TRANSITIVITY AS AN INDICATOR OF STUDENTS' RECOUNT WRITING

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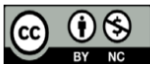*E-mail: dianita.ss@widyatama.ac.id*

Abstract:
This study investigated the transitivity process found in students' recount text and the prevalent transitivity process. The descriptive qualitative research method assesses the Transitivity Process of students constructing recount texts, which involves data collection, classification, analysis, and interpretation. This study's document includes eleven students authoring recount texts and 603 data comprising clauses chosen from the text. Following the results, in students' recount text, there are six types of transitivity processes: material process, relational process, mental process, linguistic process, existential process, and behavioral process. The material process is the most used, accounting for 390 (64.67%) of all occurrences in the overall data. The relational method is the second most widely used, accounting for 90 (14.92%) events in the data. The mental process is the third most used, accounting for 72 (11.94%) occurrences in the overall data. The behavioral process is used with 21 (3.48%) occurrences from the actual data. In comparison, the verbal process is used with 15 (2.48%) of the total data, while the existential process is used with 15 (2.48%). The most common transitivity process type in all students' recount texts, accounting for 390 events, is Material Process.

INTRODUCTION

The appearance of language and the formation and development of humans cannot be separated from human society. According to (Halliday, 1994), language is used to serve various functions, the first of which is to express people's experiences of the external world and their inner world of consciousness. Using language as an object of study and attempting to explain how its use, Halliday's systemic functional linguistics proposes three meta-functions of language: ideational, interpersonal, and texture functions. Because the thesis is based on meaning and is an interpretation of linguistic form, the writer chose "functional" grammar. "The goal is to construct a grammar for text analysis: one that allows one to say reasonable and useful things about any text, spoken or written, in modern English," writes Halliday (Halliday et al., 2014). It allows you to show how and why the text means what it says. Halliday's use of text transitivity analysis to analyze William Golding's The Inheritor in 1971 has become a viable method for exploring various texts. In transitivity systems, six processes represent the

world of experience: material processes, mental processes, relational processes, processes, verbal processes, and existential processes. Many scholars have applied this theory to discourse analysis because transitivity systems can provide the most convincing and objective quantitative discourse analysis. These studies provided a thorough interpretation of the data they chose. Whereas transitivity analysis has been primarily used in literary works and news texts, it is not widely involved in genre-based texts, especially recount texts. Research regarding the implementation of transitivity in students' recount texts has been done before. Research done by (Elsie et al., 2020; Fajriah, 2021; Novianto et al., 2022; Rahayu & Efransyah, 2020; Rahmawati, 2019; Rosmayanti et al., 2021; Utami et al., 2022) revealed that the most prevalent material process found in the data for students' recount text was retelling something that happened in the past that the students experienced. This article will concentrate on the transitivity of students' writing recounts with quantitative and qualitative methods. The researcher will begin with Halliday's (Halliday et al., 2014) analysis of students' recounts of text in their process and function.

LITERATURE REVIEW

The transitivity system's main argument is that the most vigorous conception of reality consists of "events" from doing, happening, feeling, and being. This incident is ordered in the language's semantic system and expressed using clause grammar (Halliday et al., 2014). As a result, the clause was analyzed for its ability to represent man's outer and inner worlds. Reality is represented through a series of processes, their participants, and the circumstances under which they are revealed (Lima & Filho, 2008). Halliday describes what is going on, what is being done, how he feels, and under what circumstances (Halliday et al., 2014). The system's transitivity comprises six processes: material, mental, relational, behavioral, verbal, and existential. The term "process" is used broadly in this context to refer to all phenomena and everything expressed by the verb; this could be an event, whether physical or not, circumstances, or relationships.

Material Processes

The material process refers to how things are done in the physical world. They are made up of two inherent participants. The first is the actor, a required element in the reveal process (Eggins, 2004). The optional second element is "goal," which specifies who or what entity's life or death is affected by the process.

Table 1. Material Processes

Actor	Process: material	Goal
We	bought	Bakpia Pathok, Gudeg Tin, Yangko, and some batik
Many people	took	
We	have to clean	photographs of the vermillion gates all the toilets

Relational Process

Relational processes are related to processes that exist in an abstract world (Thompson, 2013). The abstract relationship between two participants associated with the process is typically considered. However, unlike in the case of material processes, a participant does not physically affect other participants. Attributes and identification are the two types of relational processes (Thompson, 2013). Attributive relational processes reveal which characteristics a particular object possesses. This relational process demonstrates the relationship "x carries attribute y," where "y" is assigned to the participant, the carrier. To express the relationship between attribute and carrier, the verb "be" is commonly used. Identifying relational processes reveals that the two entities have identical properties. This process has two independent participants: tokens, holders or occupants who are about to be defined, and the value, which

defines the token by assigning it meaning referent, function, status, or role. (Eggins, 2004; Halliday et al., 2014; Jones & Lock, 2011)

