



Analyzing The Transitivity Process of Descriptive Texts in Sixth Grade Elementary's LKS

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Abstrak

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This research presents a study analyzing the transitivity process of several descriptive texts in the English textbook or Lembar Kerja Siswa (LKS) for sixth-grade elementary school. Few researches have focused on the transitivity process in students' writing, while the transitivity process has been identified in textbooks in this research. The purpose of this research is to investigate how transitivity process are used in textbook (LKS) and to identify the most frequently used. This research analyzed eight textbook descriptive texts using a descriptive quantitative method. To analyze the data, the researcher used Halliday's systemic functional grammar theory of transitivity. The analysis revealed that there were only four transitivity process that appeared in the textbook, there were relational process (42.23%), material process (32.31%), existential process (15.38%), and mental process (1.54%), also behavioral process and verbal process did not appear. This shows relational process used in descriptive text to describe function. Material process also used in descriptive text to give physical movement.

Kata kunci: *transitivity process, textbook, descriptive text*

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INTRODUCTION

Language is used to help us interact with others, express our thoughts and feelings, and also attitude. Belligh & William (2021), to learn a language, understanding the social context in which the language is spoken is just as important as knowing grammar and vocabulary when speaking. To support language learning, the text suggests the use of Systemic Functional Language (SFL) as a valuable framework. SFL include various metafunctions that aid in interpreting different aspects of language. One such metafunction is the ideational metafunction, which relates to the expression of meaning. Becker (2020) outlines three categories of metafunctions, there are the ideational, interpersonal, and textual metafunctions. The focus of this discussion lies within the ideational metafunction, specifically in relation to transitivity.

In ideational meaning, there is transitivity. Transitivity, as explained by Tia and Syahputra (2022), is a grammatical concept that examines the structure of phrases to express ideational meaning. It investigates the relationship between the predicate of a language and the roles played by each participant when combined. By exploring transitivity and its associated processes, researchers and language learners gain insights into how language is used to convey meaning, represent

human experiences, and establish connections between entities. According to Halliday (2004), there are six processes in transitivity: material process, mental process, behavioral process, verbal process, relational process and existential process.

The first process is material process. Material processes involve actions or activities performed by an actor towards a goal. In this process, there are two participants: the actor and the goal. The actor can be either the subject or the object of the action, while the goal represents the entity that undergoes or receives the action. Verbs associated with material processes often depict physical actions such as walking, writing, and other activities that require movement or action. These verbs serve as indicators of the material process in a sentence.

The second is mental process. Mental process is a process of sensing. The sener is a human who senses, feels, thinks, wants, or perceives anything. Otherwise, the phenomena is referred to as something that is felt, thought, wanted or perceived. Halliday divided mental processes into three types: affective, cognitive and perceptive. Verbs like "like" or "fear" are characteristic of affective (feeling or reacting). Verbs including "think," "know," and "comprehend" are characteristic of cognitive (thinking). The last one, verbs like "see," "hear," and "hear" are characteristic of perceptive (perceiving with all five senses).

The third is behavioral process. This process describes the physiological and psychological behavior of beings. The limitations of behavioral processes are ambiguous. The characteristics of behavioral process are similar with mental and material processes. The verbs like breathing, smiling, listening, and looking are including behavioral process (Ade Tia & Syahputra, 2022).

The fourth is verbal process. Verbal processes involve the exchange of speech or communication, where individuals convey their thoughts, ideas, or messages through words. In this process, four participants play distinct roles: the sayer, the receiver, the verbiage, and the target. The sayer refers to the person who speaks or communicates the verbal expression. It is the individual who initiates the act of speaking and conveys the intended message. The receiver, on the other hand, is the person to whom the saying is directed or addressed. They are the intended audience or recipient of the verbal communication. The verbiage represents the actual words or verbalization used in the process. It encompasses the linguistic form and content of the speech or message being conveyed. The target refers to the subject or object of the verbal communication, the entity or concept that is being referred to, discussed, or addressed through speech.

