



AN ANALYSIS OF STUDENT'S LITERARY RESPONSE TEXT USING SFL

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ABSTRACT

This study looks at how transitivity and mod systems are shown in students' literary response text. This study used a qualitative case study method. The data were obtained from one of the student's writing about literary response text. In general, the findings show that from the transitivity and mood systems, the writer has fulfilled the characteristic of the response text. It can be seen from the most dominant process of material process and the form of declarative sentence in the text in which the aim is to give information. This analysis also shows that the writer has shown an ability to write mature text. It can be seen from the transitivity system that he involves various processes and some of the long nominalization in participants. In addition to the transitivity system, from the mood system, the writer has also been involved using modulation to show his positive attitude toward the text.

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INTRODUCTION

One way to find out how good the students are at writing a text is to look at their texts or writings and see how well they did. One way teachers can check students' understanding of grammar terminology and structure is to ask them to look at a piece of writing and look for examples of grammatical structure. The goal is to see what students know and help them talk about grammar in real-world situations with the right metalanguage, which is how they talk about grammar (Harklau et al., 2009, p. 246). For Indonesian students who want to learn English as a second language, there is no doubt they will have trouble with both structure and context. In other words, this is called interlanguage, which is when a language learner uses his native language (L1) to help him learn the target language (L2). When the L1 influences the L2 linguistic system, it is hard to say the correct thing in the target language. So, it is important to address this issue to provide educational resources for teaching writing, so we need to do that. As we said before, the products made by students can show how good they are at certain things.

There have been a lot of studies done about how to look at students' writings, especially Systemic Functional Linguistics. Systemic Functional Linguistics, also known as SFL, is becoming more and more popular as a way to describe and understand how language is used and how it can be used to make sense (Eggs, 2004; Gerot & Wignell, 1995). Some research analyzing students' text using transitivity has been conducted. Some studies conduct research on analyzing students' recount text (Senjawati, 2016; Rahayu & Efransyah, 2020; Fajriah, 2021). Some also conduct research on students' descriptive Text (Rohmat et al., 2018; Apendi & Mulyani (2020).), and student's memoir text (Wahyuni & Wahyuni, 2019), and in hortatory

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exposition (Yolanda & Zaim, 2020). However, there is no research yet on analyzing students' response text. Therefore this study aims to analyze the transitivity and the mood system of students' literary response text to see the appropriateness of the generic structure and language feature as well as the power relation of the text with the writer through the mood system. In this study, the theories from Barwick (1999) and Palmer (2011) are used to analyze students' texts to figure out what the students are trying to do with their texts. Anderson and Anderson (1997), Barwick (1999), Christie (2005), Gerot & Wignell (1995), Palmer (2011), and Stubbs (2000) than are used the schematic structure of a recount text to look at the schematic structure of student respond text. The analysis of the transitivity system by Halliday (1994), Gerot and Wignell (1995), and Eggins (2004) is used to look at the linguistic features of the texts.

Systemic Functional Linguistics

Systemic functional linguistics, or SFL, is a social theory of language developed by the theorist M.A.K. Halliday, in the 1970s. Other scholars then followed Halliday's work and kept it going (Halliday & Hassan 1976; Eggins, 2004, Bloor & Bloor, 2004; Butt et al., 2000). There are a lot of linguistics theories out there, but SFL is not one of them. Many linguistics theories are about language as a mental process, but SFL looks at how language is used in social situations to achieve certain goals. As Christie and Derewianka (2008, p. 3) say, SFL is based on the idea that language and society are completely intertwined. The focus is on how people use language to make sense.

According to Halliday (1994, 2004), Metafunctions are three types of meaning. They are ideational, interpersonal, and textual meanings, and they are all called metafunctions. Conceptual meaning thinks of "reality," which is how we show what we've done. Interpersonal meaning thinks of "social reality," which is how we deal with other people. Textual meaning thinks of "semiotic reality," which is how we put together language to make connected and coherent discourse (Christie & Unsworth, 2000; Droga & Humphrey, 2003). The subject, Actor, and Theme are three of the most important parts of the clause. There is an exchange, a person is shown, and a message is sent in this structure of the clause (Halliday & Matthiessen, 2014). clause as message, the clause as exchange, and clause as representation are three different types of meaning found in the structure of the clause, which is why they have three different names.

