



## THE ASSESSMENT OF INDONESIAN STUDENTS' CREATIVE WRITING IN RECOUNT TEXTS: A TRANSITIVITY ANALYSIS

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### **Abstract:**

This research aims to examine the standard transitivity processes used by eighth-grade students in their recount texts and identify the most dominant types of processes. The Merdeka Curriculum for junior high school emphasizes developing students' writing skills, particularly in recounting personal experiences. Using a qualitative approach with a case study design and content analysis method, this research analyzes 24 recount texts written by eighth-grade students in class D at a state junior high school in Surabaya, Indonesia. The transitivity framework of Halliday and Matthiessen (2004) is applied to categorize processes in these texts. The results show that all six transitivity processes were found in students' recount texts, but students commonly mentioned three transitivity processes: Material, Mental, and Relational. Students primarily use material processes (47%), followed by mental processes (25%), relational (15%), existential (9%), behavioral (3%), and verbal (1%). The high frequency of material processing indicates that students are proficient in describing physical actions and events. However, in terms of creative writing, students exhibit limitations in expressing the existence of objects (existential), human behavioral responses (behavioral), and the process of saying something (verbal). Challenges such as grammatical errors and lack of vocabulary highlight the need for targeted instruction in grammatical structure and vocabulary expansion. The researcher suggests that activities such as rearranging jumbled words and word games could enhance students' grasp of grammar and vocabulary to improve their ability to write engaging personal experience texts.

**Keywords:** *Creative writing, Recount text, Transitivity analysis*

## 1. INTRODUCTION

In Indonesia, we recognize the division of phases to measure the extent to which students achieve learning objectives. The Independent Curriculum divides the learning process into six phases, namely A, B, C, D, E, and F. Each phase is specifically designed to accommodate the cognitive and social-emotional development of students at a certain age stage. The phase used at the junior high school level is Phase D. Phase D is a developmental phase in the Independent Curriculum that applies to junior high school students in grades 7, 8, and 9. In this phase, students begin to enter a more complex and abstract stage of thinking. Phase D in the Merdeka curriculum emphasizes developing junior high school students' writing skills about their experiences through simple and structured paragraphs. This statement is contained in the writing learning outcomes element: "By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures." This focus on writing helps students build a strong foundation for more advanced language and communication skills.

Writing is a type of communication that uses letters to distribute and communicate messages (Alterman, 2005). This shows that writing reflects students' ability to articulate and organize their thoughts. One effective way to assess students' writing abilities is to analyze their texts. Through careful examination of students' writing, educators can gain insight into their understanding of grammar, vocabulary, and overall language structure. One helpful activity for teachers is to ask students to examine a



piece of writing to identify grammatical structures. This exercise not only assesses students' knowledge but also encourages them to discuss grammar in context using appropriate terminology (Harklau et al., 2009). Activities like this are critical because they help students become more aware of language use and foster a deeper understanding of how grammar rules are applied in practical contexts.

Creative writing is an approach that helps writers convey their ideas, emotions, and imaginations in an exciting way (Manalastas, 2020). This allows students to experiment with language and develop their creative skills in writing, including writing recount texts. Creative writing in recount texts aims to make these typically factual and informative texts more engaging and memorable through innovative techniques. For example, personal recount texts give writers more freedom to convey experiences creatively while maintaining the required structure.

One type of text that grade 8 students study is recount text. A recount is a narrative that describes past events or experiences (Stubbs, 2000). Mastery of recount text is essential because it helps students develop the ability to narrate and reflect on personal experiences. This skill is not only crucial for language learning but also for personal development. According to Hardy and Klarwein (1990), writing recount text involves several structured steps. The first is an orientation paragraph that provides background information about who, what, where, and when. The second is a sequence of events. The last is a reorientation that presents the author's comments regarding the story.

However, students often need help with the linguistic features required in recounting texts. They face challenges such as presenting specific participants, detailing circumstances of time and place, maintaining a personal point of view, using additive conjunctions, applying material processes, and using the past tense correctly (Gerot & Wignell, 1995). These difficulties highlight the need for targeted teaching and practice in these areas to help students overcome their writing challenges.

When the author conducted teaching assistance activities at a state junior high school in Surabaya, the author observed that eighth-grade students often experienced problems in writing good texts because of their limited English skills. They usually rely on offline and online dictionaries to find the right words and frequently need to correct the past tense. These problems indicate gaps in the understanding and application of English grammar and vocabulary that may hinder their ability to produce coherent and accurate recount texts.

