

A TRANSITIVITY ANALYSIS OF AN EFL TEACHER TALK**KELIK WACHYUDI¹⁾, SHOFURA ZAHRAH ADN²⁾**¹⁾*kelik.wachyudi@staff.unsika.ac.id*, ²⁾*shofurazahrah289@gmail.com*^{1) 2) 3)}**English Education Department****Faculty of Teacher Training and Education****Universitas Singaperbangsa Karawang***Jl. H. S. Ronggowaluyo Telukjambe Timur Karawang, West Java**Diterima: Januari 2021; Disetujui: Februari 2021; Diterbitkan: Maret 2021***ABSTRACT**

The aim of this paper is to untangle how an English teacher in the classroom carries out the transitivity process. Based on this point of view, the research focuses on realizing the transitivity process by an English teacher in class. The methodology implemented for this study is a qualitative descriptive. The researchers consider the method is consistent with this research because it is naturally occurring. The results and discussion of this research are that the researcher met all forms of transitivity such as material processes (8), mental processes (9), verbal processes (7), relational processes (6), behavioral processes (2), and existential processes (5). Established along with the discussion of these determinations, the researchers found that the most astounding number was mental affection. What does it mean? The English teacher emphasizes that students promote their affection and thoughts when they act. The bottom line is that the English teacher focuses on mental processes. The teacher triggered students' affection and cognition to realize their perceptual experiences and desires, and et cetera.

Keywords: Transitivity System, English, Functional, Vocational

ABSTRAK

Penelitian ini bertujuan untuk menjelaskan bagaimana seorang guru bahasa Inggris dalam kelas merealisasikan proses transitivitas. Berdasarkan pandangan ini, penelitian ini fokus terhadap realisasi proses transitivitas oleh seorang gur Bahasa Inggris di dalam kelas. Dalam penelitian ini, metodologi yang digunakan adalah Kualitatif deskriptif. Peneliti bersetuju untuk menggunakan metode ini sebab metode ini konsisten dengan penelitian ini yang bersifat alami. Hasil dan pembahasan dalam penelitian ini adalah peneliti menemukan seluruh proses transitivitas seperti proses material (8), proses mental (9), proses verbal (7), proses relasional (6), proses tingkah-laku (2), dan proses eksistensial (2). Berdasarkan pembahasan dalam penelitian ini, peneliti menemukan bahwa proses mental sering muncul. Apa maknanya? Guru menekankan untuk melibatkan perasaan dan pikiran sebelum para siswa bertindak. Hasil dalam penelitian ini adalah guru memfokuskan pada proses mental. Guru tersebut menumbuhkan aspek perasaan dan perasaan pada diri siswa untuk merealisasikan pengalaman inderawi dan keinginan mereka, dan proses lainnya.

Kata Kunci: Sistem transitivitas, Inggris, Fungsional, Vokasi

INTRODUCTION

Many publications are presenting systemic functional linguistics (now: SFL). With the start of this ground, the researchers see SFL as wide-ranging in English language teaching. Researchers, linguists, or teachers cannot neglect SFL, and vice versa who are responsible for developing languages or the teaching of

English languages. To emphasize of the seminal project on SFL in English language teaching is to be discussed in depth. Such a discussion leads to a beneficial understanding for readers who are interested in the interconnectedness between SFL in English language teaching (hereafter: ELT).

Researchers should see the influx of this issue by verifying some earlier research. In this regard, the researchers ensure the position of the SFL in English education. The researcher can mention some merit of central SFL within ELT such as Gebhard *et al.* (2013), Gebhard *et al.* (2014), Emilia and Hamied (2015), Dewi (2016), Putra and Lukmana (2017), Wachyudi and Miftakh (2018), Hamka (2019), and Aunurahman *et al.* (2020). The writers mentioned in the earlier sentences are written based on SFL linked in the ELT classroom. Many of the writers whom the researchers have cited discussed the role of SFL within an English writing academic lesson in detail.

Based on Indonesian educational contexts, SFL seems a raw attack to link foreign language teaching, especially in EFL. Even though SFL is seen as a new approach in language instruction, but the function is robust. The mean of robust here that SFL as a socio-semiotic approach can be a reason to see the teacher performance when the teacher disentangles English instruction in every encounter. Teacher instruction must be explicit when sorting out the issue for students. Consequently, teacher clarity is required to prevent ambiguity. If the practice of teaching is less ambiguous, the students' learning will be palpable.

