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A Comparative Analysis of Transitivity System in Model and Student Descriptive Texts

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Abstract – Researches on ideational meaning have been widely reported, but rarely do they compare transitivity analysis systems on two similar texts. The aim of the study deals with the transitivity system of the descriptive texts of the model text taken from a TOEFL exercises book and the student's text written by a tenth grade student of SMA Islam Al Azhar 15 Semarang. It also explores how the understanding of experiential grammar informs pedagogical practices. The research approach of the study was descriptive qualitative completed by textual analysis using Halliday's SFL theory. The result of the transitivity system shows that the model text and the student's text employed different types of processes. However, both texts present a similar transitivity pattern in the dominance of material processes and circumstances of location. One incomplete clause in the student's text caused the attributive process not to appear. All in all, the main linguistic features of descriptive text, relational processes, are not accurately employed in the texts. Knowledge of experiential grammar brings potential benefits for both learning and teaching. It enhances student learning by providing an understanding of authorial intent and grammatical structure, and empowers educators to create useful instructional approaches to improve students' writing and critical thinking skills.

Keywords - Descriptive Text, Ideational Meaning, SFL, Transitivity System.

INTRODUCTION

When acquiring a language, writing is one of the four language skills to master beside listening, speaking, and reading that we need for complete communication. Writing is the process of expressing ideas in a systematic way that organizes the graphic conventions of language in the form of grammar paradigms and exercises, dictation, translation from mother tongue to target language and from mother tongue to target language, as well as free composition and imitation (Rivers, 1968). Besides, writing, according to Nunan (1989, 2003), is a very complicated cognitive activity that involves physical and mental act in which the writer must concurrently exhibit control over multiple variables involving spelling, vocabulary, sentence structure, format, management of contents, and letter formation at the sentence level of making ideas and afterwards incorporating them into cohesive and well-written paragraphs and texts. Those written products (sentence – paragraph – text) are frequently

the outcome of thinking, drafting, and editing processes that need specific abilities (Brown, 2007). Therefore, the purpose or ultimate goal of writing is to inform, entertain, explain, persuade, express feelings, explore ideas, evaluate, mediate, provide problem solving, or argue in favor of or against an idea (Rehbein, 2015).

Outlined in various curricula applied in Indonesia, according to Permendiknas 23/2006 on content standards for primary and secondary units, Permendikbud 37/2018 on Core Competencies and Basic Competencies of Curriculum 2013, and Kemdikbud (2022) in emancipated curriculum, writing is one of the skills in English that must be taught by teachers so that later students are able to produce good texts to fulfil the graduation standard. Writing certain texts with specific genres has become a focus in English language learning and has begun to regain its urgency as a product of the Genre-Based Approach that has been applied in Indonesia since 2004 in the 2004 Competency-

Based Curriculum (KBK 2004). Students have been learning English text-based and are encouraged to write different types of texts in English (Kasihani, 2000). Until now, the writing genre continues to be promoted. In emancipated curriculum, which is the current curriculum in Indonesia, based on the function and purpose of the text as well as the compulsory and optional stages, it is stated in the curriculum's learning achievement guidance document for phases A-F for elementary to senior high school levels that there are several genres to be taught (Badan Standar, Kurikulum, dan Asesmen Pendidikan Kemdikbud, 2022). These genres are narrative, description, exposition, procedure, argumentation, discussion, special texts (short messages, advertisements), and authentic texts.

At the senior high school level, descriptive text is a text taught in grade 10. Descriptive text, according to Gerot & Wignell (1994), is a text that has a social purpose to describe a particular individual, place, or object. According to Dirgeyasa (2015), the word "descriptive" comes from the word "describe", which means to draw, illustrate, or describe a certain object to help visualize the object being discussed. The object described can be a person, animal, thing, or place that is given a detailed explanation to help readers understand and gain knowledge from the text (Suminar & Putri, 2018).

It is undeniable that writing those texts is challenging. Furthermore, it is also generally agreed that writing is considered as the most difficult skill to be mastered. It happens because in writing, students should be able to combine all the elements necessary to create a text, such as content, format, and length; style, and tone; cohesion, and coherence; as well as lexicogrammatical structures. Therefore, they should struggle to organize and use the mechanics of writing.

