

## TRANSITIVITY SYSTEM IN NARRATIVE TEXTS FOR JUNIOR HIGH SCHOOL

Wida Mulyanti<sup>1)</sup>, Setyo Wati<sup>2)</sup>

<sup>1,2</sup>Fakultas Keguruan dan Ilmu Pendidikan, Universitas Perjuangan Tasikmalaya

<sup>1</sup>email: [widamulyanti@unper.ac.id](mailto:widamulyanti@unper.ac.id)

<sup>2</sup>email: [setyowati@unper.ac.id](mailto:setyowati@unper.ac.id)

**Abstract:** *This study describes the transitivity system in narrative texts in Junior High School textbooks also explores how the understanding of process types in narratives informs pedagogical practices. The study was designed by employing qualitative descriptive method. The findings show that the most frequent process is material process, followed by relational process, mental process, verbal process, and existential process. The behavioral process is absent from all of the analyzed texts. The findings show that the texts are categorized into simple narratives. Thus, it can be concluded that the texts in the textbooks correspond to the stages of students' intellectual development. However, grammatical errors are also found in the texts. It means that transitivity analysis does not only cover the experiential meaning of texts, more broadly than that, it can also analyze clauses grammatically and lexically in detail up to errors in the use of function words with evidence of asynchronous meaning in the transitivity system. Furthermore, the pedagogical implications of transitivity analysis are as follows: 1) leads students to acknowledge the author's purpose, 2) provides teachers with many ideas for experiential probe questions that students can use when exploring clauses in a text, and 3) sharpening students' critical thinking.*

**Keyword:** *junior high school textbooks, transitivity system, narrative texts.*

**Abstrak:** *Penelitian ini menganalisis sistem transitivitas dalam teks naratif pada buku teks Sekolah Menengah Pertama serta mengeksplorasi bagaimana pemahaman tentang jenis berimplikasi pada praktik pedagogis. Penelitian ini dirancang dengan menggunakan metode deskriptif kualitatif. Hasil penelitian menunjukkan bahwa proses yang paling sering terjadi adalah proses material, diikuti proses relasional, proses mental, proses verbal, dan proses eksistensial. Proses perilaku absen dari semua teks yang dianalisis. Temuan menunjukkan bahwa teks-teks tersebut dikategorikan kedalam jenis teks naratif sederhana. Maka, dapat disimpulkan bahwa teks-teks naratif dalam buku teks telah sesuai dengan tahapan perkembangan intelektual siswa. Namun, kesalahan tata bahasa juga ditemukan dalam teks-teks tersebut. Hal ini menunjukkan bahwa analisis transitivitas tidak hanya dapat menunjukkan makna eksperiensial dalam teks, lebih luas dari itu, klausa yang tata bahasa dan maknanya asinkron juga dapat diketahui. Selanjutnya, implikasi pedagogis dari analisis transitivitas adalah sebagai berikut: 1) mengarahkan siswa untuk mengetahui tujuan penulis, 2) menyediakan ide bagi guru dalam membuat pertanyaan penyelidikan yang dapat digunakan siswa ketika menganalisis klausa dalam suatu teks, dan 3) meningkatkan kemampuan berfikir kritis siswa.*

**Kata kunci:** *Buku teks Sekolah Menengah Pertama, sistem transitivitas, teks naratif.*

### INTRODUCTION

In 2013 curriculum, English began to be studied formally at junior high school level. The types of texts studied in junior high school are descriptive, narrative, recount, report, and procedure text (Cahyaningrum,

Shofia, & Mahaputri, 2018). These five texts are grouped by genre. A genre is a text type that specifically focuses on the purpose resulting from the use of language (Swales, 1990; Martin, 2003; Lieungnapar, Todd, & Wannapa, 2017). It means that to learn

genre-based texts, students must have knowledge of the purpose, the structure, and the lexicogrammatical choices of the text. According to Halliday and Matthiessen (2014), lexicogrammar is a spectrum that contains aspects of grammatical studies and aspects of lexical studies, from grammar to lexis, and ordered into a series of ranked units.

One of the ways to analyze the above three things is to analyze the transitivity system. By using transitivity analysis, the researcher will be able to explain that the structure of language can produce certain meanings and ideologies that are not always explicit for the reader. In other words, transitivity analysis is a functional analysis to find relationships between meanings and words that explain the organization of lexicogrammatical features in a text. This knowledge of experiential meaning is important to learn by students to increase their critical thinking.