Another problem is students' need for more understanding of transitivity. Halliday and Matthiessen (2004) define transitivity as a clause system that includes processes, participants, and circumstances. The core component of transitivity is Process, usually represented by a verb. Understanding transitivity is critical to interpreting experiences, including who, where, when, why, what, and how. This lack of understanding makes it easier for students to choose appropriate verbs for various text types, such as recount, narrative, description, or discussion. Students need to understand the content before applying their knowledge effectively in writing.

Based on the information above, it can be understood that by examining their recount texts, teachers can gain insight into why students find it challenging to write



and assess their writing ability. Furthermore, analyzing the linguistic characteristics of students' recount texts through process transitivity can provide a deeper understanding of the use of linguistic elements and grammatical structures. According to Halliday and Matthiessen (2004), the transitivity process is divided into six types: material Process, mental Process, behavioral Process, verbal Process, relational Process, and existential Process.

Previous research on transitivity analysis in recount texts mainly focused on high school students, revealing that material processes were the most frequently used (Senjawati, 2016; Rahmawati, 2019; Cahyati, 2019; Rahayu and Efransyah, 2020; Utami et al., 2022;). However, research on transitivity in recount texts written by eighth-grade students still needs to be completed. Therefore, this study aims to examine the common transitivity processes used by eighth-grade students in their recount texts and identify the most dominant types of processes.

According to Hornby (1995), writing involves creating written works such as books, stories, or articles. Writing skills are as crucial as other English skills. Writing consists of the Process in which individuals articulate their observations and experiences. Apart from that, writing conveys language and expresses ideas, feelings, or opinions (Harmer, 2001). Students must think critically to produce grammatically correct words, sentences, and paragraphs. Because English is a foreign language for many students, they must have a solid understanding of writing rules. Their proficiency in English can be assessed through their writing skills, which include the ability to choose topics, organize content, and present ideas effectively (Antia et al., 2005). Writing is a complex skill that is more than just sentence construction; it involves creating a well-structured and coherent text. Recognizing that writing is a process and not a product is essential because it reflects students' competence in English through their involvement in the writing process (Oshima and Hogue, 1991).

Therefore, constant practice and a solid understanding of the basics of writing are essential for students to develop their writing skills and achieve English proficiency. Additionally, teachers play a crucial role in guiding students through this process, ensuring that they understand the nuances of effective writing and encouraging them to practice regularly.

According to the National Association of Writers in Education (UK), as quoted by Pawliczak (2015), creative writing is understood as an exploration of various forms of writing, such as poetry, fiction, drama, and creative nonfiction in a broader context, with a focus on the creative process and reflective practice. Creative writing emphasizes imaginative interpretation rather than simply conveying information. Meanwhile, Manalastas (2020) describes creative writing as a means of self-expression, which allows writers to express their thoughts, emotions, and imaginations interestingly. Based on the two opinions above, it can be concluded that creative writing is a process of exploring various forms of writing and expressing thoughts and emotions creatively with a focus on exciting interpretation rather than simply conveying information.

Creative writing is a method used in EFL classrooms that allows students to express their ideas through various literary forms and improve their language skills by



encouraging the use of language in a fun way. Khan and Alasmari (2018) highlighted that literary texts are essential in English language learning as they improve students' communication skills, cultural awareness, and motivation. Harshini (2020) noted that creative writing supports various aspects of language learning, such as grammar, vocabulary, phonetics, and discourse, by motivating students to experiment with language creatively and develop imaginative language skills.

Creative writing in recount text is an effort to make recount text, which is usually factual and informative, more lively, engaging, and memorable by using unique creative writing techniques. The level of creativity of recount text varies, depending on its type. For example, the type of personal recount text allows more freedom to convey personal experiences creatively while adhering to the structure. Examples of the application of creativity in recount text include figurative language or the addition of detailed descriptions so that readers can feel the experience being told. So, with a touch of creativity, recounting text can become an exciting and memorable piece of writing.