In order to improve the students' writing skill, we can use Systemic Functional Linguistics (SFL) to analyse the students' writing skills. A social theory of language known as Systemic Functional Linguistics (SFL) views language as a tool for meaning-making that people use to engage with one another in certain situational and cultural contexts (Emilia, 2014). SFL regards language in two characteristics; systemic and functional (Halliday, 1985). It emphasizes meaning as an essential component of language analysis, and it is systemic in that it uses a theory of meaning as choice, in which language or any other semiotic system is interpreted as a network of interrelated choices. Language is

also functional because it is created to explain how people use it.

The analysis of students' texts using SFL involves what meanings are realized through the metafunctions approach; ideational, interpersonal, and textual meanings (Egins, 1994). Ideational metafunction is the term in which we utilize language to organize, comprehend, and communicate how we perceive the outside world. Interpersonal metafunction relates to language used to communicate and understand the feelings, attitudes, and opinions of others; participating in collaborative activities and in social interactions. Finally, textual metafunctions are concerned with how language relates spoken or written words to other linguistic events and to other texts. From those three metafunctions, the writer chose ideational metafunction through the transitivity system as focus of this research.

The transitivity system, according to Emilia (2014) is "to do with the 'content' that is expressed in language; all the doing, sensing, being, saying activities that happen in the world". Thompson (1996, p. 78) states that transitivity refers to a system that describes the clause as a whole, not just the verb and its object. Thus, in analysing a text's transitivity system, we should break it down into some clauses then find out the process, participants and circumstances as the three aspects of meaning (Halliday et al., 2014). Participants may be people, things, or abstract concepts that include both the 'doer' of the process as well as the 'done-tos' who are at receiving end of action within processes which are represented by verbs and verbal groups accompanied by circumstances expressed through adverbial groups/prepositional phrases that detail where, when, and how something has occurred (Halliday, 1994; Martin et. al, 1997; Derewianka, 2011; Humphrey et al., 2011, 2012; Machin & Mayr, 2012 as cited in Emilia, 2014)

To support this research, the writer has read some related references and researches undertaken about the analysis of the descriptive texts in experiential function through the transitivity system. A research by Siregar (2021) involving seventh semester students of the English Department at IAIN Padangsidempuan reported that from the twenty-six documents of students' answer sheets in writing descriptive text, it is found that there were six processes used by them. The processes were material, verbal, mental, relational, behavioural and existential processes. From the six processes,

relational process realization was dominant on student clauses which reached 47.67%. The dominance of relational processes in students' clauses strongly suggests they are successfully using language to describe the characteristics and qualities of their subjects.

The similar result was found in the research done by Nurwanti (2022). Nine descriptive texts written by third semester students of the English Education Department at Lakidende Unaaha University were analysed. From 153 clauses, the most dominant is relational process which appeared 91 times or 59.48% and the lowest is verbal process that was only obtained one time or 0.65%. High dominance of relational processes indicates that a significant portion of the students' texts focused on describing characteristics. Other processes used by the students were material, mental, behavioural, and existential.

The current research was conducted to analyse different sources of writing which are descriptive texts written by several textbook authors. Sagareni (2023) revealed that six process types were employed in descriptive text in the textbook entitled *English in Mind Second Edition - Student's Book Kelas VII*. Of these process types, three types—relational, material and mental—are particularly significant for descriptive texts. The three types of processes are linguistic features that exist in descriptive texts (Gerot & Wignell, 1994; Emilia & Christie, 2013). The used of those three processes reveal how effectively the textbook writers integrate the processes to create vivid and engaging description texts. In addition, four of the nine descriptive texts found in junior high school textbooks fully fulfil the important lexicogrammatical features.

