

# THE REPRESENTATION OF BACKGROUND THESES: TRANSITIVITY ANALYSIS

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## Abstract

Background is an important component in writing a theses. However, there is still not much discussion about the quality of the background from the transitivity analysis. This study aims to see the quality of the background from the side of the transitivity process. To achieve this goal, the analytical document was selected in this study involving three background theses at a university in West Java from 2018 to 2020. The data were analyzed using a transitivity system which includes types of process, types of participants, and types of circumstances. The data reveal that the most dominant process found is the Relational process (Attribute) which functions to describe the existing state of what will be studied on the research topic. Also other dominant processes found are Material processes which function to show that the statements made are generally sure thing that can be accepted by everyone. Meanwhile another process which is assumed important that is verbal process not much found. Therefore, it can be concluded that the background of the lack of statements of expert opinions as evidenced by the low of verbal process findings.

**Keyword:** *material process, relational process, text background theses, transitivity*

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## INTRODUCTION

Background is important in writing theses. It is stated that background is introductory chapter takes a role as the main description of the theses (Smith, 2002). According to (Clare & Hamilton, 2003), background works as “The window to the theses”. Futher, the word window here refers to a brief description of the next chapter in theses. Next, background is required as a first step for the authors to guide the reader by giving a clear idea of what to write. Moreover, the background also serves as a starting point for exploring interrelated reference sources and ending with conclusions from the objectives and research descriptions of each chapter in theses (Clare, 2003 & Moriarti, 1997). This is line with, (Swales and Feak, 1994) about the main purpose of the introductory chapter. First, to explain the area of the research study. Second, to identify gaps in the area under study. Last, to signal how the research problem will fill the gap. Thus, the background has a very important role, as a window or a brief initial picture that will lead the reader's attention or interest to read theses as a whole.

However, writing a background theses remains problem, because from there the reader will decide whether or not to continue reading. According to (Swales and Feak, 1994), while writing the background is actually a slow and difficult, and confusing process. Therefore background is the beginning half of the whole (Swales and Feak, 1994 cited Plato). This obstacle occurs because we will not know what to write in the background until theses we finish (Paltidge & Stairfield, 2007 and Evans & Gruba, 2002). In conclude, Writing a background should not be considered easy, this proves that writing a background is very difficult and confusing which makes writing slow.

Based on the issues, Transitivity is a meaning system showing that transitivity can find and explain the linguistic features of a particular text with the elements such as participants, processes, and circumstances of time and place that could be identified using these transitive theories (Eggs, 2004). One way to understand how a phrase is used to represent an entity in the world is to use transitive analysis. Since clauses can include participants, processes, and situations, transitivity describes how authors organize these parts to achieve a particular goal. Different types of processes

involve different types of participants, which makes a lot of sense. Overall, there are six types of processes in transitivity analysis. That is to say, material, relational, spiritual, linguistic, behavioral, and existential.

In this regard, several transitivity analyses got it made in previous studies. Much research has analyzed the transitivity of students' writing. Some researched about students' descriptive texts also revealed that the most dominant process found was a process-relational and material process in the student's writing. (Rohmat, N., Nurhaeni, N., & Anggraeni, A. 2018; Apendi, T. L., & Mulyani, E. R. 2020). Afterward, six researchers focused on analyzing students' recount texts (Siliwangi, I. K. I. P.; Senjawati, D. (2016); Elsie, K. F., & Wayan Suarnajaya, I. (2020); Yasman, Y. (2020); Fajriah, Y. N. (2021); and Rosmayanti, Y. (2021). The results found that the most dominant aspect of the transitivity component was the material process contained in the students' recount text. Furthermore, a study that analyzed students' narrative texts (Fajriah, Y. N., & Cahyani, A. S. (2019); Zein, T. T., Sinar, T. S., Nurlala, N., & Yusuf, M. (2019, February)). The findings show that the dominant transitivity process in students' narrative texts was the material process, where the use of this material process was appropriate as one of the characteristics of narrative texts. The use of the material process makes it easier for readers to understand what happened in the form of information about activities, actions, and events.

From the previous one above, most of studies focused on the text types such as descriptive, recount, and narrative. Transitivity analysis proved to be strongly influenced by language features. Therefore, it is still necessary to conduct a transitivity analysis of students' texts different focus. In this study, we chose the thesis background as a topic with linguistic features that are more complex and do not have the specificity of the previous type of text. Accordingly, this study aims to identify and analyze transitivity systems in students' thesis backgrounds in English Education Programs.