According to the Nusantara English Book for class VIII in the Merdeka Curriculum, one type of text material that junior high school students should learn is recount text. Recount texts are closely related to students' lives and past experiences. Recount text is written to describe a series of associated events that someone has experienced (Knapp & Watkins, 2005). The purpose of recount text is to tell what happened in the past. Examples of recount texts include newspaper reports, letters, conversations, and speeches (Andersen & Andersen, 1997). All these texts relate to past activities. Through recounting text, students are expected to be able to convey their experiences in a way that entertains the reader. According to Hardy and Klarwein (1990), the general structure of recount text includes orientation, sequence of events, and reorientation. The orientation consists of the participants, place, and time and provides background information. The 5W questions (what, who, when, where, and why) are often used to provide information in orientation. The sequence of events part describes the events in chronological order. The last part, reorientation, presents the author's comments regarding the story. Recount text usually uses some language features, such as specific participants or proper nouns that explain who is involved in the story; descriptive words to give detail about the person, place, time, setting, and plot of the story; use simple past tense which indicates an action that happened in the past; and use words that shows the order of events such as first, second, then, and so on.

Based on the description above, recount text is a type of text that retells past events or experiences. The goal is to entertain or inform the reader. Transitivity, as an analysis system in the concept of Clauses as Representation, can be used to analyze the meaning in clauses and the author's intentions through participants, processes, and circumstances in the text (Gerot & Wignell, 1995). The transitivity system includes six processes: material, mental, behavioral, verbal, relational, and existential. In traditional grammar, transitivity refers to whether a verb is transitive or intransitive. However, in Systemic Functional Linguistics (SFL) Thompson (1996), transitivity is related to the entire clause, not just describing the verb and its object (Herlina & Hakim, 2021).



Kondowe (2014) explains that clauses can be analyzed because they represent the inner and outer world of humans. Transitivity helps make clauses easier to understand by identifying specific processes within the clause. According to Halliday and Matthiessen (2004), transitivity presents how the world is perceived in three dimensions: the material world, the world of consciousness, and the world of relationships (Herlina & Hakim, 2021).

The Process is the essence of transitivity. Thompson (2004) states that these processes are usually expressed through verbal groups in clauses and are core components of messages from an experiential perspective. "process" and "participant" are used to analyze what is represented through language. It is considered "ongoing" and involves various types of participants in different circumstances. Participants and circumstances are integral to the actions, events, feelings, and circumstances described in the clause (Imperial, 2021).

Halliday and Matthiessen (2004) note that this type of process projects meaning based on experience, and their relationships in clause structure demonstrate logical coherence. The interaction of these elements creates logical experiential relationships in discourse and interprets the world of experience. The transitivity system includes six processes: material, mental, behavioral, verbal, relational, and existential.

The material process is the process of doing and happening (Halliday & Matthiessen, 2004; Sujatna, 2013). The main elements in the clause are processes and participants who act as actors (called actors or agents). Other participants (purpose, beneficiaries, and scope) and circumstances are optional. For example, in the sentence "Alvin played ping-pong yesterday," the word "play" represents a material process because it shows the action being carried out. Alvin is the actor or agent because he is the one who is doing the action. The word "ping-pong" functions as a scope because it is an activity that is carried out and is not affected by the action. The last, "yesterday," functions as an element of circumstance, determining when the action occurred.

The mental process senses feelings, thoughts, perceptions, and emotional reactions (Gerot & Wignell, 1995; Halliday & Matthiessen, 2004). The main elements in the clause are sensations (experiencers) and phenomena. Lock (1996) categorized these mental processes into four types: perception (e.g., hearing, feeling, seeing), affection (e.g., loving, liking, hating), cognition (e.g., knowing, remembering, thinking), and volition (e.g., need, want, hope). For example, in the sentence "I hate curly underarm hair," the word "hate" represents a mental process because it shows sense action, precisely an emotional reaction or feeling. In this context, "I" is the sensor, which experiences the emotion, and "curly underarm hair" is the phenomenon, which is the object of the emotion. This sentence is categorized as an affection in the mental Process.

The behavioral Process is the Process of physiological and psychological behavior, such as breathing, observing, smiling, and reflecting (Gerot & Wignell, 1995). The primary participant is behavioral, but sometimes there is also behavior. Behavioral processes are usually intransitive, involving only the actor as a participant. If there are two participants, the second is the behavior. For example, in the sentence "the sore



losers glared at the champion belcher," the word "glared" represents a behavioral process because it describes the physiological act of glaring, a type of observable behavior exhibited by the loser.

