, Quality is realized by a prepositional phrase. The general type is one where the preposition is *in* or *with* and the Head/Thing of the nominal group is the name of manner either manner or way, or of a qualitative dimension such as *speed, tone, skill, ease, difficulty, term*; but phrasal expression of Quality also include more specific types, such as specifications of the manner of movement.

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

Degree is typically expressed by an adverbial group with a general indication of degree such as *much*, *a good deal*, *a lot*, or with a collocationally more restricted adverb of degree such as *deeply, profoundly, completely, and heavily*. The collocationally restricted adverbs collocate with verbs serving as Process, as in Mental clauses: *love + deeply, understand + completely, believe + strongly*. Less commonly, Degree may be expressed by a prepositional phrase, usually with *to* plus a nominal group with *extent, degree* as thing and intensifying adjective such as *high, large, great* as Epithet.

4) Cause Circumstance

Cause tells about *why*. It divides into three subtypes which construes the cause why the process is actualized (Halliday & Matthiessen, 2014, p.319). Reason tells what causes the Process and is probed by *why?* or *how?*. It represents the reason for which a process takes place, what causes it, and they have the sense of because. For example *of thirst* in sentence *The sheep died of thirst*.

Purpose tells the purpose and is probed by *what for?* For example *for cigarettes* in sentence *He went to the shop for cigarettes*. While, in addition, Behalf tells for whose sake and is probed by *for whom?* For example *for his mother* in sentence *He went to the shop for his mother*.

5) Contingency Circumstance

Contingency specifies an on which the actualized of the process depends on what. There are three subtypes. Those are Condition, Concession, and Default. Condition construes Circumstances that have to obtain something in order for the process to be actualized, they have the sense of *it*. They can be expressed by prepositional phrase of with complex prepositions *in case of*, *in the event of*, *on condition of*. Concession construes frustrating cause, with the sense of *although*. It is expressed by prepositional phrase with the prepositions *despite*, *notwithstanding*, or the complex prepositions *in spite of* or *regardless of*. Default has the sense of

negative condition. It is expressed by prepositional phrase with the complex prepositions *in the absence of*, *in default of*.

6) Accompaniment Circumstance

Accompaniment tells about *with* or *without* *who* or *what* and is can be probed by *who* or *what else?* It is expressed by prepositional phrase such as *with*, *without*, *besides*, and *instead of*. There are two types of Accompaniment. They are Comitative and Additive. Comitative represents the process as a single instance of a process. For example, 'I left work *without my briefcase*'. Additive represents the process as two instances. For example, '*Instead of dingy velveteen* he had brown fur, soft, and shiny'.

7) Role Circumstance

Role Circumstance construes the meaning *be* and *become* circumstantially; the Role corresponds to the Attribute or Value of an intensive relational clause. Role includes the subcategories of Guise (be) and Product (become). Guise usually tells about *what as* and is probed by *as what?*. For example, He lived a quiet life *as a beekeeper*. Product refers to a probe what into, with the meaning of *become*. For example, They bend that rod in a *straight line* (Halliday & Matthiessen, 2014, p.326).

8) Matter Circumstance

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 Verbal Process since it is the circumstantial equivalent of the Verbiage which is described, referred to, or narrated. The interrogative is *what about?* It is expressed by preposition such as about, concerning, with reference to. For example: ‘This book is talking *about functional grammar*’ and ‘We must warn *of the consequences of this truth*’.

9) Angle Circumstance

Angle is related either to the Sayer of a Verbal clause, with the sense of ‘as ... says’ or to the Senser of a Mental clause, with the sense of ‘as ... thinks’. The former is called as Source since it is used to represent the source of information. It is expressed by complex prepositions such as *according to* and *in the words of*. The latter is called as Viewpoint because it is used to represent the information given by the clause from somebody’s viewpoint. It is expressed by simple preposition *to* or by complex preposition such as *in the view/opinion of* and *from the standpoint of*. This type of Angle occurs in Relational clauses that are agnate with Mental ones (Halliday & Matthiessen, 2014, p.3).

4. Review on Lexicogrammatical Features

Lexicogrammatical is a term used in Systemic Function Linguistic (SFL) to emphasize the interdependence of and continuity between vocabulary (lexis) and syntax (grammar). The term lexicogrammatical was introduced by a linguist, M.A.K. Halliday. Halliday (1985) stated that the heart of language is the abstract level of coding that is the lexicogrammar

(Halliday, 1985, p.8). Meanwhile, according to Systemic Functional theory, lexicogrammar is diversified into a metafunctional spectrum, extended in delicacy from grammar to lexis, and ordered into a series of ranked units. The other definition of lexicogrammatical delivered by Sinclair and Ronald (2004), they stated lexicogrammatical is now very fashionable, but it does not integrate the two types of pattern as its name might suggest, its fundamentally grammar with a certain amount of attention to lexical patterns within the grammatical frameworks; it is not in any sense an attempt to build together a grammar and lexis on equal basis. Lexicogrammar is still firmly a kind of grammar, laced, or perhaps spiked with some lexis (Sinclair & Ronald, 2004, p.124).

There are several elements in lexicogrammatical features, one of them is process. Processes are realised by verbs, Gerot and Wignel, (1994:54). There are six different process types identified in lexicogrammatical features by Halliday as stated by Gerot and Wignell (1994:54). Those processes, namely: material, mental, relational, verbal, existential, and behavioral.

5. Review on Textbook

a. Definition of Textbook

There are some definitions of textbook. Simply, a textbook is a book which contains some information to be read by the student or people. Buckingham in Tarigan (2013) stated textbook is a learning media which is used in schools and colleges to support a teaching program (Tarigan, 2013, p.5). Tarigan (2015) stated textbook is a lesson

book in specific field of study, which is a standard book written by the experts in that field according to the instructional purpose, completed by suitable teaching media which is easy to be understood by the users in schools or college (Tarigan, 2015, p.15). Richard claims that textbooks are a key component in most language program. That is the majority of teacher in country, which learn as foreign language, use it as guidance in teaching. "Textbook provides the basis for the content of the lesson, the balance of the skill taught and the kind of language practice the student take part in".

According to Thomson (2000) English textbook is a stimulus or instrument for teaching and learning (Thomson, 2000, p.175). A teacher usually uses some media to make easier in explaining the teaching materials. One media which is ordinarily uses is a textbook. The textbook is easy to buy, to carry and to study. Even though, there are many kinds of media rivaling the printed materials of communication, the textbook remains the major source in school. It is a book giving instruction in an English subject, used especially in schools. Sitepu (2012), points out that textbook is all book used in the teaching and learning process, including working book, modules, and reference book (Sitepu, 2012, p.12). In my opinion, textbook is a learning tool that is used in schools and colleges to support a teaching program.

From the definition above described by expert, the conclusion is that a textbook is a certain textbook of the students which are

appropriates with standard curriculum and arranged to measure the student's comprehension in understanding the materials that have been taught by the teacher in the classroom.

b. Function of Textbook

Textbook has function for student as manual instructor in studying and for the teacher as direction to teach a lesson. Thomson (2000) said the textbook has many functions, as follows:

1) Individualization of instruction

A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according to what they are interested in studying.