Transitivity System

Transitivity is a system that helps people get around. Transitivity is a system that lists the different types of processes that can be done in the language and the structures that can be used to show them (Halliday, 1985, p. 101). The transitivity system is part of the experiential metafunction, and it is the main grammatical tool for understanding what is going on (Martin et al., 1997, p. 100). Furthermore, Thomson (1996) says that a transitivity system in functional grammar isn't just a way to tell which verbs have an object or not. It's a way to describe the whole clause, not just the verb and its object. Machin and Mayr (2012) enunciate that the transitivity system refers to who does what, whom, and how. When we talk about a transitivity system, we should think about three things: participants, processes, and circumstances.

Process Types and the People Who Are Part of It There are six types of processes in English that can be broken down into relational, material, mental, verbal, behavioral, and existential. Each of these will be talked about below. First, relational processes are ways of being (Halliday, 1985) that connect a person to their name or description (Butt et al., 2000, p. 58). This process works with three main types: Intensive (x is a), Circumstantial (x is at a), and Possessive (x owns a) (x has a). There are two ways that relational clauses think about being. They do this in two ways: Attribution and Identification (Martin et al., 1997, p. 106). The things that happen in relationships are all about states of being (like having), and they can be categorized based on whether they are used to identify something or assign a quality to something (Gerot & Wignell, 1994, p. 67).

Because things and events are made up of material things, they are also called “doings” (Martin, Matthiessen, & Painter, 1997:103). Because material processes are about taking action, this means that they are processes about things. They say that some kind of action is being done by some kind of person or thing, which may be done to someone else (Halliday, 1994:110; Gerot & Wignell, 1994, 55). Find out how materials work by asking the question, “What did X do?” There could be an Actor, a Goal, a Range, and a Beneficiary in the material process. An Actor is someone who performs the process, and a Goal is a person who is impacted by the process. A Range is something that adds to or improves the process (Martin et al., 1997, p. 118-119). They usually have two people in them: the Actor and the Goal (Eggins, 2004).

Third, mental processes are all about what we think or feel and how we think or feel about things (Eggins, 2004, p. 225). People who use mental clauses are thought to be involved in conscious processing, such as the process of perception, cognition, and affection. Verbs that describe the five senses are used, as are words that describe thinking, knowing, and understanding (verb of liking, loving, fearing, etc.). When we talk about sense, we usually mean when we talk about people or things that aren't people and give them human-like qualities like what they think, feel, want, and see (Derewianka, 2011, p. 22). Fourth, behavioral processes include things like breathing, dreaming, smiling, and coughing, as well as things like sneezing and choking (Eggins, 2004, p. 233). In the case of behavioral processes, there is only one person who has to be there: the Behaver. People who are Behavers think about what they do, but they don't think about what they see. They are in between physical and mental processes when it comes to grammar. The fifth type of process is the Existential process, which means that something is there or happens (Halliday and Matthiessen, 2014, p. 307). The word “there” is usually in the structure of existential, and the verb to be (is, was, are, were) or synonyms like exist, arise, or happen are often used (Emilia, 2014, p. 166).

Lastly, there's the Verbal type of process, which is when people speak words like “say” and “say” and other words like “do.” The person who talks is called a Sayer. Verbal processes don't need anyone to be aware of them. As a result, anything that sends out an alert can be the person who tells the story. In addition, Halliday (2014) says that verbal processes can be used for three more types of participation: Verbiage is the part of speech that corresponds to what is said. For example, “tell me the truth” says, “Tell me the truth.” One of the two things could be the case, and Target is the person or thing being said about (e.g., he always praised him to her friends).

The last aspect in transitivity is the circumstance. Circumstances go with any type of process. It doesn't just happen with materials (Halliday, 1994, p. 149). How, when, and where things happen can be found out by looking at the circumstances. They are usually shown in grammar by adverb groups or prepositional phrases, but not always (Christie & Derewianka, 2008, p. 11). Identifying situations can be done by looking at what kind of probe was used to draw them out of them.

Mood System

Interpersonal meaning is about how language starts and keeps people talking to each other (Christie & Unsworth, 2000; Eggins, 2004, Christie & Derewianka, 2008). It also says that interpersonal meaning has to do with how clauses make up a dialogue function. This is what Martin, Matthiessen, and Painter (1997) say. Mood and modality are two words that describe how wordings make sense to people. These words have different meanings (Gerrot & Wignell, 1995, p. 13). There are two main issues when it comes to interpersonal meaning. A person's type of interaction and the kind of thing that's being traded are two of the first things to think about. The second thing to think about is how the speaker takes a stand in their message (Halliday, 1994, 2014).

