TRANSITIVITY PROCESSES IN NARRATIVE TEXTS BY BATIK JUNIOR HIGH SCHOOL STUDENTS: A SYSTEMIC FUNCTIONAL LINGUISTICS ANALYSIS

(*Proses Transitiviti dalam Teks Naratif oleh Pelajar Sekolah Menengah Atas Batik: Satu Analisis Linguistik Fungsian Sistemik*)

¹Adhitya Darmawan & ²Agus Hari Wibowo
1&2Universitas Sebelas Maret, Surakarta

¹Corresponding author: adhityadarmawan1998@gmail.com

ABSTRACT

This research focuses on the transitivity analysis of Batik JHS student's narrative texts. Additionally, this research attempts to analyze whether the students follow the rules for constructing a narrative text. Apart from that, this research also involves an analysis of staging on the student's narrative texts. The narrative texts used in this research are only those that have orientation, complication, evaluation, and resolution stages, so there are 10 texts in total with 142 data of transitivity. Thus, this research can see the order of the texts and the processes used for connecting one existence to another. This research is descriptive-qualitative research with systemic functional linguistics approach. The data come from the student's narrative texts while the data themselves are the clauses from each stage of the text.

This research uses domain, taxonomic, componential, and cultural theme analysis as what Spradley suggests. The findings show that the process which has the most processes is the complication stage. Also, the process that is exploited by Batik JHS students is a material process. Lastly, this research concludes that students use material processes to connect an existence to another existence in simple clauses. Finally, this research contributes to linguistics research that analyze the outcome of English language teaching in a junior high school.

Keywords: Transitivity, systemic functional linguistics, narrative, English, middle school.

ABSTRAK

Kajian ini memfokuskan analisis transitiviti dalam teks naratif pelajar Sekolah Menengah Atas Batik. Objektif utama kajian ini adalah untuk meneliti sama ada pelajar mematuhi struktur penulisan teks naratif yang betul, di samping menganalisis penggunaan proses linguistik serta susun atur pentas (staging) dalam teks. Hanya teks naratif yang mengandungi peringkat orientasi, komplikasi, penilaian, dan resolusi dipilih sebagai sampel kajian. Sebanyak 10 teks dianalisis dengan jumlah keseluruhan 142 data transitiviti. Analisis yang dijalankan mengenal pasti susunan teks dan jenis proses yang digunakan serta pertalian kedua-duanya. Kajian ini menggunakan pendekatan kualitatif deskriptif berdasarkan kerangka Linguistik Sistemik Fungsional. Data kajian diperoleh daripada klausa dalam setiap peringkat teks naratif murid. Analisis dilakukan mengikut pendekatan oleh Spradley yang meliputi analisis domain, taksonomi, komponen, dan tema budaya. Dapatan menunjukkan bahawa peringkat komplikasi merupakan bahagian yang paling banyak mengandungi proses linguistik. Jenis proses yang paling kerap digunakan oleh murid ialah proses material. Dapatan ini menunjukkan bahawa murid cenderung menggunakan proses material untuk menghubungkan kewujudan dalam klausa yang ringkas. Secara keseluruhannya, kajian ini memberikan sumbangan penting kepada bidang linguistik, khususnya dalam menilai hasil pengajaran bahasa Inggeris dalam kalangan murid sekolah menengah atas.

Kata kunci*: Transitiviti, linguistik sistemik fungsional, naratif, bahasa Inggeris, sekolah menengah.*

INTRODUCTION

As what is stated by Matthiessen and Halliday (2009) regarding transitivity as a clause structure that represents an experience, this means that using transitivity to see into what a writer wants to state is suitable for an analysis. Transitivity is also the bridge to understanding the experiential and ideational meaning in a text in which sees beyond words but more of a realization of texts as social functions (Halliday & Matthiessen, 2013). Furthermore, transitivity is constructed with three main constituents namely participants, circumstances, and processes. Although it has three main constituents, this research focuses only on the processes. Process is as what is defined by Matthiessen and Halliday (2009) as the constituent which defines the social functions of a clause. Furthermore, process involves actions, happenings, events, and states within a clause. These differences lead into the different functions or interpretations of text in any semiotic systems such as student's works like narrative texts.

Narrative texts are considered more complex compared to other texts namely recounts, exemplum, or anecdotes (Halliday & Matthiessen, 2013). This happens due to the intricacy of human experience that is represented in a narrative text (Mittell, 2006). In addition, this leads to the more complex stages in a narrative text as well. Furthermore, with those stages exist in narrative texts, this complexity can lead someone who creates a narrative text distribute their stories differently. These different stories are considered as different ways of distributing different experiences of any existence (Martin, 2016). In addition, narrative texts don't just have different stages, but they also have different language features. One of the different features of narrative is how the story must start from how something happens up to how it ends (Fontaine & McCabe, 2023).

