CHAPTER 2
LITERATURE REVIEW

2.1 The Definition of Grammar

Grammar is one of the essential aspects of learning a language. By using grammar, people can adjust the choice of words to convey their goals. Moreover, people use language to convey meaning in certain contexts, and the complex features of those contexts have an impact on the language that is used. Furthermore, Sioco and Vera (2018) clarified that grammar is basically about the systems and patterns that people use to select and combine words. They also stated by studying grammar, we have acquired the instruments to discuss language systems because we are aware of the structures and regularities of language. In addition, people can communicate with others using language even if they have limited grammatical knowledge, but they will struggle to comprehend complicated written and spoken forms of language (Ismail, 2021). In short, learning grammar is the key to understanding and using the language properly.

Grammar can be defined as the way language manipulates and combines words to form longer units of meaning. As reported by Sioco and Vera (2018), grammar serves to express time relations, singular or plural differences, and many other aspects of meaning. They urged that there are rules that govern how words should be manipulated and organized to express these meanings, such as when a competent speaker of a language will be able to apply these rules to convey his or her chosen meaning effectively and acceptably. In addition, grammar is partly the study of what forms or structures are possible in a language (Prihatnasari, 2020). She added that grammar is a description of the rules that govern how sentences are formed. In conclusion, grammar is a rule of language that forms clauses or sentences.

On the other hand, learning grammar can help students become more proficient in communication. As the students interact with English speakers, they will be able to effectively communicate by using proper grammar and

pronunciation (Liza, 2020). According to Hadiani (2019), effective writing requires proper grammatical usage and textual organization. She claimed that when analyzing students' writing, it is possible to assess how well they comprehend and can utilize grammar, which can help them become more communicatively competent. In conclusion, learning grammar can support students' effective communication skills, both in the form of spoken and written communication.

In this case, the researcher focuses on analyzing grammar focus in the textbook entitled English for Nusantara for grade 7. It describes the grammatical elements in each unit such as participant and process (pronoun, and verb). Moreover, the grammar focus that will be analyzed is in the form of the clauses that explain the material. In other words, the clauses in the part of the practice and in the teacher's instructions are not analyzed, because several sentences are incomplete and require students' answers. Therefore, the researcher focuses on analyzing clauses in the material explanation part of the language focus section in the textbook entitled English for Nusantara for Grade 7.

2.2 The Definition of Grammatical Elements

Grammatical elements can be defined as a series of words that can form clauses or sentences. Gulö (2019) stated that a simple sentence is a sentence that only has one subject and one predicate. He claimed that the combination of subject and predicate can form the main elements of simple and even complex sentences. In conclusion, grammatical elements mean a collection of words that form a sentence to express ideas.

The person, place, object, or idea doing the activity is known as the subject of a sentence. Yusupovna (2023) claimed that the subject usually does or is something, and frequently performs the verb in a sentence. While the predicate is the part of the sentence that contains the verb. Yusupovna (2023) clarified that the predicate is part of the sentence that completes the subject. For instance, it informs us what the subject does. He said that the predicate

must have a verb but may include objects and other words and phrases. Therefore, the subject and predicate are two main parts of a sentence or clause.

In this study, grammatical elements which are subject and predicate will be presented based on transitivity analysis. The terms subject and predicate in transitivity are participant and process. The most important element is the process or predicate because it is the core part of a clause. And then, there are six types of process (predicate), namely material, mental, verbal, behavioral, relational, and existential. In addition, there are several participants: actor, senser, sayer, behaver, token, and carrier which are determined by the process or predicate. Thus, if the process is different, the participants will also be different.

2.3 English Textbook in Language Learning

English textbooks play an important role in learning different levels of English as a Foreign Language (EFL) in the classroom. Also, textbooks are books containing multiple learning materials to support the process of learning and teaching in the classroom. As reported by Maya et al. (2020), a textbook is a book containing material related to a particular field of study, arranged systematically and selected based on specific goals, learning orientations, and student development. It is used as a learning tool for learning activities in schools. Besides, Klemencic and Vogrincic (2014) claimed that textbooks, both in printed and electronic form, are the core of learning materials or documents in education. Therefore, an English textbook is an English learning media consisting of materials with relevant topics or content to support the process of teaching and learning in the classroom.