At the clause level, the main patterns that show roles and relationships are mood, polarity, and modality, with the subsystems of these two things. Mood refers to the types of clauses in a sentence, such as interrogative, imperative, and declarative, and how they make sense in terms of

how they sound (Emilia, 2014). Mood elements are made up of two parts: the subject, which is part of a nominal group, and the Finite operator, which is part of a verbal one—the way things are put together. There is a grammatical sign for the type of exchange that is taking place. Subject and Finite are the two words. When you write a sentence, you choose whether it will be declarative, interrogative, or imperative (Emilia, 2014, p. 112). As someone who talks, it is important for a subject and a finite to be together in a clause. The Mood element can have three parts: Subject, Finite, and Mood Adjunct (Emilia, 2014). If you add a tag to the end of a clause and send it back to other people, the subject will become a pronoun. The subject of a clause is called a noun clause. The finite element is one of a small number of verbal operators that can show how long or how fast something is (Halliday & Matthiessen, 2014 p. 140). It's not just one word that makes up the verb group. The finite is always and only the first thing in this verbal group, and it's what's called an auxiliary verb in the past.

Modality

Only the minor clause is not one of the two polarities: positive or negative. Every clause is either positive or negative: isn't, hasn't, doesn't, and so on. In other words, there are a lot of different options that you can choose from. There are degrees that fall in between the positive and negative poles of a scale. Modality is the name given to these intermediate levels (Halliday, 1994, p. 88; Halliday & Matthiessen, 2014, p. 176). English grammar is “complex,” Eggins (2004) says, because it deals with how a language user can “intrude on his or her message, expressing feelings and opinions of different kinds” in different ways. People talk and write to each other by taking certain positions or stances in statements, questions, and commands. It shows how the speaker thinks what he or she is saying is likely to happen or what he or she has to do (Gerot & Wignell, p. 1995, p. 28). The way people speak and write show different levels of probability, usuality, obligation, or inclination (Droga & Humprey, 2003). Furthermore, Knapp and Watkins (2009: 55) say that in writing, probability is used to show how close a writer is to absolute truth or fact in order to manipulate the reader's point of view. There are two types of modality that are talked about here: Modalisation (epistemic modality) and modulation (deontic modality), which are both about probability and usuality (Halliday, 1994, p. 89). It is possible to use one of these two types of modality in a subjective or objective way. It shows the writer's commitment to what he or she is saying when it's made in the first person. She or he is making a statement on behalf of someone else with an objective orientation (third-person statement). This shows the writer's distance from what she/he is saying (Halliday, 1994).

METHOD

Research Design

A qualitative research design was used in this study. In this case, qualitative research was the best choice because the researcher tends to talk about how they understand the in-depth analysis of interpersonal and ideational meaning in the data. That is in line with Alwasilah (2002), who says that qualitative research is about looking into and understanding how people or groups think about a social or human issue. In this study, there were some reasons why qualitative research was thought to be a good idea. First, qualitative research is a type of research that looks at the quality of relationships, activities, situations, or materials. Qualitative research places more emphasis on the whole picture than quantitative research (Fraenkel, Wallen, and Hyun et al., 2012, p. 426). This study has looked at the verbal Ideational, Interpersonal metafunctions in a student's text and how they might affect how they make sense from the SFL point of view. Another part of this study looked at how people use language in different places and situations. The context and experiences that this study refers to are the use of verbal shown in students' text. They were collected in words rather than in numbers and happened at the same time (inductively). The researcher wants to show what she saw, recorded and looked at in the most

detailed way possible. This study looked at textual data and used a framework called interpretive analysis to look at it (Heigham and Croker, 2009).

Data Collection and Data Analysis

The main data of this analysis was a response text written by an Indonesian elementary school student who studied in Australia. The first is to divide the student's text into clauses then analyze the transitivity, followed by the analysis of the mood system. The theory used is systemic functional linguistic perspectives developed by Halliday and Matthiessen (2004). The transitivity analysis includes grouping the participants, the types of processes, and the types of circumstances. As all the three elements were figured out, the data then were analyzed using related the theory of SFL and other related previous studies to comment on the finding. In analyzing the mood system, the researchers first determine the mood of each clause and the modulation. The last step is comment on the finding.