For the teaching process to be comfortable and palpable, the teacher should consider the correct vocabulary. With this strategy, the teacher can realize thought by referring to the correct verb. The proper verb in teaching or presenting to students will give students a better understanding. The verb needs to be put into context is a must. Taking the context out of the teaching process is not a good strategy. When teaching communication, putting the verb in context is a good strategy since it can help students understand what the teacher means. The meaning of the verb can differ from context to context. In this way, the teacher can focus on the precise verb in teaching and the learning process. In SFL, the verb is called 'process' and belongs to the transitivity process. The process of transitivity is part

of the ideational meaning. The ideational meaning is a part of metafunction within SFL.

Within the context of teaching and learning, the teacher's way of teaching or unravelling topics based on the verb or in SFL called as 'process' to the students becomes an exciting subject. There is rare research concerning the teacher in the selection of meaning. This research aims to untangle the realization of the transitivity process of an English teacher in one vocational school. In line with this research's purpose, the questions can be drawn on how the realization of the transition process by an English teacher in a vocational school? The researchers limit this research to an English teacher's realization process in a vocational school in Karawang.

Consequently, this research has two advantages, like theory and practice. As theoretical advantages, this inquiry is one alternative reading about the transitivity process in the educational context within SFL. In the meantime, as practical advantages, this research provides an alternative way for analyzing the transitivity process based on the teacher's speech based on a systemic functional linguistics lens.

Systemic Functional Linguistics

In this section, the researchers highlighted the relevant theory to help the researchers analyze the problem correctly. The researchers put the grand theory from Halliday (1967, 2014), Martin (2016), Eggins (2014), Gerot and Wignell (1994), etc.

Event relevant today, Halliday is the man who is most responsible for building systemic functional linguistics (SFL). Halliday has raised a wide range of interests in the SFL since 1985 (Trinh *et al.*, 2017). The theory of systemic functional linguistics can be traced back to the leading intellectual tradition of European linguistics developed due to Saussure's work (Halliday, 2014). SFL has its origins in the study of the British linguist Firth, with influence from Hjelmslev, the anthropologist Malinowski, and the Prague School (Butler, 2006). The SFL is widely known for its conception of language as a semiotic system (Martin, 2016).

Where language is considered social semiotic, this means that language has a communicative function. Explicitly, SFL theory is designed as a resource for orienting detailed descriptions, either of individual languages or a number of languages (Mwinlaaru and Xuan, 2016). Within the SFL body, there are many functions within a language, and its function is called metafunction. Each function of the metafunction is represented differently. To delineate the metafunction, researchers break it down separately.

Metafunction in SFL

To support the terminological metafunction, the researchers work out how to define the metafunction in the SFL lens. Language is posited into the context of situation and context of culture. In the context of a situation, linguistic communication can be assessed by using specific parameters. The three parameters of the context situation affect our language choices precisely because they reflect the three main functions of language: metafunction (Butt *et al.*, 2004). From a narrow viewpoint, the metafunction's position is found in the clause, sentence, and phrase; the metafunction simultaneously encodes three strands, such as ideational/experiential, interpersonal, and textual (Gerot and Wignell, 1994). The ideational meaning is related to how the human being represents the language experience (Eggins, 2004). Besides, the interpersonal meaning is concerned with the social relation as realized in the text (Halliday & Matthiessen, 2014). Finally, the textual meaning is concerned with cohesion and coherence in a text. All three items are known as metafunctions. The ideational function is a targeted study within this paper. The researchers will look at transitivity in the ideational function. The researchers will outline the concept of transitivity in the following manner.

Concept of Transitivity

Halliday (1967) mentioned that the transitivity systems are concerned with the type of process expressed in the clause, with the participants in this process, animate and inanimate, and various attributes and circumstances of the process and

the participants. The transitivity involves six processes and can be described as follows:

