



The analysis of transitivity process types of text types in the English textbook “Bahasa Inggris Life Today” for 12th grade students

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Abstract

Transitivity is a tool for clause analysis that refers to the way meaning is represented in a clause to express who does what to whom, where, when, and how. Transitivity process types analysis allows one to ascertain if the texts clearly represent the desired language properties and process structures. English textbook entitled “Bahasa Inggris Life Today” is currently used for 12th grade students in Indonesia. In the textbook, variety of complex texts such as narrative, analytical, hortatory and discussion contain current issue in reading section activity. This research aims to examine how transitivity process types are realized in more specific and to compare each text types based on process types to find out the differences in proportions between six process types in each text, so that language models of that text can be provided. The researcher used a qualitative method and supported by quantitative elements. An analytical checklist as a guide table to determine the types of transitivity processes based on Halliday theory was created as an instrument of this study. The data of this research gained from 362 clauses of four type of texts in the textbook through document analysis. The result of this research shows that all of the process types are found in 3 out of 4 text in different types. Overall, in the type of processes, there were found 50% material, 27% relational, 10% mental, 8% verbal, 2% behavioral and existential. Argumentative texts from the textbook do not fully represent the linguistic complexity expected.

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INTRODUCTION

Systemic Functional Linguistics (SFL) also known as Functional Grammar, proposed by Halliday, studies about how meaning is expressed through language. It is a branch of linguistics that views language as a social semiotic system or process of making meaning in a social context, not just focusing on form or correctness as traditional grammar does (Halliday & Matthiessen, 2014). In other words, it is about how, why and the context in which someone use languages. Moreover, some linguists argue that grammatical preference in longer, real texts cannot be adequately explained by traditional grammatical explanations, hence the need for this theory. A crucial element of functional grammar is ideational metafunction which examines how language depicts experiences and acts through processes (verbs), participants (nouns), and circumstance (adverbials) known as transitivity system. To be more specific, Halliday distinguishes six categories of processes in the transitivity system. Each of which contributes differently to the construction of meaning: material (doing), mental (thinking/feeling), relational (being), verbal (speaking), behavioral (behaving), and existential (being) (Eggins, 2004; Gerot & Wignell, 1994). Therefore, it requires analyzing a clause because each of them represents human experience that has a different meaning.

Moreover, teachers and students can analyze how meaning is produced inside a text through transitivity process types. According to functional grammar frameworks like those put out by Gerot and Wignell (1994), this type of analysis allows one to ascertain if the texts clearly represent the desired language properties and process structures. Additionally, it makes a possibility to understand how language decisions influence meaning and avoid misinterpreting the meanings of clauses. Besides, Fadrinasesa and Fatimah's examination of students' comprehension of transitivity systems revealed that the most difficult task was identifying the different types of processes (Fadrinasesa & Fatimah, 2024). Hence, this research was focus on transitivity process types as the core of a clause.

As regards, Indonesian government has introduced Merdeka Curriculum that emphasizes text-based approach. To support curriculum implementation, the government launched a new English textbook called *Bahasa Inggris Life Today* as a reference or inspiration for learning resources. The textbook is currently used for twelfth grade students. The students are expected to comprehend variety of texts such as narrative, analytical, hortatory and discussion (Hardini et al., 2022a). Those text types are provided in each chapter of reading section in the textbook. Further, the text types discuss current issue that make it necessary to be examined as a means of fulfilling contextual social roles that are closely tied to everyday life, such as environmental awareness. Specifically, the issue is about climate change and sustainability, financial literacy and digital security. The goals of the text types in reading section activity of the textbook are to support the stages in the text-based approach, those are: building knowledge, providing references, producing text together and finally independently (Hardini et al., 2022b). As a result, the text types of the textbook, which is as an English teaching material, is necessary to be examined as a means of fulfilling contextual social roles since those are closely tied to everyday life.

Furthermore, the textbook present complex texts that require specialized linguistic structures to effectively convey information. Transitivity process types of analysis determines how the textbook presents a text and whether the textbook fulfils the characteristics of the actual English context to provide a clear understanding of how meaning is generated in the text because the types of process is very important in how clauses realize meaning. Besides, the result explanation of this study can show to the reader how the textbook provide language model in variety of texts by knowing how the different communicative purposes influence the choice of process. In conclusion, the findings of this study are expected to influence educators who will create and select texts.

