CHAPTER 1
INTRODUCTION

1.1 Background of the Study

Grammar is one of the language components in learning English. It is a crucial component of communicative language instruction (Fikroni, 2018). However, grammar is given less attention in communication. It is usually taught implicitly when teaching listening, speaking, reading or writing in English Language Teaching (ELT) in Indonesia, especially in junior high schools (Isyam, 2013). There is not any time set aside specifically for teaching grammar explicitly. Thus, it is one of the biggest controversial discussions in understanding English as a foreign language.

In reality, many teachers face problems when they convey information to students using English. They try to use and select element tata bahasa including subjects and predicate needed in conveying learning materials. However, students seem to be confused with what the teachers' said. It means that the classroom activities and teachers' expressions do not facilitate students to learn and speak English well. In other words, grammatical elements used by teachers are unclear and make students confused, thus affecting communication. As a result, teachers lack understanding of grammatical elements, while teachers should have the ability to teach grammatical elements to students. Therefore, the teacher can overcome the problem by understanding and applying transitivity.

On the other hand, transitivity is used as a clause analysis tool in various discourses including textbooks. The textbooks used by the teachers as a learning medium that contains English materials including grammar to support the teaching and learning process in classrooms. Mestari & Malabar (2016) believed that most teachers use textbooks or published materials in teaching grammar. Therefore, this study focuses on analyzing the types of grammatical elements in English textbooks which are combined and arranged into understandable material using transitivity analysis.

Based on Halliday and Matthiessen's theory (2014), transitivity is a part of Systemic Functional Linguistics (SFLs) specifically in ideational metafunction. As claimed by Utami et al. (2022) stated transitivity can make a clause easier to understand because the reader knows the specific process of the clause. It allows the readers to express what is happening in the world, and to talk about their experiences, knowledge, and ideas. Therefore, researcher will focus on analyzing ideational metafunction because it can understand ideas in language, hence, by using ideas the readers have a perception of phenomena. In conclusion, it helps in revealing the participants involved in an action, and how they relate to others.

In this case, there is a previous study on transitivity on ideational metafunction from Cahyati (2019). The purpose of the previous research was to describe the process and situation that dominantly appears in the recount text in the English textbook. The difference between previous research and this research is related to the object of the research. The object of the previous study was an English Textbook for grade X entitled *Bahasa Inggris*, meanwhile, this study uses an English textbook; English for Nusantara for grade 7. Another difference is related to the focus of the research. The focus of the previous research analyzed the processes and circumstances in recount texts, while this study will focus on participants and processes in the language focus section which characterizes grammatical elements. However, there has been an increase in research on transitivity analysis in various discourses such as English textbook (Maya et al., 2020), news (Hutabarat et al., 2020), song (Zahoor & Janjua, 2016), essay (Yulianawati & Anggarini, 2022), movie (Sihura, 2019), etc. as a medium to analyze the meaning in the text. Most of the research has studied how Systemic Functional Linguistics (SFLs), especially transitivity as a tool for analyzing clauses in various discourses to express meaning. Therefore, to fill this gap, this study will choose an English textbook entitled " English for Nusantara for Grade 7" as a medium for analyzing transitivity.

1.2 Formulation of Problem

The background of the research and identification of the problem above has led the researcher to formulate the problem, "What are the types of transitivity participants and processes that characterize grammatical elements in Indonesian ELT textbook "English for Nusantara for Grade 7?""

1.3 Operational Definitions

The researcher provides three definitions related to this study to avoid misunderstanding the terms set out in this study as follows:

1) Grammatical Elements	:	Units that form clauses that include subject and predicate in the material explanation specifically in the language focus section based on transitivity analysis in a textbook entitled English for Nusantara for Grade 7.
2) Textbook	:	A students' book entitled English for Nusantara for Grade 7 which contains English materials including grammar which is analyzed using transitivity.
3) Systemic Functional Linguistic	:	A method to analyze clauses using a transitivity analysis tool that focuses on the types of participants and processes analysis in the textbook entitled English for Nusantara for Grade 7.

1.4 Aim of the Study

This research aims to find out the types of transitivity participants and processes that characterize grammatical elements in the Indonesian ELT textbook entitled English for Nusantara for Grade 7.

1.5 Significances of the Study

1) **Theoretical Use**

   Theoretically, this research will enrich the literature on Systemic Functional Linguistics in analyzing grammatical elements using transitivity in the textbook. And this study will fill the gap from previous research by Cahyati (2019) about analyzing ideational meaning realized on recount texts in English textbook for senior high school Grade X.

2) **Practical Use**

   Practically, this research provides the information to the English teachers about the transitivity analysis of the clauses of the textbook to promote grammatical elements in *Kurikulum Merdeka Belajar*.

3) **Empirical Use**

   Empirically, this research will provide empirical insight for researchers about how grammatical elements are developed in English textbooks, precisely "English for Nusantara for Grade 7".