

ANALYSIS OF THE TRANSITIVITY PROCESS IN RECOUNT TEXTS WRITTEN BY ENGLISH EDUCATION THIRD-SEMESTER STUDENTS

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Abstract

The purpose of this study is to identify the most common transitivity process and the extent to which students' recount texts implement it. This study analyzed 22 texts that were selected from student-written recount texts. The transitivity process was analyzed by the researcher using a descriptive qualitative method. Six processes were identified by the research's findings: the material process (57%) followed by the mental process (29%), the relational process (4,9%), the verbal process (3,2%), the existential process (3,2%), and the behavioral process (2,7%). The material and mental processes were found to be the most prevalent. Because the text the students wrote was a recount, it suggests that they were aware of the proper format for recount texts. As a result, they concentrated more on how to recount past events and actions that already took place. Students are competent in using the six different types of procedures, even if they mostly employ material.

Keywords: Transitivity Process; Systematic Function Linguistic; Recount Text

INTRODUCTION

English is one of the languages spoken most commonly in the world today, both in written and spoken communication. English language learners offer suggestions. As a result, children in countries where communication in English is not common. It is common knowledge that when teaching and learning English in a classroom, students should acquire four necessary abilities. The four components of Speaking, listening, reading, and writing in the English language. One of the abilities that students have to master is writing. Writing proficiency is one of them. According to (Apandi and Mulyani 2020) Writing is a direct form of communication. Thus, writing performs a significant role in our lives. Words are an excellent skill since it helps to clarify ideas and thoughts by putting them in words. Novianto, Nugraha, and Wachyudi (2022). In addition to the other abilities, writing is a crucial part of the English curriculum. Since many English majors take professions in publishing, journalism, writing, or teaching. Proficiency in writing both clearly and persuasively is essential for success in these careers, which need excellent communication abilities.

Recount texts are one of the writing assignments that students must do, and they are crucial for English language learners to use for a number of reasons. A well-rounded education that gives students the tools they must succeed academically and professionally, as well as to be competent communicators and critical thinkers, includes understanding about text kinds, including recount texts. As stated by (Melalolin, Hartini, and Mahayanti, 2020) A recount text is one that uses a series of events to explain what happened in the past to the reader or listener. Recount texts often have three generic structures: orientation, event, and re-orientation. Yasman (2020) cited in Novianto et al. (2022) writers who recount chapters from speeches, letters, stories, or diaries they have themselves written. Students must also consider the social function,

general structure, and lexico-grammatical components of recount texts when writing them. Recount texts, in this instance, serve to recount events that have occurred within a specific time period and the events are presented in a coherent order of events. As such, they are a sort of text that learners of writing must comprehend. Gerot and Wignell (1995:194) in Elsie, Adnyani, and Suarnajaya (2020) In addition, the students should use the first-person perspective, additive conjunctions, material process, past tense, specific participants, time and place circumstances, and other linguistic elements of recount in their writing. When this occurs, the researchers want to analyze the texts that the students describe in their recounts.

Students are also expected to comprehend ideational meaning in writing, which includes the transitivity system. Additionally, it is expected of the students to understand the transitivity system, which is an important aspect of ideational meaning in writing. Dianita (2023) highlights a few linguistic elements of the recount text, The most prevalent type of transitivity process in all of the students' recount texts is the material process.

Language as a Material Process in Systemic Function. Alwasilah and Gunawan (2023) explains that M.A.K. Halliday created Functional grammar is a synonym for the linguistic approach known as Systematic Functional Linguistics (SFL). In the 1960s. In accordance with (Gerot & Wignell 1995) In Second Language Learning, functional grammar is different than formal and traditional grammar. In SFL, a metafunction is a mechanism for producing a meaning that is comparable. Halliday & Matthiessen (2014) argues that there are three types of metafunctions: textual, interpersonal, and ideational.

A sub-network of ideational metafunction, the transitivity system describes the language's predicate and the types of participants that correlate it with the subject. Halliday & Matthiessen (2004) Transitivity is a grammatical system that allows experiences to be arranged in a variety of ways, reflecting the real world as it is expressed in the text or writing. It's meen Linguists and language analysts can better understand how language assesses different types of actions and the players involved by using this method of analysis.

According to Halliday & Matthiessen (2014) provides a classification of the six different types of transitivity processes: existential, behavioral, relational, verbal, mental, and material processes. The first phase is known as a material process, which denotes the embodiment of the doing and happening processes. Halliday & Matthiessen (2014) The two main elements of the material process are the actor and the goal. Someone or something that performs with the purpose of acting out a part is called an actor. In addition to the two main components, there are four players: extent, beneficiary, customer and attribute. Halliday & Matthiessen (2014) in the material process, the following verbs are used: give, send, buy, take, walk, and write. Thus, it may be said that the verb "interpret" used in the material process refers to a bodily activity.