The verbal Process is the Process of saying (Gerot & Wignell, 1995). Participants in this Process include those who say it, the recipient, the verbiage, the quote, and the target (Sujatna, 2013). Sayer produces speech; the recipient is the person it addresses; rambling is what is said; quoted speech represents direct speech; and the target is the person or thing being discussed (Deterding & Poedjosoedarmo, 2001). For example, in the sentence "the doctor expressed some concern," the word "expressed" represents a behavioral process because it indicates the act of saying or conveying concern, with the doctor as the one saying.

The relational Process involves states of being and belonging (Gerot & Wignell, 1995). This generalizes the traditional copula construction, used to identify something or assign a quality. Relational processes are divided into attributive and identification (Bloor & Bloor, 2004). For example, in the sentence "Alvin was fantastic during World Bleching Day," the word "was" represents a relational process because it connects the subject Alvin with the attribute fantastic. Thus, giving Alvin a quality during the event.

The existential Process is the Process of exacting existence. Participants in this Process exist, characterized by a 'real' clause subject and often followed by a locative circumstance (Sujatna, 2013). For example, in the sentence "once upon a time there was a weird grammarian," the word "was" represents an existential process because it confirms the presence of a strange grammarian in the narrative, with "there" indicating the subject of the existential clause.

## 2. METHOD

This research used qualitative methods to find out the descriptive outcome of the collected data and the interpretation of the conclusion. According to Creswell (1994), qualitative research is an inquiry process of understanding a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed informants' views, and conducted in a natural setting. This research used case study research because the researcher found that eighth-grade students often experienced problems writing good texts because of their limited English skills and limited understanding of transitivity to interpreting experiences, including who, where, when, why, what, and how. According to Creswell (2013), a case study is a qualitative approach in which the researcher explores a real-life case or several cases in depth, such as an individual, organization, event, or situation using multiple sources of information such as observations, interviews, audiovisual materials, and documents. The researcher also collected specific information by analyzing the assessment document, which is a written test. On the other hand, the researcher used this research because the research participant was only one class. Therefore, the case study was appropriate for this research.

The participants in this study were all students of class 8D in one of the public junior high schools in Surabaya, Indonesia. The total number of students in class 8D was 33, but at that time, eight students asked permission to join the competition held



by the school, and there was one student did not finish his recount text, so only 24 students became my participants. The students' characters in the class were varied; some had good English skills, and some did not. On average, their English skills were still at the beginner level.

In this research, transitivity analysis data was collected through a written test. The written test was distributed by researchers as worksheets on 3 April 2024. In the worksheet, an instruction asks students to write short and straightforward recount text about their experience during the holiday. They can also draw a picture of the vacation spot they have visited or draw their feelings while on holiday in the box provided. The researchers also offered half a page of writing lines to make it easier for students to write neatly and remind them to make short recount texts. The data consists of 24 recount texts written by eighth-grade students in class D. The researcher collected the data while teaching assistance in one of the public junior high schools in Surabaya.

To analyze the data, researchers used content analysis. Content analysis is a versatile methodology for systematically studying human communication in various forms, including written texts, images, and audio (Baxter, 2020; Neuendorf & Kumar, 201). The researcher used the content analysis method to analyze data and the contents of the text systematically and objectively, including identifying and calculating specific categories, such as the types of transitivity processes that appear in student texts. For the sake of analysis, the text is divided into clauses, and then the following provisions are matched to the characteristics of each type of transitivity process. In addition to using the content analysis method, researchers use the transitivity process to process data. Transitivity categorizes a clause into three components: the Process, represented by the verb phrase as the core element, identified as Material, Mental, Relational, Verbal, Behavioral, and Existential; the participant who performs or is affected by the Process, usually realized by a noun phrase; and the circumstances, which forms an additional part of the clause, generally expressed through a prepositional or adverbial phrase (Simpson, 2004). According to Rahmawati (2019), the transitivity process is divided into several steps. The first step is to sort the data by considering its content and generic structure. The topic of the recount text is holiday experiences; the texts were evaluated by students who had personal holiday experiences and successfully narrated them. The second step is identifying clauses in students' recount texts for their transitivity process to understand their paragraph construction based on Halliday's (1994) theory. The third step is to analyze the types of processes in students' recount texts according to Halliday's (1994) theory. The last step is to calculate the percentage of each kind of Process used in students' recount texts using this formula:

$$P = \frac{N \times 100\%}{T}$$

Notes:

P = Percentage of a particular kind of Process.