Narrative texts are considered a type of discourse. Discourse is a larger unit of language, like a complete conversation or a written work (Fairclough, 2013). It's the highest level of grammatical structure. While narrative texts can be seen as discourses, other forms like books and novels also fit into this category. When students create these texts, which are then considered discourses, they have specific goals or reasons behind each clause, or as what Fairclough (2013) and Halliday and Matthiessen (2013) state as social factors. Social factors are the complex implied meanings in every clause, also the motives

and events that the writers choose to express in their discourses. Referring to Matthiessen and Halliday (2009) state that there are four stages that construct a narrative text.

The four stages of a narrative texts are orientation, complication, evaluation, and resolution (Matthiessen & Halliday, 2009). Moreover, according to Matthiessen and Halliday (2009), each stage serves different social functions. The orientation stage functions to introduce the main existence of the story. shows the settings of time and place, and shows the initial situation or problem of the story. The complication stage shows the problem of the story or series of events that occur after the orientation. In addition, complication stage shows the conflict that the existence faces in the story. The evaluation stage functions to show how the existence reflects on the events or how the existence finds a way to solve the problem within the story. This stage mostly shows the moral value of the story. Finally, the resolution stage shows the closure of the narrative by resolving the main problems or conflicts in the complication. In addition, the resolution stage shows the consequences of the story's events.

In the perspective of systemic functional linguistics (next is abbreviated as SFL), narrative texts are seen as a part of the two micro-genres, namely story and factual genre. Furthermore, narrative texts belong to story genre. In addition, based on Indonesian curriculum, this genre is considered relatable to middle school students since middle school students are focused on genre-based text (Husni & Saputri, 2023). Then, narrative texts as a story genre, have a continuing message that starts and ends through certain stages. The message decides whether a certain text is either narrative or other type of story genre.

In addition, from an educational perspective, middle school students tend to struggle while choosing the right verb in each clause. This struggle arises due to the teacher's lack of competence (Ulya, 2016). Moreover, a good quality of language teaching is once the students can create meaningful, grammatically correct, and logically proper texts and can be used in school and other communities (Marliana et al., 2024) one of which is through learning with teaching materials containing multicultural-based character education in the Indonesian School of Singapore (SIS). Meanwhile, language teachers tend to stick to a traditional way of teaching which leads into ignoring the

aspects of social context and logical meaning of sentences in a text (Ruslan & Mahamod, 2024). Apart from that, this struggle comes from the student's difficulty in understanding which verbs they have to use to construct the experience within narrative texts (Arigusman, 2018). According to Arigusman (2018), the problem that Indonesian JHS students are facing is the teacher's primitive ways of teaching grammar. The teachers do not teach the students about the nature of language that functions to deliver a message (Troyan et al., 2022). Thus, this research attempts to analyze whether the student's narrative texts already follow how narrative texts should be constructed, both from the stages and the types of process as stated by Matthiessen and Halliday (2009).

In order to see how a narrative text is constructed, this research uses transitivity to see what experience or message represented in the student's narrative texts. Experience itself is contained within a clause because each clause always has logical meaning (Martin, 2016). Since it is a narrative text, then the clause is derived from the text's clauses. Furthermore, by seeing narrative text as text which contains experience, social functions, and the points of view of the maker, analyzing the types of process and the stages can show how SMP Batik students construct their experience and logic. Thus, this research uses systemic functional linguistics as its approach to find the experiential meaning behind each clause in their texts. Experiential meanings in SFL are realized through processes which belong in transitivity (Matthiessen & Halliday, 2009). Processes in transitivity decide whether a clause is using activities beyond just verbs but see them differently. Processes in transitivity are divided into six main types namely mental, material, verbal, relational, behavioral, and existential. Hence, this research analyzes the experiential meaning in Batik JHS student's narrative texts from this perspective.

By using systemic functional linguistics, this research attempts to analyze how students construct their experience in their narrative texts through the transitivity system. In addition, this research also involves staging since genre-based texts require stages to see how students distribute their types of processes at each stage of the text. Apart from that, this research uses fifteen narrative texts that Batik JHS students created. Additionally, this research tries to observe the output of English language teaching through linguistic perspective. This is why this research uses systemic functional a linguistics, specifically

the transitivity to observe whether the students understand the rules of constructing a narrative text properly. In addition, by analyzing the staging this research can see whether the texts are chronologically constructed because a narrative text is a text that is constructed chronologically from the orientation of a story to the resolution (Matthiessen & Halliday, 2009). As for the transitivity, the necessity of analyzing narrative texts through transitivity is to see verbs beyond grammatical elements, but to see which process the students choose to connect their existence of a story into another existence.