FINDING AND DISCUSSION

The genre of this text is a response. This genre is used to respond to a literary text in line with this text. In terms of text organization, the text above has the element of personal response to text: summary or description and opinion/reaction (Gerot & Wignell 1995; Anderson & Anderson 1997; and Derewianaka & Jones 2014). The organization of the text can be seen in the Figure 1.

Figure 1
The Organization of Text

The Struggle of Setting The Truth Free: A Literary Response to Agus Noor's " <i>Kartu Pos dari Surga</i> "	Title
How lies can worsen things is portrayed clearly in the story. Agus Noor illustrates how Marwan, as a parent struggles in answering his innocent daughter's question regarding her mother's missing letter which she has always been waiting for but has not arrived yet.	Introduction of the Text (Literary work)
When we love someone, oftentimes we care about their feelings too much, we believe that it is best to hide the truth from them in order to spare their feelings. However, no matter how hard we try to keep the truth from others, in time the truth will prevail itself in sorts of ways that we can't avoid. The struggle of keeping and telling the truth is experienced by Marwan, the father of Beningnya in Agus Noor's short story " <i>Kartu Pos dari Surga</i> ". Though lying might spare one's feelings, the damage that it causes after can be worse than what we could imagine.	
When every time Beningnya asks why the letter has not arrived yet, he says, " <i>Saya udak tahu mesti jawab apa...</i> " He also admits that, " <i>Saya tak menyangka betapa soal kartu pos ini akan membuatnya mesti mengarang-ngarang jawaban</i> ." His intentions might be kind, but what he did actually made things worse. This is shown when Beningnya finds out that the letter she receives the next day was not from her mother, " <i>Marwan melihat mata Beningnya berkaca-kaca. "Ini bukan kartu pos dari Mama!" Jari mungilnya menunjuk kartu pos itu. "Ini bukan tulisan Mama..."</i> " this also points out how the truth will eventually come out even after how hard we pour our effort in covering it.	Summary
A similar kind of struggle is experienced by John Proctor who is a farmer in "The Crucible", a play by Arthur Miller. The difference, however, lay in the effects or who they are saving the truth from. Marwan kept the truth to save his daughter's feelings while John Proctor's motive was to save his own life. He is faced upon a struggle in choosing whether or not he should confess about him committing adultery or make something up instead. As for myself, I have experienced multiple incidents where I had to struggle between choosing to tell the truth or to just hide it. Several times have I chosen to lie and it didn't turn out quite well. One simple instance is when I lied to my parents about why I came home late and passed my curfew when I was in junior high school. I told them that we had a pretty huge group assignment which was hard to do so it took us a lot of time to finish it when the truth is nothing like that. The group assignment was actually pretty easy and we worked on it for only a few hours. After that, we thought on watching a movie together in the cinemas. My curfew time was still hours away so I thought it would be alright to watch just one movie and I would make it at home on time or even early. However, the movie turned out to be longer than I expected so when I arrived home I already found my parents waiting for me in the living room. I knew that telling the truth would put me into a lot of trouble so I made up an excuse. But then, my parents eventually found out the truth and I ended up getting a bigger punishment which was being grounded for months. Ever since then, I vowed to never lie about my plans or what I did even though my parents would sometimes scold me.	Other related argument to support his evaluation.
Lying might seem to solve a problem at first, especially when we are trying to consider one's feelings. But, it is not rare to see things become messed up when the truth is finally set free after being hidden underneath a pile of lies. Agus Noor, in his short story " <i>Kartu Pos dari Surga</i> " beautifully depicts and teaches us how lying can turn a situation to become worse and that the truth will always find its way out in the surface.	Overall evaluation

The writer also put some evidence to support his arguments by presenting other related literature and his personal story. As Derewianka & Jones (2014) states, in the learning response Genre, students must learn to express a point of view and give reasons and evidence (usually by providing an analysis or interpretation of the work and its qualities).

Table 1

The Representation of the Process in the Text

Types of Participants				Types of Subject	
Actor	Carrier	Senser	Sayer	Pronoun	Nominalisation
54	14	10	4	18	45

Many of the participants are in the form of the personal pronoun; the pronoun “we” indicates the writer wishes to maintain a less distant relationship with the reader (Eggins, 2004, p.333). This creates an impression of dialogue and therefore reduces the distance between reader and writer. However, the writer has shown to use some complex noun groups, which indicates the language feature of respond text (Derewianka & Jones, 2016, p. 262). The participants in this text are mostly specific individuals and the abstract ideas realized in the nominal group clause. Some are referring to characters in the focus text, for example, “Marwan, the father of Beningnya” and composers of Text (Agus Noor) and the abstract as ideas and themes identified and discussed in this text such as “The struggle of keeping and telling the truth” is evident. For example, “The struggle of keeping and telling the truth is experienced by Marwan, the father of Beningnya in Agus Noor’s short story “Kartu Pos Dari Surga,” which states in the first paragraph.