Many studies concerning transitivity system have been carried out. Some studies focus on analyzing the transitivity system itself as a tool of analysis e.g., Bartley, (2018), Yuli & Yushan, (2012); Sasongko, (2011); and some focus on analyzing products, i.e. writing, advertisement, textbooks etc. e.g. Hastuti, Setiawati, & Oswari (2021), Isti'annah, (2020), Emilia, Moecharam, & Syifa (2017), Zheng, Yang & Ge (2014) Song, (2013) Afrianto, Indrayani, Seomantri (2014), Brooks (2010), Bustam (2011), Caili (2005), Opara (2012), Naz (2012), Nguyen, (2012), Ginting (2015), Mulyanti (2015), and Jelimun, Suarnajaya, & Adnyani (2020).

The studies which focus on analyzing products can be categorized into two: 1) the analysis of texts written for public consumption, e.g., the texts which derived from the newspapers, novels, the speech of the leaders, etc. and 2) the analysis of texts written for educational purposes e.g., the

texts in textbooks, national examinations, students' worksheets, etc. Comparing the two mentioned above, the latter seems to have a lesser number of studies, especially in the early stages of learning English as a foreign language in Indonesia, i.e., in junior high school (Rintaningrum, 2015). There are far fewer studies of transitivity systems in texts at the junior high school level than in senior high school.

In Indonesia, several studies in exploring transitivity system in junior high school have been conducted e.g., A'Yuni (2020) studied transitivity in descriptive texts and found that relational processes were predominantly used in the texts. The similar study conducted by Apendi, & Mulyani, (2020) have different result, material processes were found to be the most widely used in the descriptive texts being studied. According to Gerot & Wignell (1995), in descriptive texts, the processes of being or having i.e., relational processes should be dominated in the descriptive text since the purpose of this text is to describe things. By knowing the processes in the text, it is possible to know whether the text is represented its purpose, otherwise the text needs to be revised. Moreover, the study on transitivity system in report texts was conducted by Sutrisna (2020), he studied the transitivity system in 29 clauses taken from report texts used in ninth grade's National Exam. The study shows that the material process occupies the highest number followed by relational process. As for recount texts, Hafizh (2016) has analyzed the recount texts written by junior high school students. The study shows that the material process occupies the highest number in most of the students' texts and the processes appeared in low achievers' texts are limited and the texts did not show many aspects of description. Based on the findings, the low achiever students are advised to revise their text by adding more

descriptions, i.e., relational processes into the text since the relational process should be the second highest number used in the texts.

From the investigation of previous studies on transitivity system in texts for junior high schools. Studies on narrative texts and procedural texts are still limited. Considering that the narrative text has bigger role in raising students' motivation in learning English - its purpose is to entertain (Suherdi, 2012) - this study explores the process types used in narrative texts written in textbooks published by the Ministry of Education and Culture.

## METHOD

This study is mostly qualitative, supported by descriptive quantification, and the analyses were based on Systemic Functional Linguistics theoretical framework (Halliday & Matthiessen, 2004) using SFG textual analysis method. According to Emilia (2014), SFG textual analysis is used to examine a small scale and single case phenomenon, generate a qualitative data, and provide an interpretive analysis of that data.

Data collection techniques present data in the form of phrases, groups, and clauses in transitivity (process, participants, and circumstances). The steps in analyzing data according to Halliday & Matthiessen (2014), Emilia, Moecharam, & Syifa (2017), and Eiggins (2004) are as follows:

- a) First, the text is analyzed at the clause level if possible (sometimes there are phrases that are not attached to the clause).
- b) Second, participant components (e.g., Actor, Sayer, Senser, Carrier, Behavior or Goal, Phenomenon, Verbiage, Range), Processes (e.g., Material process, behavioral, verbal, mental, existential), and Circumstances (e.g., Circumstances of location and time, matter, manner,

accompaniment, role) were identified as prerequisites for further clause analysis.

- c) Third, the observed components are then labeled by certain roles according to the professed theory of Transitivity (the represented participants: Actor, Sayer, Senser, Existent, Behavior, Carrier; Processes: Material, Verbal, Mental, Behavioral, Existential, Relational; and Circumstances: Location, Time, Manner, Matter, Accompaniment, Role).
- d) Fourth, after the linguistic analysis is completed, interpretation is carried out within the genre-based framework.

This study analyzes the transitivity system in the junior high school narrative texts. The texts were taken from the textbooks published by The Ministry of Education and Culture. There are four narrative texts in the textbooks, two of them were taken from grade VIII, and the rest of the two were taken from grade IX.