Next, this research is conducted by doing reviews on several related research. There are five research which share the similar focus as what this research has (Arigusman, 2018, 2018; Correa & Domínguez, 2014; Mohammed & Jasim, 2022; Troyan et al., 2022). Although not all the research leans on pure SFL's transitivity analysis, but they still involve transitivity as its analysis but not as detailed as this new research. For instance, Dwiprasetyo et al. (2022) state that all of those research analyze student's narrative texts, but unlike this research, they do not completely involve stages as its domain. Although Arigusman (2018) also analyzes staging in the student's narrative text, but his research does not integrate staging and transitivity. Hence, by not involving stages as its domain, the two research leaves a gap for this new research. This research gap lies on both staging and types of processes analysis of narrative texts in a junior high school. Furthermore, from the analysis, this research can see the chronological order of the student's texts and how they use process to connect an existence to another existence or phenomenon.

Finally, referring to the review and gap, this research has two aims. The first aim of this research is to find what stages appear in Batik JHS's student's narrative texts, while the second aim of this research is to see what the processes in Batik JHS student's narrative texts. In detail, the first aim is to see what process the students use to connect one existence to another or a phenomenon. Furthermore, by finding the stages, this research can see how the students construct the social processes throughout the text chronologically. Lastly, finding the types of processes with transitivity in the student's narrative texts enables this research to find the student's ideational meanings. Finally, finding both the types of processes and staging, this research can show how Batik JHS students represent events, states of being, and actions within their narrative texts chronologically.

METHODOLOGY

This research is descriptive qualitative since its data cannot be taken away from the context. Also, the nature of the data is multiple and holistically constructed (Lincoln & Guba, 1985). Next, the source of data is 10 Batik JHS student's narrative texts that are collected specifically from the students who are in Batik JHS's English club. The texts are chosen to be the source of data due to the competence of the 10 students in English since their English grades are considerably good compared to the other members. Furthermore, the data come from the clauses within each narrative text that collected from the 10 students to which then be broken down and analysed the types of processes and the participants accordingly.

This research adapts two types of sampling techniques namely purposive sampling and total sampling. Purposive sampling is used to sample the source of data based on several criteria. The criteria cover the research aims namely the stages of Batik JHS student's narrative texts and the process within each clause. Next, total sampling is used to sample the data after being purposively sampled. Next, Abdussamad and Sik (2021) state that qualitative research shall use data note-taking as its data collecting technique. This technique starts from reading the narrative texts and typing down all the clauses which contain process, and finally putting each clause based on the stage. Next, the validity of this research is tested with triangulation method. As what Borman et al. (1986) state, triangulation is a method for performing data cross-check. Moreover, the triangulation used in this research is source triangulation which means that this research cross-checks the validity by comparing it with another source, which in this case is the stages.

Furthermore, Santosa (2021) advises that qualitative research should employ the data analysis technique from Spradley (2016). The analysis technique is performed by doing domain analysis, taxonomic analysis, componential analysis, and cultural theme analysis. Domain analysis is done to find the context, which in this stage is the stages. Then, the next step is taxonomic analysis which is done to analyse and categorize data based on the focus of the research. The next step is componential analysis. Componential analysis is done to display the research findings which can show the research's patterns of patterns of behaviour. The last step is cultural theme analysis. This analysis

is done to achieve the substantive theories of the research. The substantive theories are found by discussing the previous research, theories, as well as research findings.

FINDINGS AND DISCUSSION

This research finds 142 in total. Those data are divided into their stage and type of process. Starting from the stage, there are 4 stages which are orientation, complication, evaluation, and resolution. Therefore, the processes are material [MatP], mental [MeP], verbal [VP], relational (attributive [RAP] and identificative [RIP]), and behavioral (mental behavioral [MBP] and verbal behavioral [VBP]). Furthermore, the clearer summary of the findings are in the following componential analysis table.

Table 1

Transitivity in Batik JHS Student's Narrative Texts

Stages	Process								TOTAL
	MatP	MeP	VP	RP		BP		ExP	
				RAP	RIP	MBP	VBP		
Orien-tation	10	6	3	2	1	2	1	-	25
Compli-cation	21	8	4	3	2	6	8	2	54
Evalua-tion	11	8	2	3	3	3	2	-	32
Resolu-tion	9	7	6	3	2	2	2	-	31
TOTAL	51	29	15	11	8	13	13	2	142

Stages in The Student's Narrative Texts

Within this section, the research displays two examples of the student's narrative texts as well as their social function based on how they construct the character's experience throughout each stage. This section breaks down the student's narrative texts based on each stage that they have. Each stage represents different social function, as mentioned by Martin (2016). In addition, Halliday and Matthiessen (2013) state that the social function that each stage possesses is the right order to construct a experience of the character(s). Thus, this section shows several student narrative texts that have orientation, complication, evaluation, and resolution stage. The data are as follows.

