



Exploring Transitivity System Used in Students' Recount Texts at Islamic Boarding School

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Abstrak

Tujuan utama dari penelitian ini adalah untuk mengeksplorasi jenis proses transitivity yang digunakan oleh siswa kelas 10 dalam menulis teks recount di salah satu Pesantren di Karawang dan untuk mendeskripsikan implikasi pedagogis dari penggunaan analisis transitivity. Penelitian ini menggunakan pendekatan kualitatif untuk menganalisis proses transitivity siswa dalam menulis teks recount. Data dalam penelitian ini adalah lima teks recount siswa. Lima teks recount yang ditulis oleh siswa dipilih secara purposive sebagai data penelitian, kemudian dianalisis sesuai dengan teori SFL (diuraikan dalam Eggins, 2004). Hasil penelitian menunjukkan bahwa terdapat enam jenis proses yang ditemukan dalam teks recount siswa, yaitu proses materi, relasional, mental, verbal, eksistensial, dan behavioral. Proses material paling sering muncul pada data, dengan total jumlah kemunculan 60 (70%) kali. Selain itu, tata bahasa yang tidak tepat juga ditemukan dalam teks. Hal ini menunjukkan bahwa analisis transitivity juga dapat mendeteksi tata bahasa dalam klausa secara detail. Dengan demikian, dua implikasi penting dapat ditarik dari penelitian ini (1) Sistem transitivity menawarkan teknik alternatif bagi guru untuk menganalisis teks recount siswa berdasarkan lensa fungsional linguistik, dan (2) sistem transitivity menyediakan pengaturan rinci cara teks recount bahasa Inggris dibentuk.

Kata Kunci: teks recount, SFL, transitivity system

Abstract (English-Indonesia)

The main objectives of this research are to explore the types of transitivity process used by tenth grade students in writing recount text at one of the Islamic Boarding Schools in Karawang and to describe the pedagogical implication of the use of transitivity analysis. This research employed qualitative approach to analyze the transitivity process of students' writing recount texts. The data in this research are five students' recount texts. Five recount texts written by the students were purposively selected as the research data, and were then analyzed in accordance with SFL theory (elaborated in Eggins, 2004). The result showed that there are six types of process found in the students' recount texts, i.e. material process, relational, mental, verbal, existential, and behavioral. The material process appeared in the data the most frequently, with a total number of appearances 60 (70%) times. Additionally, inappropriate grammar was also found in the texts. This showed that transitivity analysis could also detect grammar in clauses in detail. Thus, two essential implications can be drawn from this research: (1) Transitivity system offers an alternative technique for teachers to analyze the students' recount texts based on functional linguistic lens, and (2) transitivity system provides detailed arrangement of ways English recount text are developed.

Keywords: recount text, SFL, transitivity system

Introduction

Nowadays, since English is one of the international languages, it plays a crucial role in both spoken and written communication. Therefore, students in countries that do not use English in their daily communication, commonly known as EFL (English as a Foreign Language) students, have been taught English lessons from an elementary school, including in Indonesia. As we known, in teaching and learning English at EFL classroom, there are four basic skills that should be learned by the students including listening, speaking, reading, and writing. One of the skills that are often learned in school for them is writing skill. Writing is a process of transferring thoughts or ideas into written form. This activity is an essential language skill, as important as speaking, listening, and reading, which must be mastered by EFL students in both public and non-public schools such as Islamic boarding schools. Since the modern Islamic boarding school was first established, general subjects applied have been similar to those in public schools, including English subjects. In addition, based on the 2013 curriculum in Indonesia, many types of genre texts are taught to students in English class. One of those genres is recount text. In the English curriculum in Indonesia, students learn the recount text at the junior and senior high school levels, especially in the eighth and tenth grades.

The term recount text is a text that tells (again) an event that has already happened in the past. In other words, in the classroom context, students can write about their experiences that had happened in the past by learning to recount text. According to Anderson as cited in Poejilestari (2020), recount text could be their personal diaries, letters, biographies, or speeches. Moreover, when writing recount text, students must consider elements of recount text including the social function, generic structure, and lexico-grammatical features when writing it (Yasman, 2020). Unfortunately, EFL

students still have struggle to write a good text (Alisha et al., 2019; Jayanti, 2019; Novariana et al., 2018). Even though the students had studied recount text in junior high school, they occasionally struggled to write it. Therefore, the researchers are interested in investigating the students' recount texts. In writing a recount, the students are also expected to be in acquire the part of the ideational meaning contained in their writing, specifically the transitivity system.