Table 2. Relational Processes

Childhood	was	the most beautiful time
It	sounded	very horrifying
This incident	became	my worst memory
Carrier/identified	**Process: relational**	**Attribute/Identifier**

Mental Process

The mental process encodes the meaning of feelings or thoughts in the mind. They are internalized processes as opposed to externalized doing and speaking processes. According to Halliday and Matthiessen (Halliday et al., 2014), in contrast to material processes, mental processes involve at least one human participant with a mind in which the process occurs. Sensing refers to participants who are involved in mental processes. *Phenomena* are entities that sensors can sense, think about, or capture.

Table 3. Mental Processes

I	enjoyed	the views
I	felt	so excited
They	might like	it
Senser	**Process: mental**	**Phenomenon**

Verbal Processes

The act of saying something is known as the verbal process, which exists at the intersection of mental and relational processes. Only verbal processes, such as speech and meaning, can express the relationship between ideas embedded in human consciousness and ideas embodied in the language (Thompson, 2013). The participant who speaks is known as the Sayer. The Target is the recipient to whom the process was directed. What was said is verbiage.

Table 4. Verbal Processes

My friend	said	"Let's go home"
The driver	told	us to dock under the seat
They	talked	about the news
Sayer	**Receiver**	**Process: verbal**

Existential Processes

Existential processes are those that exist and occur. Existential sentences typically include the verb *be*, and even though it serves no representational function, the word *there* is required as a subject (Halliday et al., 2014). Some objects or events are said to exist. Any phenomenon, such as a person, an object, an institution, an abstraction, an action, or an event, can be defined as existing.

Table 5. Existential Processes

There	was	a giant explosion
There	were	several advantages to using Japan Airlines.
There	were	six of us
	Process: existetial	**Existent**

Behavioral Processes

Psychological and psychological behavior are both examples of behavioral processes. They are the least visible of the six types of processes, and the boundaries of process behavior are limitless, with some material and some mental. (Halliday et al., 2014). The behavioral process is the outward manifestation of inner work, acting on conscious processes and physiological states. Participants who behave well are referred to as "behavior."

Table 6. Behavioral Processes

I	cried	for hours
They	were laughing	loudly
I	was watching	TV
Behaver	**Process: behavioral**	

METHOD

This study used the descriptive qualitative method and a case study research model (Ary et al., 2010). It uses transitivity analysis to characterize the phenomena discovered in the students' recall texts. Furthermore, this study uses transitivity process types, the dominating process types, and circumstantial factors that characterize the students' recount texts. This study's participants were Widyatama, University undergraduate students. The total number of students in that class was eleven. The data was collected in various steps, the first of which was to inform the research subjects about the nature of the recount text. During the first meeting, the students were given a brief explanation of the nature of recount text in terms of purpose, schematic organization, linguistic aspects, and an example of recount text. Second, the research subjects were given four directions; the recount text topics were about the students' most recent trips and best experiences. A recount text should have an entirely generic structure (orientation, event, re-orientation). Third, the students' recount texts were collected and examined for schematic structure. In this investigation, two instruments were used. The first tool is the writing assignment. The second instrument was the data distribution sheet table, which was utilized to collect and analyze data based on the theories used in this study. In this study, 11 recount texts created by undergraduate students served as the project's data-gathering sources. In order to analyze the data, many procedures were taken. First, gather the students' recount texts for schematic structures and language elements. Second, after obtaining the students' recount texts, the texts were separated into sentence alterations and clause modifications. To be studied, all clauses were organized into tables. They were then subjected to transitivity analysis. Third, the process types were counted to see which type appeared the most frequently in the students' recount texts. Fourth, the study findings were typed and included in the findings and discussion sections.

FINDINGS AND DISCUSSION

This part of the writing presents the result of the study and the discussion related to the result. The collected data from each question will consecutively be displayed first, followed by the discussion to understand the result.

Six Processes Distribution in Students' Writing Recount Text

Table 7 displays the total number of different processes in clauses of students' recount text writing.

Table 7. Distribution of six process

Name of processes	Number of this process	Percentage of this process
Material	390	64.67%
Relational	90	14.92%
Mental	72	11.94%
Verbal	15	2.48%
Existential	15	2.48%
Behavioral	21	3.48%
Total	**603**	**100%**

In the students' recount text, there are 603 clauses, and all six process types have occurred. According to Table 7, the most common process type is the material process (64.67%), followed by the relational process (14.92%), the mental process (11.94%), the verbal process (2.48%), the existential process (2.48%), and the behavioural process (3.48%). Significant differences in the frequencies of the six process types are found in this students' recount text, which will be discussed further in the following sections.