The second is the mental process. Halliday & Matthiessen (2014) statements that feeling, thinking, and perceiving are all parts of the mental process. classifies the mental process divided into three main categories: cognition, which comprises thinking, understanding, and recognizing; perception, which comprises seeing and hearing; and love, which includes liking and fearing. A mental process requires the presence of two players at all times: a Phenomenon, which is anything sensed, and a Senser, who is a human or aware participant. These verbs are those that are utilized in mental processes, such as hearing, wishing, comprehending, experiencing, and observing based on (Halliday & Matthiessen 2014)

The relational process comes in third. One might suggest that it is that of being, possessing, etc. Relational processes tie a participant to its identification and description, which is their primary feature. They essentially assert that something is, was, or will be; for this reason, relational processes are frequently referred to as being processes. Halliday & Matthiessen (2014) suggested that there are two different ways that relational processes exist: attributive, where an is an attribute of x, and identifying, where an is the identifying of x.

The process of saying and meaning is known as the verbal process, which is the fourth. Gerot, & Wignell (1995) Sayer went on to (the one speaking), receiver (the one being spoken to), verbiage (the word used to describe verbalization itself), and target (the item targeted by the saying process) are the four actors in verbal processes. In view of (Gerot & Wignell 1995) In a verbal process, a variety of verbs are used: Say, ask questions respond, and make suggestions. The process of presenting inside working acting, physiological, or psychological behavior is the fifth behavioral process. Gerot & Wignell (1995) it is breathing, sleeping, dreaming, laughing, hiccupping, looking, observing, and thinking. The behavioral process consists of both material and mental actions, and it involves only one person, known as the behaver. consists of the person who engages in behavior, referred to as the behaver, as well as the environment (location, style, and range) in which they behave.

The existential process is the sixth. The purpose is to elucidate the existence of something or someone. Words like there is, there are, and so forth are known to be used by it. In this procedure, there is just one required participant, known as the Existential.

One of the studies that has been examined previously about the transitivity process is (Dianita 2023) Transitivity was employed by the researcher in the study to determine which transitivity process is prevalent and to look into how students employ it when composing recount texts. Additionally Students in the tenth grade at Senior High School 3 in Jambi City participated in the study, which was carried out in the academic year 2021–2022. The findings were as follows: 63% were related to the material process, 15% to the mental process, 8% were behavioral, 3% were verbal, 5% were relational, and 6% were existential.

An investigator had carried out an additional study (Rahmawati 2019) based on Halliday's theory of systemic functional linguistics, this study examines the transitivity processes utilized by ISATU Senior High School students in their eleventh grade and concludes which process is more prevalent in the text. According to the study's findings, students employ seven different types of transitivity processes in their writing: mental processes (11.76%), verbal processes (10.53%), relational identifying processes (3.10%), behavioral processes (2.48%), existential processes (1.55%), material processes (41.80%), and relational attributive processes (28.79%). Analysis of earlier studies on the transitivity process has been conducted. Apendi and Mulyani (2020); Unaaha (2022) the transitivity process of a descriptive text written by seventh-grade junior high school students is examined in this study. The investigation's findings have identified six processes: the mental process (1.7%), relational process (38.3%), behavioral process (1.7%), verbal process (1.7%), and existential process (15%). The material process is at number 41.6%.

An additional investigation by (Maria and Wayan 2021) This study analyzes the transitivity process through a review of the descriptive writing produced by Lakidende Unaaha University third semester English Education Department students. In the study, 153 clauses in the six transitivity processes were discovered. There were 25 material processes, or 16.34%; 25 mental processes, or 16.34%; 91 relational processes, or 59.48%; 8 behavioral processes, or 5.22%; 1 linguistic process, or 0.65%; and 3 existential processes, or 1.97%.

According to the earlier research mentioned, this study is innovative in comparison to those earlier studies. This study analyzed the transitivity process while using recount texts. Research that mostly used descriptive text is different. This study concentrated on Halliday's (1994) analysis of the transitivity process. The last research participant was a third-semester student. A lot of studies concentrate on courses taken by school students, and how the materials are used—that is, the curriculum in the university and the curriculum in the school—affects students' writing in a way that differs from what happens in a classroom.

The authors of this study were also interested in analyzing recount texts created by third-semester students using the transitivity approach. The study's goals are to find out which

transitivity technique is used most often and to look into how students employ it in their recount texts. Since one of the lexicogrammatical utilized in recount texts is the usage of attributive and identifying processes, authors would be able to determine students' proficiency in writing recount texts from a transitivity perspective by understanding the most prevalent process used. Analysis of the Transitivity Process in Recount Texts Written by Third-Semester English Education Students is the title of this study.