2) Organization of instruction

A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and question. Written textbook give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded.

3) Tutorial Contribution

A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problems.

4) Improvement of Teaching

A textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching.

From the explanation above, except help to easy for learning process, textbook is a kind of visual aid in teaching learning process. It means that the function of a textbook is actually as one of the visual aids by teachers, when they are teach and explain the teaching materials. Besides, it also helps the students in getting a better understanding of the materials given by teacher.

c. Criteria of Good Book

Textbook is one of the important media of teaching and learning activity in the classroom so it must have a good quality. To know how a textbook is categorized in a good quality, the researcher provides some criteria from the experts. Tarigan (1993) have made the way to arrange the textbook with 10 criteria (Tarigan, 1993, p.143). Good textbook has certain qualities, they are:

- 1) The textbook must be interesting and attractive toward the learners.
So, they will be interested in using textbooks.
- 2) The textbook must be able to motivate the learners.
- 3) The contents of textbook must be illustrative.
- 4) The textbook should consider the linguistic aspect. So, it will be suitable with the learner`s ability the contents of textbook must be related to the other branch of science.
- 5) The textbook must stimulate the personal activity of the learners.
- 6) The contents of textbook must be clear in written to avoid the children to be confused in using textbook.

- 7) The textbook must have the clear point of view because it will be the learner`s point of view.
- 8) The textbook must be able to give the balance and emphasis on the value of the learners.
- 9) The textbook must be able to respect to the differences of the individual.

d. About *English in Mind Second Edition – Student’s Book Kelas VII*

English in Mind Second Edition – Student’s Book Kelas VII is published by Ministry of Education and Culture in order to promote Merdeka Curriculum for junior high school students. It consists of 126 pages with 14 chapters. Each chapter of the materials is accompanied by song, games, and pictures. Inside the book, there are glossary and list of Classroom Language for students.

The English textbook was published in 2021 by *Pusat Kurikulum dan Perbukuan (Balitbang)*, Jakarta. There are two adaptors involved in writing this textbook. They are Ika Lestari Damayanti and Pipit Prihartanti Suharto. The textbook also involves four people as writers named Hebert Puchta, Jeff Stranks, Richard Carter, and Peter Lewis-Jones.

6. Review on Descriptive Text

a. Definition Descriptive Text

According to Mukarto (2007) says that descriptive text is a kind of text to describe something (Mukarto, 2007, p.140). Tompkins (1994) states that descriptive text is painting pictures with words (Tompkins,

1994, p.111). The other experts are Gerot and Wignel (1994) state that descriptive text has purpose to describe particular thing, people or place which show the reader about physical appearance of something clearly. Also, Husna et al. (2013) stated that a descriptive text is a text which a writer tries to picture what he is describing. Description is used to describe a particular thing/object, place, or person. The descriptive text is the text that describes something.

Based on definition of descriptive text above, it can be concluded that descriptive text is a text which describe people, thing or place that write its physical appearance and characteristic of the object.

Gerot and Wignell (1994) explained that the social function of descriptive text is to describe a particular person, place, or thing. The purpose of descriptive text is to describe the information about people, things, places, and animals particularly whether visible or invisible case.

b. Characteristic of Descriptive Text

There are several characteristics of descriptive text. First of all, it focuses on what will be described, for instance, place, thing or people. The second, descriptive text uses simple present tense as grammatical rule. Third, for its title descriptive text uses noun phrase, for example in describing motorcycle. The title which is used not only motorcycle but also with its label. Fourth, usually adjective is used to explain noun or the object in the descriptive text. The last one is that the description of the object is written from general to spesific (Sudarwati, 2007).

c. Generic Structure of Descriptive Text

- 1) Identification: identifies phenomenon to be described.
- 2) Description: describes part, qualities, and characteristics.

d. Lexicogrammatical Features of Descriptive Text

According to Hammond (1996:78), a descriptive text has three lexicogrammatical features, i.e.:

- 1) Focus on specific participants.

Specific participant is something that has a specific object; it is neither general nor unique (there is only one). For instance, consider Uncle Jack and the Borobudur Temple.

- 2) Use of attributive and identifying processes.

Processes which establish an identity are called Identifying Process and processes which assign a quality are called Attributive Process. Usually, they are classified into three sub-classifications named Intensive, Possessive, and Circumstantial.

Table 2.10 Examples of Attributing Process

Intensive	Michelle	Is	very busy
Possessive	Muhammed and Maureen	have	a grocery shop
Circumstantial	Michelle	Is	from Chicago
	Carrier	Re: Attributing	Attribute

Table 2.11 Examples of Identifying Process

Intensive	John	Is	the cleverest student here
Possesive	The cat	Is	Mary's
Circumstantial	Today	Is	August,16 2013
	Identified	Re: Identifying	Identifier

3) Use of simple present tense.

In English, the simple present tense is one of numerous variants of the present tense. It is used to depict routines, constant conditions, general facts, and set arrangements. The basic present tense is easy to construct. Simply use the base form of the verb: (I take, you take, we take, they take) The third person singular ends with a -s. (He accepts, she accepts)

e. Types of Descriptive Text

A few types that depend heavily on descriptive language (Carrel, 2001, p.101):

- 1) Descriptions of a person, place or thing contain sensory details that bring to life actual people, places, and things.
- 2) Observations describe an event the writer has witnessed. Often, the event takes places over an extended period of time.

- 3) Travel Brochures contain factual information as well as persuasive language to encourage tourism.
- 4) Character sketches describe fictional characters-their appearances, personalities, hopes and dreams.

B. Previous Related Study

The researcher has some references to help him conduct the research. The references are helpful in making it easier for the researcher to conduct research. The researcher is using similar research as references in this research.

The first previous study is entitled "*Transitivity Analysis in Reading Passage of English Textbook for Junior High School at SMP Negeri 18 Medan*". The study was conducted by Sri Devi Rezeki Sitanggang (2018). This research aimed to find out the process, participant, circumstances types of transitivity system and the process, participant, circumstances of transitivity system that frequently occurs in reading passages. This research used descriptive qualitative method. The source of data was taken from English Textbook for nine grades at SMP Negeri 18 Medan entitled *Practice Your English Competence 3* by Erlangga. There are 50 reading passages as source of data of this research. The data was chosen 5 reading passages. The result showed that relational process, actor participant and circumstances extent more dominant than others.

From the research above, the differences are about subject, object, and research design of this research. The similarity is the collecting data. The collecting data is document.

The second previous study is entitled "*Transitivity Systems Analysis of English of Vocational High School (SMK) of Sosorgadong Textbook for Grade X and Its Relevance to English Language Teaching*". The study was conducted by Gusman Keizer Bondar, I Wayan Dirgeyasa Tangkas, and Eddy Setia (2018). The analysis uses systemic functional linguistics (SFL) theory (Halliday) as the main theoretical framework. Their research is descriptive qualitative research. The objectives of this research are to know and explain about (1) what are the transitivity systems elements that characterize English for SMK 1 textbook for grade X and (2) what is the relevance of transitivity elements (process and circumstance) with the English teaching and learning processes. In collecting the data, the researcher used document. There were 238 clauses selected to be analyzed. The findings of the research showed that material process type was the dominant type used, i.e. (48.6%), followed by relational process type (27,2%), mental process (18.6%) verbal process type 8,4%, and behavioral and existential 7.0% each respectively. Related to the circumstance, the dominant one is circumstance of location (time and place = 37.7%). For the participant, it is related to the process exists in the text, i.e. actor for participant 1 and goal for participant 2. Research problem two deals with the results of the research that have relevance with the English teaching and learning processes. The roles of clause where it consists of transitivity system and as the most complete language unit determine meaning expressed to the receiver.