Table 2

Student's Text "The Lost Puppy"

Stage	Text
Orientation	One afternoon, Sarah walked home from school and heard a soft sound near a bush. She looked and saw a small, dirty puppy. It looked scared and hungry. Sarah thought the puppy was lost.
Complication	Sarah wanted to help the puppy but didn't know how. She didn't have food or a leash. At home, her mother was surprised when Sarah showed her the puppy. Her mom said, "We can't keep it, but we can help for now."
Evaluation	Sarah and her mom gave the puppy food and a bath. They also shared a picture of the puppy online to find its owner. Sarah hoped no one would call so she could keep the puppy.
Resolution	After two days, a man called and said the puppy was his. Sarah was sad but gave the puppy back. The man thanked Sarah and gave her a small gift. Sarah felt happy because she had done the right thing.

Based on the student's text "*the lost puppy*" and through Systemic Functional Linguistics (SFL), the orientation serves as the starting point of a narrative by providing the setting and introducing key participants. It answers fundamental questions like Who? When? Where? (Martin, 2016). This stage establishes the context for the story. The orientation begins with Sarah walking home on a regular afternoon and hearing a sound near a bush. This choice situates the reader in the story's world and introduces the event that triggers the narrative (Halliday & Matthiessen, 2013). Through the ideational metafunction, the text states what is happening (Sarah's discovery of the puppy). The textual metafunction organizes this information to signal that the narrative is starting and preparing the reader for the events to come.

As for the complication stage, it introduces the student's narrative's conflict which drives the story forward. This stage disrupts the initial situation, creating tension or problems that need resolution (Arigusman, 2018; Correa & Domínguez, 2014). In accordance to the story, Sarah's desire to help the puppy contrasts with her practical limitations where she has no leash or food, and her mother's likely disapproval adds another layer of difficulty. Next, this stage

emphasizes Sarah's internal struggle and her bravery in taking action despite her fears. In addition, the ideational metafunction shows this tension as the key event of the story, while the interpersonal metafunction engages readers emotionally by encouraging them to empathize with Sarah's dilemma.

As the third stage, evaluation reflects on the steps taken to address the complication and provides an emotional and logical assessment of the situation. In this stage, Sarah's mother agrees to temporarily care for the puppy, and they work together to find its owner by posting online. This stage showcases Sarah's hope of keeping the puppy while balancing her sense of responsibility. Next, the ideational metafunction, this stage shows actions that progress the story toward resolution. In addition, the textual metafunction ensures coherence that links the complication to the resolution by showing how Sarah and her mother begin to solve the problem.

Lastly, the resolution concludes the story by solving the main problem introduced in the complication. In this case, the owner finds the puppy, bringing closure to Sarah's emotional journey. Although Sarah feels sad to return the puppy, she gains a sense of pride and happiness for doing the right thing. The resolution fulfills the ideational metafunction by resolving the conflict, while the interpersonal metafunction leaves the reader with a positive impression of Sarah's character. Finally, the textual metafunction ties the story together, ensuring a good ending that aligns with the narrative's purpose.

Table 3

Student's Text "Meeting My Old Friend"

Stage	Text
Orientation	Last Saturday, I went to the market with my mother. While she was busy buying vegetables, I looked around. Suddenly, I saw a familiar face. It was Rani, my old friend from elementary school!
Complication	I wanted to talk to her, but I was nervous. "What if she doesn't remember me?" I thought. After a few seconds, I decided to say hello. "Rani, is that you?" I asked. She turned around and smiled. "It's me, Dina! Do you remember me?"

(continued)

Stage	Text
Evaluation	Rani laughed and said, "Of course I remember you!" We started talking about our school memories. We both missed those days so much. Rani told me she moved to a new school, and that's why we lost contact.
Resolution	Before she left, we exchanged phone numbers. I was so happy to meet Rani again. Now, we can stay in touch and maybe meet again soon. It was the best part of my day.

According to the second text, the orientation starts as the introduction to the narrative by providing the setting and participants. This creates a foundation for the story. In this text, the orientation begins with the student describing their visit to the market with their mother. The day (Last Saturday), the place (the market), and the activity (looking around) are specified, setting the scene for the narrative. This introduction situates the reader in the context of the story and prepares them for the upcoming events. In addition, through the ideational metafunction, the text outlines what is happening, while the textual metafunction organizes these details to indicate the start of the narrative text.

Furthermore, complications introduces the problem or conflict that drives the narrative forward. Here, the narrator recognizes a familiar face but feels nervous about approaching her old friend, Rani. The internal conflict (What if she doesn't remember me?) creates tension and curiosity, engaging the reader. This stage highlights the narrator's hesitancy and eventual decision to say hello. The ideational metafunction conveys the core challenge (whether or not to approach Rani), while the interpersonal metafunction builds emotional engagement, making readers empathize with the narrator's nervousness and desire to reconnect.