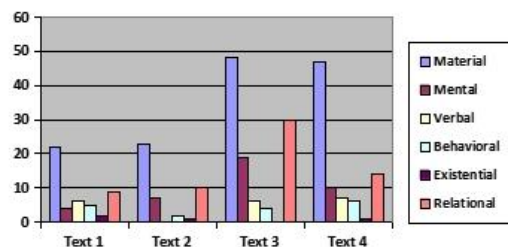
## RESULTS AND DISCUSSION

### A. Processes

Transitivity system is a fundamental component in experiential metafunction of the clause. It deals with “transmission of ideas” presented by the processes of experience (actions, events), processes of consciousness, and processes of relations (Halliday, 1985; Martin, 2002). Moreover, the concept of transitivity in the specific functional sense of Halliday (1994) has formed a significant part of the analytic toolkit of critical linguistics which deals with “who, or what does what to whom, or what?” where Actor, Action and Goal are highlighted (Frawley, 2003). The following table presents the findings from the transitivity analysis.

**Table 1**

TRANSITIVITY					
Process type	Text 1	Text 2	Text 3	Text 4	Total
Material	26	25	51	48	149
Mental	4	7	20	12	43
Verbal	6	0	6	7	19
Behavioral	0	0	0	0	0
Existential	2	1	0	1	4
Relational: attributive	3	4	26	14	47
Relational: identifying	6	6	4	0	16
Total	45	42	108	83	278
Clauses	23	21	66	62	172

**Diagram 1**

The findings show that material, relational, and mental processes are the three processes frequently used in the narratives. Emilia (2005) and Gading (2015) have the same findings with the study. They were analyzed narrative texts that were written by their students. The findings are in line with Gerot & Wignell's statement (1995), i.e., the processes used in narratives' lexicogrammatical features are material, relational, and mental processes. However, the lexicogrammatical features of narrative text proposed by Gerot & Wignell (1995) are considered basic features of narrative text. Narrative text which uses material, relational, and mental processes without including the other process types is considered 'simple narrative' because for the narrative text to be considered 'mature narrative', the other process types, especially verbal and behavioral processes

should be included (Emilia, 2011; Derewianka, 2011).

### a) Material Process

As presented in Table 1, there are 149 occurrences of material process (53,6%). The use of material processes is exemplified in samples [4], and [5] below.

[1]	he	killed	Tumang!
	Actor	Pr: material	Goal

[2]	He	died	because of his greed.
	Actor	Pr:	Circumstantial: manner material

[3]	but	he	could not cross	the river.
	Actor	Pr: material	Range	

Clause [1] is taken from Text 3. The clause contains a verb 'killed' which is considered an action process. It answers the question 'What did x (he) do?', the answer is 'He killed Tumang'. Derewianka (2004; 2013) states that the focus of narrative text is on a sequence of actions. It means that the material process should be the highest process type appears in narrative text.

With regard to the number of participants, there are two main types of material process, i.e., the process with one participant (intransitive clause) i.e., clause [2] and that with two or more participants (transitive clause) i.e., clause [1] (Halliday & Matthiessen, 2014). Clause [2] is intransitive clause, it is viewed as the representation of happening, the verb 'died' is not an action verb.

There are three participants in material process, i.e., Actor, Goal, and Range. All of them are shown above. The Actor is 'he', the one that is doing something to, the Goal is the one impacted by the act of the Actor (Halliday & Matthiessen, 2014). 'Tumang' as the Goal is the one that is impacted by the Actor. and a Range 'the river' is an entity which indicates the domain

over which the process occurred (Halliday, 1994).

**b) Mental Process**

As shown in Table 1, there are 43 occurrences (15,5%) of mental process in the texts under analysis. Mental process concern with our conscience or our experience of the world (Halliday & Matthiessen, 2014). Clauses [4] and [5] below are the samples of mental process.

[4]	they	were surprised	to see
	Senser	Pr: mental:aff	Pr:mental:perc
[5]	The big wolf	knew	
	Senser	Pr: mental:cognition	
[6]	who	thought	that he was its mother.
	Senser	Pr:mental:cog	Phenomenon

Clause [4] is taken from Text 4. This clause contains two mental processes, the process of feeling 'surprised' and the process of perceiving 'see'. Both are the psychological experiences and are subcategorized into the Affection process and the Perception process respectively.

As for clause [6], which was taken from text 2, it involves the process of thinking. It is called Cognition process because 'thinking' is the cognitive psychological process. Clause [6] has two Participants, a Senser 'who' and a Phenomenon 'that he was its mother. The Phenomenon in this clause is realized in a nominal group or embedded clause summing up what is thought. Moreover, the Participant in the clause [4], [5], and [6] are called Senser because they are entities who can think, feel, and perceive things.

**c) Verbal Process**

As shown in Table 1, there are 19 occurrences (6,8%) of verbal process in the analyzed texts. A verbal process of direct or indirect report is standing on the border of

mental and relational processes. It relates the ideas in human consciousness with their linguistic representation of Sayer. (Halliday, 1985; Eggins, 2004). Clauses [7] and [8] below are the samples of verbal process.