Transitivity is one of the theory in linguistics that was popularized by a British linguist, Michael Halliday in the 1980s that studies the meaning and function of language. According to Halliday (2004), transitivity systems interpret the world of experience into a set of manageable types of processes. He argued that language provides a theory of human experience and that several lexico-grammar sources of each language are dedicated to that function (Halliday, 2004). In SFL (Systemic Functional Linguistics), the meaning of language is categorized into three kinds of metafunctions, which are: ideational, interpersonal, and textual meaning. Transitivity is a part of an ideational metafunction. As stated by Wahyuni (2019) the study of transitivity belongs to the experiential metafunction of SFL. Additionally, Eggins (2004) said that SFL can be used to analyze a text that contains spoken or written language. In this case, the transitivity system can be used to explored linguistic features in students' writing, including recount texts, since the transitivity system has three components such as participants, process, and circumstance.

Furthermore, based on Suzzane Eggins (2004) transitivity theory there are six categories of transitivity processes in the transitivity system including material, mental, relational, behavioral, verbal, and existential transitivity processes. Besides, the teachers can analyze students' writing production with a focus on generic structure and language features, using a linguistic

approach that is transitivity. It is hoped that it can also help teachers in analyzing student texts well. Therefore, studies to analyze student texts are also needed to enrich the way teachers evaluate student texts.

There have been several researchers who have conducted several studies about transitivity analysis on EFL writing text. Several types of texts and educational levels have been examined in previous studies. For instance, Rohmat et al., (2018) studied transitivity in the descriptive text used by a tenth grader in senior high school. The result showed that they found four types of processes that appeared in the data, such as process of relational, process of existential, process of mental, and process of material. While, the most frequent process appeared was process of relational. Since the process of relational was the most dominant process found in their data, therefore, they have concluded that students realized how to write a descriptive text. Moreover, the study an analysis of the transitivity system in memoirs written by EFL students was conducted by Wahyuni (2019). The objective of this research was to recognize the linguistic choices by investigating the transitivity system, including process types, participants, and circumstantial elements that define memoir written by EFL students. She found that material process and participant of human were the most dominant found in students' memoirs. Moreover, the element of circumstantial (circumstance of location) was commonly found with the highest percentage in the students' memoirs. Then, the study that has been carried out Rahayu & Efransyah (2020) has little in common with the present study. Their study was aimed to analyse the use of transitivity system in students' recount texts that had written by the tenth-graders students and investigate the transitivity processes that are dominantly appeared in the text. The data were taken from five groups of tenth graders who had written five recount texts in class. From the whole data, they found that the process of material was the most frequently occurred process which consist of 45

clauses. Since analyzing the transitivity system of students' recount texts in public schools clearly understood, while analyzing the transitivity system of students' writing recount texts in Islamic Boarding School is underexplored. Considering that, to fill this gap, the researchers conducted the research by analyzing the use of process types on the transitivity system of a recount text written by tenth graders at one of the Islamic Boarding Schools in Karawang.

This present research aimed to explore the types of process transitivity used by tenth graders students in writing recount text at one of the Karawang Islamic Boarding Schools. Besides, the researchers also described the pedagogical implication based on the result process types of transitivity analysis. Therefore, the research questions were formulated as follows:

- 1.) What are process types of transitivity that frequently used by the tenth graders at one of the Karawang Islamic Boarding Schools students in writing recount text?
- 2.) How is the pedagogical implication based on the result of transitivity analysis?

Methodology

This research employed a qualitative method, and the researchers conducted data analysis with content analysis as part of the research design for reference in making valid inferences from the data to its context.

This research was conducted in one of the modern Islamic boarding schools in Karawang, West Java, Indonesia. The tenth-grader students from one class at an Islamic Boarding School in Karawang were involved in this research, because these participants were considered sufficient to obtain all the data needed to answer the research questions. The researchers took five student recount texts from a total of ten students in the class to be analyzed in this research.

The researchers used documentation to support collecting the data. However, the researchers only took student documents in

the form of recount texts obtained from the English teacher there.