The fifth is relational process. Identifying process (create an identity) and attributive process (attribute a quality) are the two components of the relational process. The two types of relational kind used in the English system are intensive and possessive. Token and value are involved in the identifying process, while carrier and attribute are in the attributive process.

The sixth is existential process. The existential process is used to express the existence or reality of something. It serves the purpose of demonstrating that a particular entity or concept truly exists. This process often employs the word "there" as the subject, followed by a verb and the existent. the existential process typically requires only one participant, which is the existent itself. The focus is on affirming the existence rather than depicting actions or attributes

Transitivity process are easily found in English textbooks. Agesti & Rahma (2023) stated the textbook is currently the most widely used and available educational materials tool. Learning English has become a required subject since elementary school. The students have been introduced to various kinds of vocabulary, grammar, texts, and so on. Some educational media can be used as the source during teaching and learning process to help teachers facilitate these activities and achieve the goals of the materials. Textbook is one of the materials that is utilized the most.

There are a lot of content in textbook that students learn. One of the contents is descriptive text. Descriptive text is aimed to describe a specific thing, animal, event or a person to the readers (Noprianto 2017). Descriptive text have two generic structure. The first one is identification. In this section, the writer will introduce what will be described. The second one is language features. In this section, the writer will describe the features, characteristics or any detailed information on the subject.

The previous research, Rohmat et al. (2018), investigate the use of transitivity process in students' descriptive text and to find out the most dominant process of transitivity used. Apendi & Mulyani (2020) analyzed descriptive text written by seventh grade students in junior high school. Other research Tia & Syahputra (2022) analyzed the transitivity process in a text with a title 'Welcome to Sydney'. Another research conducted by Khalil et al. (2022) described the transitivity process in textbook for tenth grade students 'Bahasa Inggris'.

The research described in this paper focuses on the analysis of descriptive texts found in the Lembar Kerja Siswa (LKS), an English textbook used by sixth-grade students. The primary objective of the research is to investigate the transitivity processes employed within the text and identify the dominant process of transitivity. By examining the transitivity process utilized in the descriptive texts, the study aims to enhance our understanding of how language is used to convey descriptive meaning and contribute to effective language teaching and learning practices. The findings of this research will provide valuable insights for educators and curriculum developers in designing instructional materials and activities that align with students' learning needs and objectives.

METHODS

The methodology employed in this research involved a descriptive quantitative approach to analyze the transitivity processes present in the Elementary School Grade 6 English Textbook (LKS) "Modul Pembelajaran Bahasa Inggris" for the Second Semester. The textbook, published by Penerbit dan Percetakan Citra Pustaka, consists of four chapters and spans a total of 64 pages. To conduct the analysis, the researcher focused on eight specific descriptive texts within the textbook. Each paragraph of these texts was carefully divide into individual sentences for closer examination. Following Halliday's (2004) classification of six types of transitivity processes, namely material process, mental process, behavioral process, verbal process, relational process, and existential process, the researcher proceeded to identify and categorize the sentences accordingly. Using a quantitative approach, the researcher then calculate the frequency of each transitivity process

type to determine the overall amount and percentage of occurrence within the analyzed descriptive texts.

Table 1. Textbook (*LKS*) Information

| | |
|---------------------|---------------------------------------|
| Title | Modul Pembelajaran Bahasa Inggris |
| Author | Rachmad Azar |
| Editor | Tri Yulia Nurhalimah |
| Illustrator | Priyanto |
| Year of Publication | 2023 |
| Publisher | Penerbit dan Percetakan Citra Pustaka |

Finding

In this research, the researcher analyzed the transitivity process from several descriptive texts. The distribution is down below.