## **METHODS**

The core of this research is focused on the analysis of transitivity on three background theses at a university in West Java from 2018 to 2020. Therefore, This research design used a case study because it functions as an appropriate method to analyze explanatory questions of a phenomenon (Hamied, 2017) and to understand an in-depth investigation of a specific, real-life, institution from multiple perspectives to catch its „complexity and uniqueness (Simons, 2009, p. 21).

The instrument used is document background theses analysis. This was then analyzed using the inductive analysis of Lodico, Spaulding, and Voegtle (2006). In particular, the analytical steps include the processes of identification, classification, and interpretation (McMillan, 1992), and the final steps are Emilia (2014), Eggins (2004), and Gerot & Wignell (1994). Specifically, we analyzed the data using the Systemic Functional Linguistic (SFL) transitive framework by Halliday & Mathiessen (2014). Several steps are taken to analyze the data. First, collect background papers to explore schema structure and language features. Second, the text is divided into sentences and clauses. All clauses have been entered into the table for analysis. Third, we analyzed the data using transitive analysis. Last, the results of the transitivity analysis that have been found in the background of the thesis were then interpreted in detail after analyzing each clause such as the dominant processes in the thesis background, participants about who takes part in the clause (actor, senser, sayer and so on), and the circumstance is referred to the modifier of the text; time, place, manner and many more.

## **FINDINGS AND DISCUSSION**

### **Findings**

This part elaborates on the research findings divided into; process transitivity, participant, and circumstances taken from the three background theses from 2018 to 2020. Each clause of the text was analyzed in the type of transitivity system process.

There are found five types of processes in the background thesis. Out of 6 process types according to Halliday, they are material process, mental process, relational process, verbal process, an existential process. The following tabel is a table of the overall results of the analysis to find which process is the most dominant, then participant and circumstances. It can be seen in table below:

| Types of Processes |             | Text 1 | Text 2 | Text 3 | Total Types of Processes |
|--------------------|-------------|--------|--------|--------|--------------------------|
| Relational         | Attributive | 8      | 9      | 10     | 27                       |
|                    | Identifying | 1      | 3      | 2      | 6                        |
| Material           |             | 9      | 7      | 8      | 24                       |
| Mental             |             | 1      | -      | 2      | 3                        |
| Verbal             |             | 3      | 2      | 5      | 10                       |
| Behavioral         |             | -      | -      | -      | -                        |
| Existensial        |             | 6      | 3      | -      | 9                        |
| <b>Total</b>       |             | 28     | 24     | 27     | 79                       |

*Tabel 1. Process dominant in the text background theses.*

Based on the table, it is findings that the most dominant process in the background theses is the relational process, therefore this shows that the researcher wants to provide explanations and information related to the topic is being researched, then the researcher aims to help readers understand their research by providing a clear idea of what they are writing and the text gives a brief overview of the next chapter. However, in the background theses, there is no behavioral process related to physiological processes, therefore the text does not have a behavioral process, according to the function of the background theses is to explain the area of the research study, to identify gaps in the area under study, and signal how the research problem will fill the gap.

Apart from that, these study findings are the dominant participants in the background theses. This text consists of twelve participants, they are actor, goal, range, senser, phenomenon, carrier, attribute, token, value, existent, sayer, and verbiage. The participants can be seen in the table below.

| Other Participants | Text 1 | Text 2 | Text 3 | Total Other Participants |
|--------------------|--------|--------|--------|--------------------------|
| Actor              | 9      | 7      | 8      | 24                       |
| Goal               | 7      | 7      | 8      | 22                       |
| Range              | 2      | -      | -      | 2                        |
| Senser             | 1      | -      | 2      | 3                        |
| Phenomenon         | 1      | -      | 2      | 3                        |
| Carrier            | 8      | 9      | 10     | 27                       |
| Attribute          | 8      | 9      | 10     | 27                       |

|              |    |    |    |     |
|--------------|----|----|----|-----|
| Token        | 1  | 3  | 2  | 6   |
| Value        | 1  | 3  | 2  | 6   |
| Existent     | 6  | 3  | -  | 9   |
| Sayer        | 3  | 2  | 5  | 10  |
| Target       | -  | -  | -  | -   |
| Receiver     | -  | -  | -  | -   |
| Verbiage     | 3  | 2  | 5  | 10  |
| <b>Total</b> | 50 | 45 | 54 | 149 |

*Tabel 2. Participants dominant in the text background theses.*

Based on the table, carrier and attribute are the highest participants found in background theses. Here attribute is an entity has some class attributed or ascribed to it and a carrier is an entity that carries the attribute. In this part are some common words for carriers such as noun (writing, SFL, student, transitivity system, language, and the textbook) and for attributes like is, are, still have, have, and has.