Table 2

The Representation of the Process in the Text

Types of Processes	Number of occurrences
Mental process	10
Material Process	54
Relational process	14
Verbal process	4

The high number of material processes shows the relevance of this text with the language feature of respond text in which it usually involves action verb (Gerot & Wignell 1995; Anderson & Anderson 2003; Derewianaka & Jones 2014). In addition to the material process, I also found the verbal process. It indicates that the writer’s capacity to build the representation of other people has emerged, which leads the writer to see an issue from various perspectives (Chaffee, 2000). Besides involving otherness, direct speech makes the story more alive, so the reader will know how the utterance is truly spoken (Charles, 2011). the relational process, which occurs 14 times, shows the writer’s ability to make a more difficult clause. As Butt et al. (2000, p. 77), the Relational clause can somehow be irregular and difficult. This text has shown the emerging capacity of the writer to use different tenses, some are in the present when he conveys his opinion, and past tense to tell his own personal story.

In terms of mood types, it was found that almost all the sentences were in the form of declarative. Only a few of them are in the form of questions, while the offer and command are not found. The declarative modes indicated the writer’s ability to write complicated sentences. It indicates the more complicated development of the written language because exchanging information is more complicated than exchanging goods and services (Halliday, 1994, p. 70). Besides, the writer’s choice of declarative mood indicates that she is aware that the readers are the recipient of information (Eggins, 2004). The dominant use of declarative sentences in the

writer's response texts is considered relevant with the feature of the responding text, which gives information based on the writer's opinion. The declarative mood in the form of a statement indicates positions as presenters of information have an equal level with the readers (Ivanic, 1998; Ivanic & Camps, 2001). This indicates that the students were able to employ the social function of the explanation text, which is to communicate his personal opinion by first introducing the writer, the title of the story, and his opinion on the message delivered in the literary work. That arrangement is in line with the generic structure of response text (Gerot & Wignell, 1994; Derewianka & Jones, 2016).

The realization of mood types in the writer's text was found that the Mood elements consist of Subject and Finite. Meanwhile, the Residue comprises Predicator and adjunct Complement. It can be seen from this example, "oftentimes we care about their feelings too much." "We" take a position as subject, "care" as finite and predicator "their feeling" is a compliment, and "too much" is Adjunct. This order of Subject and Finite characterizes a statement's speech function, which is realized in a declarative form (Halliday, 1994; Gerrot & Wignel, 1994; Butt, 2002; Eggins, 2004). The finite is mostly in the form of a primary tense, which makes the proposition finite, circumscribes, and brings the proposition down to earth so that it is something that can be argued about. For example, in the word "believe" in "When we love someone, oftentimes we care about their feelings too much, we believe."

Table 3

The Representation of Modality in the Text

Modality					
High	Number	Median	Number	Low	Number
Has to	2	Will	3	Might	2
		Should	2	Would	3
		Can	4		

The different degrees of modality, as in Table 3, demonstrate the different kinds of interpersonal relationships between the writer and the reader. Modality significantly contributes to setting up the interpersonal meaning of clauses. According to Droga & Humprey (2003, p. 58), modality expresses a different degree of probability, usuality, obligation, and inclination. By using modality, speakers and writers can indicate that they have a particular point of view about something and demonstrate an awareness of other perspectives." It reveals to what degree the proposition or proposal is. Essentially, modality is concerned with the speaker/writer's opinion or judgment of the probabilities or the obligations related to what he says (Butt, 2002; Eggins, 2004; Halliday & Matthiessen, 2004). Concerning the modality, the writer uses several types of Modal Finite in the clauses. The Modal Finite "can," "may," "will," "could," in the text is applied to express the writer's opinion towards a specific utterance in the text, whether it is to indicate the probability, usuality, or obligation. Besides, it also shows the speaker's judgment of the probabilities, or the obligations, involved in what he is saying (Hallidey, 1994; Eggins, 2004, Butt, 2000). Based on the findings, there is only a small number of modalities employed in the texts. It indicates that the students attempted to provide factual information for the readers that is relevant with the purpose of a response text to inform readers about how is her opinion of certain literary work (Gerot & Wignell, 1995; Derewianka & Jones, 2016). The following paragraph explains the example of the clause taken from the text and my comment on the use of modality in that clause. Value of this non-finite dependent clause, as pointed out by Greenbaum and Quirk (1990), is that this kind of clause is particularly favored in written text, where the writer has the leisure time to revise for compactness. The use of non-finite clauses, as Derewianka (2011, p.99) argues, is a typical sign of maturity.