Table 2. Frequency of Appearance with Percentages

| No. | Process Types | Frequency of Appearance | Percentages |
|-----|---------------------|-------------------------|-------------|
| 1. | Material Process | 21 | 32.81% |
| 2. | Behavioral Process | - | 0% |
| 3. | Verbal Process | - | 0% |
| 4. | Mental Process | 1 | 1.56% |
| 5. | Existential Process | 10 | 15.63% |
| 6. | Relational Process | 32 | 50% |

Based on the distribution, the most frequently occurring transitivity process in the descriptive texts of the Sixth Grade Elementary's *LKS* is the relational process, accounting for 32 occurrence or approximately 42.23% of the total transitivity processes identified. This indicates that the descriptive text heavily relies on relational processes to convey descriptions and establish connections between entities.

The second most dominant transitivity process found in the descriptive texts is the material process, appearing 21 times or approximately 32.31% of the total instances. This suggests that the descriptive text focuses on represent actions, events, and physical movements related with the described entities.

The third most frequent transitivity process observed is the existential process, which occurs 10 times or approximately 15.38% of the total instances. The presence of existential processes signifies the emphasis on highlighting the existence or presence of entities within the descriptive text. The least frequently employed transitivity process in the descriptive texts is the mental process, appearing only once or approximately 1.54% of the total instances. This implies that the descriptive text employs mental processes conveying human perceptions and experiences. The descriptive texts analyzed in the Sixth Grade Elementary's *LKS* did not show any instances of behavioral process or verbal process.

RESULTS & DISCUSSION

Transitivity is intended to find the author's idea behind conveying the message through the text. Khalil et al. (2022), transitivity known as a system that uses phrases in the shape of some process to analyze human experiences. According to Halliday (2004), there are some transitivity process. There are material process,

mental process, behavioral process, verbal process, relational process and existential process. The researcher has analyzed a textbook (*LKS*) specifically descriptive texts for sixth-grade elementary school. The analysis of the descriptive texts in the sixth-grade elementary school textbook reveals the presence of material, mental, relational, and existential processes. These processes are employed to convey various aspects of human experiences and ideas. The material processes depict actions, events, or phenomena, while the mental processes capture cognitive and perceptive activities. Relational processes establish connections and attributes, and existential processes emphasize the existence or presence of entities.

The most dominant type of transitivity process is relational process. Relational process was found 32 times from all descriptive text. Relational process divided into two components, there are identifying process and attributive process. These are some sentences of relational process:

Identifying relational process

| Token | Identifying Process | Value |
|-----------|---------------------|-----------------|
| Indonesia | is | A unitary state |

Attributive relational process

| Carrier | Attributive Process | Attribute |
|---------|---------------------|------------------------|
| Earth | is | Between Venus and Mars |

The relational process can be further divided into two components: identifying and attributive processes. In the identified examples, an identifying relational process is employed to establish a comparison or similarity between two entities. For example, sentence "Indonesia is a unitary state." In this sentence, the identifying process highlights the relationship between "Indonesia" and "a unitary state." The use of the identifying relational process establishes the identity of Indonesia as a specific type of state, emphasizing its political and administrative structure.

On the other hand, the attributive relational process is utilized to attribute specific characteristics or properties to a subject. In the sentence "Earth is between Venus and Mars." Here, the attributive relational process attributes the characteristic of "between" to "Earth" within the context of its positioning relative to Venus and Mars. This relational process provides valuable information about the astronomy.

The use of relational processes aligns with the overall goal of descriptive texts, which is to provide detailed information and descriptions about various subjects. Through relational processes, the authors effectively convey the relationships, characteristics, and identities of the subjects, enhancing the readers' understanding and engagement.

The second transitivity process is material process. material processes were found 21 times, indicating their frequent usage in the text. Material processes involve an actor and a goal as participants, and they are employed to explain what the actor does and the goal they aim to achieve. These are some of the sentences that appear in the text:

| No | Sentences | | |
|----|------------------|------------------|-------------|
| | Actor | Material Process | Goal |
| 1. | General election | elected | A president |

| | | | |
|----|-------------|----------|-----------------------|
| 2. | A president | led | Republican government |
| 3. | The Earth | revolves | Around the Sun |