From the research above, the differences are about the research design, subject, and object of the research. The similarity is about the collecting data. The collecting data is document.

The third previous study is entitled "*The Transitivity Analysis of the Short Story: Tell-Tale Heart by E. A. Poe*". This international journal was conducted by Ali Furqan Syed, Uzma Akram, and Ijaz Hussain. This journal was published in 2020. The focus of this research was to identify and explain the representation of different processes and circumstances used in the text while examining the frequency and types of the processes used in the text. The data had been collected from the short story. As a unit of analysis, 61 clauses were collected from the story. This qualitative research presented findings that all six processes have been used in the story but with the same frequency. The mental process is the most frequently used. Among circumstances used i.e. Location, Manner, Time and Accompaniment, Location is most frequently used to indicate the place of happenings.

In this research found different in analysis data, the previous study used short story as data. Meanwhile the research used English instructional textbook. The similarity with this previous study is the researcher conducted qualitative method.

The Fourth previous study of research comes from Anni Marhamah and Mukhaiyar (Padang State University). The title is "*Transitivity System of Narrative Text in Junior High School English Textbook in Indonesia*". This International Journal published in 2018. This research aims at investigating

how the transitivity system in Narrative text of *Think Globally Act Locally grade 9th* textbook are constructed. Transitivity system analysis based on Halliday's theory. This research was conducted using a descriptive method. The data were analyzed based on theory proposed by Gay et.al; Data Managing, Reading, Description, Classifying, Interpreting and Writing the Report. This research found that material process was the most dominant process types in narrative text. Most of the process valences found in the reading passages were monovalent and bivalent. The most dominant circumstances elements are adverb of place.

From the research above, the researcher found similarity in data collection of research that conduct document. The differences with this research are technique of analyzing data and the valence.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Related to the problem of this research, the researcher conducted qualitative method. According to Moleong (2018), qualitative method is method that produces a procedure of analysis. It doesn't use a statistical procedure of analysis or the other quantitative method (Moleong, 2018, p.6). Furthermore, Kothari (2020) mentioned that a qualitative research is concerned with data in the form of words or images rather than numbers and statistics (Kothari, 2020, p.3). In addition, the content analysis was employed for the research. Content analysis is applicable to various studies including language studies, that are concerned with analyzing the content of a specific matter through classification, tabulation, and evaluation. Krippendorff (2019) argued that content analysis is a research technique for drawing replicable and reliable conclusions about the contexts of use from texts (printed matter, recorded voice, visual communications, works of art, artifacts) or other significant matter (Krippendorff, 2019, p.37). Texts can be defined broadly as books, book chapters, newspaper headlines and articles, speeches, conversations, or really any occurrence of communicative language.

Furthermore, Systemic Functional Linguistics (SFL) provided a tool for text analysis. The SFL framework for transitivity system was specifically chosen. According to Halliday (2018), transitivity specifies various types of processes recognized in language and the grammatical structures through

which they are expressed (Halliday, 2018, p.101). The use of transitivity system analysis enabled the investigation of lexicogrammatical features in terms of significant lexicogrammatical patterns of descriptive text.

B. Data and Source of the Data

The data of this research were clauses of descriptive text in the English textbook entitled *English in Mind Second Edition – Student’s Book Kelas VII* published by The Ministry of Education and Culture 2021. In this research the researcher analyzed English in Mind Second Edition – Student’s Book Kelas VII published by The Ministry of Education and Culture 2021. The researcher concerns on all descriptive text available on the English textbook.

Table 3.1 The Descriptive Texts used the data source in the research

No	Title
1	An American Icon
2	British Families
3	Anais or Anna?
4	Calvin
5	Mawar
6	Claire Woods
7	We Never Win But We Always Win
8	Craig
9	Julia

C. Technique of Collecting the Data

Technique of collection the data is how the researcher collect and get the data. Yin (2013 as cited in Markula & Silk, 2011) identifies six sources for a qualitative study, such as: documentation, archival records, interviews, direct observation, participant-observation, and collecting physical artefacts. In this research, the researcher used documentation. This method is suitable with Arikunto (2019) argued that documentation is used to investigate written document such as notes, transcript, books, magazines, newspapers, etc. (Arikunto, 2019, p.236). This research used one document; English textbook entitled *English in Mind Second Edition – Student’s Book Kelas VII* for first year student on junior high school published by The Ministry of Education and Culture 2021. By using this textbook the researcher wanted the data from this study were collected through several steps. First, the researcher read and observed the content of the textbook. Second, the researcher selected and noted the needed data which are descriptive texts.

D. Trustworthiness of the Data

The researcher used expert judgment to determine the validity of the data in this study. Expert judgment is an informed opinion from individuals with a track record in the field who are regarded by others as qualified expert and who can provide information, evidence, judgement, and assessment (Perez & Martinez, 2008). Expert judgement as an evaluation strategy offers many advantages, such as the high quality of the judge responses and the possibility

of obtaining extensive information on the subject matter (Cabero & Llorente, 2013)

As a validator, the researcher recruited an English literature lecturer at UIN Surakarta, Mr. Husin Al Fatah M.Hum is chosen as the validator by the researcher. He is a linguistics expert. The member of checking was used by the researcher since it is more effective and objective in validating the data. The process is used to determine whether or not the data is true in its category.

E. Techniques of Analyzing the Data

In this research, the researcher used the transitivity system to analyze data from the English textbook entitled *English in Mind Second Edition - Student's Book Kelas VII* published by The Ministry of Education and Culture 2021. In analyzing the data, the researcher employed the interactive mode proposed by Miles and Huberman (2019), which consists of three streams of activity: data reduction, data display, and drawing conclusions or verification (Miles & Huberman, 2019), as described below:

1. During the data reduction phase, the researcher concentrated on analyzing the descriptive text of *English in Mind Second Edition - Student's Book Kelas VII* published by The Ministry of Education and Culture 2021. The process of selecting, focusing, simplifying, abstracting, looking for themes and patterns, and discarding unnecessary data is known as data reduction (Miles, Huberman & Saldana, 2019). During this phase, the researcher divided the descriptive text into clauses and listed in the data sheet by

writing a thick (v) or a star (*) in the relevant columns of categories in the data sheet.

2. The data display phase takes the form of a brief description using narrative text; it can also take the form of graphics, a matrix, or a chart (Miles, Huberman & Saldana, 2019). In this case, the researcher displayed data that was analyzed and interpreted with the theory of transitivity system. The data also showed in the table of process type are employed in descriptive text.
3. According to Miles, Huberman, and Saldana (2019), the final step is conclusion. The researcher reached a conclusion in this study that was related to problem formulation.