In this present research, the researchers analyzed five EFL students recount texts written by tenth-graders at one of the Islamic Boarding Schools in Karawang. The researchers analyzed the text using the transitivity system, referring to the theory of Systemic Functional Linguistics (SFL) Eggins (2004), especially transitivity, which is modeled into six types of processes. Those processes are the material process, mental process, behavioral process, verbal process, existential process, and relational process. The researchers look for the emergence of the experiential process within the framework of the ideational process of the recount text that is sampled in this research.

Furthermore, in analyzing the text, there are several stages used by the researchers for analyzing the data. The first one is reading all of the students' texts that obtained from the research site. Second, selecting the students' recount texts to be analyzed. Then, separating each student's recount text into clauses. Later, separating each of the clauses into phrases or words that have one type transitivity processes. After that, mark the clause according to the type of transitivity process. The sixth step draws the findings of the analysis by including the number of transitivity processes found from the data with its percentages. Then the last one states the process transitivity that frequently appears in texts by representing the total of numbers, including the percentages, and explaining the discussion of findings.

Result and Discussion

After the data was collected and data analysis was carried out, the researchers found several findings in this research. There are 86 clauses found from five recount texts that have been written by students, which are classified into six transitivity processes, namely the process of material, the process of mental, the process of behavioral, the process of verbal, the process of existential,

and process of relational. The following table shows the types of transitivity processes that found in the data source.

Table 1. *The Transitivity Processes in Students' Recount Texts*

No	Type of processes	Students' Texts				
		1	2	3	4	5
1	Material	6	15	11	17	11
2	Mental	2	1	-	2	-
3	Behavioral	-	-	-	-	1
4	Verbal	-	-	-	-	4
5	Existential	2	-	-	1	-
6	Relational	3	1	2	6	1
	Total	13	17	13	26	17

As shown in Table 1 above, it could be known that there are four kinds of transitivity processes written by student 1, followed by three kinds of processes in the second student's recount text, two kinds of processes in the third, then four types processes in the fourth text and fifth student's recount text. From the five recount texts, the researchers found the emergence of all types of processes based on the transitivity theory of Eggins (2004), which divided the types of processes into six processes in the whole text that has been analyzed. Then, the frequency of appearances and the percentage of each transitivity process is presented in the table below:

Table 2. *The Frequency & Percentages of Transitivity Processes in Students' Recount Texts*

No	Type of processes	Frequency	Percentages
1	Material	60	70%
2	Mental	5	6%
3	Behavioural	1	1%
4	Verbal	4	5%
5	Existential	3	3%
6	Relational	13	15%
	Total	86	100%

In this section (see Table 2), the content of the figure shown that material

process is the dominant process found in students' recount texts. It appeared 60 (70%) times in the data analyzed (86 clauses). Then it was followed by relational process, which appeared 13 times and owned 15%.

Furthermore, the third most frequently process is mental process. It appeared 5 (6%). Meanwhile, the verbal process was found to appear 4 times (5%) of the overall data. Then followed by infrequently process that is existential process, which only appeared 3 times (3%). Last, the most infrequently process is behavioral process, which only appeared once with its percentage 1%. In addition, each clause written by students also has its own circumstances since the recount text mostly tells about the students' personal experiences. Therefore, the following sections elaborate on a few examples to provide further detail on each process.

As presented in Table 2, there are 60 appearances of the material process (70%). The use of material processes is exemplified in Excerpt [1] below.

[1].	We	went	home
	Actor	Pr: Material	Goal

Excerpt [1] was taken from Text 4. The clause contains a verb action 'went' the past participle of 'go' which is considered an action process. The type of clause above includes the process of material, because the 'We' as subject (Participant: Actor) in clause is doing or acting something physically (went), and the word of 'home' labeled as a participant called 'Goal', because as the direct object of the process carried out by the subject. It is in line with Eggins, (2004) defined that process of material refers to process that characterized by some entity (participant) does something, undertakes some action that involve by participant.