As regards, the researcher has identified a gap from some prior researches who have applied transitivity system in a textbook. For example, research from Rizkiani, (2023) have examined how three components of transitivity system are realized in seventh grade junior high school students English textbook called English for Nusantara that contain descriptive and procedure text. Similarly, the other research from Sagareni, (2023) explored how transitivity system employed in the English textbook entitled English in Mind 2nd Edition for seventh grade students. What makes this study different from previous studies is that there are limited studies that investigate how transitivity processes are distributed across text types in textbooks used in senior high schools, especially in twelfth grade students. Further, this study focuses on examining how transitivity processes are realized and providing language models in narrative text, argumentative texts (analytical exposition, hortatory exposition and discussion) contained in the currently used textbook entitled *Bahasa Inggris Life Today* for twelfth grade students in Indonesia. Above all, there are two purposes of this research; those are to figure out type of processes and the differences between each type of text based on the type of processes in the *Bahasa Inggris Life Today* textbook.

METHOD

In this study, the researcher used a qualitative descriptive research design and supported by quantitative elements. In the textbook, there are some titles but only the titles below were analyzed: Narrative (*The Breakers of Limitations from Gurung Mali*); Analytical (*Cashless society: What do we gain and lose when cash is no longer king?*); Hortatory (*Are Social Media Platforms Safe?*); Discussion (*Do we need to stop eating meat?*). The analytical checklist used in this study takes the shape of classification guide table to determine the types of transitivity processes in each clause based on Halliday theory. With an emphasis on written materials from the grade twelfth textbook, the data for this study was gathered through document analysis. The total number of the research data of this study was 362 clauses. This study used validation techniques based on the credibility, dependability, and confirmability components of Lincoln & Guba's (1985) trustworthiness paradigm. Miles et al., (2014) suggested an interactive model for data analysis that consists of three key stages: data reduction, data presentation, and conclusion drawing or verification. Furthermore, to

improve data presentation and make comprehension easier, basic quantitative analysis is computed in the form of frequency and percentage of occurrence of each type of process. The following formula is applied:

$$\text{Percentage} = \frac{\text{Frequency of each type of process}}{\text{Total number of processes}} \times 100\%$$

Therefore, in line with Miles et al., (2014)'s suggested approaches, this study blends in-depth qualitative analysis with a light quantitative presentation.

RESULTS AND DISCUSSION

Research Finding

1. Processes in each type of text

The transitivity analysis of the text types selected from the *Bahasa Inggris Life Today* textbook for twelfth grade under the Merdeka Curriculum. The analysis identified six processes types: material, mental, relational, verbal, behavioral, and existential processes, including subtypes where applicable to make it easier. The finding showed that the three types of texts used all six types of process and the analytical exposition text only used five processes of transitivity. Below are the example in each type of text that represent each process type:

a. Narrative text

Table 1. Process Types in Narrative Text

People couldn't do anything (C5)	Material:effective
Nayau contemplated what he could do (C8)	Mental:cognition
the night was colder and darker (C1)	Rel:attributive intensive
Nayau smiled broadly (C136)	Behavioral
said Paoi (C26)	Verbal
There's no electricity and money (C80)	Existential

The first example is effective material process because *do* is general activity with a potential goal, so this action affect another participant. The word *do* here refers to physical activity being restricted. The second example shows a clear internal thinking or reflection that indicates the clause is mental proces. Next, the third example is relational attributive intensive because it assigns the qualities of “colder and darker” to the carrier “the night”. In other word, the attribute describe the subject so the core verb indicate the type of attributive intensive. The fourth example is behavioral because the core process *smiled* express inner emotion through physical behavior or expressing feeling through body. Moreover, the word *said* is reporting what Paoi spoke. Therefore, it is included in verbal process because it used the process of saying or communication. The last example, the word *There's* introduces existence. It marks the non existence of the electricity. Therefore, it is included into existential process.