Thirdly, the evaluation shows the actions taken to address the complication and provides the characters' emotional responses. Here, the student (Kalisya) and Rani happily reconnect, reminiscing about their elementary school memories. Rani shares why they lost contact. This deepens the story's emotional layer. In addition, the ideational metafunction highlights the resolution of the initial tension as the two friends comfortably talk, while the textual metafunction bridges the complication with the resolution, showing how the characters' relationship is regrowing.

Lastly, resolution concludes the story by resolving the main issue and showing the ending. The student (Kalisya) and Rani exchange phone numbers to make sure they can stay in touch. This ending reflects the writer's happiness and satisfaction in reconnecting with an old friend. The ideational metafunction shows the solution to the narrative's tension (maintaining the friendship), while the interpersonal metafunction leaves the reader with a sense of warmth. Lastly, the textual metafunction ties the narrative together by providing a clear and satisfying conclusion.

Upon seeing the data regarding staging in the students' narrative texts, this shows that what Martin (2016) and Halliday and Matthiessen (2013) claim about the purpose of stages in narrative texts is valid. In addition, what Arigusman (2018) states is also in line with this research. On the other hand, Correa and Domínguez (2014) do not find the same results as this research because their research does not state the social function of stages in narrative texts.

Processes in the Student's Narrative Texts

This research finds 142 data regarding transitivity in Batik JHS Student's narrative text. The data covers 6 big types of process namely material process, mental process, verbal process, relational process, behavioral process, and existential process. Even so, relational process (RP) and behavioral process (BP) have two sub-category each. Relational process is divided into attributive and identificative relational process whereas behavioral process is divided into mental and verbal behavioral process. Furthermore, this section describes each category process found in the student's narrative texts.

Material Process

As stated by Halliday and Matthiessen (2013) material process involves action regarding doing or happening. Process of doings itself is divided into creative and dipositive. Creative process means the material process creates a goal whereas dispositive process means the action affects goal. Next, material process that leans to happening only has actor, process, and perhaps circumstances. Next, along with this research findings, material process dominates the research for it appears the most (51) compared to other processes. The following table shows the distribution of material processes on Batik junior highschool student's narrative texts.

Table 4

Material Process on The Student's Narrative Texts

Stage	Material Process
Orientation	10
Complication	21
Evaluation	11
Resolution	9
TOTAL	51

Furthermore, this section shows three types of material processes. The first data is material process of "doing" without goal. Then, material process of "doing" but with a goal. Thirdly, material process of happening. Here are the data of material processes.

Table 5

Material Process "Sarah walked home from school"

Sarah	walked	Home	from school
Actor	Material Process	Goal	Circumstance

The first data "Sarah walked home from school" describes an action. It is called a material process. "Sarah" is the one doing the action (the Actor), "walked" is the action itself, and "home" is where she's walking to (the Goal). "From school" tells us where she started walking (the Circumstance). So, this segmentation shows the different parts of an action.

Following this second type, the second data is a little different because there is a goal but there is no circumstance. The data is in the following.

Table 6

Material Process "We exchanged phone numbers"

We	exchanged	Phone numbers
Actor	Material Process	Goal

The second data above describes an action with material process of doing. "We" are the ones doing the action (the Actors), "exchanged" is the action itself, and "phone numbers" is what is being exchanged (the Goal). In addition, the action "exchanged" is considered as material process of doing because it is what the actor (we) physically do.

Furthermore, the third data here is also material process but not process of doing. The second data in the following is a clause with material process of happening.

Table 7

Material Process "The deer fell for the trap"

The deer	fell	For the trap
Actor	Material Process	circumstance

The third data is called a material process of happening due to several reasons. The phrase "The deer" is the one experiencing the action (the Actor), "fell" is the action itself (a happening), and "for the trap" indicates the entity that caused the happening (the Goal). This simple clause shows the different parts of an action, even when the action is something that happens to the Actor rather than something the Actor actively does.

Mental Process

This process stands to a condition where an action happens in the senser's or the participant's mental like thinking, perceiving, or feeling (Correa & Domínguez, 2014; Troyan et al., 2022). Mental process only has two participants namely senser and phenomenon. Senser is the one who feels it whereas phenomenon is what is embedded within the mental process. The following table shows the data that belong to mental process

Table 8

Mental Process on The Student's Narrative Texts

Stage	Mental Process
Orientation	6
Complication	8

Evaluation	8
Resolution	7
TOTAL	29

The following data are the clauses of the students' narrative texts that have mental process in this research.

Table 9

Mental Process "Sarah heard a soft sound near a bush"

Sarah	heard	a soft sound	near a bush
Senser	Mental Process	Phenomenon	Circumstance

The data above describes a mental process based on the verb "heard". Mental processes represent experiences of the mind, such as thinking, feeling, sensing, and perceiving. In this clause, "heard" is the mental process, representing the act of perceiving sound. "Sarah" is the Senser, the entity experiencing the perception. "a soft sound" is the Phenomenon, the object or event being perceived. "near a bush" is a Circumstance that provides additional information about the location of the perceived sound. This analysis demonstrates shows the different components of a mental process, such as the Senser, the Phenomenon, and any relevant Circumstances.