Table 3.2 Data Sheet Analysis of Process Types and Participant Functions

No	Code	Clause	Process Types						Participant Functions																Circ.				
			Ma	Me	Re	Be	Ex	Ve	Ac	Go	Rc	Cl	In	Sc	Se	Ph	Ca	At	Id	Ir	Bh	Br	Et	Sa		Ta	Rv	Vb	
1.	T1/ 001	From this chapter, I will learn to greet, introduce myself, and leave.	v						v	v																			V
2.	T2/ 188	I know now.		v											v	v												V	

The codes technique are:

- 1) T1: Text Number
- 2) 25: Page Number
- 3) 003: Data Number

CHAPTER IV
FINDINGS AND DISCUSSIONS

A. Research Findings

In this chapter the researcher presented the findings of the research by discussing the analysis on process types and the significant lexicogrammatical features in descriptive texts.

1. Process Types

a. Material Process

The Material Process is a process of doing and happening.

Material process is used 56 times of this descriptive texts.

Semantically, material process indicates activities or event. This process refers to physical experience of human beings.

Table 4.1 Examples of Material Processes Found in the Textbook

she	receives	thousands of messages
Actor	Material	Goal

Datum T1/ 24/ 015

It	Sells	fruit, vegetables and drinks
Actor	Material	Goal

Datum T2/ 28/ 028

Anais's parents	travel	from Canada
Actor	Material	Goal

Datum T3/ 38/ 071

Calvin's father	works	as a fisherman
Actor	Material	Scope

Datum T4/ 52/ 080

Mawar	never goes	to that school
Actor	Material	Scope

Datum T5/ 52/ 093

The people	Do	great things
Actor	Material	Scope

Datum T6/ 56/ 116

He	uses	a computer to communicate
Actor	Material	Goal

Datum T7/ 66/ 129

We	go	There
Actor	Material	Goal

Datum T8/ 70/ 158

The word *receive, sell, travel, work, go, do, and use* refer to the activity done by the subject *She, It, Anais's parents, Calvin's father, Mawar, The people, He, and We* that are usually called as Actor in Material Process. The material process in the text not only construe the event of what the Actor did but also what happened with participant.

The intransitive clauses construe the activity what are happening with the participants (Halliday, 2004, p.224). The Actor of word *work, go, and do* in the clauses are not doing an activity. However, the material process *work, go, and do* answer the question of what happened with the actor not what the actor did.

Another material process is transitivity clause. The Actor of word *receive, sell, travel, and use* clearly indicate that the Actor is doing activity of investigating and the goal is the case.

b. Mental Process

The Mental Process refers to the process of thinking, perceiving, liking, and wanting. It has Senser and Phenomenon as the Participants. The Mental Process occurs 17 times in the textbook.

Table 4.2 Examples of Mental Processes Found in the Textbook

Millions	see	Her	on TV
Senser	Mental	Phenomenon	Circumstance

Datum T1/ 24/ 002

Malia and Sasha	love	Him
Senser	Mental	Phenomenon

Datum T1/ 24/ 012

She	loves	Animals
Senser	Mental	Phenomenon

Datum T3/ 38/ 057

I	Think	I can be a waste of time.
Senser	Mental	Phenomenon

Datum T6/ 56/ 113

Ricks loves sport too	loves	sport too
Senser	Mental	Phenomenon

Datum T7/ 66/ 138

He	Loves	playing rugby and cricket
Senser	Mental	Phenomenon

Datum T8/ 70/ 155

I	Love	Orienteering
Senser	Mental	Phenomenon

Datum T9/ 71/ 165

The mental process *see* is only in affection type. The word *see* encodes the meaning of perceiving using one of the five senses, while the word *love* refers to Affection. The word *love* encodes the

meaning of feeling. Different from two previous words, the word *think* encodes the meaning of cognition of the Mental Process. Volition occurs rarely in the textbook and the verb used in this Process is *want* shown in the examples below.

Table 4.3 Examples of Volition Processes Found in the Textbook

They want to buy	want to buy	their own house
Senser	Mental	Phenomenon

Datum T2/ 28/ 037

c. Relational Process

There are two forms of Relational. The Relational Process has 69 occurrences. The first one is Attributing. The Relational Process of Attributing has 55 occurrences. Attributing process is employed to present qualities or attributes of the object. It is supported by the number of Carrier and Attribute as the Participants.

The word *becoming* and *is* refer to intensive relational process. While the word *hasn't got* refer to possessive relational process.

Table 4.4 Examples of Relational Processes of Attributing Found in the Textbook

Her book	becoming is	very popular
Carrier	Relational	Attribute

Datum T1/ 24/ 014

She	hasn't got	a big family
Carrier	Relational	Attribute

Datum T3/ 8/ 051

Netball	Is	Cool
Carrier	Relational	Attribute

Datum T9/ 71/ 163

Another form of Relation Process is Identifying. The Relational Process of Identifying has 14 occurrences. Identifying [process is a process which establish an identity. In the Relational Process of Identifying the number of the Participants (Identified and Identifier) is equal. This happens because the process is reversible. Reversible is a process can be restored to exactly the same initial that they were in before the process occurred. Some examples are:

Table 4.5 Examples of Relational Processes of Identifying Found in the Textbook

Her brother' s name	Is	Craig
Identified	Relational	Identifier

Datum T1/ 24/ 009

Mohammed and his mother Rani	Are	from Bangladesh
Identified	Relational	Identifier

Datum T2/ 28/ 024

d. Behavioral Process

The Behavioral Process is a process of physiological and psychological behavior. It has a Behaver and a Behavioral as participants. The Behavioral Process occurs four times in the textbook but it only has a Behaver as the Participant. It has 16 occurrence of the total Participant Functions.

The example above shows that the activity *live* is a habit that usually occurs because of doing an activity constantly. Similarly, the activity *talk* is included in Behavioral. The example in datum T7/ 66/ 128 is also referred to habitual action done by a Behaver

He. The second and third examples mentioned above are categorized as unmarked clauses because Behavioral Process usually occurs in the form of simple past or present continuous tense. Another kind of Behavioral found in the textbook is in the form of interrogative clause used a verb *live* and a Behaver *she* as occurred in datum T1/ 24/ 005.

Table 4.6 Examples of Behavioral Processes Found in the Textbook

How does	She	live?
	Behave	Behavioral

Datum T1/ 24/ 005

They	live	in the flat
Behave	Behavioral	Circumstance

Datum T2/ 28/ 029

She	lives	in Godalming in the south of England
Behave	Behavioral	Attribute

Datum T6/ 56/ 107

He	can't talk
Behave	Behavioral

Datum T7/ 66/ 128

e. Existential Process

The Existential Process is a process of existing. It has a participant named Existent. In the textbook, the Existential Process has 6 occurrence of the total Process.