In addition, textbooks need to be developed to improve student competence. In keeping with Prihatnasari (2020), textbooks should be designed and arranged in such a way that a lot of improvisation and adaptation by teachers and classes is possible. She clarified that students often feel more positive about textbooks than some teachers. For them, the

textbook allows them to look forward and backward, giving them the opportunity to prepare for what is to come and review what they have done. Now, textbooks tend to be much more colorful than in the past, students love to see visual material in front of them. Furthermore, the difference between past and current trends in English textbooks is that textbooks are used in different ways in language programs. For example, a grammar textbook can work as a reference book and provide examples and exercises to develop grammar knowledge.

On the other hand, the use of textbooks provides many advantages for both teachers and language learners. Textbooks not only have a function in helping the teaching and learning process but also have another purpose to facilitate teachers and students to make maximum use of the target language. Understanding and realizing the importance of textbooks for EFL students, the textbooks themselves must be good and worth using (Prihatnasari, 2020). In short, the textbook can be used as a reference in language learning.

Moreover, textbooks are still seen as crucial for usage in the classroom. It serves a range of purposes, such as introducing written and spoken information, fostering interaction, and offering grammatical and vocabulary references (Ayu, 2020). She added that textbooks typically serve as a foundation for the teaching of material, the balance of abilities, and the many English language practice activities that students engage in throughout class. Therefore, the textbook can help the students to increase their language components, especially grammar.

Figure 1 Book Cover "English for Nusantara for grade 7"

Source: Damayanti et al. (2022)

Based on figure 1 above, a textbook that will be analyzed by the researcher entitled "English for Nusantara for Grade 7". The authors are Ika Lestari Damayanti, Yusnita Febrianti, Iyen Nurlaelawati, Pipit Prihartanti Suharto, Aji Jehan Fellani, Raymon Rahmadhani. It was published in 2022 by the Ministry of Education and Culture and consists of 264 pages. There are five chapters for a year, and each chapter has three units which consist of several sections, including say what you know, listening, speaking, language focus, reading, writing, and fun time. The themes of the textbook are "About Me", "Culinary and Me", "Home Sweet Home", "My School Activities", and "This is My School". The textbook is usually used by students to practice questions in understanding the material and also to do homework.

2.4 The Description of Systemic Functional Linguistics

Systemic Functional Linguistics is a study to describe how language can represent experiences and express perceptions about an event. Halliday and Matthiessen's SFL theory emphasize semiotics, language codes, and how speech and text determine all potential meanings, and studies the functional and situational organization of language in social contexts (Halliday & Matthiessen, 2014). He believed that linguistics should describe actual sentences with multiple functions and without deep structure. In addition, he observed the author's purpose in writing sentences (Almurashi, 2016). In other words, Systemic Functional Linguistics (SFLs) help to understand how a text forms its meaning in a context (Sihura, 2019). It is concerned with how speakers produce utterances and texts to convey the intended meaning through general metafunctions that link language to the outside world in which their interactions and social roles are important.

In systemic functional linguistics, meaning is represented by three main metafunctions including;

1) Ideational

The ideational metafunction describes the meaning of the idea of a clause. It is focused on the world's objects (Yulianawati & Anggrarini,

2022). It has to deal with acts, events, and states (called processes), such as play, go, swim, write, read, and be; participants in those processes, such as you, we, he, she, woman, man, bicycle; and the circumstances in which those processes occur, such as how, when, and where (Halliday & Matthiessen, 2014). Therefore, the meaning of ideas relates to how language expresses human experience about the people, places, things, and activities that make up the human physical and psychological environment.

Furthermore, ideational metafunction can be divided into two types, including experiential and logical. From an experiential perspective, a language contains a set of resources for referencing entities in the world and how those entities interact or relate to each other (Halliday & Matthiessen, 2014). In other words, it is manifested in the system of transitivity. Meanwhile, logical metafunctions refer to the type of connection you create between messages. The logical metafunction provides the resources for forming various kinds of complexes, clause complexes, group complexes, and others.

2) Interpersonal

Interpersonal metafunction is concerned with interpersonal relationships in spoken and written language (related to how authors interact with readers). Hence, using discourse, interpersonal function demonstrates the close relationships between an individual and society. It also defines every method the speaker uses to attempt to enter a context of communication to do speech acts (Ihsan et al., 2021). Thus, a sentence or clause can also be viewed from the point of view of the relationship between the participants. It means the clause or sentence is a means of interaction between the speaker and the listener.