Dewi et al. (2023), on the other hand, showed a different result presenting a study analysing the transitivity process of several descriptive texts in the English textbook or *Lembar Kerja Siswa (LKS)* for sixth-grade elementary school using Halliday's systemic functional grammar theory of transitivity. Only four transitivity processes—relational processes (42.23%), material processes (32.31%), existential processes (15.38%), and mental processes (1.54%)—appeared in the textbook, according to the analysis. Behavioural and linguistic processes were not included. A large percentage of relational processes indicates that the writing is likely achieving its primary goal.

The purpose of this study is to identify the types of processes that characterize students' descriptive texts that are mirrored from the model texts. Previous researches on descriptive texts has generally focused on texts written by the same group of writers or published in textbooks. This study does not use student text or textbook texts singly, but rather compares transitivity features in idealized model text with student's text. This research offers a new perspective by presenting a comparative study of two similar types of descriptive texts, written by two different writers: expert and novice. This approach has rarely been explored in previous researches and makes a unique contribution to the field.

The uniqueness of this study lies in the comparison of the ideal model text with student-written descriptive texts. It is predicted that relational processes, which describe states of being and belonging, would be dominant due to descriptive writing's intrinsic focus on characteristics. However, the study also anticipates differences in the prevalence of other process types. This will help identify the gap between idealization and reality in student's descriptive writing. Therefore, before comparing the two, each transitivity system will be evaluated. Furthermore, this research suggests pedagogical implications that teachers can do to teach descriptive text or other genres.

Based on the research background described above, the researcher formulated the problems as follow, (1) How is transitivity system realized in the model descriptive text? (2) How is transitivity system realized in the student's descriptive text?, (3) What are the pedagogical implications of the analysis in teaching and learning?

METHOD

A research design is the plan and structure of an investigation to answer a research question that indicates from whom, under what conditions data are obtained, how the research is organized, what happens to the subjects and what data collection methods are used (McMillan & Schumacher, 1997). Thus, we can say that research design is a strategy for answering research questions that determines how to collect and analyse data.

Related to the problems of this research, The Qualitative Descriptive Method using the textual analysis approach was used. According to Denzin & Lincoln (1994), qualitative research focuses on

interpreting phenomena in their natural settings to understand the meaning that people bring to them. Qualitative research methods involve the use of qualitative data, such as interviews, documents and observations. To comprehend and explain social phenomena, qualitative research methods involve the use of qualitative data. It is in line with the research since it uses documents in the form of descriptive texts as the data.

This study also used textual analysis. Textual analysis is a technique for describing and interpreting the features of recorded or visual messages (Frey et al., 1999). In textual analysis, this qualitative methodology examines the structure, content, function, meaning and its relationship to the context of the text.

The participant of this study was a tenth grade student of SMA Islam Al Azhar 15 Semarang. He was assigned a task by his English teacher to write a descriptive text as a final project in the first term about a famous historical building or attraction in his city.

The data used in this study were two descriptive texts. The first one was a standardized descriptive text taken from a TOEFL exercises book entitled 'Longman preparation course for the TOEFL test: The paper test' written by Deborah Phillips in complete test 2 section 3 reading comprehension page 451. This text was used as a model text because it was written by a professional writer who has extensive experience and knowledge in academic text writing. This ensures that the text is written with good structure, clear and effective language, and accurate information. The second text was a description text written by a 10th grade high school student. The two texts were chosen with the same type of text and with the same number of paragraphs. Both were compared to see the transitivity system displayed in the texts and whether or not they used the same pattern.

The method used in collecting the data was documentation since the document of both model text and student's text were taken. After getting the data, the researcher followed steps as proposed by Creswell (2009) in analysing the data.

The first was reading the two descriptive texts. Then, the texts were broken down into clauses. The next step was classifying and identifying the clauses into the data using Halliday's theory to determine the transitivity system. Those clauses were placed in the

instrument's table to ease the process of analysing the data based on the groups of process, participant, and circumstance types afterwards. The fifth step was calculating the occurrences of each process to find out the dominant one. Finally, the last step was describing and interpreting the findings to draw conclusions.