Material process used to explain what the actor did and the goal of the actor. Material process used to explain what the actor did and the goal of the actor. For example, In the first sentence, the actor "general election" performs the action of "electing," while the goal is "a president." The material process signifies the democratic process of choosing a leader through an election. In the next sentence, 'The Earth' as a specific actor did 'revolves' and the goal of the actor is 'around the Sun'. 'Revolves' indicate doing something and include to material process. The other sentences relate to an action taken by a particular actor or an event that occurred in the clause. The utilization of material processes in the descriptive texts serves to provide a clearer understanding of the actions performed by actors and the objectives they aim to achieve. By employing material processes, the writer effectively describe and explain the dynamics and interactions within the described scenarios

The third transitivity process is existential process. existential processes were found 10 times, suggesting their regular usage in the text. In existential processes, the participant known as the "existent" is the central element. The main purpose of these processes is to indicate the existence of something or someone. There are some sentences of existential process:

| No. | Sentences | |
|-----|-----------------------|-------------|
| | Existential Process | Existence |
| 1. | There are | No election |
| 2. | The biggest planet is | Jupiter |

These sentences indicate that there is something exists from the text. For example, " there are no election" is conveyed the absence of elections, signifying that electoral processes do not exist. The text is about Saudi Arabia. This clarifies Saudi Arabia's political structure, which does not rely on democratic elections to choose its leaders. In the next sentence, the participant "Jupiter" signifies the existent, indicating the presence and reality of Jupiter as the largest planet. The use of the existential process shows Jupiter's true existence within the context of the solar system.

By employing existential process, the authors effectively convey the existence of specific entities or attributes within the descriptive texts. This process serve to establish the presence and reality of the mentioned elements, providing readers with essential information about the subject matter.

The last transitivity process is mental process. According to the analysis, the researchers identified one instance of a mental process in the examined descriptive texts. Mental processes involve the participation of a senser, who is the perceiving entity, and a phenomenon, which represents what is being perceived or experienced. This is a sentence of mental process:

| No. | Sentences | | | |
|-----|-----------|----------------|-----------------------|---------------|
| | Senser | Mental Process | Phenomenon | Circ. |
| 1. | We | Can see | The star and the moon | Only at night |

The phrase "We can only see the star and the moon at night" is an example of how the mental process is used to communicate how people see and experience astronomical phenomena. The senser in this line is participant "we," which stands in for the human observer, and the phenomenon is what "we" are observing "the star and the moon". The verb "see" illustrates the act of watching and experiencing the astronomical phenomena by referring to the process of visual perception. This utilization of the mental process signifies the subjective human experience of witnessing the star and the moon exclusively during the nighttime.

The researcher found two type that did not appear in the text, that was behavioral process and verbal process. Behavioral processes, which concern to physiological and psychological behaviors, are not represented, indicating a lack of focus on human actions and emotions. Verbal processes, which involve communication and speech acts, are also absent, suggesting limited exploration of linguistic interactions. The absence of behavioral process and verbal process in the descriptive texts indicates a potential limitation in the scope and depth of the textbook's content. It raises questions about the extent to which human actions, emotions, and linguistic interactions are portrayed and explored in the educational material.

CONCLUSION

The analysis of the descriptive texts in the sixth-grade elementary school textbook (*LKS*) reveals that certain types of transitivity processes, such as behavioral process and verbal process, are absent from the text. In contrast, the most dominant transitivity process found in the descriptive texts is relational process, appearing 32 times. This indicates that the descriptive text utilizes relational processes to convey descriptions and characteristics of various entities. These findings align with the research by Khalil et al. (2022), which suggests that relational processes are commonly employed in descriptive texts.

The second most dominant transitivity process identified in the descriptive texts is material process. This finding suggests that the descriptive text emphasizes actions, events, and physical movements associated with the described entities. The inclusion of material processes enriches the portrayal of dynamic elements within the descriptive text.

Overall, the absence of behavioral and verbal processes in the descriptive texts raises questions about the representation of human actions, emotions, and linguistic interactions within the educational material. Future research could investigate deeper into the reasons behind the absence of these processes and explore ways to enhance the portrayal of human experiences and communication in the descriptive texts.

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