N = The number kind of Process

T = The total number of Process



### 3. FINDING AND DISCUSSION

Overall, the analysis of students' recount texts revealed that they could demonstrate various processes of the transitivity system, although the extent to which they used these processes varied. After examining students' recount texts, researchers found six processes in the transitivity system: material, mental, relational, behavioral, verbal, and existential. These processes appeared in students' recount texts because recount texts aim to show the sequence of events and actions carried out by participants. However, not all students mentioned the six processes in their text. Most students mentioned three processes with the correct sentence structure because some of the sentences the students wrote had the word order backward, and some had incorrect grammar. Although each student did not entirely mention six processes in his recount text, these different processes helped clearly describe what happened and how the participants were involved in the event. The distribution of process types that each student mentioned can be seen in the following table.

**Table 1.** Summary of The Processes in The Transitivity Analysis

Process	Frequently of Appearances	Percentages
Material	99	47%
Mental	52	25%
Behavioral	7	3%
Verbal	2	1%
Relational	32	15%
Existential	18	9%
<b>Total</b>	<b>210</b>	<b>100%</b>

Table 1 shows that the material process is the data's most frequently found transitivity process, namely 47% or 99 clauses. Material processes refer to processes of doing and occurring. The second is a mental process. Fifty-two clauses (25%) refer to the sensing process. The third is a relational process. About 15% or 32 provisions refer to becoming and having appeared. The fourth is the existential Process. There are 18 clauses (9%) that refer to the Process of existence. The fifth is the behavioral Process, which refers to the psychological behavioral Process. There are seven clauses (3%). The last one is a verbal process, which refers to speaking and appears in 1% or two clauses. The frequency table above shows which types of processes students mastered and which processes they found more challenging.

The material process has the highest percentage at 47%, indicating that students were very good at describing the actions they performed during their past holidays. This aligns with the definition of material processes, which involve the Process of doing and happening. Here are some sentences that contain material processes written by students:

1. I **went** to Malang.
2. My family and I **visited** Delegan Beach.
3. We **climbed** to the top of the temple.

The words "went," "visited," and "climbed" are past tense action verbs. Students used it correctly to explain their activities to achieve the goals, such as Malang, Delegan Beach, and the top of the temple. This shows that students can effectively use action verbs to describe their experiences.



Mental processes have a high percentage at the second place, 25%. This shows that students are very good at describing feelings, thoughts, assumptions, and emotions experienced during last holiday activities. This aligns with the definition of mental processes, which include sensing processes such as feelings, thoughts, perceptions, and emotional reactions. Here are several sentences containing mental processes written by students:

1. I was **so happy**. (Perception)
2. We **decided** to go home immediately. (Cognition)
3. We were **surprised** to see the beautiful view of the beach (Perception)
4. I **loved** about Yogyakarta. (Affection)
5. I **hope** to be able to holiday in Yogyakarta again. (Volition)

The clause "so happy" reflects perception, the word "decided" reflects cognition, the clause "surprised" reflects perception, the word "loved" reflects affection, and the word "hope" reflects volition. These verbs and clauses were written in the past tense. Students have used it correctly to express their feelings, thoughts, perceptions, and emotional reactions to their phenomena, such as "beautiful beach views," "going home," and "holidays in Yogyakarta." This shows that students can effectively use adjectives and verbs to describe their feelings and experiences.

Relational processes have a pretty high percentage in third place, which is 15%. This shows that students are good at identifying something or determining a quality. This aligns with the definition of relational processes, which includes processes involving states of being and belonging. The following are several sentences containing mental processes written by students:

1. The weather **was** quite hot
2. We **had** some food and changed clothes.
3. This holiday **was** memorable.

The clause "so happy" reflects perception, the word "decided" reflects cognition, the clause "surprised" reflects perception, the word "loved" reflects affection, and the word "hope" reflects volition. These verbs and clauses were written in the past tense. Students have used it correctly to express their feelings, thoughts, perceptions, and emotional reactions to their phenomena, such as "beautiful beach views," "going home," and "holidays in Yogyakarta." This shows that students can effectively use adjectives and verbs to describe their feelings and experiences.

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1. The weather **was** quite hot
2. We **had** some food and changed clothes.
3. This holiday **was** memorable.