RESULT AND DISCUSSIONS

This section provides the answer of the three research questions, (1) How is transitivity system realized in the descriptive text model?, (2) How is transitivity system realized in the student's descriptive text?, and (3) What are the pedagogical implications of the analysis in teaching and learning?. Therefore, the results of the process, participant, and circumstance types categorization in the model and student's text as well as the interpretation of the pedagogical implication of the analysis are elaborated below.

Results

The Transitivity System Realized in the Model Descriptive Text

The model text under analysis gives description of Niagara Falls. In the model text, there are 14 main clauses and 6 embedded clauses from the dependent ones found and analysed. Thus, there are 20 clauses in total. The embedded clauses are also analysed since they are still counted as clauses (Emilia, 2014, p. 172). The text presents 3 process types. They are material, relational, and mental. The relational process consists of attributive and possession. The distribution of processes used in the model text can be seen in the table (table 1) below.

Table 1. Distribution of processes in the model text

Processes Type	Sum of Analysed Items	Percentage
Material	13	65%
Relational		
• Attributive (5)	6	30%
• Possession (1)		
Mental	1	5%
TOTAL	20	100%

From the table 1, the dominant process presented in the model text is material process reaching 65% (13 clauses). Three material processes appeared in the identification parts while another ten are in the

description parts. Since most of the processes are material, the dominant participants are also actors and goals. In addition, ranges are also involved. The following table 2 provides an example of a clause which uses material process and its participants.

Table 2. The example of material process in the model text

Tourists	have	Niagara	in large	since the
	been	Falls	numbers	1800s
	visiting			
Actor	Pr :	Goal	Circumstance	Circumstance
	Material		: Manner	: Location
			(Degree)	(Time)

The material processes with actors, goals, and ranges expressed in transitive verbs are mostly realized in active clauses. However, it is also found that there's one main clause using material processes with a range and a goal realized in an expression that uses an agentless passive.

The second highest number of process types is relational processes (30%) which contain attributive and possession. Attributive processes appeared 5 times with carriers and attributes as participants while possession process, with possessor and possessed as participants, only appeared once. The examples of each attributive and possession processes are shown in table 3 and 4 as follow.

Table 3. The example of relational attributive process in the model text

Niagara Falls, of the most famous North American natural wonders,	has	long	been	a popular tourist destination
Carrier		Circumstance		Attribute
		: Extent		
		(Duration)		
		Pr. Attributive		

Table 4. The example of relational possession process in the model text

which	have	heights	up to 500 feet
Possessor	Pr: Possession	Possessed	Circumstance :
			Location (Place)

In identification part, there are two attributive processes and the other three are in the descriptions. The attributive clause in table 3 is not reversible that

denotes quality of Niagara Falls as a popular tourist destination. The attribute is in the form of nominal group which is typically indefinite. The relational possession is used in the description part. It shows ownership and possession of the participant. In table 4, possession process is utilized to describe that Niagara falls is up to 500 feet in heights.

The last process presented in the model text is mental process which may state perception, cognition (thoughts), desire and emotion (feelings). The participant of mental process in this text is only phenomenon. There is one mental perception process (5%) obtained in the embedded clause that supports the main clause with material process which can be seen in the following table 5.

Table 5. The example of mental process in the model text

Tourist	today	flock	to see	the two falls
Actor	Circumstance :	Pr.	Circumstance :	Cause
	Location	Material	(Purpose)	
	(Time)		Pr:	Phenomenon
			Mental	

While the author's perspective on the object described is not explained in the model text, the mental process becomes part of what the tourist, as the participant, perceive or project.

The author also involved various circumstances to complete the constructed meaning. There are eight kinds of circumstances in the text providing further experiential information about when, how long, where, with whom, why and how. They are circumstance of location (time and place), extent (duration), cause (purpose and reason), accompaniment, and manner (degree and means). The distribution and examples of the circumstances types presented in the text are provided in table 6.