METHOD

Descriptive qualitative was the method applied in the research. According to Bryman and Bell (2007), The association between theory and research is shown by qualitative research, which often focuses on the process of theory generation. Using transitivity analysis, it explains the phenomena discovered in the students' recount texts. Furthermore, the primary focus of this study is on the use of transitivity process types, which are process types that were mainly utilized in the students' recount texts. Participants in this study were third-semester English education students at The University Islam Nahdlatul Ulama Jepara. The total number of students in that class is twenty-two. They were considered research subjects for the study, and texts of this type were the primary focus of the investigation. The third semester students were chosen since one of the subjects studied that semester was writing, namely contracting the Recount Text. The information was taken from the students' recount essays. The researcher gave the students twenty minutes to write a recount text. This work of fiction will teach the reader about anything the author personally went through in the past. In order to review the details, The main instrument There were two tools used in this inquiry. The initial tool is the writing assignment. The second instrument was the data distribution sheet table, which collected and assessed data in accordance with the fundamental concepts of the study. This study employed recount texts from twenty-two third-semester students. The researcher then identified and categorized the phrases using Halliday's six forms of transitivity technique (2004). After a while, the study was finished, providing the most notable transitivity. The information was examined. by using some steps proposed by (Ezzy 2002) and (Matthew B. Miles n.d.) as the followings:

- 1) The author arranged the material based on general organization and substance.
- 2) Using Halliday's theory (1994), the author recognized The kids' recall text's phrase of its transitivity helps them comprehend how their paragraph has been assembled together.
- 3) The author employed Halliday's theory (1994) to investigate various processes in the students' recall text.
- 4) Using the following formula, the research determined the percentage of process types that students' recount texts contained.

$$P = \frac{N}{T} \times 100\%$$

Notes:

P is the percentage of a specific type of process.

N is the number type of process.

T is the total amount of processes.

- 5) This study closes with the findings.

RESULTS AND DISCUSSION

Results

Once gathering and analyzing the data for the study, the researchers made many findings. The results indicate that the data contains 305 clauses, and the six process categories were also identified. Material process, which has 174 occurrences (57%) in clauses, was the most common process type identified in students' recount writings. Material process is the act of doing and happening. The second is mental, or the thinking and feeling processes. The third clause, "Relational process," appears in each of them (88 or 29%). It refers to the process of having and being relational. The fourth stage is verbal, or the act of speaking and understanding; it accounts for about 1 (10 or 3,2%). The existential process, or the presence of something, comes in at number five, or around 3.2 percent. The final process is behavioral, which is how psychology functions internally. All eight of them, or 2.7%. The following table shows the distribution and description of thematic occurrences.

Table 1: Process Types Analysis Data Summary

No	Processes Type	Sum of Analyzed	
		Items	Percentage (%)
1	Material	174	57%
2	Mental Cognitive	30	29%
	Mental Affective	39	
	Mental Perceptive	19	
3	Relational: Attributive	12	4.9%
	Relational: Identifying	3	
4	Behavioral	8	2,7%
5	Verbal	10	3,2%
6	Existential	10	3,2%
TOTAL		305	100%

The following serves as an illustration of the material process as the predominant process type:

Table 2. Text 3 clause 21

I	Worked	For	About 1 Mount
Participant Actor	Material Process	No repsentational function	Circumstances Time

The author used material process, which is recognized as an action verb in typical usage in the clause that was previously stated. Actors are among the participants. It is a process that takes place in all texts.

Discussion

This part discussed the general analysis of the processes found in the data. The data analysis indicated the following six processes: verbal, relational, behavioral, mental, and existential processes. The specifics of each procedure's justification are detailed below.

One way to characterize material processes is as "doing and happening". The application of this process shows that, out of all process categories, material processes account for the largest percentage of how events and actions are viewed. This suggests that half of the top processes were accounted for by material processes, which accounted for as much as 57% of the top processes. A material process is an event that takes place. It depicts the course of events. The

object being affected by the process is referred to in this process as the aim, while the subject being worked on is referred to as the actor. This is a representation:

Table 3.Text 4 clause 21

I	Went	There	With	My friends
Participant	Material	-	-	Participant
Actor	process			Actor

Table 4.Text 8 clause 10

The last day	We	Went	To taman miniIndonesia
			Indah
Circumstance	Participant	Material	Circumstances
s time	Actor	process	Place

The words "i" and "we" in the statement that follows serve as actors, "went" is a material process, and "the process" is a part of the material process since the bold words imply an action or a process. A goal is something that is impacted by an action in a material process, and the subject performing the process is termed an actor. Based on this study, the author discovered that 305 sentences total 174 material processes.