b. Analytical exposition text

Table 2. Process Types in Analytical Text

Carrying cash makes people (C16)	Material:creative
they want to make a transaction (C12)	Mental:desideration
a cashless society has its own advantages (C9)	Rel:attributive possessive
-	Behavioral
only time will tell (C86)	Verbal
there are other potential negatives (C85)	Existential

The first clause above is material creative because of the core verb *makes* in 16th clause brings a new identity into existence (people - target). The next example, the word *want* as the main process is about desire or intention so it is included into mental process, while "to make" is part of the infinitive clause that functions as the phenomenon (what they want). The phrase "make a transaction" is the thing they want. Beside that there is possessive attributive relational, the word *has* expresses ownership or possession, shows attribution of qualities. It links the carrier ("a cashless society") with its attribute and assigns characteristics to the subject. Next, the only example of verbal process in kind of text that introduces a projected idea (a second clause that represents someone's thought, speech or beliefs), and the word *tell* is not an observable physical action and the actor is not doing any thinking or sensing. The last example shows a state of existence, using existential "there". This dummy subject signals the existence of something. So, the clause is declaring the existence of negative and it is clear that the example above represent something exists and happens.

c. Hortatory exposition text

Table 3. Process Type in Hortatory Text

It enables people to access (C33)	Material:effective
Another view sees its following impact (C12)	Mental:perception
that they were the real users	Rel:identifying inten.
pretending that they were the real users (C26)	Behavioral
Data from APJII as of January 2016 reported (C2)	Verbal
there were 79 million users of social media (C3)	Existential

The first example from hortatory text above is material proces because the word *enables* causes someone else (people) to do actions (access). Another example is mental perception, mark with the core verb *sees* that clearly expresses perception of an external phenomenon. The third example, the word "they" is an identity assignment "the real users". As a result, they are the process of relational. Next, the core word "report" is a typical verbal process, where something is said or conveyed. Lastly, the word "there" functions as dummy subject, while "were" establishes existence of "users." So, the clause above is process of exixtential.

d. Discussion text

Table 4. Process Type in Discussion Text

This has caused people to realize (C8)	Material:causative
Do we need to stop eating meat (C11)	Mental:desideration
humans are meat eaters (C1)	Rel:attributive intensive
the Earth is suffering due to the greenhouse effect (C82)	Behavioral
we talk about emissions (C19)	Verbal
other options exist to meet their nutritional needs (C53)	Existential

The first example from this kind of text above describes material causative because of the core verb *has cause*. The word “cause” is a clear action that brings about change. The phrase *has caused* makes someone do something, so it is called causative. The second example experience a process of mental desideration because the core of the clause expresses a desire or necessity. In other word, it happened as a state. The third clause shows attributive intensive relational process since the core of the clause describes an attribute of humans; identifies their nature as meat eaters. Moreover, the next example is behavioral because the verb group “is suffering” shows a physiological reaction attributed to the Earth. Next, the fifth example show verbal process due to the speech act directed at the topic “emissions”. The last example shows that something exists by the use of the core verb “exist” in it.

2. *Comparison of Each Type of Text*

Table 5. The Occurrence of Transitivity Process

TEXT TYPES	PROCESS												TOTAL	%
	Material	%	Mental	%	Relational	%	Verbal	%	Behavioral	%	Existential	%		
Narrative	61	43	12	8	36	25	23	16	7	5	4	3	143	100
Analytical	50	57	7	8	27	31	1	1	0	0	2	2	87	100
Hortatory	21	51	6	15	9	22	3	7	1	2	1	2	41	100
Discussion	50	55	12	13	24	26	2	2	1	1	2	2	91	100
TOTAL	182	50	37	10	96	27	29	8	9	2	9	2	362	100

From the table above, it show the material process held the most frequent of occurrence in all those text types. It made use of 182 times or 50% of the total number of the data. Narrative text is the text that uses the most material process among all those text type with 61 times or 43%. The second place was relational process, which was used 96 times or 27% of the total of the text types. The text that uses relational process the most is also narrative text with 36 times or 25%. The process that came in third was mental process. It made use of 37 times or 10% of the total. This process uses the most by discussion text. The fourth place was verbal process with 29 times or 8% of the total. This process occurs the most in narrative text. The fifth place was existential process. It was utilized 9 times or 2% of the total. Among all those text, this process appears more frequently in narrative text. The last position was behavioral process. The process was used only 9 times or 2% of the total number of the data. Narrative text also uses this process more

frequently. In conclusion, the material process is the most prevalent process type found in the text types from reading section of the Bahasa Inggris Life Today textbook.

