

CHAPTER I

INTRODUCTION

This chapter consists of basic knowledge about the research. It is divided into five parts, which are rationale, research questions, research objectives, scope of the research, and significant of the research.

1.1 Rationale

Systemic functional linguistics acknowledges the significant influence language has on our lives and views the process of meaning-making as one in which language both influences, and is influenced by, the situations in which it is used. This theory was developed by Halliday with several people in the mid-twentieth century. This means that language text can be analyzed to discover the kinds of processes that represent experience, and it also stated as a system of transitivity in Halliday's theory (Setiawan, 2021). According to Halliday's theory, there are 3 components in the transitivity system. The Process itself, Participants in the process, and Circumstances associated with the process.

In the paper, Halliday and Matthiessen went into further detail about how transitivity might represent the phenomenon through the auction process. The grammar and semantic decisions made by the writer or speaker are expressed in relation to the process and participant categories. There are six types of transitivity processes: material process, mental process, verbal process, behavioral process, existential process, and relational process (attributive and identifying). By using these processes, in the conversation, participants will share their experiences with other audience who are interested in the same topic. Ideational meaning or clause as representation. Representational meaning means what the clause is about. This meaning can be experienced through wording by the transitivity system, which is impacted by the discourse field (Arwinda, Fitriati, & Sutopo, 2023).

The use of language in conversation is based on each person's experience, mindset, and behavior, and it is greatly influenced by the environment, and it could be from the use of social media (Setiawati, 2021). Social media has now become an inseparable part of daily life. In 2023, Data Reportal revealed that there are 167

million social media users in Indonesia. Moreover, in 2024, 78.5% of internet users are predicted to use at least 1 social media account.

In this Industrial revolution 5.0, various internet platforms have been created and used in the society. There are various types of platforms on the internet, such as TikTok, Twitter, Instagram, YouTube, etc. Internet platform has led to the rapid spread of information among them. This can be a means of disseminating information in all fields of life, one of them is education field.

All internet platforms can be used to aid learning in education. Especially after the Covid-19, the use of technology as the learning media has become important, because the learning process should be carried out online. The use of collaborative methodologies by educators and learners is necessary in order to overcome the challenges that arise when teaching online (Subakti & Handayani, 2022). One of the media that can be used for collaborative learning is YouTube.

As reported by GoodStats (2023), Youtube is the most widely used social media in Indonesia, with a total of 139 million users at the beginning of 2023. There are various kinds of content on YouTube, starting from entertainment content such as variety shows and daily vlogs, content advice and tips such as tutorials for making goods and food, to educational content such as learning videos.

According to Abdullah, Sastraatmadja, Lestari, Saputra, & Haddar, (2023), they found out that students who use YouTube as a learning resource may become more motivated and enthusiastic about learning. It's also related to the current curriculum, which is independent curriculum, teachers and students are required to use technology during the learning process. Based on Directorate of Basic Education Teachers (2022), educators can use technology as a tool to facilitate the educational process. Moreover, students can explore more knowledge and perform different learning processes. Learning innovations based on the presence of technology can be implemented to make learning in the classroom more enjoyable. It means that YouTube is one of the technologies that can be effectively used, in order to improve their knowledge about language learning.

Since most of students' time is spent by playing with their phones, their phone can be used as a learning tool. One of the popular among teenagers today is the

Netflix live action show, *One Piece*. *One Piece* had aired on August 31, 2023, and reached 10 million viewers from September 11-17. *One Piece* successfully perched in the top 10 Netflix viewing positions in 93 countries, (Kompas, 2023). By collaborating current trends with learning, so they will enjoy their learning process.

Analyzing *One Piece* episodes gives students studying English as a second language a chance to improve their speaking, listening, reading, and writing abilities. They can actively participate in conversations with their friends regarding the theme of each episode, in addition to picking up new terminology and expressions from the language and narration of the show.

This research aims to explore patterns of transitivity in YouTube videos, exploring how content creators strategically use language to engage and connect with their audiences. Transitivity analysis provides a valuable framework for discovering the complex linguistic choices made by content creators to effectively convey their messages. By observing how participants, processes and circumstances are constructed in discourse, researchers can gain insight into the exact strategies used in the video.

1.2 Research Questions

Based on the identification of problem above, the researcher formulates the research questions as follow:

1. What types of transitivity process that are found in the “Learning English with Netflix’s *One Piece*” YouTube video?
2. How are the transitivity processes realized by the speaker in the “Learning English with Netflix’s *One Piece*” YouTube video?

1.3 Research Objectives

Based on the research questions, it can be concluded that the research objectives as follow:

1. To identify types of transitivity process that are found in the “Learning English with Netflix’s *One Piece*” YouTube video.
2. To find out how transitivity processes realized by the speaker the in “Learning English with Netflix’s *One Piece*” YouTube video.

1.4 Scope of The Research

This research discussed the transitivity analysis in in the “Learning English with Netflix’s One Piece” YouTube video. In the YouTube video, there are parts of the learning section, namely clips of conversations from scenes in the movie, the speaker's explanation of them, and example sentences given by the speaker that the audience needs to repeat, related to the learning that has been conveyed. Therefore, this research focused more only on the words conveyed by the speaker in delivering learning material.

1.5 Significance of The Research

Transitivity analysis research has been conducted on a wide variety of objects. Most of them focus on spoken and written objects, such as research on a video or discourse text. Transitivity investigates the purpose of people’s utterance (Liani, Annidi, & Wirza, 2021). By knowing the purpose, the exact strategies used in these videos would be discovered.

In the analysis of videos, the topics usually regarding someone’s speech and a conversation between two or more people in a movie or discussion forum. Meanwhile, the analysis of discourse texts, which is usually done in the field of education, focuses on discourse texts as teaching materials for learning, such as narrative text and so on.

This research focused on the transitivity analysis in the field of education, but more precisely in learning videos on the YouTube platform. There are still not many studies that discuss transitivity analysis in learning videos, and this makes this research different from previous studies.