Table 6. The distribution and examples of the circumstances types in the model text

Processes Type	Sum of Analyzed Items	Percentage	Example
Location			
Time (7)	13	54%	between April and October over Horseshoe Falls
Place (6)			
Cause			
Purpose (5)	6	25%	for a close-up view

Processes Type	Sum of Analyzed Items	Percentage	Example
Reason (1)			Because of concern that
Accompaniment	2	8%	With the area surrounding the falls under the jurisdiction of government agencies
Manner			
Degree (1)	2	8%	in large numbers
Means (1)			inadvertently
Extent			
Duration (1)	1	4%	long
TOTAL	24	100%	

From the table 6, it is known that circumstances of location time and place dominate to support the description of Niagara falls.

The Transitivity System Realized in the Student’s Descriptive Text

The descriptive text written by the student tells the reader about the description of a Dutch heritage building called Lawang Sewu. The result of this research shows that there are 23 main clauses with 4 process types that characterize the student’s descriptive text. Those processes include material, relational, verbal, and mental. The relational process operated in the text consists of attributive, identifying, and possession. The data summary of process categorization in the student’s text is provided in the table 7 as follows.

Table 7. Distribution of processes in the student’s text

Processes Type	Sum of Analyzed Items	Percentage
Material	10	43%
Relational		
• Attributive (4)		
• Possession (3)	9	39%
• Identifying (2)		
Mental	2	9%
Verbal	2	9%
TOTAL	23	100%

As shown in table 7, material processes are the most prevalent processes because they reach 43% appearing 10 times. Material process is equipped with more goals than actor and range because student used more passive voice in the text he wrote. Eight passive and two active clauses using material processes are scattered in the identification and description sections. The following is the example of material process in the student’s text presented in table 8.

Table 8. The example of material process in the student’s text

But	over time	Lawang Sewu Building	is used	as a museum
	Circumstance : Location (Time)	Goal	Pr: Material	Circumstance : Role (Guise)

Table 8 displays the main process, "used", which indicates an action or process. Therefore, "used" is included in the material process category in SFL as it involves a tangible action. The process highlights the action of using Lawang Sewu Building as a museum. In the clause, it is not explicitly mentioned who performs the action. Nonetheless, it can be inferred that the public may be involved in the process of using Lawang Sewu Building as a museum. Consequently, the goal of the action is "Lawang Sewu building", the entity that is utilized or affected by the process. The focus of the clause switches from the actor of the action to the affected entity (Lawang Sewu building), using a passive voice with the verb "used". This passive form adds nuances to the process and emphasizes the consistent use of the building.

Relational process is the second most common process that appears 9 times (39%) in student’s text. The participants in each process—carrier, attribute, token, value, possessor and possessed—are also implicated since this process involves three different process types: attributive, identifying, and possession. This pattern is the same as in the model text. The following examples of each relational process are provided in table 9, 10, and 11.

Table 9. The example of relational attributive process in the student’s text

Lawang Sewu	is	a Dutch heritage	located in Semarang, Central Java, Indonesia
Carrier	Pr: Attributive	Attribute	Circumstance : Location (Place)

Table 10. The example of relational identifying process in the student's text

Lawang Sewu	means	a thousand doors
Token	Pr: Identifying	Value

Table 11. The example of relational possession process in the student's text

because	Lawang Sewu	has	a lot of doors
	Possessor	Pr: Possession	Possessed

Table 9 shows the clause in the identified part of the student's text. The attributive process is the primary process in this clause in which "A Dutch heritage" serves as an attribute that best represents or characterizes "Lawang Sewu". The object "Lawang Sewu" is equated with the meaning "a thousand doors" in table 10, where the identifying process is used in the clause. The possession process, which indicates ownership or possession, is the primary process in the clause in table 11. The phrase "A lot of doors" is the feature that represents what Lawang Sewu possesses, and "Lawang Sewu" is the possessor, signifying the entity that owns or possesses something. Each part of the relational process has a different communicative function in conveying information about Lawang Sewu. The attributive process is used to describe Lawang Sewu, the identification process equates it with certain meanings, and the ownership process shows what Lawang Sewu has. Mental process is the next process mentioned in the student's text which appeared 2 times, or 9%. Table 12 contains an example of mental process written by the student.