Furthermore, there are 15 circumstantial found in the background theses. Circumstances are divided into location, manner, cause, accompaniment, matter, and role. The circumstances can be seen in the table below.

| No.   | Circumstances | Text 1 | Text 2 | Text 3 | Total circumtances |
|-------|---------------|--------|--------|--------|--------------------|
| 1.    | Extent        | -      | -      | -      | -                  |
| 2.    | Location      | 3      | 3      | -      | 6                  |
| 3.    | Manner        | 1      | -      | -      | 1                  |
| 4.    | Cause         | 1      | 1      | -      | 2                  |
| 5.    | Accompaniment | 1      | 1      | -      | 2                  |
| 6.    | Matter        | 2      | -      | -      | 2                  |
| 7.    | Role          | 1      | 1      | -      | 2                  |
| 8.    | Contingency   | -      | -      | -      | -                  |
| TOTAL |               | 9      | 6      | -      | 15                 |

*Tabel 3. circumtances in the text background theses*

Based on the table, location is the most common circumstance, followed by causes, accompaniment, matter, and roles which were found 2 times in the background thesis.

In the topic of part move of background theses, it is found that the most dominant process is the relational process, the dominant participant is carrier and attribute, and the circumstances found are location. The data can be seen in the table below.

| Types of Processes | Text 1 | Text 2 | Text 3 | Total Types of |
|--------------------|--------|--------|--------|----------------|
|--------------------|--------|--------|--------|----------------|

|              |             |   |    |    | <b>Processes</b> |
|--------------|-------------|---|----|----|------------------|
| Relational   | Attributive | 3 | 4  | 1  | 8                |
|              | Identifying | - | 2  | 2  | 4                |
| Material     |             | - | 5  | 4  | 9                |
| Mental       |             | 1 | -  | 1  | 2                |
| Verbal       |             | 2 | -  | 4  | 6                |
| Behavioral   |             | - | -  | -  | -                |
| Existensial  |             | - | -  | -  | -                |
| <b>Total</b> |             | 6 | 11 | 12 | 29               |

*Tabel 4. data results from the topic part of element background theses*

The results showed that in the topic paragraph (first) on the background of the third thesis text, there are four types of transitivity processes were found of them relational processes, material processes, mental processes, and verbal processes. Furthermore, the dominant processes found are 12 relational processes such as – is, was, should have, etc. Therefore, these results indicate that the researcher explains a lot or describes something about the topic being discussed in his research, so this is related with the function of the background theses is to explain the area of the research study, to identify gaps in the area under study, and signal how the research problem will fill the gap. Examples of how these texts show explanations using relational processes can be seen in the table below;

|                |                       |                                     |   |
|----------------|-----------------------|-------------------------------------|---|
| <i>Writing</i> | <i>is</i>             | <i>an important skill to master</i> | <i>taking part and giving much impact in one's learning journey</i> |
| <b>Carrier</b> | <b>Pr: Relational</b> | <b>Attribute</b>                    | <b>Circumstances</b>  |

|   |                                |                   |
|---|--------------------------------|-------------------|
| <i>One of the most important materials in the teaching-learning process</i> | <i>is</i>                      | <i>a textbook</i> |
| <b>Token</b>  | <b>Pr: Relational Identify</b> | <b>Value</b>      |

|                                    |                                |  |
|------------------------------------|--------------------------------|--|
| <i>"The presence of a textbook</i> | <i>is</i>                      | <i>necessary to support teaching learning process" (Brown, 1994)</i> |
| <b>Token</b>                       | <b>Pr: Relational Identify</b> | <b>Value</b>   |

In this section, the issue or problem found that the most dominant processes are relational processes, and material processes, the dominant participants are carriers and attributes, and the circumstances found are location, cause, matter, role, and accompaniment. The data can be seen in the table below.