3) Textual

Textual metafunction is about how information is conveyed through clauses and sentences. It deals with how text is structured and what gives it texture (Yulianawati & Anggrarini, 2022). Then, Valasco

(2022) noted that textual metafunction means any word or text conveys meaning about our capacity to use language to express ideas in texts. Thus, textual metafunction is related to how information is distributed and highlighted in language throughout exams.

In conclusion, Systemic Functional Linguistic (SFL) is a theory in learning grammar that does not only focus on structure but also focus on meaning. In this theory, grammar is considered a source of meaning. As reported by Hastuti et al. (2021), functional linguistics examine how words could convey meaning by using them as resources to create meaning. Thus, in SFL, every structure in language has a meaning.

2.5 The Description of Transitivity Analysis

Transitivity is characterized by Halliday and Matthiessen (2014) as a clause system involving processes, participants, and situations. An essential aspect of transitivity is the process usually realized through the use of verbs. This knowledge is essential for interpreting their experiences (who, where, when, why, what, how), but still raises their concerns. In addition, transitivity as an analytical system in the concept of a sentence as an expression can be used to analyze the meaning behind the sentence and the author's intention through the participants, processes, and situations of the text. Therefore, transitivity is an ideational metafunction analysis tool that can represent the experience of a clause.

Furthermore, the concept of transitivity reduced the world of experience to a manageable collection of process types. 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. There are six types of processes, including;

1) Material process

This process is related to the action verb of doing and happening. The doing and occurring processes make up the material process (Halliday & Matthiessen, 2014). The main element in the clause is the process and

participants as actors. Nevertheless, both circumstances and the other participants are optional (Utami et al., 2022). For example:

Table 1 The example of material process

The lion	caught	the tourist
Actor	P: material	Goal

Source: (Halliday & Matthiessen, 2014)

From table 1 above the word "caught" is classified as a material process and serves as the clause's central idea. However, the person performing this type of action is called the "Actor" and the person influencing or being affected by other participants is called the "Goal". Hence, this type of process implies doing something. The clause is representing what the participants do. In that case, the participant is the lion.

2) Mental process

The mental process is related to what we are feeling, thinking, and perceiving. There is the act of sensing, which includes thinking, feeling, and understanding something as well as having an emotional response to it (Gerot & Wignell, 1995; Halliday & Matthiessen, 2014). Senser and phenomenon are the two basic components of the phrase. There are four different categories of this process: perception (hearing, feeling, seeing, paying attention, smelling, and tasting), affection (loving, liking, hating, admiring, longing, and fearing), cognition (knowing, remembering, forgetting, believing, thinking, and doubting), and volition (doing something) (needing, wanting, wanting, intending, and wishing) (Utami et al., 2022). For example:

Table 2 The example of mental process

I	could recognize	that face	anywhere
Senser	P: mental	phenomenon	circumstances

Source: (Halliday & Matthiessen, 2014)

From the table 2 above is representing cognition. It means the senser understands something, in that case, is "that face". The phenomenon here

stands for the senser's "I"' experience of knowing someone who is a target of cognition.

3) Verbal process

The process of saying is known as the verbal process. The sayer, recipient, verbiage, quoted, and target are the participants in this process (Halliday & Matthiessen, 2014). The verbiage is what was said; the sayer is the person who creates the utterance; the receiver is the person to whom the verbal process is addressed; the quoted is the representation of the utterance realized in direct speech; and the target is someone or something that the sayer says something about (Utami et al., 2022). For example:

Table 3 The example of verbal process

I	tell	people
sayer	P: verbal	the receiver

Source: (Halliday & Matthiessen, 2014)

From the table 3 above is representing the activities related to information that includes saying. In that case, "I' as the sayer is the center of the participant. The sayer is the person who produces the utterance, while the receiver is the person who is addressed to the verbal process (as an indirect object in the clause) and the target is someone or something said by the sayer.