The following data comes from different students. Even so, this data also belongs to mental process but with different construction. The difference lies in the absence of circumstance in the clause. Apart from that, the second data here has two verbs but both belong to mental process, although one of them slightly seems to belong to behavioral process. The further description is in the following,

Table 10

Mental Process "She looked and saw a small, dirty puppy"

She	Looked and saw	A small, dirty puppy
Senser	Mental Process	Phenomenon

The second data is also a mental processes. This process shows the experiences of the mind, such as thinking, feeling, sensing, and

perceiving. In this clause, "looked" and "saw" both signify acts of perception. "Looked" represents the act of visually searching or observing, while "saw" represents the act of perceiving something visually. Although "looked" might have a slight behavioral component (the physical act of looking), the primary focus of the clause lies in the mental experience of perceiving and recognizing the puppy. Therefore, while there's a subtle behavioral element, the clause "She looked and saw a small, dirty puppy" leans more into mental processes, specifically those related to visual perception.

Verbal Process

Verbal process in this research refers to a process of saying something without involving any behavioral process. The participants in this process in particular are sayer, verbiage, and receiver. Furthermore, there are instances of data that belong to verbal process (VP).

The following data are the clauses of the students' narrative texts that have to mental process in this research.

Table 11

Verbal Process on The Student's Narrative Texts

Stage	Verbal Process
Orientation	3
Complication	4
Evaluation	2
Resolution	6
TOTAL	15

The following data are the clauses from the students' narrative texts that have verbal process in this research.

Table 12

Verbal Process "Rani laughed and said, "Of course I remember you!"

Rani	Laughed and said	"of course I remember you!"
Sayer	Verbal Process	Verbiage

The data above is a verbal process. Verbal processes shows acts of saying, communicating, and exchanging information. In this data, "said" explicitly signifies the act of verbalization. The utterance "Of course I remember you!" is the spoken language itself, the product of the verbal process. While "laughed" might seem to suggest a behavioral process, it's closely intertwined with the verbal act. The laughter accompanies the spoken words, expressing an emotional response to the situation and enhancing the communicative act. Therefore, this clause exemplifies a verbal process with a concurrent behavioral aspect.

The next verbal process data has a different construction because there is a receiver or the entity that receives the message from the sayer. Here is the data.

Table 13

Verbal Process "I told my mom go go away"

I	told	my mom	to go away
Sayer	Verbal Process	Receiver	Verbiage

The second data here leans to verbal process as well. The subjec "I" is identified as the Sayer, the individual performing the act of saying. The phrase "told my mom" constitutes the Verbal Process, representing the act of communication itself. Finally, "to go away" is the Verbiage which refers to the actual words spoken or the message conveyed to the recipient of the communication, in this case, "my mom." This shows the what verbal process means where there are the Sayer, the act of saying, and the given message (Halliday & Matthiessen, 2013; Martin, 2016) .

Relational Process

Relational process in this research stands for a process which connects two entities. Furthermore, relational process is divided into two types namely attributive relational process and identificative relational process. For clearer depiction, the following table shows the data that belong to attributive relational and identificative relational process in this research.

Table 14

Relational Process on The Student's Narrative Texts

Stage	Attributive Relational Process	Identificative Relational Process
Orientation	2	1
Complication	3	2
Evaluation	3	3
Resolution	3	2
TOTAL	11	8

The following section shows the data on the students' narrative texts that have to attributive and identificative relational process in this research.

Attributive Relational Process

This research sees attributive relational process (ARP) as a process which connects the carrier to its attribute. Furthermore, ARP is indicated with verbs that correlate with be, appearance, phase, and measure. Meanwhile, there are the data that belong to ARP.

Table 15

Attributive Relational Process "I was nervous"

I	was	Nervous
Carrier	ARP	Attribute

The data "I was nervous" is ARP for it establish a relationship between two entities. Specifically, attributive relational processes describe a quality or attribute that belongs to an entity. In this data, "I" is the Carrier, the entity being described. Following that, the word "nervous" functions as the Attribute or the quality assigned to the Carrier. The verb "was" acts as the relational process, linking the Carrier ("I") to the Attribute ("nervous") and indicating a state of being. Essentially, this clause asserts that "I" possessed the quality of being "nervous."

Following the first mentioned data, there is also another data that belongs to ARP. Even though the data category is the same, the verb

that connects the carrier to its attribute is different. Here is the second ARP data.