| <b>Types of Processes</b> |             | <b>Text 1</b> | <b>Text 2</b> | <b>Text 3</b> | <b>Total Types of Processes</b> |
|---------------------------|-------------|---------------|---------------|---------------|---------------------------------|
| Relational                | Attributive | 2             | 5             | 6             | 13                              |
|                           | Identifying | 1             | 2             | 1             | 4                               |

|              |    |    |    |    |
|--------------|----|----|----|----|
| Material     | 5  | 1  | 3  | 9  |
| Mental       | -  | -  | 1  | 1  |
| Verbal       | 1  | 2  | 1  | 4  |
| Behavioral   | -  | -  | -  | -  |
| Existensial  | 4  | -  | -  | 4  |
| <b>Total</b> | 13 | 10 | 12 | 35 |

*Tabel 4. data results from the issue part of element background theses*

From the table above, it can be seen that five types of transitivity processes are found such as relational processes, material processes, mental processes, verbal processes, and existential processes. Furthermore, the dominant process found in the first position is the relational process with a total of 17 times. This shows that the author explains the problems that occur on the research topic. Clause of a relational process like – is, was, have, etc. Below is the example of clauses of the relational process that occurred in the text;

|                       |                       |                  |                             |
|-----------------------|-----------------------|------------------|-----------------------------|
| <i>Wiriting skill</i> | <i>is</i>             | <i>hard</i>      | <i>for students</i>         |
| <b>Carier</b>         | <b>Pr: Relational</b> | <b>Attribute</b> | <b>Circumstances: Cause</b> |

|                     |                       |                                |
|---------------------|-----------------------|--------------------------------|
| <i>The textbook</i> | <i>is</i>             | <i>important to be applied</i> |
| <b>Carrier</b>      | <b>Pr: Relational</b> | <b>Attribute</b>               |

|                       |                       |  |
|-----------------------|-----------------------|--|
| <i>Some materials</i> | <i>are not</i>        | <i>relevant with the criteria of EFL (English Foreign Language) textbook</i> |
| <b>Carries</b>        | <b>Pr: Relational</b> | <b>Attribute</b>   |

Then in the second position are 9 material processes it means that does something. Clause of material process like – give, used, learned etc. Next, the dominant participants found were Carrier and Token, while the circumstances found were place, matter, cause, and accompaniment. Below is the example of clauses of material process occurred in the text;

|                              |                     |                        |                              |
|------------------------------|---------------------|------------------------|------------------------------|
| <i>The Students' product</i> | <i>can give</i>     | <i>the information</i> | <i>about their abilities</i> |
| <b>Actor</b>                 | <b>Pr: Material</b> | <b>Goal</b>            | <b>Circ: Matter</b>          |

|                         |                     |   |
|-------------------------|---------------------|---|
| <i>Many researchers</i> | <i>have found</i>   | <i>that many textbooks do not fulfill the needs of learners</i> |
| <b>Actor</b>            | <b>Pr: Material</b> | <b>Goal</b>   |

|                   |               |  |
|-------------------|---------------|--|
| <i>The result</i> | <i>showed</i> | <i>that some materials are not relevant with the criteria of EFL (English Foreign Language) textbook</i> |
|-------------------|---------------|--|

|              |                     |             |
|--------------|---------------------|-------------|
| <b>Actor</b> | <b>Pr: Material</b> | <b>Goal</b> |
|--------------|---------------------|-------------|

In the part previous study, it was found that the most dominant process is the material process, the dominant participants are actors and goals, and the circumstance found is location. The data can be seen in the table below.

| Types of Processes |             | Text 1   | Text 2   | Text 3   | Total Types of Processes |
|--------------------|-------------|----------|----------|----------|--------------------------|
| Relational         | Attributive | 3        | -        | -        | 3                        |
|                    | Identifying | -        | -        | -        | -                        |
| Material           |             | 3        | 1        | 2        | 5                        |
| Mental             |             | -        | -        | -        | -                        |
| Verbal             |             | -        | -        | -        | -                        |
| Behavioral         |             | -        | -        | -        | -                        |
| Existensial        |             | 2        | 1        | -        | 3                        |
| <b>Total</b>       |             | <b>8</b> | <b>2</b> | <b>2</b> | <b>11</b>                |

*Tabel 5. data results from the previous study part of element background theses*