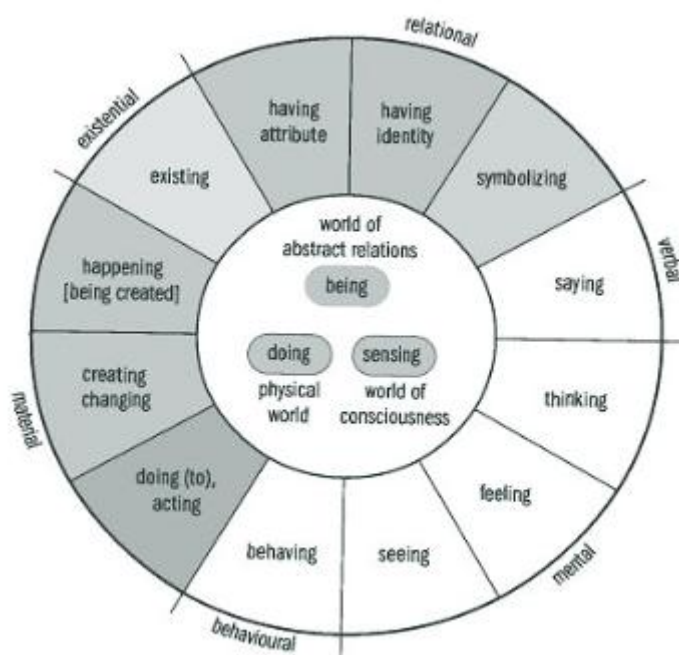


Figure 1. Type processes in EnglishAdopted From (Halliday, 2004: 172)

There are six processes in the transitivity process (Halliday, 2004). The first material process relates to doing, acting, creating, and doing things. Material process, the process can be verified by using the question ‘what did x do?’ and the ‘doer’ is called as ‘participant of actor’ and another participant is the thing that affected by the participant of actor and it is labeled as 'participant of goal.' Second, the mental process consists of three mental verbs concerned with thinking, feeling, and seeing. The participant is a human being aware and is called a "senser participant," and another participant is called a "phenomenon participant." In other sources, such as Thompson (2014) and Eggins (2004) divided the mental process into four such as cognition (think, understand, calculate); affection (love, like); perception (see, hear); and desideration (want, hope, wish). Third, behavioral process is set in between material and mental process. The behavioural process was a reflection of "being" and "having."

The primary participant in the behavioral process is "behavior," and another participant can be personified. Fourth, the verbal process is about saying. The term "say" can be a human voice or a signal code that has a meaningful sound to the listener, like the sound of the ringing bell. The verbal process can be carried out using a mental verb such as the report, say, said, or the event "rings the bell" and so on. Nevertheless, in the verbal process, the researchers discovered that the verbal process's primary participant is called 'sayer' because the reason is the doer. Other participants are "receiver" (recipient of the Sayer), "target" (talking object), and "verbiage" (the spread of the phenomenon).

Fifth, the relational process deals with identity as the use of to be (is, am, are) or to have (has, have, and had). As a point of the relational process can be categorized into; a) relational attributive, which is touched on with describing general things and the participant is named as 'carrier' and 'attribute'; b) relational identifying is concerned to identify, and the participant is 'token' and 'value.' Finally, the existential process is let the reader know that there is an entity. The participant of the existential process is "existent."

Circumstances

Circumstances are the conditions under which processes are conducted. The circumstances can pose questions such as when, where, why, how, how, and how. In general, the element of circumstance can be checked by using phrases such as adverbial or prepositional. This tagging phrase is referred to (Gerrot and Wignell 1994). Circumstances have various types such; 1) time (temporal); 2) place (spatial); 3) manner can consist of means, quality, and comparison; 6) cause can consist of reason and purpose; 8) accompaniment; 9) matter; and 10) role. To clarify the circumstances in the theory of the SFL, the researchers divide themselves into the table below.

Table 1. Type of Circumstance

Kind	Sub-kind	To prove by using	Illustrations
Time	Temporal	When?	Today
Place	Spatial	Where?	At Unsika
Manner	Means	How?	It means
	Quality		
	Comparison		
Cause	Reason	Why?	This investigation is not standard.
	Purpose	What the reason?	To untangle circumstance in SFL
Accompaniment	-	With who?	They go with me
Matter	-	What about?	We talk about calling research into question.
Role	-	What as?	(Teacher) in his role as facilitator.

METHODOLOGY

The study was applied on a qualitative descriptive study. This research's objective was to untangle the types of processes in the transitivity systems that are elaborated in teacher's utterances. Meanwhile, this research's unit analysis is the teacher's explanation while describing the topics to students. The researchers applied observation and recorded it as documentation by using video. The last, researchers applied some stages to analyze data. The stages can be break down into 1) reading the text; 2) segmenting the teacher utterance from the clauses; 3) identifying the process; 4) classifying the clause into the kind of transitivity; 5) displaying the data transitivity; and 6) conclusions.