The second process that frequently found in the recount text written by students is the process of relational. Halliday and Matthiessen as cited in Rosmayanti et al., (2021) describe that relational process is divided into two modes: The attributive

process and identifying process. These processes have meaning to characterize and to identify for every type of relational processes, such as, intensive, possessive, and circumstantial. The attributive process has participants called 'Carrier' and 'Attribute'. Meanwhile, the participants of identifying process called 'Token' and 'Value'. Relational process appeared with 13 times (15%) in the data. The process of relational could be seen in Excerpts below:

[2]	I	had	a wonderful experience	in Sukabumi
	Carrier	Pr: Rela; Att; Poss	Attribute	Circ: Place

[3]	It	was	the best holiday of my life
	Token	Pr: Rela; Iden; Inten	Value

As illustrated in Excerpts [2] and [3] above, it could be seen that there are two kinds modes of relational process. Excerpt [2] is relational attributive process with possessive type which (I) as Carrier, (had) as the attributive possessive process and (a wonderful experience) as the attributive. Meanwhile, in the Excerpt [3] is relational identifying with intensive type process. The word 'It' as Token that represents the thing being defined and 'holiday of my life' as Value that which defined in the example above. Additionally, the circumstance of place was also appeared in the Excerpt [2] (in Sukabumi) to support and give the detail information on student's writing.

The third frequently process found in the data is mental process which appeared with 5 times (6%). Eggins (2004) describe that mental process is the process expressing the meaning of cognition, affection, and perception. The participant in this process

called Senser and Phenomenon. The example of mental process written by student shown in the Excerpt [4] below.

[4].	We	are getting excited	to take part in the next tournament
	Actor	Pr: Mental; Affection	Phenomenon

The clause above previously contained mental process because it has one of the mental process verbs where the word 'excited' is included in the type of affection class. In addition, the clause attached 'My friends and I' as the Senser and 'to take part in the next tournament' as the phenomenon.

Another process that researchers found in the data is the verbal process. The process of verbal found in the data with the occurrence of 4 times with the percentage of 5%. Eggins (2004) stated that verbal process realized by the process of saying and meaning typically contains three participants: Sayer, Receiver, and Verbiage. Some frequently participant Sayers found in the students' recount texts, such as 'I'. For instance listed in the Excerpt [5] below:

[5].	I	asked	my mother	a permission
	Sayer	Pr: Verbal	Receiver	Circ: Cause

As indicated in Excerpt [5] the clause that written by student contains a verb of saying or verbal process. The participant of sayer are realized by 'I' as the subject or person who ask or say to an object or receiver. Meanwhile, the word 'my mother' in the represents the receiver in the clause. While, the verbiage a permission is the function that corresponds to what the Sayer said.

The fifth process that found in this research is existential process which occurred 3 times (3%) in students' recount texts. Eggins (2004) argued that the

existential processes interprets experiential meaning by positing that 'there was/is something'. Additionally, these processes are simple to recognize because the structure involves the use of the word "There". The use of existential process is exemplified in Excerpt [6] below:

[6].	There	was	a long traffic jam
		Pr: Existential	Existent

In the Excerpt [6] it could be seen that there is an existential process. The clause employed the keyword of existential process which is 'there' and verb be (was) that labeled as process of existential because it was described that something was exist. It is in line with Eggins (2004) said that the process of existential typically uses the verb be or synonyms such as exist, arise, and occur. Moreover, the existential process has only one obligatory participant, which is called the Existent (Eggins, 2004). Therefore, the word 'a long traffic jam' refers to the Existent.

The last process found in the data is behavioral process. Eggins (2004) stated that behavioral processes typically involve physical and psychological behavior. This process has only one obligatory participant, which is called the Behavior. The behavioral process was the most infrequent process found in students' recount texts. It only appeared once with a percentage of 1%. The example can be noticed in the Excerpt [7] below:

[7].	We	laughed	together
	Behavior	Pr: Behavioral	Circ: Accompaniment

Excerpt [7] was taken from Text 5 which has a behavioural process. The word 'We' as the behavior defined the behavior of psychological that related to phenomenon, while 'laughed' is the behavioural process, and the word 'together' refers to circumstance of accompaniment.

The findings showed that there are six types of processes written by students in writing recount texts. These processes include material, relational, mental, verbal, existential, and behavioral. Based on the data the process types shown in the students' recount text is predominantly material process. Since the process of material was the most process appeared in student recount texts, it is in line with the statement of Boardman as cited in Saragih et al., (2014) who has said that there are four elements of functional grammar in recount text, namely: focus on the specific participant, employ action verb or material process, use elements of circumstantial such as circumstances of place and time and utilize the past tense pattern.