Discussion

1. Processes in each type of text

The findings of this research in the text of narrative text from the English Textbook “Bahasa Inggris Life Today” for 12th grade students under the merdeka curriculum with the distribution of process types in the narrative from Khalil et. al. (2022) which entitled “*Transitivity in English Textbook: A Case Study of “Bahasa Inggris” Textbook for Tenth-Grade Students*” shows whether minor variations in the distribution of process types indicate significant language distinctions or are just natural oscillations within the narrative genre. Both studies consistently rank material processes as the most important category, followed by relational, verbal, and mental processes. This congruence lends substantial support to the theoretical assertion that narrative texts prioritize action, description, and interaction in order to generate plot and character (Halliday & Matthiessen, 2014). The sole variation is in the final two positions: this research prioritizes behavioral processes above existential processes, whereas Khalil et al. (2022) do the reverse. This little variance implies that the variation is minor and might be driven by text length, author preferences, or narrative complexity rather than genre divergence. On the one hand, consistency across research indicates that ELT textbook authors have effectively preserved the typical language patterns of narrative texts, allowing learners to more readily assimilate genre traits. Even slight changes, however, may be pedagogically significant, as genre-based learning relies on systematic exposure to enable detection and output (Derewianka & Jones, 2016). The results of this study are in line with the earlier research, showing that the narrative text in textbooks is already fairly stable and consistent. Nevertheless, it is still crucial that future textbooks adhere to the anticipated genre patterns in order to provide students with more standardized and understandable examples.

The result of this research for the second text of this research data, namely analytical text shows that material are the most dominant process found, followed by relational, mental, existential, and verbal processes. Process of behavioral does not occur in this types of text. There is a comparable structural trend when compared to the patterns described by Septianti & Kurniawan, (2023)). Additionally, their research revealed that material processes were the most common, followed by relational and mental processes; verbal and existential processes were less common, and behavioral processes were nonexistent. Both textbook texts and student-produced texts emphasize the presentation of tangible acts and arguments, the clarification of relationships, and the expression of reasoning, as evidenced by the similarities in the top three categories of processes (material, relational, and mental). However, the succeeding processes are ordered somewhat differently: existential processes appear more frequently in the text of the textbook than verbal processes, although verbal processes show more

frequently in Septianti and Kurniawan's results. This distinction may reflect authorship and communication aim; text writers in the textbook may depend less on verbal expressions like reporting speech or expressed viewpoints and instead employ existential structures to indicate the presence of the subject or condition under consideration. Meanwhile, student writers may prefer the verbal approach since it allows for the assertion of viewpoints or citations from ideas, which are typically more accessible in argumentative writing. These discrepancies demonstrate that, while the basic language structure of analytical exposition is stable across contexts, surface-level variances are driven by experience, discourse management, and the target audience. From a pedagogical standpoint, this emphasizes the significance of exposing students to a range of analytical text models in order for them to understand the genre's distinctive and flexible realizations.

In the third text types namely hortatory text, the result found that there are all process types found in this text. Material process is the most frequently occurred, succeeded by relational, mental, verbal with behavioral in same frequency, and existential least frequency. A research from Maya et al., (2020) entitled “*An Analysis of Transitivity in Reading Text for Second Grade Students of Senior High School*” obtained reading section containing report, narrative, and hortatory text of English textbook entitled *Pathway to English* as their data. It rely on definitional frameworks and emphasize activities to generate compelling reasoning, as evidenced by a comparable hierarchy, especially in the supremacy of material and relational processes. Moreover, the finding found by Mulyanti, (2015) also show that hortatory exposition text used material, mental and relational the most. Beside, Gerot and Wignell, (1994) mentioned that significant lexicogrammatical features of hortatory text are use of mental, material and relational process; use of simple present tense; focus on generic human and non-human participant.