Table 12. The example of mental process in the student's text

Many tourists	visit	to see	ghosts
Actor	Pr : Material	Pr : Mental	Phenomenon

The clause in table 12 has two processes, material and mental. The given phrase "to see ghosts" appears to be an infinitive construction using mental perception process, specifically "seeing". The sener, the one who engages in the act of seeing, is actually "the tourist". However, because the material process precedes the mental process, the tourist is considered an actor instead of a sener. "The ghosts" are the phenomenon being perceived or seen. A simple transitive construction with a perceiver (the person who sees) and a phenomenon (what is seen) is used in this clause to indicate the process of perception. In addition, the student text also uses

another sensing process, namely cognition (thinking) mental process in the clause "But many tourists still often get it wrong". *Get something wrong* means *misunderstand* which is included in the cognition class category.

The student text's final category of process is verbal process. Similar to mental process, there are 2 occurrences (9%) of verbal process in the text. The use of this process type is exemplified in table 13.

Table 13. The example of verbal process in the student's text

The film	tells	the story of a group of high school students from Jakarta
Sayer	Pr : Verbal	Verbiage

The clause in table 13 illustrates a verbal process in which the film actively tells or narrates the story of a group of high school students from Jakarta. "The film", which acts as sayer, is actively engaged in conveying information or narrating. It is the one performing the action of telling while "The story of a group of high school students from Jakarta" is the verbiage or thing said. It is the content of what is being told.

Of the 23 clauses in the student's text, 1 clause is missing a verb, making it incomplete. This causes the process type in the clause to not be explicitly identified. The incomplete clause is displayed in the following table 14.

Table 14. Incomplete clause in the student's text and a "headless ghost"

Attribute

The dependent clause in table 14 is part of the following complete sentence, *Among the ghosts reported to inhabit the place was a Dutch woman who committed suicide inside and a "headless ghost"*. The sentence can be divided into 3 clauses. First, *Among the ghosts reported to inhabit the place was a Dutch woman*. Next, *who committed suicide inside* and the last one is *and a "headless ghost"*. In this case, the verb for "headless ghosts" can be inferred from the previous clause, which uses the past tense verb "was". So, the implied meaning could be something like "and became a headless ghost" as a result of the Dutch woman's suicide. The attributive process will enhance the proportion of the relational process if the clause does not contain a missing verb. As a result, two types of processes—

material and relational—will predominate in the student’s text since their quantities are equal.

Upon examining some circumstances presented in the student’s writing, it is found that there are 6 circumstances used by the student. They are circumstances of location (time and place), role, angle, extent (frequency), and cause (purpose). The frequency distribution of circumstance types is outlined in table 15.

Table 15. The distribution and examples of the circumstances types in the student’s text

Processes Type	Sum of Analyzed Items	Percentage	Example
Location	12	67%	
Time (7)			in 1904
Place (5)			in the Netherlands
Role - (Product)	3	17%	as haunted houses
Angle	1	6%	based on legend
Extent (Frequency)	1	6%	still often
Cause (Purpose)	- 1	6%	for Meeting Rooms, Festivals, Art Performances , and so on.
TOTAL	18	100%	

From the distribution above, it can be known that circumstances of location, time and place are dominant. It is also the same as the result in the model text. Using circumstances of time and place, the student’s text provides a historical context and framework for Lawang Sewu, emphasizing its past development, and stressing its cultural importance and multiple benefits to the local community and tourism sector.

The Pedagogical Implications for Language Teaching and Learning

When considering genre and language as contributing to the development of knowledge, there are some values of knowledge of experiential grammar which could be beneficial for both teaching and learning.

In the student learning process, transitivity analysis can help students learn about the author's purpose with the text and the immediate situation field. Readers can determine whether the text has fulfilled

its purpose by looking at the types of processes presented in the text. The social purpose of a descriptive text is "to describe a person, place, or thing" (Gerot & Wignell, 1994:208). To achieve this purpose, the text must emphasize a certain participation in identification and description. This can be achieved by identifying certain phenomena and their parts, qualities, and characteristics involving epithets and classifiers in nominal groups that can be revealed through transitivity analysis.