Table 4.7 Examples of Existential Processes Found in the Textbook

And	there	are	fewer than 100 people	on the island
		Existential	Existent	Circumstance

Datum T4/ 52/ 079

There	is	temporary school	In Mawar's village
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	Existential	Existent	Circumstance
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Datum T5/ 52/ 094

There	are	often storm
	Existential	Existent

Datum T5/ 52/ 098

In the Existential Process, the word *there* has no experiential meaning. It is there because the clauses need a subject (Thompson, 1996, p.101). Halliday (2004) usually called this as a grammatical subject that is a subject that placed before the predicate but it does not indicate as the agent of a process (Halliday, 2004, p.98).

f. Verbal Process

The Verbal Process is a process of saying. This process shows activities related to information. It includes that of saying and asking. It usually has a Sayer as the main participant in Verbal. But, many clauses contain implicit Sayer. The other Participants in Verbal Process are Receiver, Target, and Verbiage. The Verbal Process occurs four times in the textbook but it only has a Sayer and Verbiage as the Participant. It has 5 occurrence of the total Participant Functions. Some examples of Verbal Process found in the textbook can be seen below.

Table 4.8 Examples of Verbal Processes Found in the Textbook

Michelle	Says	er work
Sayer	Verbal	Verbiage

Datum T1/ 24/ 020

“I’m happy to work hard for my wife and family,”	Says	Mohammad
Quoted	Verbal	Sayer

Datum T2/ 28/ 034

“That’s right”	says	Dick
Quoted	Verbal	Sayer

Datum T7/ 66/ 151

From two examples above, it can be seen that *Michelle*, *Mohammad* and *Dick* is sayer. The first example also include other participants called verbiage that refer to quality of what is said.

2. Lexicogrammatical Feature

a. Text 1

Text 1 entitled “An American Icon”. The text describe Michelle Obama as a wife the 44th US President, Barack Obama. She works with many charity organisations to inspire young people around the world.

The text employs five process types. They are material, mental, relational, behavioral, and verbal process. The table of process types in Text 1 can be seen below.

Table 4.9 Process Type Employed in Text 1

Material	Mental	Relational	Behavioral	Verbal	Total
3	5	8	2	1	18

Based on the table above the relational process is the dominant process type in the Text 1. The relational process is employed in the text to present qualities or attributes of people and object (Busa, 2014. P.29). Attributing process occur 3 times, and identifying process occur 5 times. The example of relational process can be seen in the headline of the text, as can be seen below.

Table 4.10 The Dominant Process Type Employed in Text 1

Her book	becoming is	very popular
Carrier	Relational	Attribute

The title of this text is describe Michelle Obama as a symbol of American citizen who can give impact to the world. It conduct Text 1 has specific participant that are American lawyer, Portuguese water dog, the American people. The text above is also written in present tense in order to make the reader draw the character in this text (Srivastava, 2003, p.201).

b. Text 2

Text 2 entitled “The British Families”. The text describe two families who live in UK. There are Siddiqui family and Jackson family. The text describe about their living, their job, and their activity.

The text employs five process types. They are material, mental, relational, behavioral, and verbal process. The table of process types in Text 2 can be seen below.

Table 4.11 Process Type Employed in Text

Material	Mental	Relational	Behavioral	Verbal	Total
11	1	8	3	1	24

Based on the table above the material process is the dominant process type in the Text 2. The material process is employed in the text to present an action of people doing.

Meanwhile, Attributing process occur 2 times, and identifying process occur 6 times. The example of material process can be seen in the headline of the text, as can be seen below.

Table 4.12 The Dominant Process Type Employed in Text 2

It	sells	fruit, vegetables and drinks
Actor	Material	Goal

The use of material process not are in line with the characteristic of descriptive text in terms of significant lexicogrammatical feature. The title of this text is describe families who liv in UK. It is the unique topic because the text give specific description about specific family. It conduct Text 2 has specific participant that are ‘the Siddique family and the Jackson family’. There are are specific nama of family. The text above is also written in present tense in order to make the reader draw the character in this text.

c. Text 3

Text 3 entitled “Ana or Anais”. The text describe two identical twins who has same nose, color of hair, and hobby. But both of them not living together cause they are have been adopted by different family.

The text employs four process types. They are material, mental, relational, and behavioral process. The table of process types in Text 3 can be seen below.

Table 4.13 Process Type Employed in Text

Material	Mental	Relational	Behavioral	Total
2	2	21	4	29

Based on the table above the relational process is the dominant process type in the Text 3. The relational process is employed in the text to present qualities or attributes of people and object. Meanwhile, Attributing process occur 14 times, and identifying process occur 7 times. The example of relational process can be seen in the headline of the text, as can be seen below.

Table 4.14 The Dominant Process Type Employed in Text 3

She	hasn't got	a big family
Carrier	Relational	Attribute

The use of relational process are in line with the characteristic of descriptive text in terms of significant lexicogrammatical feature. The title of this text is Ana or Anais. This text just describe how identically both of twins and the difference living of them. It conduct Text 3 has no specific participant. The text above is also written in present tense in order to make the reader draw the character in this text.

d. Text 4

Text 4 entitled “Calvin”. The text describe Calvin family and Calvin activity. Calvin family consist Mom, Dad and 3 sisters. And he learn at home not school.

The text employs three process types. They are material, relational, and behavioral process. The table of process types in Text 4 can be seen below.

Table 4.15 Process Type Employed in Text

Material	Relational	Behavioral	Total
8	1	3	12

Based on the table above the material process is the dominant process type in the Text 4. The material process is employed in the text to present an action of people doing. Meanwhile, Attributing process occur 1 times, and there is no identifying process. The example of material process can be seen in the headline of the text, as can be seen below.

Table 4.16 The Dominant Process Type Employed in Text 4

She	often does	Homework
Actor	Material	Goal

The use of material process not are in line with the characteristic of descriptive text in terms of significant lexicogrammatical feature. The title of this text is describe Calvin activity. It conduct Text 4 has no specific participant. The text above is also written in present tense in order to make the reader draw the character in this text.

e. Text 5

Text 5 entitled “Mawar”. The text describe Mawar school activity. There is a temporary school in Mawar’s village. But the building is old.

The text employs three process types. They are material, relational, and existential process. The table of process types in Text 5 can be seen below.

Table 4.17 Process Type Employed in Text

Material	Relational	Existential	Total
4	4	3	11

Based on the table above the material process and relational process are the dominant process type in the Text 5. Meanwhile, Attributing process occur 4 times, and there is no identifying process. The example of relational process can be seen in the headline of the text, as can be seen below.

Table 4.17 The Dominant Process Type Employed in Text 5

Vatersay	hasn’t got	a school
Carrier	Relational	Attribute

The use of relational process are in line with the characteristic of descriptive text in terms of significant lexicogrammatical feature. The title of this text is describe Mawar School. It conduct Text 5 has specific participant that is West Java. It is specific location. The text above is also written in present tense in order to make the reader draw the character in this text.

f. Text 6

Text 6 entitled “Claire Wood”. The text describe the habitual Claire about watching TV. Claire doesn’t watch TV every day. Her favorite programmes are competitions and documentation. She never watch sports programmes

The text employs five process types. They are material, mental, relational, behavioral, and existential process. The table of process types in Text 6 can be seen below.