Additionally, Eggins (2004 p. 215) has also stated that material process is used to describe action process in the experience that involves physical activities. Therefore, student recount text was a text that retold the series of events that had been someone experienced in the past. Based on the analysis of process types that showed in the Table 1, in all the texts there is an appearances of the material process. Moreover, the researchers also found many circumstances that were written by the students. Mostly, the circumstances that written by students were circumstance of time and place in order to supporting and giving detail information about the story that had been told by them. Hence, it proved that all of the students' texts had fulfilled two of elements functional grammar in recount text.

However, the researchers also found inappropriate grammar used in students' recount texts. For instance, in the clause 'sleeping in the bedroom' it should be 'I slept' in the bedroom. There is a clause written by students with a tense that is not in accordance with the generic structure of recount text. In fact, recount text should written in past tense, because it tells about past events.

Another sample of error found from the text was inappropriate vocabularies and some typos in the text, like, stasion (station).

Thus, this would affect the quality of students' writing and the coherence of each clause. Based on these findings, it can be seen that transitivity analysis provide us to trace the text in a clause in detail, such as minor errors in the use of grammatical items, word order, and typos could be detected.

Then, after the researchers analyzed the findings and discussed the result of data with based on the analysis transitivity system. The researchers can formulate the pedagogical implications of transitivity analysis. The analysis of transitivity has some pedagogical implications, especially in increasing students' knowledge and awareness of how a text can be written appropriately. Two essential implications can be drawn from the result and discussion in this research (1) transitivity system offers an alternative for teachers to analyze the students' text, and (2) transitivity system provides detailed arrangement of the ways texts in English are developed

The first implication, the transitivity system offers an alternative for teachers to analyze the students' text. In other words, an alternative solution to analyze students' text could be carried out through transitivity system. The teachers are probably assisted in evaluating student writing thoroughly and in detail when they apply to the linguistic approach, especially transitivity. Thus, the transitivity system can be applied as a guideline to support teaching and learning in writing, especially a recount text.

Furthermore, the transitivity system provides detailed arrangement or pictures of the ways texts in English are developed, and their awareness of the purposes when writing a text. In this case, students will realize the purpose of the text when taken from transitivity analysis. They will realize that different genres/types of text have different processes and transitivity functions. In addition, students will also understand better when reading the results of the transitivity analysis. For example, labeling the results of transitivity analysis will make it easier for students to classify components of transitivity. By identifying

the three components of transitivity, namely Process, Participants, and Circumstances in their text, students will be helped to understand the contents of the text and the events in it in detail. For example, verbal processing. In the process of verbal, there are three participants called Sayer, Receiver, and Verbiage. Transitivity analysis will make it easier for students who read it to know the purpose of the clause in the text, to whom, and from whom a verbal message was conveyed.

Conclusion

After analyzing the five pieces of recount texts that the tenth-graders had written at one of the Islamic boarding schools in Karawang, the researchers concluded that six transitivity processes were found in the data from 86 clauses. Then the most frequent process types that used by students in writing recount text belong to the material processes with 60 times of appearances or 70% in percentage. It followed by the relational processes that found in 13 clauses (15%). Then, the mental process occurred 5 times (6%). In addition, another process found in the data is a verbal process which is found 4 times (5%) in students' recount texts. Existential process found in 3 clauses (3%). Lastly, the most infrequent process that appeared based on the data was the behavioral process, which only appeared once with a percentage of 1%. Since the material process was the most frequently found in the data, then, the researchers concluded that students seem quite understand how a recount text should be written, because one of the characteristics of a recount text is the use of action verbs.

In addition, two essential pedagogical implications based on the result of the analysis that could be drawn in this research, they are (1) transitivity system offers an alternative for teachers to analyze the students' text, and (2) transitivity system provides detailed arrangement of the ways texts in English are developed. These implications the researchers put forward since transitivity analysis can detect minor

errors in the use of grammatical items, word order, and typos in detail and thoroughly in the students' recount text.

In line with this conclusion, it is recommended for other researchers with the same research interest to further develop this research in different texts and levels or educational institutions to enrich the discussion in the field of systemic functional linguistics especially in transitivity.

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