The modality such as "might." The indicates the speaker used low modality with positive polarity and subjective orientation, which means that the speaker explicitly avoids taking

responsibility for the obligation (Jones &Lock, 2011, p. 18). While the use of modality “can” in the clause “the damage that it causes after can be worse” indicates the probability of an issue. Modality signaling probability “can” used in the text shows a relatively certain and knowledgeable writer (Ivanic, 1998). The modal verb “could” in the clause “than what we could imagine” signals the low modality level. It indicates the softer way of showing obligation instead of using a “must” (Butt, 2000). Concerning the use of this type of modality, the writer attempts to lessen his authority towards the readers, so it builds an equal level of the writer and the reader. Thus, the semantic meaning of “could” found in the writer’s text shows the writer’s opinion about the obligation of a specific action.

Table 4

The Representation of Adjunct in the Text

Types of Adjunct	Number of Occurances
Conjunctive Adjunct	51 Times
Circumstantial Adjunct	19 Times
Mood Adjunct	8 Times
Comment Adjunct	2 Times

From Table 4, we can see that there is a high proportion of conjunctive Adjunct. The high proportion of Conjunctive Adjuncts in the Text also indicates the more rhetorical organization of this formal, written Text (Eggins, 2004, p.335)., It also indicates that the text has a logical cohesion as this Adjunct is used to express the logical meaning of elaboration, extension, and enhancement (Emilia, 2014, p.128). There is also a high proportion of Circumstantial Adjunct which is in line with the characteristic of responding text as stated by Derewianka & Jones; circumstances of manner, time, and place to summarise events of the focus text, often referring to a place in the text (2016, p.262).

Mood adjuncts which under the interpersonal Adjunct is found in the first clause of the text, which is used in expressing probability meanings, they are closely related to the modal operators and provide a second chance for the speaker to add his or her judgment of probability to the proposition (Eggins, 2004, p. 67). For example, Mood adjunct, intensity. When we love someone, oftentimes, we care about their feelings too much. We believe that it is best to hide the truth from them in order to spare their feeling.”

With the use of mood adjunct “clearly,” the writer sounds more reliable as its value on the ‘scale of usuality’ is high. It portrays the confidence of the writer in his argument. With “clear” knowledge or understanding of something, he confidently emphasizes his belief that things will happen, consequently gaining the readers’ trust and faith. For example, “How lies can worsen things is portrayed clearly in the story.”

The use of comment adjunct in the last sentence of the last paragraph shows the writer’s positive attitude toward the literary text (Mahajan, 2019)t. The writer stated her overall opinion of the literary work by using mood adjunct “beautifully.” In his short story “Kartu Pos Dari Surga,” Agus Noor beautifully depicts and teaches us how lying can turn a situation to become worse and that the truth will always find its way out on the surface.

CONCLUSION

Based on the findings of the research elaborated in the previous section, in summary, generally, the student was aware of the social purpose of the response text and how a response text should be written based on its criteria, appropriate schematic structure, and linguistic features (the use of accurate participant, circumstances, past and present tense, and relevant process types). From the transitivity structure, it can be seen that most of the clauses are written in the material process, which is suitable with the language feature of the response text. However, the writer has shown

his developing ability to use some of the other processes, such as the verbal processes, to involve otherness in the text. From the analysis of the ideational metafunction, the teaching of language in Australia is already good. Apart from the quality of language teaching in Australia, we can see how wide the experience of the writer. She can talk about many other related pieces of literature to support his argument in writing his response text. When it comes to Interpersonal metafunction, most moods are in the types of declarative ones. Basically, the mood choices made in the text are good enough to fit the declarative nature of the response text, which is what the text is about. The writer has also used high and low modality appropriately and showed a positive attitude toward responding to the text. As this paper only analyses the transitivity and the mood system of the text, the next research may see how the text is developed through the analysis of the Theme and Rhyme system.

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