RESULT AND DISCUSSION

Here, researchers found some data which contains transitivity. Some transitivity can be illustrated with inserted into the table below:

Table 2. Findings of transitivity

Number	Process	Verbs	Account
1	Material	Erase, take, walk, read, write, teach, open, close	8
2	Mental	Understand, see, hear, like, love, remember, want, wish, know	9
3	Verbal	Tells, says, said, click, speaks, etc	7
4	Relational	Is, are, were,	6
5	Behavioural	Dream, sad	2
6	Existential	Is, are, are, etc	5
	Total	All process	37

Based on Table 2 showed that all the transitivity processes occurred. To make the finding becomes detail, the researchers disentangle the representative sample below.

1. Material process

The material process is a process of doing and happening. Established on the findings, the English teacher explicated or instructed the students using material verbs. The researcher makes an illustrative analysis below:

	Process material	Goal
OK,	Read	the passage

In this sample, the teachers instructed the pupils to understand the issues. To complete this activity in the classroom, the teacher chooses the physical verb "read" for the students. The researchers describe the teacher to whom instructions were given, and many ask them to do something. Based on data, the teacher has done much teaching because he wants to be a suitable model for his students. The teacher's strategy is to make students better skills in English. It seems to be teacher centers, but actually the teacher tried to support as well to students.

2. Mental process

Process mental is concerned with our experience of the world. The mental process stimulated our consciousness. The participants in the mental process

fill-up the senser and the phenomenon. The mental process consists of four elements such as affection, perception, knowledge, and desideration. The teacher's clauses use the mind verb during the teaching and learning process in the classroom. The researchers illustrated as follows.

Senser	Process	Phenomenon	Kind of process
You	understand	the tense?	{ cognition }
I	Like	your answer	{ affection }
I	See	the book	{ perception }
{ I }	want { tobe }	a good teacher	{ desideration }

Based on the previous mental process data, the researchers understand that the English teacher must ask something about the students' comprehension of their understanding. The discovery consists of nine mental processes, but the researchers illustrate only four data here. With the greatest finding in all of the kind mental process, the researcher believes that the teacher would like to support of the students by touching on affection and perception at first. The teacher asked the students to think about the most outstanding for their future. The implications for ELT, teaching verb as part of process in SFL' view is many benefits to the students for comprehending what the teacher's talk.

3. Verbal process

The verbal process is a portion of transitivity concerned with a significant signal based on human language or sound symbol that has a meaning. Using this definition, researchers may illustrate the teacher's verbal process below.

Sayer	Process verbal	Verbiage
You	said	is it false?

In this case, only one sample of verbal process occurrences was discussed here. The sample is taken by the researchers illustrate that the teacher provided feedback by ensuring the student's answer. The way of the teacher's talk in giving feedback is an excellent strategy to explore what the students' purpose. The researchers see that the teacher often cites the book to untangle the subjects to his students. As it is from an academic reason, the teacher was cited in the book to untangle the topics, and the teacher rephrases the essence by using

verbal process, and of course, it is a beneficial scheme. The teacher attempted to conceive based on academic reason instead of scientific ground. The teacher did not forget to put the dynamics talk when the teacher asked the students.

4. Relational process

The relational process contains being, possessing, or becoming. Here, researchers found six occurrences, yet the teacher discussed only one sample. The data can be presented such as below:

Carrier	Process	attribute	Circ. Time	Cir. Location
	relational attributive			
You	Were	Smart	during worked the test	at school

In these data, the teacher's talk built a great strategy by giving compliments to the students. The teachers appreciated the student's success in taking the exam. Such a way is necessary as it can enhance the confidence of students. It is excellent to explore the relational process in scoping to describe things. The significance of teaching instruction is the students capture a better understanding of what the teacher intends. There are two circumstance

5. Behavioural process

The behavioural process is situated between the physical process and the mental process. The evidence of this finding can be analyzed by the researcher as follows:

Behaver	Behavioural	Behaviour	Circ. of time
I	Dreamt	being a teacher	last night

This sample illustrates how the teacher motivated the students by choice a behavioural operation. Teacher selects behavioural verbs as 'dream' to encourage students to be a teacher. It is a beneficial means to touch students' expectation later when they are starting to grow up adult. The implication for teaching English grammar, the students can feel free to expose about what they

want to be for their future and of course exercise about how to choose the contextual verb especially in presenting of their dream.