Table 4.18 Process Type Employed in Text 6

Material	Mental	Relational	Behavioral	Existential	Total
10	4	4	1	1	20

Based on the table above the material process is the dominant process type in the Text 6. The material process is employed in the text to action activity (Busa, 2014. P.29). Attributing process occur 7 times. The example of material process can be seen in the dominant paragraph of the text, as can be seen below.

Table 4.19 The Dominant Process Type Employed in Text 6

She	doesn’t watch	TV
Actor	Material	Goal

Text 6 consist a specific participant. The specific participant is ‘Britain’s Got Talent’. Britain’s Got Talent is a authentic TV show to Britain. The text above is also written in present tense in order to make the reader draw the character in this text.

g. Text 7

Text 7 entitled “We never win, but we always win”. The text describe the habitual Rick Hoyt who get cerebral palsy. But he loves sport too, and he takes part in marathons and triathlons.

The text employs five process types. They are material, mental, relational, behavioral, and verbal process. The table of process types in Text 7 can be seen below.

Table 4.20 Process Type Employed in Text 7

Material	Mental	Relational	Behavioral	Verbal	Total
15	2	7	2	1	27

Based on the table above the material process is the dominant process type in the Text 7. The material process is employed in the text to action activity. The material process in the text not only construe the event of what of what actor did but also what happened with the participant (Busa, 2014. P.40). Attributing process occur 6 times and identifying process occur juat 1 times. The example of material process can be seen in the dominant paragraph of the text, as can be seen below.

Table 4.21 The Dominant Process Type Employed in Text 7

She	Does	it with his father
Actor	Material	Goal

In text 7, there is no specific participant. The text above is also written in present tense in order to make the reader draw the character in this text.

h. Text 8

Text 8 entitled “Craig”. The text describe Craig favorite sport. He loves playing rugby and cricket. But his favourite sport is rowing.

The text employs five process types. They are material, mental, relational, existential, and verbal process. The table of process types in Text 8 can be seen below.

Table 4.22 Process Type Employed in Text 8

Material	Mental	Relational	Existential	Verbal	Total
2	1	4	1	1	9

Based on the table above the relational process is the dominant process type in the Text 8. The relational process is employed in the text to quality of the activity. The relational process in the text is used to present the attributes of object (Busa, 2014. P.40). Attributing process occur 4 times. The example of relational process can be seen in the dominant paragraph of the text, as can be seen below.

Table 4.23 The Dominant Process Type Employed in Text 8

He	is	in Year 11 at St Mary’s School
Carrier	Relational: Attributing	Attribute

In text 8, there is a specific participant. ‘St Mary’s School’ is the specific participant cause it consist specific place. The text above is also written in present tense in order to make the reader draw the character in this text.

i. Text 9

Text 9 entitled “Julia”. The text describe Julia’s hobby. Julia loves playing netball and orienteering.

The text employs two process types. They are mental, and relational process. The table of process types in Text 9 can be seen below.

Table 4.24 Process Type Employed in Text 9

Mental	Relational	Total
1	7	8

Based on the table above the relational process is the dominant process type in the Text 9. The relational process is employed in the text to quality of the activity. The relational process in the text falling into intensive and circumstantial (Busa, 2014. P.40). Attributing process occur 4 times. The example of relational process can be seen in the dominant paragraph of the text, as can be seen below.

Table 4.25 The Dominant Process Type Employed in Text 9

Julia Ho	is	16 and is in Year 11 at Sandown School
Carrier	Relational: Attributing	Attribute

In text 9, there is a specific participant. ‘Sandown School’ is the specific participant cause it consist specific place. The text above is also written in present tense in order to make the reader draw the character in this text.

B. Discussion

The goal of finding the transitivity system is knowing grammatical system associated with the content or ideas expressed in a clause. Transitivity analysis is necessary to be lexicogrammatical features correct. Teaching and learning material cannot be free from error and mistake. Based on the phenomena, there is problem on descriptive text in textbook material. Although, the descriptive text on the textbook do not appropriate with the transitivity system characterizing in terms of the significant lexicogrammatical features.

According to Halliday (1985), there are three part of transitivity system. There are process type, participants, and circumstances. In this research, the researcher uses six types of process of transitivity which are: material, mental, relational, behavioral, verbal, and existential process (Halliday, 1985, p.102).

There are three lexicogrammatical features on descriptive text, such as focus on specific participants, use of attributive and identifying processes, and use of simple present tense.

There is reason ransitivity analysis on descriptive text should be known. There is something wrong in learning materials (textbook) especially in reading passage; descriptive text. The meaning in the text is not well to conveyed. So, the writer can't to understand about the reading passage or ambiguity. So when the teacher taught the students, the students

gave unwell feedback, and when the students ask about the reading passage; descriptive text, made the teacher unclear to explained cause the meaning of text is ambiguity.

The finding shows that from nine descriptive text on the textbook, just four text meeting the characteristic of descriptive text in terms of significant lexicogrammatical features. The researcher finds that do not use identifying and attributing process is the dominant case that consist five text from nine text. While, the descriptive texts that do not use specific participant consist three texts. But all of the descriptive text fully meet the criteria of present tense. It indicated that the descriptive text on the textbook still do not meet the significant lexicogrammatical features of descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research focuses on the analysis of nine descriptive texts in one of the junior high school textbook for grade VII published in 2021. The analysis focuses on the characteristics of the descriptive text in terms of significant lexicogrammatical features; and what process types are employed in descriptive in junior high school textbook. To analyze the data, the transitivity system is employed since the analysis is on the experiential metafunction of the text.

The results reveal that five out of nine texts fully meet the lexicogrammatical features of descriptive text. They are Text 1, Text 5, Text 8, and Text 9. It is also found that the Text 1 prefers employing verbal process with projection to material process to retell the event. Meanwhile, the Text 2, Text 4, Text 6, Text 7 are found material process that need to use attributing and identifying process in descriptive text. For Text 3, Text 4, and Text 7 it is found that the text have no specific participant in descriptive text. Spark & Harris (1997) states that the descriptive text should include at least one specific participant. In addition, there are six process types employed in descriptive text. They are material, mental, behavioral, verbal, relational, and existential process.

A. Suggestion

For teacher, teacher should be more aware in selective the teaching material. Teacher should always do analyze to find out the quality of the teaching

material in textbook before deciding to use the material in teaching process. Do not merely rely on heavily the textbook even though it is established by outstanding publisher. Teacher should also master the theory of genre that will be taught to students since the characteristic of genre is not rigid. Therefore, when the teacher finds the text seems inappropriate to the characteristic of the genre, teacher can decide whether it is acceptable or not and provide the information to students about the reason.

For the future researcher, the analysis is only exploring the lexicogrammar features of the text. Thus, it is recommended that the other aspects can be explored in depth analysis such as in social purposes or schematic structure of the text.

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Appendices

Appendix 1

Text 1

An American Icon

Michelle Obama is an American lawyer, writer and the wife of the 44th US President, Barack Obama. Millions see her on TV. What do you know about her? Where is she from? How does she live?

Michelle is from Chicago. She's the daughter of Fraser and Marian Robinson. Her brother's name is Craig. Michelle and her husband have two daughters, Malia and Sasha.