[7]	Before she asked the people in the dawn,			
	C:loc:t	S	Pr:ver	R C:lo:p
[8]	He	said	"One hundred!"	
	Sayer	Pr: verbal	Verbiage	

Clause [7] is the sample of verbal clause taken from Text 3. The function of verbal process 'asked' is to project second order representations of experience (clause complexes) in which the quoted or reported clause is not a constituent part of the verbal clause; it is different process, i.e., material process.

The Addressee 'the people' in clause [7] and "One hundred!" in clause [8] are called the Receiver and the Verbiage respectively. Receiver is the one to whom the saying is directed and Verbiage is the function that corresponds to what is said (Emilia, 2014).

**d) Existential Process**

As shown in Table 1, there are 4 occurrences (1,4%) of existential process in the texts. Existential process is a process of existing with *there* and *to be* with no representational function (Halliday, 1985). The use of existential processes is exemplified in samples [9] and [10] below.

[9]	There	was	a big wolf.	
		Pr: existential	Existent	
[10]	There	were	many crocodiles	there
		Pr:exist	Existent	Cir:loc:pl

Clause [9] is derived from Text 4. The word *there* has no representational function in transitivity system since it has no

meaning, yet, it is the tool to indicate the existence. The existential process 'was' in this clause represents that the Existent 'a big wolf' is an entity, the wolf exists.

Clause [10] is derived from Text 1 The word 'there' is neither a Participant, nor a Circumstance. The process 'were' represents experience by posited that 'there were crocodiles' that the crocodiles exist.

**e) Relational Process**

As shown in Table 1, there are 63 occurrences (22,7%) of existential process in the texts. 47 (16,9%) for Relational attributive process, and 16 (5,7%) for relational identifying process.

[11] but the wolf	was	so fat
Carrier	Pr:rel:int	Attribute

Clause [11], taken from Text 2, is the relational intensive attributive process. The use of the verb *be* 'was' is the sign that this relational clause falls into the category of Intensive. It is the attributive process since 'so fat' is assigned to 'the wolf'. 'The wolf' is the Carrier, not the Token because the participant 'wolf' cannot be reversed with the participant 'so fat' as shown here: \*so fat was the wolf.

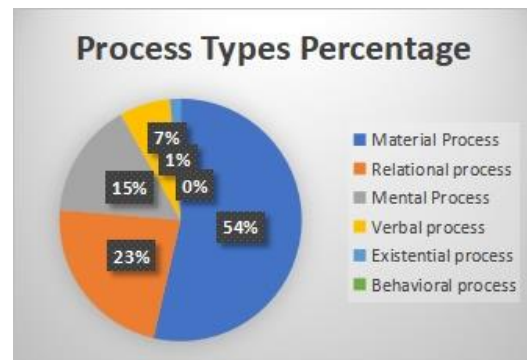
[12] that	the most delicious sheep	were	the lambs or the young sheep.
Token	Pr:rel:int	Value/Cir:lo:pl	

Clause [12], taken from Text 2, is the relational intensive identifying process. The use of the verb 'were' is the sign that this relational clause falls into the category of intensive. It is the identifying process because the participants are reversible: 'The lambs or the young sheep were the most delicious sheep.' In text 2, the verbal process is not included. It indicates that the text doesn't include the direct sentences/speech in it. Direct speech is one of the features of narrative text. The absence of this feature

does not make the text categorized into other types of text but makes the text into a simple narrative text (Gerot & Wignell, 1995).

**f) Behavioral Process**

There is no behavioral process in four narrative texts being analyzed. The behavioral process is standing between material and mental processes, it relates the physiological and psychological behaviors such as, coughing, smiling, breathing, staring, snoring, etc. (Eggins, 2004). The absence of this process indicates that the texts are 'simple text'. It can be concluded that this text has been made simple so that it can be read by junior high school students.



**Diagram 2**

**B. Error Analysis**

Since transitivity analysis allows us to trace the text in each clause in detail, errors in the use of grammatical items (function words) can be detected. For example, in the clause 'I will pay you with gold'. The adjunct 'with gold' does not function as Circumstantial Manner Means, nor as Circumstantial Accompaniment. The preposition 'with' does not fit here, instead, it should be replaced with the preposition 'in': I will (Actor) pay (Process: material) you (Client) in gold (Circumstantial: Manner: Means).

[13]	I	will pay	you	with in gold
	Actor	Pr. mat	Client	Circ:ma:means

Similar grammatical error is also seen in the clause 'you can fill the bag full with gold'. The function word 'with' should be replaced by the word 'of' to serve its function correctly. Transitivity analysis can spot this mistake accurately accompanied by the evidence.