Next, knowledge of experiential grammar allows students to explore grammatical patterns and vocabulary building, which usually structure different types of texts. Transitivity analysis can provide pedagogical benefits in various disciplines as it equips students with various learning tools and enhances their understanding of different fields of study. According to Butt et al., (2000) as cited in Emilia (2014), the benefits include the following.

In science, students will encounter complex scientific processes in science. They have the ability to distinguish material processes that allow understanding of cause-and-effect relationships, as well as mental processes that allow them to interpret data and make conclusions. Students should choose technical words rather than the words they are used to and put these words into groups, phrases, clauses and clause complexes that show the special relationship between the subject they are studying and the language of the science discipline. Students should also choose participants that represent general concepts, categories and processes rather than specific individuals or objects. Finally, they should use nominalization because events and series of events are often encoded as technical nouns and these nouns become objects in nominal groups. Thus, processes can be measured, classified, described, or evaluated.

In language arts, literature, and creative writing, students know how character, plot development, and author's perspective relate to each other using experiential grammar. Having an understanding of transitivity choices allows students to write more engaging texts. They can see how process types and participant roles shape tone, mood, and meaning; they can also use material processes to tell stories, relational processes to create vivid descriptions, and mental processes to explore characters' thoughts and emotions. They can learn how circumstances set the time and place of the story, how existential processes introduce readers to the characters, places, and objects in it, how relational processes identify and

describe characters, how material processes reveal events in the story world, and how projecting processes help reveal the world. Furthermore, students will also be able to combine two fields in the same story (For instance: a real world and a dream/fantasy world).

In social studies, in expository texts about government or cultural phenomena, for example, students can identify potential biases and author perspectives that focus on generic human and non-human participants. Students can also understand how social roles are constructed and perpetuated through language in the use of relational processes, internal conjunction to stage arguments, and circumstances of cause.

Finally, knowledge of experiential grammar is useful to develop the students' critical thinking skills. The transitivity analysis can be used to sharpen students' critical thinking. For example, when they read a descriptive text about a historical building which later becomes a tourist attraction and icon of a city, they will be able to note how the building is represented in terms of relational process. They can also be encouraged to identify and describe different people or objects. It can improve their knowledge, too. In addition, knowing the types of processes and participants in the text can help us better understand what is happening in the text, such as who is doing what to whom, and read the text more critically (Droga & Humphrey, 2003; Emilia, 2014).

In the teaching process, transitivity analysis allows teachers to systematically and explicitly introduce students to the various options available for creating meaning from human experience in English clauses. The types of processes that can be at the center of an English clause, the participant roles that can be associated with each process, and the circumstances that can illuminate processes are included in those options (Butt et al. (2000) as cited in Emilia (2014)). How meaning, function and structure relate to each other is revealed in the investigation of these options. Besides, knowledge of experiential grammar can also help language teachers design interesting and meaningful experiential probe questions for students. These questions can help students identify and understand the structural patterns of language, including challenging structures.

In teaching descriptive text, teachers can provide an example of the text first before asking the students

to write. After the example text is displayed, the teacher can invite students to identify and analyse the information in each paragraph. For example, what is discussed in paragraph 1? What does paragraph 2 talk about? And so on. Then, students can be asked to mention/underline the verbs in each paragraph. After that, teachers invite students to draw conclusions from the characteristics of the text and the language elements used to then be able to educate students that descriptive text should contain a description of the object as a carrier in detail either from its quality, appearance, nature, or other things that describe the object as an attribute that is interpreted through a relational process. In the end, students can imitate the characteristics of the text and produce their own texts with appropriate lexicogrammatical features. So in this case, transitivity analysis can be a powerful tool for teachers to improve students' writing skills where they gain a deeper understanding of sentence structure and meaning-making, which they can apply to improve the clarity and effectiveness of their own writing.

Discussions

This study is a comparative analysis on descriptive text from the model text and the student's text. The results show that there are both similarities and differences between the two texts.