The words "was" and "had" reflect relational attributions. These words are written in the past tense. Students have used them correctly to become connectors who can identify things like "hot enough," "food and a change of clothes," and "easy to remember." This shows that students can effectively use relational processes to describe their experiences.



Existential processes have a low percentage in fourth place, namely 9%. This shows that students do not master sentences stating the existence of the holiday location they were visiting or that something was in the location. Existential Process is the Process of exacting existence. Participants in this Process are those who exist, characterized by a 'real' clause subject and often followed by a locative circumstance (Sujatna, 2013). The following are several sentences containing existential processes written by students:

1. There **were** three swimming pools and a water park.
2. There **was** a party to celebrate the new year.
3. There **were** lots of monkeys roaming around on the bridge.

The words "was" and "were" reflect the existential Process. Some students have used them correctly to become a link that can explain the existence of other things in the vacation spot, such as "swimming pool and water boom," "a party," and "monkey." This shows that some students can effectively use existential processes to explain the existence of a place in their vacation experience.

Behavioral processes have a relatively low percentage in the fifth place, with only 3%. This shows that students have limitations in mastering sentences that express psychological behavior. Behavioral processes involve actions related to physiological and psychological behavior, such as breathing, watching, looking, listening, smiling, purring, dreaming, hiccupping, and contemplating (Gerot & Wignell, 1995). Here are several sentences written by students that contain behavioral processes:

1. I accidentally **saw** a jellyfish.
2. Everyone **looked** very excited in the middle of the night.
3. We **watched** the spectacular Wings of Time show.

The phrases "accidentally saw," the words "looked," and "watched" are examples of behavioral processes that are correctly written in the past tense. These sentences show that some students could use behavioral processes effectively to describe their observations during holiday experiences, such as encountering jellyfish, observing people's excitement, and watching a show. This shows that, although limited, some students can articulate their psychological involvement with the surrounding environment during the holidays.

Verbal processes have a meager percentage in sixth place, with only 1%. This shows that students have limitations in mastering sentences expressing speaking behavior or conveying something. The verbal Process is the Process of saying (Gerot & Wignell, 1995). Participants in this Process include those who say it, the recipient, those who ramble, those who quote, and those who are targets (Sujatna, 2013). Here are some sentences written by students that contain verbal processes:

1. I **said** thank you to her, and I promised I would come.
2. I **asked** my family where we would go on this holiday.

The words "said" and "asked" are examples of verbal processes and are correctly written in the past tense. These sentences show that some students can use verbal processes effectively to describe interactions during their holiday experiences, such as expressing gratitude and asking questions. Although limited, some students can articulate verbal interactions during their holidays.

The conclusion of the analysis of students' recount texts shows that material processes are the most dominant, followed by mental and relational processes. This



shows that students are more skilled in describing their physical actions and feelings, although they still have difficulty using verbal and behavioral processes. Based on the theory of circumstantial elements of Eggins (2004) and Gerot and Wignell (1995), the circumstantial elements characterizing the students' recount texts are location, cause, manner, extent, accompaniment, matter, and role. Circumstantial elements, especially location, are also often used to describe the place and time of their activities to clarify the narrative. An interesting finding from this analysis is that although students do not fully master all transitivity processes, the use of these various processes helps clarify what happened and how the participants were involved in an event. Overall, using various transitivity processes helps students explain their holiday experiences in more detail and structure.

In this study, students' recount texts covered the topic of their best vacation in the past. Students' creative writing abilities can be seen in how they compose stories with detailed and exciting components. This study found that of the six types of transitivity processes, the three most frequently used are material, mental, and relational processes. Through the material process, students convey their activities during the vacation in a particular place and time. In addition, they use mental processes to evaluate and reflect on their vacation experiences. Relational processes connect the activities with time, place, manner, or ownership. Students also use existential processes to explain the existence of objects, people, or animals in their stories. Based on the analysis, the three types of processes show good understanding among students. However, some processes are rarely used, such as behavioral processes, which express emotions through body movements; verbal processes, which involve what others or oneself say to support the story; and existential processes, which explain the existence of something in the story. These three processes can make the story more alive and help readers imagine the situation more clearly.

In addition, students' creative writing abilities can be seen from the variety of words they use. Some students use the exact words repeatedly, such as the frequent use of the word "happy" to describe their feelings. For example, "I was so happy" and "I was happy during the trip. In fact, students can use more varied words such as "excited," "joyful," "delighted," "thrilled," and "grateful." This tendency can be a concern in developing students' creative writing skills. Exercises that focus more on variations in words and processes and more in-depth teaching on how to describe experiences more creatively help improve students' ability to write recount texts that are more interesting to readers.