[14]	You	can fill	the bag	full with	of gold
	Act	Pr. mat	Range	Circ:man:	means

Another sample of error found by analyzing the experiential grammar is in clause: 'Sangkuriang could not cheat her'. Here the meaning of 'cheat' is not to practice fraud of trickery, instead, its meaning is to violate rules dishonestly, or unfaithful. According to Merriem-Webster (2021), the latter meaning is usually used with 'on', it is a phrasal verb used to break a promise.

[15]	Sangkuriang	could not cheat	her
	Actor	Pr:material	Range

From the above findings, it is known that the analysis of transitivity can analyze the clause in details by relating the experiential meanings of the Participants, Processes, and Circumstances.

**C. The Pedagogical Implications of the Analysis**

The transitivity analysis has some pedagogical implications especially in raising students' awareness of how a text function. There are three implications can be brought forward: 1) leads students to acknowledge the author's purpose, 2) providing teachers with many ideas for experiential probe questions that students can use when exploring clauses in a text, and 3) sharpening students' critical thinking.

**1) Leading Students to Acknowledge the Author's Purpose**

The analysis (as shown in the appendices) can help teachers to lead

students to be aware of the authors' purpose in writing the texts. By analyzing the process in the text, the reader will be able to analyze whether the text has fulfilled its purpose. The social purpose of narrative text is "to entertain, i.e., to gain and hold the reader's interest in the story" (Gerot & Wignell, 1995, p. 40). In order to amuse readers, it is compulsory for the text to have conflict, i.e., complication part. This complication part is marked by the disclosure of action, description and emotion which can be revealed through transitivity analysis.

The achievement of the purpose of text writer is indicated by the fulfillment of the schematic structure and lexicogrammatical features of the texts. The lexicogrammatical features i.e., transitivity can be the tool to analyze the realization of schematic structures of the text. The material, relational and mental processes are mentioned to be the processes commonly used in narrative texts (Gerot & Wignell, 1995; Emilia, 2005). The students' awareness of the author's purpose can be built by their understanding of the process types. The experiential grammar i.e., transitivity system, allows teachers to teach students about human experience in a clause (Butt et al. 2000). These choices include: 1) The types of Process as the center of a clause; 2)The roles of Participant in relation to the Process type; 3) The types of circumstances which clarify processes.

By teaching these choices, the students can reveal meaning, function, and structure of the texts. They will understand how these components are interrelated. According to Butt, et al. 2000; Emilia, 2014), analyzing texts in terms of the Process, Participants, and Circumstances can make students acknowledge the field of the immediate situation the author's purpose. As shown in the transitivity analysis, the process types that appears in the narrative texts are described in the following ways: 1)

First, material process is used to describe the action:

#### Material Process

[16]	Then, Moused eer	jumped	onto the back of one crocodile to another,
	Actor	Pr:mat	Circ:loc:place

Clause [16] presents the act of doing, i.e., action verb. This 'act' is the realization of schematic structures of narrative text (orientation, evaluation, complication, resolution, and re-orientation). Narrative text needs the 'doing' process (material process), the 'feeling' (mental process), and the 'description (relational process) in order to meet its basic structure. 2) Second, relational process is used as a description:

#### Relational Process

[17]	She	was	beautiful and kind- hearted.
	Carrier	Pr:rel:int	Attribute

Clause [17] is relational-attributive clause whose function is give the description to the characters in the story. The orientation part in narrative text should have relational processes in it in order to function. The description (relational process) is commonly followed by the action (material process). 3) Third, mental process is used to describe preference/emotion:

#### Mental Process

[18]	He	did not to want	his mother disappoint
	Senser	Pr:mental	Senser
	Senser	Pr:mental	Phenomenon

Clause [18] describes the preference of the Senser 'he' towards the Phenomenon, while the embedded clause in it shows emotion/feeling, disappointed the Senser 'his mother'. Mental process is commonly found in a clause which begin the complication part, where the problem arises, leading to a crisis or climax, and in the resolution part, where the conflict is resolved.

In conclusion, leading students to the awareness of the purpose of the text is drawn from the transitivity analysis. The students will be aware that different genre/text types, have different functions of these processes. The process types present different functions related to the schematic structure of texts.

### 2) Providing Teachers with Many Ideas for Experiential Probe Questions That Students Can Use When Exploring Clauses in A Text

The knowledge of experiential grammar i.e., transitivity, enable teachers to lead students to explore clauses in a text by giving then probing questions prior the reading activity. The following are some formulas proposed by Butt et al. (2000) cited in Emilia (2014, p. 170) in constructing probing questions:

- What is the Process (which is realized in the verb)? What work is it doing? Is it telling about a material or physical action, or is it relating (i.e., identifying or describing), saying or sensing?
- Who or what is doing the action, relating, saying, or sensing?
- Who or what is being done to, or relate to, said/said to/said or sensed?
- Is the saying or sensing clause projecting another clause? Is this clause direct (or quoted) speech or is it indirect (or reported) speech? Is this clause direct (or quoted) thought or is it indirect (reported) thought?
- When, where, how, why, with whom or what, for how long has all this been going on?