Table 16

Attributive Relational Process "Nobody was Home"

Nobody	was	home
Carrier	ARP	Attribute

On the second data, the verb "was" acts as the relational process, linking the Carrier ("Nobody") to the Attribute ("home"). Essentially, the clause states that "Nobody" possessed the attribute of being "home," which is essentially stating that there was no one at home. This construction shows the versatility of attributive relational processes in expressing various states of being and qualities.

Identificative Relational Process

The second relational process is identificative relational process (IRP). This process is a little different compared to ARP. The difference lies in the participants. The participants are token and value. Apart from that, this research finds that IRP is realized with several verbs that correlate with be, signification, and indication. Furthermore, here are the data that belong to IRP.

Table 17

Identificative Relational Process "I was Nervous"

I	Was	Nervous
Token	IRP	Value

The data above is classified as an attributive relational process, it describes a quality or attribute of an entity. In this case, "nervous" is being the attribute of "I." However, in certain contexts, "nervous" could be interpreted as identifying the speaker's current emotional state. For example, if someone asks "How are you feeling?", the response "I was nervous" could be seen as identifying the speaker's emotional state at that particular moment. The distinction between attributive and identifying relational processes can sometimes be subtle and context-dependent.

Additionally, the second data that belong to IRP appears with the different form of verb. The second data does not come with the verb "be", but with the verb "mean". Here is the second IRP data.

Table 18

Identificative Relational Process "Her dad didn't mean that"

Her dad	Didn't mean	That
Token	IRP	Value

In the second data. "Her dad" can be considered the Token, the entity being identified. Next, the verb phrase "didn't mean" acts as the Identifying Relational Process, establishing the identity between the Token and the Value. Finally, "that" represents the Value, the entity that identifies the Token. This analysis shows that the clause identifies "Her dad" (the Token) with a specific meaning or intention represented by "that" (the Value) and the Identifying Relational Process "didn't mean."

Behavioral Process

Behavioral process in this research refers to a process that combines both verbal and mental process. The differences lay on the directionality, phenomenality, the relation with proverb "do". There are total data in this research that belong to behavioral process. Furthermore, they are divided into two types namely mental behavioral process () and verbal behavioral process. Further data description is in the following table.

Table 19

Behavioral Process on The Student's Narrative Texts

Stage	Mental Behavioral Process	Verbal Behavioral Process
Orientation	2	1
Complication	6	8
Evaluation	3	2
Resolution	2	2
TOTAL	13	13

The following section shows the data from the students' narrative texts that have to verbal process in this research.

Mental Behavioral Process

The process that belongs to mental behavioral is a process that has present in present mark such as 'he is meditating', directionality as in 'she laughed', phenomenality with no metaphenomena like 'he meditates he will eat it', and works with proverb do as in 'what are you doing?'. Furthermore, here is the data that belongs to MBP.

Table 20

Mental Behavioral Process "I was reminiscing some memories about our elementary moments"

We	Was reminiscing	Some memories	About our elementary moments
behaver	MBP	phenomenon	senser

The data above is mental behavioral process because the verb "reminiscing" often involves observable behaviors. The verb "reminiscing" tends to involve facial expressions, a thoughtful gaze, or even a physical gesture like a sigh or a smile. Thus, this clause is considered mental behavioral process.

Verbal Behavioral Process

The processes that belong in this category in this research are verbs that has 2 ways directionality as in 'she likes it/it envies me', ok phenomenality like 'they believe he can do it', and do not work with proverb do. Further instances and description of the data are as follows.

Table 21

Verbal Behavoral Process "Rani laughed and said, "Of course I remember you!""

Rani	Laughed and said	"Of course I remember you!"
Sayer	VBP	verbiage

The second data that belongs to VBP is little different because the data has a target within the clause but does not have verbiage. Target functions as an entity who is affected by the verbal behavioral action that the sayer does. The data is as follows.

Table 22

Verbal Behavioral Process "The deer shouted at me"

The deer	Shouted at	me
Senser	VBP	Target

The clause above is considered VBP due to the verb "shouted at" that requires mental and verbal process. The verb "shouted at" requires not only mental but also requires verbal process. Since the verb "shouted at" is considered negative, then the position that "me" has is target, not a receiver.

Existential Process

Existential processes (EP) shows the existence or happening of something. EP is characterized by the presence of the verb "be" or other verbs expressing existence, such as "exist" and "arise." In this research, clauses begin with the word "there," followed by the verb "be" and the existent, which can be a thing, an action, an event, or an abstraction (Manar et al., 2020; Troyan et al., 2022). There are only two data that belong to EP. The further data description is as follows. The following table shows how many times existential process appears in this research.

Table 23

Existential Process on The Student's Narrative Texts

Stage	Existential Process
Orientation	-
Complication	2
Evaluation	-
Resolution	-
TOTAL	2

The following section shows the data from the students' narrative texts that have to verbal process in this research.