The Obamas live in Washington with their dog, Sunny, a Portuguese water dog. Malia and Sasha love him!

Michelle is very busy. Her book *Becoming* is very popular and she receives thousands of messages from her readers. She also works on important projects for the American people. She likes to help others with their health and education. So she works with many charity organisations to inspire young people around the world to eat healthy food, exercise and do well at school.

Lots of people admire Michelle's work. Michelle says her work and her family are the most important things for her.

Text 2

British Families

The Siddiqui family live in Birmingham. Birmingham is a big city in the middle of the country. Mohammed and his mother Rani are from Bangladesh. Mohammed's wife Maureen is British and she comes from Liverpool.

Mohammed and Maureen have a grocery shop. It sells fruit, vegetables and drinks. They live in the flat above the shop and Rani looks after their two children. Mohammed and Maureen both work in the shop. The shop's open until 10 pm every day, so they work hard.

'I'm happy to work hard for my wife and family,' says Mohammed.

The Jackson family live in Chester. They rent a house. They want to buy their own house, so they save money when they can.

Daniel Jackson works in a factory in Manchester – it's not a bad job but it's a long way for him to go to work. His wife Jill, is a secretary in a school.

The Jacksons have two teenage children. They are both at school, and when Jill finishes work, she drives to their school and then takes them home.

Text 3

Anais or Ana?

She's 12 years old. She's got long dark hair and brown eyes. She's got a small nose and a big smile. She hasn't got a big family. She's got a brother. He's 16 and he's got blond hair and blue eyes. She's intelligent and she likes

school. She loves animals and she's got a pet cat. Her favourite colour is blue. Her birthday is on 13 March.

Is it Anais or Ana? Well, it's Anais and Ana. They're identical twins. But Anais Cooper lives in Canada and Ana Brandt lives in Germany. Why do they live in different countries? Because they're adopted. Here's their story.

It's 13 March, 2005 in Tianjin, China. A mother has identical twin girls. Six months later Anais's parents travel from Canada to adopt her. Ana's parents travel from Germany to adopt her.

Anais and Ana are twin sisters but they've got different families and live in different countries. They're identical twins with a difference!

Text 4

Calvin

Calvin lives on Watersay, an island in the Outer Hebrides, Scotland. The island is very, very small. It is five kilometres long and five kilometres wide, and there are fewer than 100 people on the island.

Calvin's father works as a fisherman. He usually leaves the house before six o'clock in the morning. His mum always spends the day at home. She often does the housework, but that isn't the only thing she does. She teaches Calvin and his three sisters too. Watersay hasn't got a school, so the children learn at home.

Calvin and his family sometimes watch TV in the evenings, but not very often, because the picture is hardly ever very good.

Text 5

Mawar

Mawar lives in the village of Kertajaya, West Java. It is 80 kilometres to the city from Mawar's home. And it is a seven kilometre walk to a real school. But Mawar never goes to that school. There is a temporary school in Mawar's village, and that's where she and 100 other pupils have their lessons every day. 'I can't walk seven kilometres to school and back again every day. There are often storms and there is a lot of rain,' Mawar says. 'The school in our village is great. The building is old and it isn't very good. But it means I can always go to school.' Mawar and her family never watch television – they haven't got a TV.

Text 6

Claire Woods

Claire is 16. She lives in Godalming in the south of England. She doesn't watch TV every day. She's selective – she chooses which programme to watch. This is what she says about TV.

'No, I don't watch TV every day. I think I can be a waste of time. My favorite programmes are competitions – like Britain's Got Talent. I always watch that. The people do great things. And that's why I like it a lot. I also watch

documentaries – especially about life in other countries, because I really like geography. I sometimes watch cartoons at the weekend. I watch about eight hours of TV a week, I guess. I never watch sports programmes- I don't like them at all. And I hardly ever watch the news.'

Text 7

We never win, but we always win

Rick Hoyt is American. He is in a wheelchair because he's got cerebral palsy. He can't talk so he uses a computer to communicate with people. Rick is a happy and successful man; he has a job at the University of Boston, and he works in computer studies. Rick loves sport too, and he takes part in marathons and triathlons.

Triathlons? In the triathlon, people swim four kilometres, cycle 180 kilometres and then run a marathon, 42 kilometres. Rick can't run, cycle or swim because he's in a wheelchair. So how can he take part in triathlon?

Rick can take part because he does it with his father, Dick Hoyt. In the running, his father pushes him in his wheelchair. In the swimming, Rick lies in a small boat and Dick swims and pulls him. And in the cycling, Rick sits in a special seat on the front of Dick's bike. Together, they are 'Team Hoyt'.

Of course, Team Hoyt never wins in the race. The winner of a triathlon usually finishes in about nine hours. The Hoyts usually take about 14 or 15 hours.

‘That’s right’, says Dick. ‘Rick and I never win. But we think that we always win.’

Text 8

Craig

Craig Hopkins is 15 and he is in Year 11 at St Mary’s School in Oakham. He loves playing rugby and cricket. But his favourite sport is rowing. ‘There is a big lake near my school and we go there once a week to row.’ Says Craig. ‘I’m in the school team, and two or three times a year we row against teams from schools in other parts of the country.’

Text 9

Julia

Julia Ho is 16 and is in Year 11 at Sandown School, Derby. ‘Netball is cool,’ says Julia. ‘But I love orienteering! In orienteering, you have to run and run – but you have to find out where to go, too! You have a map and a compass, and you have to get to a place as fast as possible. It’s great fun – even when it’s raining!’

Appendix 2

No	Code	Clause	Process Types							Participant Functions														Circ				
			Ma	Me	Re	Be	Ex	Ve	Ac	Go	Rc	Cl	In	Sc	Se	Ph	Ca	At	Id	Ir	Bh	Br	Et		Sa	Ta	Rv	Vb
1	T1/ 24/ 001	Michelle Obama is an American lawyer, writer and the wife of the 44th US President, Barack Obama.			V													V	V									
2	T1/ 24/ 002	Millions see her on TV.		V										V	V													V
3	T1/ 24/ 003	What do you know about her?		V										V	V													
4	T1/ 24/ 004	Where is she from?			V													V	V									V
5	T1/ 24/ 005	How does she live?				V														V								
6	T1/ 24/ 006	Michelle is from Chicago.			V													V	V									
8	T1/ 24/ 008	She's the daughter of Fraser and Marian Robinson.			V													V	V									
9	T1/ 24/ 009	Her brother's name is Craig.			V													V	V									
10	T1/ 24/ 010	Michelle and her husband have two daughters, Malia and Sasha.			V											V	V											
11	T1/ 24/ 011	The Obamas live in Washington with their dog, Sunny, a Portuguese water dog.				V														V								V
12	T1/ 24/ 012	Malia and Sasha love him!		V										V	V													
13	T1/ 24/ 013	Michelle is very busy.			V											V	V											
14	T1/ 24/ 014	Her book becoming is very popular			V											V	V											
15	T1/ 24/ 015	and she receives thousands of messages from her readers.	V						V	V		V																
16	T1/ 24/ 016	She also works on important projects for the American people.	V						V				V															V
17	T1/ 24/ 017	She likes to help others with their health and education.		V										V	V													
18	T1/ 24/ 018	So she works with many charity organizations to inspire young people around the world to eat healthy food, exercise and do well at school.	V						V				V															
19	T1/ 24/ 019	Lots of people admire Michelle's work.		V										V	V													
20	T1/ 24/ 020	Michelle says her work						V															V				V	
21	T1/ 24/ 021	and her family are the most important things for her.			V											V	V											V
22	T2/ 28/ 022	The Siddiqui family live in Birmingham.				V														V								V
23	T2/ 28/ 023	Birmingham is a big city in the middle of the country.			V											V	V											V
24	T2/ 28/ 024	Mohammed and his mother Rani are from Bangladesh.			V													V	V									
25	T2/ 28/ 025	Mohammed's wife Maureen is British			V											V	V											
26	T2/ 28/ 026	and she comes from Liverpool.	V						V				V															
27	T2/ 28/ 027	Mohammed and Maureen have a grocery shop.			V											V	V											
28	T2/ 28/ 028	It sells fruit, vegetables and drinks.	V						V	V																		
29	T2/ 28/ 029	They live in the flat above the shop				V														V								V