The results of the previous study's paragraphs found that the most dominant process is the material process. The word like found out, showed, and aimed refers to the activity done by the subject. The researcher uses the material clause in writing background theses in the previous study paragraph to inform the reader about the activities carried out by Actor. Therefore this shows that this paragraph is a generally accepted truth. Here is an example sentence:

|                   |                     |  |
|-------------------|---------------------|--|
| <i>The result</i> | <i>showed</i>       | <i>that the students applied the schematic structure and linguistic features of exposition text.</i> |
| <b>Actor</b>      | <b>Pr: Material</b> | <b>Goal</b>  |

|                    |                     |   |
|--------------------|---------------------|---|
| <i>The finding</i> | <i>showed</i>       | <i>that topics, texts, tasks of textbooks</i> |
| <b>Actor</b>       | <b>Pr: Material</b> | <b>Goal</b>                                   |

|                        |                     |   |
|------------------------|---------------------|---|
| <i>Then researcher</i> | <i>found out</i>    | <i>some previous studies investigated transitivity system on students' texts.</i> |
| <b>Actor</b>           | <b>Pr: Material</b> | <b>Goal</b>   |

In the part gap, it was found that the most dominant process is the relational process and the dominant participants are attribute and carrier. The data can be seen in the table below.

| Types of Processes | Text 1 | Text 2 | Text 3 | Total Types of Processes |
|--------------------|--------|--------|--------|--------------------------|
|--------------------|--------|--------|--------|--------------------------|

|              |             |   |   |   |   |
|--------------|-------------|---|---|---|---|
| Relational   | Attributive | - | 1 | 1 | 2 |
|              | Identifying | - | - | - | - |
| Material     |             | - | - | - | - |
| Mental       |             | - | - | - | - |
| Verbal       |             | - | - | - | - |
| Behavioral   |             | - | - | - | - |
| Existensial  |             | - | - | - | - |
| <b>Total</b> |             | - | 1 | 1 | 2 |

Tabel 5. data results from the gap part of element background theses

Meanwhile, in the purpose paragraph, it is found that the most dominant process is the relational attribute process. This shows that the paragraph it explains the topic being discussed in the background theses. Here is an example sentence:

|                               |                       |  |
|-------------------------------|-----------------------|--|
| <i>Still very few of them</i> | <i>are</i>            | <i>analyzing English textbooks based on curriculum</i> |
| <b>Carrier</b>                | <b>Pr: Relational</b> | <b>Attribute</b>                                       |

|                |                       |   |  |
|----------------|-----------------------|---|--|
| <i>It</i>      | <i>is</i>             | <i>necessary to conduct further studies</i> | <i>in different context: general secretary of United Nations</i> |
| <b>Carrier</b> | <b>Pr: Relational</b> | <b>Attribute</b>                            | <b>Circ. Place</b>   |

## Discussion

After giving the findings of three text background theses before, in this section the researcher discussed the finding of process types found. It has already explained in the research finding that there are two types of transitivity process found. They are Relational (Attribute) process and Material process;

The first is the relational process. In the three text background theses with different year from 2018-2020 relational process is dominant. The author found 33 relational processes in all the analyzed data. Relational processes fall into two forms: attributive processes and identifying processes. However, the authors found that the attributive process occurred 27 times and the identifying process 6 times. As we can see process relational attribute and identify from three text background theses below:

Text 1

|                |                       |                              |  |
|----------------|-----------------------|------------------------------|--|
| Writing        | is                    | an important skill to master | taking part and giving much impact in one's learning journey |
| <b>Carrier</b> | <b>Pr: Relational</b> | <b>Attribute</b>             | <b>Circumstances</b>   |

|              |        |   |
|--------------|--------|---|
| Transitivity | is one | of way that can help students communicate |
|--------------|--------|---|



|              |                                   |              |
|--------------|-----------------------------------|--------------|
| system       |                                   | their ideas. |
| <b>Token</b> | <b>Pr: Relational identifying</b> | <b>Value</b> |

Text 2

|                          |                       |  |
|--------------------------|-----------------------|--|
| The third component that | is                    | a means of communication can be in the form of language, sign, gesture, etc. |
| <b>Carrier</b>           | <b>Pr: Relational</b> | <b>Attribute</b>   |

|                      |                                |  |
|----------------------|--------------------------------|--|
| Verbal communication | is                             | a communication that uses language as its means. |
| <b>Token</b>         | <b>Pr: Relational Identify</b> | <b>Value</b>                                     |