4) Behavioural process

It stands for the acting out of mental and physiological processes and their outward expressions. This process, which stands in between physical and mental processes, represents psychological or physiological behaviour (Utami et al., 2022). They only involve Behaver as a single participant. For example:

Table 4 The example of behavioural process

People	are laughing
Behaver	P: behavioural

Source: (Halliday & Matthiessen, 2014)

The clause "people are laughing" is representing physiological behaviour. The participant in the clause is called behaver. According to Hastuti et al. (2021), the behavioural process can be defined as one form of external action that is the result of something experienced internally.

5) Relational process

The process that includes being in and having states is known as a relational process. This is how the conventional idea of copula building has been generalized. They are employed to designate a quality or to identify something. Additionally, identifying processes and attributive processes are two categories of relational processes (Utami et al., 2022). For example:

Table 5 The example of identifying relational process

Ice	is	my life
Token	P: relational (identifying)	value

Source: (Sihura, 2019)

Table 6 The example of attributing relational process

She	was	scared
Carrier	P: relational (attributing)	attribute

Source: (Sihura, 2019)

There are 2 types of relational processes, including identifying and attributing. It can be seen that the first clause "ice is my life" is identifying the process with a token as the participant. Then, the clause is used to identify something. In that case, "is" is a relational process because it involves states of being. On the other hand, the second clause "she was scared" is attributing a process with a carrier as the participant. Attributive processes use some kind of quality with participating entities.

6) Existential process

The process of perfecting existence is known as the existential process. The Real subject of the clause, which is followed by the locative

situation, expresses the participant in this activity as existent (Utami et al., 2022). For example:

Table 7 The example of existential process

There	Is	beauty in your magic
	P: existential	Existent

Source: (Sihura, 2019)

From table 7 above, it can be seen that there is only one participant in the existent clause. The word "there" is required as a subject but has no experiential meaning. It means its function is to avoid the need for, or the possibility of, the second participant in the clause. From table 7 above, it can be seen that there is only one participant in the existent clause. The word "there" is required as a subject but has no experiential meaning. It means its function is to avoid the need for, or the possibility of, the second participant in the clause. In addition, existential clauses usually have the verb be, in such cases, they also resemble relational processes.

2.6 Study of the Relevant Research

Several studies have contributed to the discussion of SFL as a reference for this research. The first research was conducted by Cahyati (2019) entitled "Analysis of Ideational Meanings Realized in Recount Texts in the English Textbooks for Class X of Senior High Schools". The purpose of the research was to describe the process and situation that dominantly appears in the recount text in the English textbook. She found that the dominant process found in recount text is material process. It appears 90 times (51.8%) in the textbook and refers to the process of constructing action material and doing. Meanwhile, the dominant state found in the recount text is the state of time. It appears 40 times (44.4%) and it is used to answer questions like "when?" as well as to convey time-related information.

The second research was conducted by Hutabarat et al. (2020) entitled "An Analysis of Ideational Metafunction on News Jakarta Post about Some Good Covid-19 Related News". The purpose of the research was to find out the components of the transitive system used in the Jakarta post news about

some good news related to Covid-19. They found that there were three transitive systems, including participants, processes, and circumstances. The first, participants found were goals, actors, sayers, sensers, verbiage, values, token carriers, attributes, behavior, clients, recipients, phenomena, and recipients with a calculation of 177 participants, the highest participants were actors (26.55%). The second process found material, mental, verbal, behavioral, and relational by counting as many as 103 processes, the highest process was material (44.67%). Third, the circumstances found were extent, locution, contingent, method, material, and role, with a count of 80 times. The highest condition was time or extent (30%).

The third research was conducted by Maya et al. (2020) entitled "An Analysis of Transitivity in Reading Text for Second-Grade Students' of Senior High School". The purpose of the research was to describe and find out the dominant process types of transitivity that occurred in the reading text. They found that there were six types of processes that occurred in the textbook. There were material process (38%), relational process (30%), verbal process (20%), mental process (19%), behavioural process (4%), and existential process (2%). The dominant types of transitivity were material process.

Despite the fact that there has been an increase in research on transitivity analysis in various discourses such as English textbooks, news, reading texts, 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. In addition, transitivity analysis is interesting for research in different contexts. Therefore, to fill this void, this study will choose an English Textbook entitled " English for Nusantara for Grade 7" as a medium for analyzing transitivity.

In this study, the researcher focuses on analyzing participant and types of process using transitivity analysis based on Halliday and Matthiessen's

theory (2014). In addition, this research will only investigate the language section of each unit in relation to the research focus.