342

Table 24

Existential Process "was a big lion in the jungle"

There	was	a big lion	in the jungle
	EP	existent	circumstance

The data above is considered existential process due to the fact that this clause has. This clause shows a process in which shows how something exists within a circumstance, which in this case is a jungle. According to Halliday and Matthiessen (2013), existential processes are used to express the existence or occurrence of something. The clause begins with "There was," signifies the existence of the entity (ogre). Following "There was" is "a big lion," the existent, which is the entity whose existence is being asserted. The phrase "in the jungle" shows the location where this existence occurs. This location is then as what Halliday and Matthiessen (2013) call as circumstance. Lastly, this structure, "There was" followed by the existent, is a typical pattern for expressing existential processes in a clause.

The second or the last existential process data is the clause *an ugly ogre exists under the bridge.* The further data analysis is as follows

Table 25

Existential Process "An ugly ogre exists under the bridge"

An ugly ogre	exists	under the bridge
Existent	EP	Circumstance

The second data also shows an existential process. It uses the verb "exists" to directly say that something is there. "An ugly ogre" is what exists, and "under the bridge" tells us where it is. This data shows that existential processes can use different words like "exists" to show something is present.

DISCUSSION

Based on the research patterns of behaviors in the findings, this research finds three big patterns. The first pattern is that the complication stage becomes the stage that has the most process. And then, the material

process dominates the type of process in this research. Thirdly, the clauses that Batik JHS students make are mostly simple clauses. Hereafter, the discussion starts from the first pattern, the second pattern, and ends with the third pattern.

Following the first pattern of this research, complication is the stage with the most processes. This findings are in line with the previous research (Arigusman, 2018; Manar et al., 2020; Troyan et al., 2022). This happens due to the nature of complication stage that is divided into three phases. Those phases are problem introduction, problem development, and climax (Martin, 2016).

Apart from that, material processes become the most dominant data in this research due to three reasons. Firstly, narratives center around actions, events, and the unfolding of a plot. In accordance with that, material processes which represent actions and happenings are crucial for driving the story forward and creating a sense. Then, students may find it easier to express actions and events than abstract ideas or complex emotions. Material processes give a straightforward way to describe what characters do and what happens in the story. Lastly, according to Fitria (2022), in many language learning contexts, storytelling focuses on simple narratives with clear actions, making material processes a natural starting point for students.

The last pattern shows that students often construct narrative texts with simple clauses due to a combination of developmental and cognitive factors. According to Ulya (2016), JHS students are still developing their understanding of complex sentence structures. Thus, making simple clauses with a single subject and predicate is easier to process and produce (Troyan et al., 2022). Additionally, early language learning often focuses on basic sentence patterns, and simple clauses provide a solid foundation for building more complex ones (Correa & Domínguez, 2014). Moreover, early narratives often emphasize straightforward actions and events, making simple clauses well-suited for conveying these basic plot points.

Finally, simple clauses are easier to analyze as they often represent a single process. This aligns with the core of SFL which focuses on identifying and analyzing the different types of processes within a text (material, mental, relational, etc.). By analyzing the processes used in simple clauses, educators can see how students are developing their understanding of how language represents experience and how they are constructing narratives. This finally informs teaching practices

and enables educators to gradually introduce more complex sentence structures while still providing appropriate scaffolding for student learning and supporting their growth in using language to create more sophisticated narratives.

CONCLUSION

This research concludes that the narrative texts of Batik JHS students exploit material process. Therefore, material processes in the narrative texts are not just used for connecting one entity to goal or the beneficiary, but it is used for extending the material process itself by employing the other participant of material process called 'range'. Those material processes emphasize happening and doing but as the stage progresses, differences arise. These differences are caused by the function of each stage that differs from one to another. Furthermore, this research concludes that Batik JHS students use the complication stage to deliver their experience more than any other stages. This happens because the complication stage functions to build up the main entity and construct what the main character is going to face later on.

Therefore, this research concludes that students tend to use material process in their clauses mainly because they lack competence of using complex or compound sentences which leads them into making simple sentences. In addition, the research concludes that the chosen texts from the chosen students follow the rules of staging for a narrative text. This means that the texts are chronologically constructed in the perspective of SFL. Furthermore, the material processes represent the idea of the students to connect an existence to another existence rather than to a phenomenon or to a state of being. In addition, this research contributes in the field of linguistics research, specifically in systemic functional linguistics research. Finally, the significance of this research lies on the analysis of the order of narrative texts and the logical processes used by the students to connect an existence to another or to a phenomenon.

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AUTHOR CONTRIBUTION STATEMENT

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The authors report no conflicts of interest for this work and declare no potential conflict of interest concerning the research, authorship, or publication of this article.

DATA AVAILABILITY STATEMENT

The data supporting this study are not publicly available due to confidentiality agreements and participant privacy but may be provided by the corresponding author upon reasonable request.

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