Transitivity Process Distribution and Functions in Students' Writing Recount Text

Material processes can be said to involve "doing." The application of this process indicates that events and actions are primarily construed through material processes mainly concerned with recounting text. Table 7 shows that material processes appear the most frequently in students' recount text, with the highest percentage of all process types. It shows that material processes account for as much as 64.67 per cent of the top processes, indicating that they account for half of the top processes. Material processes are doing processes. They express that some "entity" does something that "some other entity" may do.

[1]

My neighbor	was attacked by	rebels	on the way home
Goal	**Material**		**Actor**
circumstances: place			

The verb action 'was attacked by'; the past participle of 'attack," which is considered an active process, appears in the clause. The type of clause above includes the material process because the subject (Participant: Actor) in the clause is doing or acting something physically (attacked), and the word 'my neighbour' labelled as a participant called 'Goal,' because as the direct object of the subject's process. According to (Eggins, 2004), the material process is characterized by some entity (participant) doing something and undertaking some action involving the participant.

[2]

We	travelled	to Malang
Actor	**Material**	**Cirmcumstance:**
		place

The clause [2] includes the type of material process because the actor (we) is physically doing something (traveling). Moreover, clause [2] has circumstances; the word "to Malang" acts as a circumstance of place because it shows "where."

[3]

We	walked	for twenty minutes
Actor	**Material**	**Cirmcumstance: time**

The clause [3] includes the type of material process because the actor (we) is physically doing something (walking). Moreover, the word "for twenty minutes" acts as a circumstance of time because it shows "how long."

The relational process in the students' recount text holds 14.92% of all the processes. Although it is less than that of material processes, the percentage is far higher than that of other processes.

[4]

The place	was	a vast area
Carrier	**Relational: attribute**	**Attribute**

A nominal group, *the place* has a similar relationship to the nominal group *a vast area*. The pronoun is given a carrier *the place* in the case of the attribute. The word "attribute" incorporates the verb "was." The attribute *a vast area* is realized as an indefinite nominal group. A noun or an adjective, but not a pronoun, serves as its head now.

[5]

Many merchandise shops items	at USJ	had	unique
Possessor possessed		**Circumstance: place**	**Relational: attribute**

Clause [5] shows that the relationship between two terms is one of ownership; one entity possesses another. The possessive relationship is expressed as a process, e.g., *had*. The possessor is the Carrier, and the possessed is the attribute, as *many merchandise shops at USJ had unique items*. Here *unique items*-ownership is an attribute being ascribed to *many merchandise shops*.

[6]

The room	became	silent
Carrier	**Relational: Attribute**	**Attribute**

"The Room" had a role as a carrier, ascribed or attributed to by "silent" an attribute. Absolutely, "became" is the attributive process itself because attributes serve to characterize or assign a quality to something, at which point "silent" becomes the carrier's characteristic.

The third most frequently used type of process is the mental process. A mental process is "a process of sensing." The mental process in the students' recount text holds 11.942%. It involves "states of mind" or "psychological events." It expresses affection, cognition, and perception in the students' recount texts.

[7]

I	heard	gunshots	from the rebels against a group of TNI
Senser	**Mental: cognitive**	**Phenomenon**	**Circumstance**

In a clause of the mental process, there is always one human participant; this is one that 'sense' – perception. The participant referred to pronominally *I*. A nominal group gunshot is labeled as a phenomenon. The clause also contains a circumstantial element. A prepositional phrase *from the rebels against a group of TNI* follows it.

[8]

I	saw	the tears	running down from my father's eyes
Senser Circumstance	**Mental: affect**		**Phenomenon**

The sensor *I* has consciousness – in order to perceive. In a nominal group, the conscious sense perceives *the tears* as phenomenon. The mental process involves at least two participants: a human necessarily explicit, the phenomenon (the non-active participant). It could be a grammatical fact. In this clause, metal process verbs are perceptive *saw.*

[9]

I	realized	my stupidity
Senser	**Mental: cognitive**	**Phenomenon**

The clause [9] puts "I" as the senser. "realized" is the mental process that belongs to the cognitive type, and "my stupidity" is the phenomenon that was felt by "I" as the conscious sense.
Behavioral processes include both physiological and psychological behavior. The behavioral process is the outward manifestation of inner work, acting on conscious processes and physiological states. Participants who behave well are referred to as "behavior." Behavioral processes appear in students' recount text, and the percentage of behavioral processes is more diminutive than relational and mental processes. It shows that the percentage of behavior is 3.48.

[10]

We	tasted	bibimbap	in Japanese style
Behaver	**Behavioural**	**Range**	**Circumstance: manner**

The clause [10] includes the type of behavioral process. The subject in the clause above is "we." Furthermore, "tasted" acts as a behavioral process because it is the cognitive behavior of the behaver (we). "Bibimbap" serves as a range. Moreover, "in Japanese style" is a circumstance of place.