The last is discussion text that also used all six types of process. Material and relational process are also the most common process appear in this type of text. This indicates that the text emphasizes concrete events, actions and also indicating the role of definition, descriptions, and identifications. Emilia, (2014) said that in order to compare and contrast various points of view, discussion text usually use concrete processes. It further supported by the occurrence of relational processes that aid defining and contrasting the opposing viewpoint. The analysis of transitivity process in discussion text shows dominant process of material. According to Gerot and Wignell, (1994) the main goal of this kind of text is to introduce and explore different point of views on a contentious issue before reaching a balance conclusion. Hence, the writers rely mostly on material process that indicate certain actions or events that produce consequences. This result supports the claim made by Emilia, (2014) that discussion texts mostly use tangible methods to compare and contrast various points of view. Moreover, this role is further supported by the substantial usage of relational processes, since relational phrases aid in defining and contrasting the opposing viewpoints (Halliday & Matthiessen, 2014). Furthermore, though they are less common in this type of text, mental processes show that the text nevertheless takes judgment and

reasoning into account. Gerot and Wignell's (1994) explain that mental processes in argumentative genres aid in the expression of attitudes and judgments. Besides, the sparse use of verbal processes indicates that the text relies more on logic and supporting evidence than it does on quoting or citing voices. Similarly, the last process is existential processes, despite their rarity, are crucial in emphasizing the presence of certain occurrences or problems, bolstering the argument structure by demonstrating that "there is" a problem to be addressed.

2. Comparison of Each Type of Text

The results demonstrate that, with 43% of all occurrences, material processes predominate in narrative texts. These findings are consistent with the theoretical viewpoint of Halliday (2014), which contends that narratives often give priority to material processes in order to create a sequence of events and acts in the plot. According to Gerot & Wignell, (1994) and Eggins, (2004), the genre's emphasis on activities, events, and movements throughout time makes narrative texts heavily reliant on material clauses. Furthermore, relational (25%) though not predominant, remains aligned with this theory. Besides, the data indicate that verbal processes (16%) occur in slightly larger quantities than predicted. Some specialists, such as Eggins (2004), observe that verbal processes are frequently seen in tales, particularly those including conversation. The existence of mental processes (8%) also resonates with the theory. According to Gerot and Wignell (1994), assert that mental processes in narratives are intended to disclose the ideas, emotions, and perceptions of characters. Meanwhile, behavioral processes (5%) and existential processes (3%) existed in little quantities. This result is consistent with prior study, which found that these two processes are not crucial in building narrative meaning (Halliday & Matthiessen, 2014). Their restricted appearance demonstrates that they serve a specific functional duty rather than significantly adding to the conceptual meaning of narrative texts. Overall, these findings support the theoretical expectations set by Halliday and later scholars.

According to these results, material processes clearly predominate in analytical texts (57%), followed by relational processes (31%), with mental, verbal, and existential processes appearing only seldom. Both agreement with and departure from theoretical predictions may be seen in this distribution. Experts such as Halliday note that analytical or argumentative texts frequently rely on relational and mental processes, since both serve to categorize, identify, argue, and assess propositions, rather than just recounting events. In this situation, the existence of relational processes in the text supports the theoretical framework, as it reveals an effort to build definitions and logical linkages, which are crucial qualities of analytical writing. However, the relatively high frequency of material processes contrasts with what is normally observed in real analytical writings, where material clauses are less dominating. In order to convey reasoning, assessment, and stated opinions, authentic argumentative language often uses more verbal and mental processes. The low percentage of verbal processes (1%) and mental processes (8%) in the examined textbook text suggests that the text offers little exposure to the language elements that form critical positions and arguments. This shows that the text may still be structurally closer to descriptive or procedural

writing than to a fully established analytical model. This disparity suggests that rather than completely adhering to the patterns of actual language, textbook texts may favor accessibility and simplicity for educational goals. As a result, there is a discrepancy between authentic usage and the instructional version found in textbooks, even though the text partially reflects the theoretical characteristics of analytical writing through the use of relational processes. This is due to its heavy reliance on material processes and limited representation of mental and verbal processes.