### 3) Sharpening Students' Critical Thinking

The transitivity analysis can be used to sharpen students' critical thinking. The major concern of critical thinking is careful analysis or judgment (Mulyanti, 2015). By identifying the type of Participant role used



for different categories of people, for example, will reveal - which people are represented as Actor, and what these people get to do? - which people are represented as Sayer, and what these people get to say? - which people are represented as Senser, and which of their thoughts and feelings will be revealed? etc. By identifying Participants, Processes, and Circumstances in the text, it helps students understand what is happening in the text, for example, who did what to whom. This understanding can help students to more critically read texts (Emilia, 2014; Droga & Humphrey, 2003).

## CONCLUSION

This study explores the types of processes through transitivity system analysis. It focuses on analyzing transitivity system in narrative texts for Junior High Schools. It also reveals how the understanding of the types of processes has several pedagogical implications.

The transitivity system in the texts being studied encompasses five processes brought forward by Halliday and Matthiessen (2014). Among the processes, The most frequent process being used is material process with 149 occurrences (53,6%), followed by relational process with 63 occurrences (22,7%), 47 occurrences for relational-attributive process (16,9%) and 16 occurrences for relational-identifying process (5,7%), continued by mental process with 43 occurrences (15,5%), verbal process with 19 occurrences (6,8%), and existential process with 4 occurrences (1,4%).

One process type does not appear in the analyzed texts, i.e., behavioral process. Moreover, the other three processes, i.e., verbal, existential, and relational-identifying process, is absence from one of the texts being analyzed. Only Text 1 whose absence from one process, the other three texts have two process absence. It means, two types of processes are absent from all texts, except

text 1, which is absent from only one process, i.e., behavioral process.

The absence of the processes mentioned above, indicates that these four narratives are worthy of inclusion in junior high school textbooks. Since English teaching in 2013 curriculum began at the junior high school level, students' English proficiency at this level is generally still low. Therefore, the text included in the learning materials should be simple.

The findings of this study show that the material, relational and mental processes are the three processes frequently used in the narrative texts being analyzed. The material processes represent the action 'the doing process' of the characters in the story. Since the focus of narrative texts is on the sequence of actions, the material process must be the highest processes in the texts. Moreover, the relational processes in narrative texts serves to describe the states/condition (having and being) of the characters involved in the story, and the mental process serves to describe the feelings felt by the Senser, i.e., the characters in the story.

In addition, because transitivity analysis allows us to trace the text in each clause in detail, errors in the use of grammatical items (function words) can be detected. For example, in the clause 'I will pay you with gold'. The adjunct 'with gold' does not function as Circumstantial Manner Means, nor as Circumstantial Accompaniment. The preposition 'with' does not fit here, instead, it should be replaced with the preposition 'in': I will (Actor) pay (Process: material) you (Client) in gold (Circumstantial: Manner: Means). Similar grammatical error is also seen in the clause 'you can fill the bag full with gold'. The function word 'with' should be replaced by the word 'of' to serve its function correctly. The same case in 'Sangkuriang could not cheat her'. Here the meaning of 'cheat' is not

to practice fraud of trickery, instead, its meaning is to violate rules dishonestly, or unfaithful. According to Merriam-Webster (2021), the latter meaning is usually used with 'on', it is a phrasal verb used to break a promise. Transitivity analysis can spot these mistakes accurately accompanied by the evidence.

Moreover, the pedagogical implications of the analysis are 1) leads students to acknowledge the author's purpose, 2) providing teachers with many ideas for experiential probe questions that students can use when exploring clauses in a text, and 3) sharpening students' critical thinking. The exploration of textbooks used in pedagogical practices is beneficial for authors and teachers. For authors, adequate language analysis skills are needed to facilitate students' intellectual development. Knowledge about the transitivity in texts is expected to produce better texts for pedagogical purposes language of instruction. Practical purposes are intended to teachers. For teachers, the knowledge of experiential grammar helps them to teach students to respond to texts. In other words, the transitivity system can be used as a practical source for students to gain their ability to read critically and to create well-written texts.

The study only uses one aspect of systemic functional grammar, i.e., experiential grammar (transitivity analysis of exposition texts). Thus, it needs further research in other aspects of systemic functional grammar, the logical grammar (the analysis of Taxis) is highly recommended because the logical grammar and experiential grammar belong to the same metafunction, i.e., ideational metafunction. Furthermore, in terms of data used in the analysis, it is highly recommended to use procedural texts written in junior high school textbooks as the data.