The mental process is the second most commonly utilized process type. It is said that mental processes are "sensing processes.sensing process." In students' retelling of readings, mental processes accounted for 29%. "States of mind" or "psychological events" are involved in this process. In student recount texts, this technique displays affection, perception, and cognition.

Tabel 5.Text 20 clause 8

Then	We	Felt	Hungry
-	Senser	Mental processaffective	Materialprocess

The phrase "felt" in the previous sentence refers to the act of perceiving or feeling. This sentence implies that "we" were impacted by an event that was tense. This is a mental process, this feeling process. The person experiencing the mental process functions as a senser, and the functions that are impacted operate as phenomena. Using this technique, the author discovered that 305 clauses overall contained 88 mental processes.

In the students' recount text, the relational process accounts for 4.9% of all processes. The percentage is significantly larger than that of other processes, even though it is less than that of material processes. It's a procedure that involves having and states of being. The processes of being are separated into attributive and identification in this sentence. This phrase also explains the change of state and place. With case in point:

Tabel 6. Text 21 clauses 9

The place	Was	A large area
Carrier	Relational : Attribute	Attribute

A nominal group, the location shares a connection with the nominal group over a wide range. In the instance of the attribute, the pronoun is assigned a carrier. The verb "was" is included into the word "attribute." "A large region is realized as an arbitrary nominal group with this property. Its head is now either a noun or an adjective, not a pronoun.

A verbal process is a way of talking or doing physically. It is situated in between relational and mental processes. In the students' recount texts, there are ten linguistic processes, with a total frequency of 3,2%. The following are some examples of the verbal process:

Tabel 7. Text 18 clauses 9

He	Also	Told	Me
Receiver	-	Verbal	Sayer
		process	

The verbs that represent the verbal process are revealed by the previously mentioned sentences. The students attempt to explain how their spoken actions related to the recount texts during this process. Since the recount text is written, the students employed indirect speech to illustrate the linguistic process in these sections.

A process of existence is an existential process. It is present in both material and relational processes. It stands for something's existence. There are ten processes in all with a frequency of 3,2%. These are a few instances from the students' recount texts that demonstrate the existential process.

Tabel 8. Text 12 clauses 10

There	Was	No bad	Moment
No representation al function	Participant existential	-	Existential process

The word "was" represents the procedure in the previous phrase. It captures people's existential feelings. As such, it is a part of the existential process. An empty "there" in the subject position introduces existential constructs in this instance. Based on this research, the author discovered 10 existential processes in the 323 written clauses.

Behavior refers to both physiological and psychological processes. It is present in both mental and material processes. There were infrequent instances of behavioral processes in the students' retelling texts. In the students' recount texts, there are only 8 behavioral processes with a total frequency of 2,7%. Through this procedure, the students' think about texts' physiological or psychological responses to various situations were demonstrated.

Tabel 9. Text 7 clauses 11

We	Tasted	Kimbab	in jepara
Behaver	Behavioural process	Range	Circumstance place

The clause is categorized as a behavioral process. "We" are the subject of the previous sentence. Additionally, because "tasting" is a cognitive behavior of the subject, it functions as a behavioral process.act (we). The term "kimbab" indicates a range. Furthermore, "in jepara" designates a state.

Students have written texts in both writing tenses and the past tense, according to the behavioral data. The above research indicates that the material process is the most commonly used, followed by the relational, mental, linguistic, behavioral, and existential processes.

The process that dominates in this data is material. This is because they concentrated more on how to recount events and activities that had already occurred in the text they wrote, which is a recount.that already took place. Students are competent in using the six different types of procedures, even if they mostly employ material.

CONCLUSION

After examining 22 recount texts authored by English Education Department undergraduate students at The University Islam Nahdlatul Ulama Jepara, the researcher discovered six transitivity processes in the data from 305 clauses. Material process, which has 174 occurrences (57%) in clauses, was shown to be the most prevalent process type in students' narrative essays. Acting and happening is the material process. The second is mental, or the processes of feeling and thinking. The third clause, "Relational process," appears in each of them (88 or 29%). It refers to the process of having and being relational. The act of speaking and understanding, or the fourth section, accounts up almost (10 or 3,2%). The existential process, or the presence of something, comes in at number five, or roughly 3.2 percent. The final process is behavioral, which is how psychology functions internally. All eight of them, or 2.7%. The researcher concluded that students appear to understand the process of creating a recount text because it was the most frequently seen process in the data. Using action verbs is one characteristic of a recount text.in light of this discovery, it is recommended that further researchers pursuing related fields of study carry out this research in various texts and academic settings in order to expand the discourse in systemic functional linguistics, especially in the area of transitivity.

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