No	Code	Clause	Process Types					Participant Functions															Circ					
			Ma	Me	Re	Be	Ex	Ve	Ac	Go	Rc	Cl	In	Sc	Se	Ph	Ca	At	Id	Ir	Bh	Br		Et	Sa	Ta	Rv	Vb
34	T2/ 28/ 034	I'm happy to work hard for my wife and family,' says Mohammed.						V																V				
35	T2/ 28/ 035	The Jackson family live in Chester.				V														V								V
36	T2/ 28/ 036	They rent a house.	V						V	V																		
37	T2/ 28/ 037	They want to buy their own house,		V											V	V												
38	T2/ 28/ 038	so they save money when they can.			V												V	V										
39	T2/ 28/ 039	Daniel Jackson works in a factory in Manchester.	V						V																			V
40	T2/ 28/ 040	it's not a bad job			V												V	V										
41	T2/ 28/ 041	but it's a long way for him to go to work.			V												V	V										
42	T2/ 28/ 042	His wife, Jill, is a secretary in a school.			V												V	V										
43	T2/ 28/ 043	The Jacksons have two teenage children.			V												V	V										
44	T2/ 28/ 044	They are both at school,			V												V	V										
45	T2/ 28/ 045	and when Jill finishes work,	V						V	V																		
46	T2/ 28/ 046	she drives to their school	V						V	V																		
47	T2/ 28/ 047	and then takes them home.	V						V	V																		
48	T3/ 38/ 048	She's 12 years old.			V														V	V								
49	T3/ 38/ 049	She's got long dark hair and brown eyes.			V														V	V								
50	T3/ 38/ 050	She's got a small nose and a big smile.			V														V	V								
51	T3/ 38/ 051	She hasn't got a big family.			V												V	V										
52	T3/ 38/ 052	She's got a brother.			V														V	V								
53	T3/ 38/ 053	He's 16			V														V	V								
54	T3/ 38/ 054	and he's got blond hair and blue eyes.			V														V	V								
55	T3/ 38/ 055	She's intelligent			V												V	V										V
56	T3/ 38/ 056	and she likes school.		V											V	V												
57	T3/ 38/ 057	She loves animals		V											V	V												
58	T3/ 38/ 058	and she's got a pet cat.			V												V	V										
59	T3/ 38/ 059	Her favourite colour is blue.			V												V	V										
60	T3/ 38/ 060	Her birthday is on 13 March.			V												V	V										
61	T3/ 38/ 061	Is it Anais or Ana?			V												V	V										
62	T3/ 38/ 062	Well, it's Anais and Ana.			V												V	V										
63	T3/ 38/ 063	They're identical twins.			V														V	V								
64	T3/ 38/ 064	But Anais Cooper lives in Canada				V															V							V
65	T3/ 38/ 065	and Ana Brandt lives in Germany.				V															V							V
66	T3/ 38/ 066	Why do they live in different countries?				V															V							
67	T3/ 38/ 067	Because they're adopted.			V												V	V										
68	T3/ 38/ 068	Here's their story.			V												V	V										

No	Code	Clause	Process Types							Participant Functions																Circ			
			Ma	Me	Re	Be	Ex	Ve	Ac	Go	Rc	Cl	In	Sc	Se	Ph	Ca	At	Id	Ir	Bh	Br	Et	Sa	Ta		Rv	Vb	
104	T5/ 52/ 104	Mawar and her family never watch television –	V						V	V																			
105	T5/ 52/ 105	they haven't got a TV.			V											V	V												
106	T6/ 56/ 106	Claire is 16.			V											V	V												
107	T6/ 56/ 107	She lives in Godalming in the south of England.				V														V								V	
108	T6/ 56/ 108	She doesn't watch TV every day.	V						V	V																		V	
109	T6/ 56/ 109	She's selective			V											V	V												
110	T6/ 56/ 110	she chooses which programme to watch.	V																										
111	T6/ 56/ 111	This is what the says about TV.					V															V							
112	T6/ 56/ 112	'No, I don't watch TV every day.	V						V	V																		V	
113	T6/ 56/ 113	I think I can be a waste of time.		V											V	V													
114	T6/ 56/ 114	My favorite programmes are competitions – like Britain's Got Talent.			V												V	V											
115	T6/ 56/ 115	I always watch that.	V						V	V																			
116	T6/ 56/ 116	The people do great things.	V						V			V																	
117	T6/ 56/ 117	And that's why I like it a lot.		V											V	V													
118	T6/ 56/ 118	I also watch documentaries – especially about life in other countries,	V						V	V																			
119	T6/ 56/ 119	because I really like geography.		V											V	V													
120	T6/ 56/ 120	I sometimes watch cartoons at the weekend.	V						V	V																			
121	T6/ 56/ 121	I watch about eight hours of TV a week, I guess.	V						V	V																			
122	T6/ 56/ 122	I never watch sports programmes	V						V	V																			
123	T6/ 56/ 123	I don't like them at all.		V											V	V													
124	T6/ 56/ 124	And I hardly ever watch the news.'	V						V	V																		V	
125	T7/ 66/ 125	Rick Hoyt is American.			V														V	V									
126	T7/ 66/ 126	He is in a wheelchair			V											V	V												
127	T7/ 66/ 127	because he's got cerebral palsy.			V											V	V												
128	T7/ 66/ 128	He can't talk				V															V								
129	T7/ 66/ 129	so he uses a computer to communicate with people.	V						V	V																			
130	T7/ 66/ 130	Rick is a happy and successful man			V											V	V												
131	T7/ 66/ 131	he has a job at the University of Boston,			V											V	V												
132	T7/ 66/ 132	and he works in computer studies.	V						V				V																
133	T7/ 66/ 133	Ricks loves sport too,		V											V	V													
134	T7/ 66/ 134	and he takes part in marathons and triathlons.	V						V	V																			
135	T7/ 66/ 135	Triathlons? In the triathlon, people swim four kilometres,	V						V				V																