## REFERENCES

- Afrianto., Indrayani, L., & Seomantri, S. (2014). Transitivity analysis on Shakespeare's sonnets. *IOSR Journal of Humanities and Social Science*. 19(1). 78-85. Retrieved from [www.iosrjournals.org](http://www.iosrjournals.org).
- Apendi, T. L. & Mulyani E. R. (2020). The Analysis of Transitivity Process of Students' Descriptive Texts. *Professional Journal of English Education (PROJECT)*. 3(3), pp. 359-366. p-ISSN 2614-6320 Volume 3, No. 3, May 2020 e-ISSN 2614-6258. <https://journal.ikipsiliwangi.ac.id/index.php/project/>
- A'Yuni, Q. (2020). *The Realization of Ideational Meaning Of Junior High School Students' Descriptive Texts (A Case of Seventh-Graders of Junior High School 3 Rembang in the Academic Year of 2019/2020)*. English Department Faculty of Languages. <http://lib.unnes.ac.id/39913/1/2201416071.pdf>
- Bartley, L. V. (2018). Putting transitivity to the test: a review of the Sydney and Cardiff models. *Bartley Functional Linguistics*. (5)4, pp. 1-21. <https://doi.org/10.1186/s40554-018-0056-x>
- Brooks, J. (2010). The growing absurdity of the South African apartheid: transitivity in Christopher Van Wyk's 'In Detention'. *Innervate Leading Undergraduate Work in Studies*, 2, 26-34.
- Butt, D., Fahey, R. S., Feez, S., Spinks, S., & Yallop, C. (2000). *Using functional grammar: an explorer's guide*. 2nd Ed. Sydney: National Centre for English Teaching and Research. Macquarie University.
- Cahyaningrum, W., Shofia, O. K., & Mahaputri, P. (2018). Content Analysis of English Subject in

- Curriculum 2013 For Junior High School Levels. *Getsempena English Education Journal (GEEJ)* 5(1), pp. 150-157. <https://ejournal.bbg.ac.id/geej/article/download/772/717>
- Caili, W. (2005). The process of transitivity in “weeping for my smoking daughter”. *Celea Journal*. 28(1). 111-115.
- Cheat. (2021). In Merriam-Webster dictionary. <https://www.merriam-webster.com/dictionary/cheat>
- Derewianka, B. M. (2011). *A new grammar companion for teachers. (2nd ed.)*. Sydney: Primary English Teaching Association.
- Derewianka, B. M. & Jones, P. (2013). *Teaching language in context*. Melbourne: Oxford University Press.
- Derewianka, B. (2004). *Exploring How Texts Work*. Primary English Teaching Association.
- Eggs, S. (1994). *An Introduction to Systemic Functional Linguistics*. New York: Continuum.
- Eggs, S. (2004). *An Introduction to Systemic Functional Linguistics (2nd Ed.)*. New York: Continuum.
- Emilia, E. (2005). *A critical genre-based approach to teaching academic writing in a tertiary EFL context in Indonesia*. Volume 1. A PhD thesis submitted to the Department of Language, Literacy and Arts Education, Faculty of Education, The University of Melbourne.
- Emilia, E. (2014). *Introducing functional grammar*. Bandung: Dunia Pustaka Jaya.
- Emilia, E., Moecharam, N. Y., & Syifa, I. L. (2017). Gender in EFL Classroom: Transitivity Analysis in English Textbook for Indonesian Students. *Indonesian Journal of Applied Linguistics*. 7(1), pp. 206-214
- Emilia, E. (2011). *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk Untuk Guru*. Bandung: Rizqi Press.
- Frawley, J. (2003). *International Encyclopedia of Linguistics, Volume 3*. Oxford University Press, New York: Alan McKee. <http://dx.doi.org/10.4135/9780857020017>.
- Gerot, L., & Wignell, P. (1995). *Making sense of functional grammar*. Cammeray, NSW: Antipodean Educational Enterprises.
- Ginting, M. (2015). *An analysis of students' analytical expositions*. Unpublished thesis at Department of English Literature, Faculty of Languages and Arts, Indonesia University of Education. Retrieved from repository.upi.edu.
- Hafizh, M. R. (2016). *An Investigation of Transitivity System in Junior High School Students' Recount Texts: A Case Study of a Public Junior High School in Bandung*. Repository UPI SING 1100676. <http://repository.upi.edu/21926/>
- Halliday, M. A. K. (1985). *An introduction to functional grammar*. London, England: Edward Arnold.
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2004). *An introduction to functional grammar*. 3th Ed. London: Arnold.
- Halliday, M. A. K. (1994). *An introduction to functional grammar (2nd ed.)*. London: Edward Arnold.
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *An introduction to functional grammar (4th ed.)*. London, England: Routledge.