[11]

We	looked over	a small apartment	near Osaka
Behaver	**Behavioural**	**Range**	**Circumstance: place**

"We," as the behaver, in the beginning, emphasized the action of psychological behavior related to a phenomenon, "looked over" as the behavioral process, and "a small apartment" as the range of psychological behavior by the behaver. The act of circumstance takes place "near Osaka."

[12]

I lived a terrible life	lived	a terrible life
Behaver	**Behavioral**	**Range**

The clause [12] includes the type of behavioral process. The subject in the clause above is "I." Furthermore, "lived" is a behavioral process because it is the behavior's cognitive behaver (I). "A terrible life" acts as a range.

The verbal process is the act of saying something, which exists at the intersection of mental and relational processes. Only verbal processes, like speech and meaning, express the relationship between ideas built into human consciousness and ideas embodied in language. It shows that the percentage of verbal processes is as small as 2.48.

[13]

My mother	said	it	was	the Regent Office
Sayer Attribute	**Verbal**	**Carrier**	**Relational: attribute**	

There is a process of saying, as in [13] *What did you say? - My mother said it was the Regent Office*. Nevertheless 'saying' covers any exchange of meaning. The grammatical function of my mother is that of Sayer.
The relation between the pronoun *it* and a nominal group *the Regent Office*, are one of sameness. In the case of the attribute, the pronoun *it* is assigned to a carrier. The verb of attribution includes to be *was*. The attribute is realized as a nominal group in *the Regent Office*, typically indefinite. It has as it is Head a noun or an adjective but not a pronoun.

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[14]

She	screamed	"Stop it!"
Sayer	**Verbal**	**Material**

The clause is a way of conveying something as in, [14] *she screamed stop it*. The expressed clause is an assertion. One of the verbal processes called sayer. It involves the sayer *she* verbally acting on another direct participant, such as *scream*.

[15]

The teacher	asked	me	a question
Sayer	**Verbal**	**Receiver**	

As in [15] *the teacher asked me a question*, the clause is a process of saying. The verbalized clause is a proposition *the teacher asked me a question.* In the clause, two participants function in a verbal process. One is the receiver, the one to whom is addressed *me.* The other is verbiage *a question* for verbalization. Sayer is one of the verbal processes in which the sayer is, in a sense, acting verbally on another direct participant with a verb such as *ask.*

Existential processes are those that exist and occur. Existential sentences typically include the verb *be*, and the word *there* is required as a subject even though it serves no representational function. Some objects or events are said to exist. Existence can be defined as any phenomenon, such as a person, an object, an institution, an abstraction, an action, or an event. It shows that the percentage of existential processes is 2.48. It has the same percentage as verbal processes.

[16]

There	was	a beautiful scenery	to photograph.
Existential **Circumstances**		**Existent**	

The existential process describes something happening, such as [16] *there was a beautiful scenery to photograph*. The necessity for a subject requires using the term *there*, which serves no representational purpose. The verb *was* used to express existence in the clause, followed by a noun group *a beautiful scenery* that function as an existent. The clause also contains a circumstantial element. It is tagged along by a noun finite clause *to photograph*.

[17]

There	was	an obstacle.
	Existential	**Existent**

The existential process represents that something happens, as in [17] *there is an obstacle*. The word *there* clause has no representational function; it is required because of the need for a subject. The clause has the verb *was* expressing existence, pursued by a nominal group, *an obstacle* functional as existent.

[18]

There	were	a driver and five passengers
	Existential	**Existent**

The existential process depicts something occurring, such as [18] *there were a driver and five passengers*. The necessity for a subject necessitates using the term *there*, which serves no representational purpose. The verb *were* used to express existence in the clause, followed by two noun groups *a driver and five passengers* that combined with the conjunction and that function as an existent.

CONCLUSION

After analyzing five recount texts written by undergraduate students at Widyatama University in Bandung, the researcher determined that six transitivity processes were detected in the data from 603 clauses. Material processes are students most frequently used process types in

producing recount text, appearing 390 times or 65% of the time. Relational processes were observed in 90 sentences (15%) after that. The mental process was repeated 72 times (12%). Furthermore, the data discovered a behavioral process 21 times (4%) in students' recount writings. Finally, according to the data, the most infrequent processes were verbal and existential, which appeared with a 3% frequency. The researcher concluded that students appear to understand how a recount text should be written because using action verbs is one of the features of a recount text because the material process was the most frequently observed in the data. Considering this finding, it is suggested that other researchers with similar research interests continue this work in different texts and educational levels to broaden the conversation in systemic functional linguistics, particularly in transitivity.

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