Text 3

|                       |                       |   |
|-----------------------|-----------------------|---|
| Although the textbook | is                    | important as revealed in the previous paragraph, many textbooks cannot meet students' needs |
| <b>Carrier</b>        | <b>Pr: Relational</b> | <b>Attribute</b>  |

|  |                                |              |
|--|--------------------------------|--------------|
| One of the most important materials in the teaching-learning process | is                             | a textbook   |
| <b>Token</b>   | <b>Pr: Relational Identify</b> | <b>Value</b> |

The clause “*Writing is an important skill to master, taking part and giving much impact in one’s learning journey*” means that author tries to explain or describe the existing state of what will be studied on the research topic. It is related to (Gerot & Wignell, 1994, p.67; Halliday 1994, as cited in Emilia, 2014) stated that the Relational process is a process that construes being. A relational process is a process that exists and is used to identify something. Gerot and Wignell (1995), Anggraeni et al. (2018) The relational process states that it is a process that exists and is involved. Regarding to the SFL quote from (Christie and Unsworth, 2000, p. 2, Emilia, 2014, p. 66), systematic functional linguistics is to explain the possible meanings. That is, researchers use language choices to build meaning in context and make it understandable to the reader. The adjective process and the identification process are two terms of systematic functional linguistics. Almurashi (2018) states that Systematic Functional Linguistic (SFL) is a linguistic approach, also known as functional grammar, developed by M.A.K Halliday in the 1960s. Systematic functional linguistics helps you analyze and interpret the language yourself. It considers language as social semiotics and expresses meaning in context (Liu, 2014) [15], that is, how language is used by each other to manage people's daily social life. Means (Eggins, 2004) [16]. Another expert also claims to provide research on the interrelationships between language, text, and context (Lirola, 2012) [17]. Next, Saragih (2016) [18] adds that the choice of the linguistic structure of a text is made by the function or purpose of the speaker. That is, SFL deals with meaning and grammar. Also, the most found is a relational attribute that relational identity. It means that in the text there are sentences that cannot be reversed or one-way. This is in line with (Emilia, 2014) that the attribute is not reversible

The second is the material process One other process found dominant in the three background theses texts is process material. The material process was found to be dominant 24 time. It means that to show that the statements made are sure thing that can be accepted by everyone. As said by (Paltridge & Staifield, 2007) that the use of the present tense in the material

process shows that the statement made is a “*generally accepted truth*”. As we can see material process from three text background theses below:

Text 1

|                       |                     |  |
|-----------------------|---------------------|--|
| Transitivity analysis | can be used         | to assess whether a text succeeds to achieve |
| <b>Actor</b>          | <b>Pr: Material</b> | <b>Range</b>                                 |

Text 2

|                           |                      |                            |
|---------------------------|----------------------|----------------------------|
| Meaningless elements that | Is combined by roles | into meaningful structures |
| <b>Actor</b>              | <b>Pr: Material</b>  | <b>Goal</b>                |

Text 3

|              |                     |   |
|--------------|---------------------|---|
| The result   | showed              | that some materials are not relevant with the criteria of EFL (English Foreign Language) textbook |
| <b>Actor</b> | <b>Pr: Material</b> | <b>Goal</b>   |

So, therefore the inference can be understood that the use of dominant material process eases the readers to comprehend what is happening also supported by Eggins (2004) that the basic meaning of material process is some entity does action.

## CONCLUSION

There were found five types of processes in the background thesis, those are material process, mental process, relational process, verbal process, an existential process. From the result of the data, the relational process is more dominant than other processes. It is because researchers want to explain by developing an inductive pattern that is using a special-general pattern starting with an explanatory idea or explanatory sentence, then ending with the main sentence related to the topic being studied, so that the explanation can function as a conclusion or conclusion. summary that has been presented in the text and can be easily understood by the readers.

In conclusion, the quality of the three background theses based on transitivity analysis still does not include many theories based on experts. The background of the lack of statements of expert opinions as evidenced by the low of verbal process findings. In fact, the data reveal that the most dominant process found is the Relational process (Attribute) which functions to describe the existing state of what will be studied on the research topic. Also other dominant processes found are Material processes which function to show that the statements made are generally sure thing that can be accepted by everyone. Meanwhile another process which is assumed important that is verbal process not much found.

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