6. Existential process

To delineate the existential process, researchers see the existential process as between the mental process and the relational process. Similar to the relational process, to diagnose the verb existential is looked at *to be* in the clause. The simplest strategy can be used is picked up the empty word {there} at the beginning of the clause. The teacher's information may be explained by the researcher below:

	Existential	Exsistent
There	Is	A fruit

The researchers have already explained the whole type of process based on the earlier discussion. The researchers consider the process from the teacher talk here is an interesting approach to stimulate students' experience when they learned verb in English grammar.

CONCLUSION

In this paper, the researchers disentangle a transitivity analysis of an EFL teacher talk. the researchers conclude that the mental process with affection occurs most frequently. The teacher used the strategy because with this mental process can help students to use sense before to do an action. Meanwhile, the bottom look is an existential process. The earlier statement implies that the teacher less explores the existential verb since the verbs are placed between process material and mental processes. The implication for ELT, teacher's talk with stressing to process verb can help students to learn English verb based on context.

REFERENCES

- Aunurrahman, A., Hikmayanti, A., and Yuliana, Y. 2020. Teaching English Using a Genre Pedagogy to Islamic Junior High School Students. *Journal on English as a Foreign Language*. 10, (1), 1-23.
- Butt, D., Fahey, R., Feez, S., Spinks, S., and Yallop, C. 2003. Using functional grammar: An explorer's guide, 2nd edition. Sydney, NSW: NCELTR, Macquire University.

- Dewi, R. W. H. 2016. A Systemic Functional Linguistics (SFL) Analysis of Exposition Texts as Teaching Materials Written by Pre-service Teachers. *Journal of English and Education*. 4, (1), 73-91.
- Eggins, S. 2004. *An introduction to systemic functional grammar* (2nd ed.). New York: Continuum.
- Emilia, E., and Hamied, F. A. 2015. Systemic functional linguistic genre pedagogy (SFL GP) in a tertiary EFL writing context in Indonesia. *TEFLIN Journal*. 26, (2), 155-182.
- Gebhard, M., Chen, I. A., Graham, H., & Gunawan, W. 2013. Teaching to Mean, Writing to Mean: SFL, L2 Literacy, and Teacher Education. *Journal of Second Language Writing*. 22, (2), 107-124.
- Gebhard, M., Gunawan, W., and Chen, I. A. 2014. Redefining Conceptions of Grammar in English Education in Asia: SFL in Practice. *Applied research on English language*. 3, (2), 1-18.
- Gerot, L., and Wignell, P. 1994. *Making sense of functional grammar: An introductory workbook*. Queensland: Antipodean Educational Enterprises.
- Halliday, M. A. K. 1967. Notes on transitivity and theme in English: Part 1. *Journal of linguistics*. 3, (1), 37-81.
- _____. 2014. Systemic theory. *Concise history of the language sciences: From the Sumerians to the Cognitivists*, 272.
- Halliday, M. A. K., & Matthiessen, C.M.I.M. 2004. *An introduction to functional grammar* (3rd ed.). London: Hodder Arnold.
- _____. 2014. *An introduction to functional grammar* (4th ed.). London: Routledge.
- Hamka, H. 2019. Teaching Discourse Analysis by Using Systemic Functional Linguistics Approach in English. *Anglo-Saxon: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris*. 10, (2), 220-231.
- Martin, J. R. 2016. Meaning matters: A short history of systemic functional linguistics. *Word*. 62, (1), 35-58.
- Mwinlaaru, I. N., and Xuan, W. W. 2016. A Survey of Studies in Systemic Functional Language Description and Typology. *Functional Linguistics*. 3, (1), 8-12.
- Thompson, G. 2014. *Introducing functional grammar* (3rd ed.). New York, NY: Routledge.
- Trinh, N. T. T., Van Hoa, P., and Phuc, T. H. 2017. Halliday's Functional Grammar: Philosophical Foundation and Epistemology. *Jurnal Humaniora*. 29, (2), 207-214.
- Putra, D. A., and Lukmana, I. 2017. Text Complexity in Senior High School English Textbooks: A Systemic Functional Perspective. *Indonesian Journal of Applied Linguistics*. 7, (2), 436-444.
- Wachyudi, K., and Miftakh, F. 2018. Penggunaan 'Systemic Functional Linguistic' (SFL) Sebagai Alat Analisis Teks Recount oleh Siswa di Salah Satu SMAN di Karawang. *Biormatika: Jurnal Ilmiah Fakultas Keguruan dan Ilmu Pendidikan*. 4, (2), 259-267.