Despite theoretical assumptions to the contrary, a consistent pattern appears in both data sets when comparing analytical and hortatory texts: material processes seem to be the most prevalent kind. In analytical writings, material processes account for 57%, and in hortatory texts, 51%. In contrast, Halliday and other systemic functional linguists predicted that relational and mental processes would be increasingly important in the construction of reasoning, assessment, and logical argumentation in argumentative genres. Although both texts exhibit relational and cognitive processes that are somewhat consistent with genre theory, their percentage is still far smaller than that of genuine argumentative writing. Additionally, verbal processes, which are crucial for reporting assertions, attributing authority, and bolstering persuasive attitudes, appear seldom in both texts. This trend implies that the original argumentative genre's abstract and evaluative language is less prevalent in both texts than descriptive or action-oriented speech. Although both texts exhibit relational and cognitive processes that are somewhat consistent with genre theory, their percentage is still far smaller than that of genuine argumentative writing. Additionally, verbal processes, which are crucial for reporting assertions, attributing authority, and bolstering persuasive attitudes, appear seldom in both texts. This trend implies that the original argumentative genre's abstract and evaluative language is less prevalent in both texts than descriptive or action-oriented speech. Therefore, although the texts exhibit some conformity with theoretical expectations, particularly through the existence of relational processes, they do not completely embody the patterns of transitivity expected of analytical and hortatory genres. This gap draws attention to a significant implication: students may be exposed to linguistically inauthentic and structurally simplified genre models, which might restrict the development of genre awareness and argumentative writing abilities consistent with academic communication in the real world.

According to a text analysis of the conversations, material processes make up the largest percentage (55%), followed by relational processes (26%) and mental processes (13%). Verbal processes and existential processes (2%), behavioral processes (1%) are relatively infrequently mentioned. These results exhibit both consistency and deviations from theoretical predictions. According to Halliday and Matthiessen (2014), discussion texts, as a kind of argumentative genre, typically utilize mental and relational processes to generate evaluations, identify views, and negotiate meaning. This theoretical perspective is partially supported by the existence of relational and mental processes in the examined texts, as these processes facilitate perspective expression, categorization, and reasoning, all of

which are crucial for expressing competing viewpoints in debate writing. Similarly, Martin & Rose, (2007) suggest that mental processes are vital because they represent interpretation, attitude, and judgment, features necessary in texts designed to consider conflicting perspectives. Nonetheless, the prevalence of material processes diverges from the pattern usually seen in authentic discussion texts, where material clauses generally have a less prominent role. In genuine persuasive or scholarly discourse, verbal processes also tend to be more prevalent, as authors frequently cite external sources, reported assertions, or expert viewpoints to reinforce their arguments (Eggins, 2004). The model may not accurately reflect the common intertextuality inherent in the academic debate genre, as seen by the textbook's extremely low usage of verbal processes (2%). This discrepancy raises the possibility that the textbook's discussion materials were simplified for educational objectives, putting readability ahead of genuine arguing structure. As a result, while the text adheres to systemic functional linguistic theory, its reliance on material clauses and lack of representation of verbal and evaluative linguistic features highlight a significant contrast between textbook representation and the authentic discourse patterns expected in discussion texts.

CONCLUSION

Based on the result, the researcher found six process types of transitivity in narrative, hortatory and discussion text. Those are material, relational, mental, verbal, behavioral and existential process. While in analytical type, the researcher only found five process type, those are material, relational, mental, verbal and existential. Moreover, the difference between each type of text based on the types of transitivity processes found are in the frequency of process type occurs in the texts. In all text material is the most process occurs. However, the textbook texts' consistent dominance of material processes deviates significantly from authentic discourse patterns. It imply that the texts were simplified for pedagogical purposes and do not fully represent the linguistic complexity expected in argumentative texts (analytical, hortatory, and discussion). This research provides learners with a useful understanding of how language functions to create meaning in various types of text. This can help students better understand, evaluate, and produce different types of texts that better conform to genre conventions. Furthermore, the researcher suggest who become future researcher to conduct and expand the research by analyzing other component of transitivity because it can provide more comprehensive transitivity profile. In addition, comparing various curricula or grade levels of textbook might show how transitivity changes between those textbooks.

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