Another finding is the majority of clauses in students' recount texts use material processes (47%) that indicate physical activities or actions they did during the holidays. This material process aligns with the general criteria of recount texts, which aim to retell past events with a focus on tangible actions (Emilia, 2014). In addition, the results of this study are consistent with previous studies by Sayukti and Kurniawan (2018) examining junior high school students; Rahmawati (2019) studied high school students; Almira and Yulistianti (2024) studied college students, who also found the dominance of material processes in students' recount texts. This shows that students understand the social function of recount texts to represent past actions. Boardman (2008) also said retelling texts usually feature participants, material processes, and specific time sequences. However, the similarity of these results is also potentially caused by



students' basic English language skills, so the skills of telling experiences in terms of expressing feelings, describing the conditions of vacation locations, and explaining what is said are still lacking due to low vocabulary knowledge. In fact, in the structure of the recount text, the 'Event' section is not only about activities (material processes) that are discussed, but students also need to provide some information about the places visited (relational) and how the conditions of the places visited are or what is attractive (existential and relational processes). To explain what is interesting about a location, you can add other people's opinions using active sentences and their responses to how the person behaves to be included in the recount text (verbal and behavioral processes). In addition, in the 'Reorientation' section, students should be able to provide personal comments or express their feelings about their vacation, which was implemented using mental processes.

While analyzing and sorting sentences that could be used as data material, the author found that some students still often made grammatical structure errors. Some added two "to be" verbs in one sentence, the sentence structure was reversed, and some used inappropriate vocabulary. These factors were considered when sorting the data because several clauses could only be included as research data if the grammar was correct, even though they were included in the transitivity process. This highlights the need for further instruction on correct grammatical structure and appropriate vocabulary to ensure students can accurately express various transitivity processes in their writing.

The findings of this study indicate that 8D grade students are good at conveying activities (material processes) in recount texts. However, students need to know that the structure of the recount text discussed is not only about activities (material processes) but also about feelings during the holidays (mental processes), describing the state of the holiday location (relational processes), mentioning human behavioral responses such as smiling or laughing to beautify the storyline (behavioral), involving activities conveying words to describe the situation more clearly (verbal processes), and telling the existence of something or someone during the holidays (existential processes). These findings can be used as an evaluation for teachers to make recount text learning strategies more in-depth and accessible for students to understand.

#### 4. CONCLUSION

After conducting research, conducting analysis, and presenting the results, the author concluded that all six transitivity processes were found in students' recount texts, but students commonly mentioned three transitivity processes, namely Material, Mental, and Relational. Based on the research findings that have been described, eighth-grade students mostly use material processes (47%) in their recount texts. This shows a solid ability to describe physical actions and events during their vacation experience. Words like "went," "visited," and "climbed" are some of the words mentioned in their writing, and "went" is most often used at the beginning of a paragraph. This illustrates their understanding of material processes in telling stories about activities such as traveling, visiting a place, and carrying out specific actions. Although the material process is the most dominant, students need to use more balanced mental, relational, behavioral, verbal, and existential processes. These processes also play an essential role



in the structure of the recount text, such as in the event and reorientation sections. In addition, these processes can enrich their stories, help readers to imagine the situation more clearly, and make the text more exciting and alive.

In terms of creative writing, students exhibit limitations in expressing the existence of objects (existential), human behavioral responses (behavioral), and the Process of saying something (verbal). In addition, students still show limitations in vocabulary variation. They tend to use the exact words repeatedly, especially to describe feelings, indicating a lack of word choice variation. Grammatical errors are also a significant challenge, where students often make mistakes in sentence structure, such as using two "to be" in one sentence and inappropriate word usage.

To overcome the challenges of grammatical errors and lack of vocabulary, researchers suggest that teachers can use activities such as rearranging jumbled words into coherent sentences in the past tense. This allows students to practice composing the correct sentence structure based on the word forms used. In addition, expanding students' vocabulary through word lists (words about actions, feelings, thoughts, speech), word games, and varied writing exercises will help them become more comfortable and flexible in using language. This is expected to improve students' understanding of grammar and vocabulary, which can enhance their overall creative writing skills.

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