The similarity is that both texts are dominated by material processes. It is not in line with what Gerot & Wignell (1994) and Emilia & Christie (2013) said in which description texts should be dominated by relational processes, especially attributive and identifying. Findings in this study are also not the same as previous research results where relational processes, especially attributive and identifying often dominate the text. Both texts use material processes because the authors involve tourist activities to prove the reputation of the two objects described. For example, in the model text, in the identification section, Niagara Falls is believed to be a popular tourist attraction. To prove the statement, the author involves the actions of tourists who like to visit Niagara falls because of its natural beauty. The visitors that do action towards Niagara Falls are included to prove and introduce the description of the falls as tourist destination. Besides, the description of the geographical location of Niagara Falls is packaged in the circumstance of location which also dominates the text. Similar to the student texts, material process is widely used by students to describe how the Dutch heritage building is used by the community.

The difference between the two texts lies in the variety of process types used. The model text uses 3 types of process which include material, relational, and mental with relational consisting of attributive and possession while the student text uses 4 processes; material, relational, verbal, and mental where the relational process consists of attributive, identifying, and possession. In the student text, the verbal process is found as part of the description of the reason why people call the building Lawang Sewu.

Both description texts should emphasize the main object of each rather than highlighting the tourist activities there. For example, in the model text, instead of saying "Most visitors come between April and October," it is better to say "The peak season for visitors is between April and October" so that the relational process can be employed. In the student text, instead of saying "Lawang Sewu Building can also be rented for Meeting Rooms, Festivals, Art Performances, and so on," it can be replaced with "Furthermore, Lawang Sewu Building serves practical functions as it can be rented for various purposes such as meeting rooms, festivals, art performances, and so on," so that the relational process is found as well.

Therefore, although the model text and student's text focus on specific participants, using epithets as well as classifiers in nominal groups and using simple present tense, both texts still need to achieve the criteria of descriptive texts, where relational processes are the linguistic features that help the texts achieve their purposes.

Errors in the use of grammatical items can be identified using transitivity analysis, which allows for thorough scrutiny of the text in each clause. There is an incomplete clause in the student's text which causes the sentence to be missing the attributive process as well. This should be a concern for teachers to later teach students how to compose texts with complete clauses and guide them to be able to check their writing for incomplete clauses. Genre-Based Approach (GBA) seems to be the effective method to teach genre, including descriptive text.

The knowledge of experiential grammar can help teachers and students learn language, both in terms of comprehension and language skills. This analysis can be incorporated into the teaching and learning process when implementing genre-based

approaches, which are currently popular in English language teaching. One consequence of this research for English teacher development is that teachers can use these findings as a guide.

Language teachers who understand systemic functional linguistics or genre-based approaches can gain an understanding of the way texts are constructed and organized. Before students write their own texts, teachers can prepare and ascertain whether the model texts presented meet the criteria of appropriate texts if they take original texts from other sources as examples. Teachers should show a clear rationale for teaching text genres. Teachers should understand the rationale behind text genres. Teachers should be able to understand the purpose of the text, its general structure and lexicogrammatical features so that they can help students select texts and help them develop their literacy practices. Text models should be appropriate for students' backgrounds, linguistic abilities and motivations.

CONCLUSION AND SUGGESTION

The two description texts in this study use different types of processes. However, both are dominated by material processes and circumstances of location. The results are not in accordance with Gerot & Wignell (1994) and Emilia & Christie (2013) because descriptive texts should be dominated by relational processes, it can be concluded that both texts still need to fulfil significant lexicogrammatical features of descriptive texts.

Finally, the pedagogical implications of the analysis are useful for teaching and learning processes for both teachers and students. Values of knowledge or experiential grammar function to help students develop their critical thinking skills. It is advisable for the TOEFL book writer that she prioritize the accurate representation of linguistic processes based on the specific text types presented in the book so that the texts in the book can serve as an idealized model for learners.

The current study comes with a limitation in which the number of texts is relatively small. More texts are needed. This research also only focuses on one meaning, which is ideational/experiential. Therefore, future researchers in similar field to this study should involve mood system (interpersonal meaning) analysis and theme progression (textual

meaning) analysis to enrich more comprehensive findings.

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