- Hastuti, E., Setiawati, A., & Oswari, T. (2021). Transitivity Analysis of Lydia Machova's Speech in Ted Talks: A Systemic Functional Linguistics Study. *Journal of Language and Literature*. 9(1), pp. 12-25. <https://doi.org/10.35760/jll.2021.v9i1.4041>
- Isti'anah, A. (2020). *Transitivity Analyses in Literary and Non-Literary Texts: For Truth and Meaning. Linguistics for Literary & Non-literary Texts: A Collection of Arina Isti'anah's Research Articles*. Fakultas Sastra, Universitas Sanata Dharma. pp. 11-24. <http://eprints.uny.ac.id/20432/1/Silvi%20%2009202241067.pdf>
- Jelimun, M. O., Suarnajaya I. W., Adnyani, N. L. P. S. (2020). Lexicogrammatical Analysis of Narrative Texts Written by First Semester Students at Unika St. Paulus Ruteng. *Journal of Educational Research and Evaluation*. 4(1) pp. 27-36. P-ISSN: 2597-422x E-ISSN: 2549-2675. <https://ejournal.undiksha.ac.id/index.php/JERE>
- Lieungnapar, A., Todd, R. W., & Wannapa, T. (2017). Genre Induction from A Linguistic Approach. *Indonesian Journal of Applied Linguistics*. 6(2), pp. 319-329. <https://ejournal.upi.edu/index.php/IJAL/article/view/4917/3511>
- Martin, J. R. (2002). Meaning beyond the clause: SFL perspectives. *Annual Review of Applied Linguistics*, 22, 52–74.
- Martin, P. M. (2003). A genre analysis of English and Spanish research paper abstracts in experimental social sciences. *English for Specific Purposes*, 22(1), pp. 25-43. doi:10.1016/s0889-4906(01)00033-3
- Mulyanti, W. (2015). *Transitivity Sistem in Exposition Texts for Senior High School National Examinations*. Repositori UPI.
- Naz, S. (2012). Political language of Benazir Bhutto: A transitivity analysis of her speech 'Democratization in Pakistan'. *Interdisciplinary Journal of Contemporary Research in Business*. 4(6). 125-141. Institute of Interdisciplinary Business Research. Retrieved from [ijrb.webs.com](http://ijrb.webs.com). on May 25th, 2015 at 03.34.
- Nguyen, H. (2012). Transitivity analysis of "Heroic Mother" by Hoa Pham. *International Journal of English Linguistics*. 2(4). 85-100. Canadian Center of Science and Education. <http://dx.doi.org/10.5539/ijel.v2n4p85>.
- Opara, S. (2012). Transitivity systems in selected narrative discourse. *International Journal of Arts and Commerce*. 1(7). 109-121.
- Rintaningrum, R. (2015). *Bahasa Inggris Tidak Perlu Dihapus dari Kurikulum 2013 Sekolah Dasar*. Proceeding Seminar Nasional ADPISI "Membangun Indonesia Berbasis Nilai-Nilai Agama" di UNAIR.
- Sasongko. (2011). Application of transitivity as discourse analysis instrument. *Orbith*. 7(3). 349-354.
- Song, Z. (2013). Transitivity analysis of a rose for Emily. *Theory and Practice in Language Studies*. 3(12). 2291-2295. Academy Publisher. <http://dx.doi.org/10.4304/tpls.3.12.2291-2295>.
- Suherdi, D. (2012). *Towards The 21st Century. English Teacher Education: An Indonesian Perspective*. Bandung: Celtics Press.
- Sutrisna, G. (2020). Processes in Report Text: An Analysis of Systemic Functional Linguistic on Transitivity. *WIDYA ACCARYA: Jurnal Kajian*

*Pendidikan FKIP Universitas Dwijendra. 11 (1), pp. 10-16.*  
<https://eric.ed.gov/?id=ED 610101>

<http://dx.doi.org/0.3968/j.ccc.1923670020120804.2411>.

Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press.

Yuli, S., & Yushan, Z. (2012). A comparison of transitivity system in English and Chinese. *Cross-Cultural Communication. 8(4). 75-80.*

Zheng, Shuyuan., Yang, An., & Ge, G. (2014). Functional stylistic analysis: transitivity in English-medium medical research articles. *International Journal of English Linguistics. 4(2). 12-18.* Canadian Center of Science and Education. <http://dx.doi.org/10.5539/ijel.v4n2p12>.

