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## Workshop Introduction to Transitivity System Analysis in Narrative Texts for Students

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### Abstract

The competence to analyze students' language is essential and needs to be improved from year to year. So far, in the syntax course, students have only been trained to analyze functions, categories, and semantic roles. The analysis of transitivity has yet to be provided because the language analysis using the Systemic Functional Linguistics (SFL) approach is more complex compared to structural-semantic analysis (functions, categories, and semantic roles). Therefore, this community service aims to introduce the transitivity system to Foreign Language Department students at the Faculty of Language and Arts, Semarang State University, and Indonesian Language Teaching Department students at IAIN Syekh Nurjati Cirebon in short narrative texts. Thus, the effort to improve students' ability to analyze narrative texts with the SFL approach is well-targeted and occurs at the right time, which is before they take Discourse Analysis courses. This community service activity was conducted over two days. On day 1, the team provided a general workshop on the topic, explaining that language in SFL theory can perform three metafunctions: the ideational function, interpersonal function, and textual function. On day 2, the community service students were guided to analyze the seven transitivity elements in narrative texts step by step. The result of this community service is that, on average, students' achievement levels in analyzing the transitivity system in non-narrative texts (independent clauses) are better than in narrative texts. However, the difference is not too significant because it is likely that narrative texts are more complex than SFL analysis of free sentences.

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### INTRODUCTION

In Systemic Functional Linguistics (SFL), the transitivity system is commonly used to analyze isolated clauses and clauses within a context. Halliday and Hasan [1] assert that transitivity is a system that explains experience as a process related to participants and circumstances. Furthermore, these experts state that experiential meaning is related to life based on facts (related to what is experienced by living beings, animals, or humans in the world). Meanwhile, Eggins [2] reinforces that experiential meaning is expressed through the transitivity system or its types of processes. Additionally, Halliday and Matthiessen [3] elaborate on the reciprocal relationship between the transitivity process as a field that allows humans to interpret the meaning of their life experiences in this world, and how they view what is happening.

The transitivity system is introduced to the target students (4th-semester students) through training and education activities, often called workshops, to upgrade their competence in analyzing narrative texts. According to Alan Cowling and Phillips James [4], training is the "systematic development of attitudes/knowledge/skills in behavior patterns demanded by an employee (read: student) to perform tasks or jobs adequately."

According to Martoyo [5], training is a short-term educational process using systematic and organized procedures aimed at non-managerial employees (read: students) to acquire technical knowledge and skills with limited objectives. On the other hand, Wexley and Yulk, as cited by Mangkunegara [6], state that "training and development are terms referring to planned efforts designed to facilitate the acquisition of skills, knowledge, and attitudes by members of an organization. Development focuses on improving skills, decision-making, human relations, and

presenting more specific and factual material." This training allows a group of people (students) to delve into a particular subject or lesson. In training, there is generally also a discussion, making it an enjoyable way to exchange ideas and learn from others (Rheny) [7].

The number of students who are currently or have already taken the Syntax course in the two departments (Foreign Languages and Literatures, FBS UNNES, and Indonesian Language Teaching, IAIN Syekh Nurjati Cirebon) is more than 250 individuals. In our opinion, as lecturers, the situation of the target community service in analyzing language at the syntactic level in the French Literature and Arabic Language Education programs at the Faculty of Language and Arts, Semarang State University, is relatively good. Therefore, it is necessary to introduce more complex language (text) analysis to enhance their competence in text analysis as preparation for taking Discourse Analysis courses, or even as preparation for students if they wish to pursue further studies at the master's graduate.

The facts mentioned above indicate to us that the competence and skills of students in analyzing texts need to be continuously enhanced because knowledge evolves more rapidly than the development of students' competence, even among the lecturers. For example, the transitivity system has already been introduced by Halliday [8] in his work titled "An Introduction to Functional Grammar."

Based on the analysis of the situation above, a very fundamental problem arises, which is that the development of knowledge, especially the transitivity system that was introduced 38 years ago, has not yet been introduced to our students. If we don't introduce it soon, then when? However, the transitivity system is very suitable for analyzing any text because transitivity, in general, refers to how meaning is represented within a clause, so it is related to experiential meaning and semantic elements, such as the roles of participants and the types of processes represented within a clause (Simpson) [9].

Therefore, this Community Service activity is problem-solving, comprehensive, meaningful, and sustainable, with the target audience being students from both universities (UNNES and IAIN Nur Syeh Nurjati Cirebon), especially students interested in linguistics.

## **METHOD**

The implementation method of this community service can be explained as follows. In the first stage, the project leader gathered information and delved into the UNNES 2023 research/community service guidelines. Then, they assembled a team to discuss the proposal submission plan and the topic with potential community service members (lecturers and students) and the partner institution (IAIN Syekh Nurjati Cirebon). After reaching an agreement among the team members, the project leader initiated the proposal design and uploaded it to SIPP (a system or platform for proposal submission).

In the second stage, the project leader discussed the implementation plan, including the timing and location. In terms of timing, this community service activity was conducted over 2 days, immediately after the end of the academic week, specifically on July 13-14, 2023. On the first day, the team conducted a small pretest, delivered workshop materials, provided sample analyses, and engaged in a question-and-answer session. On the second day, the project team guided the students in analyzing narrative texts using Halliday's transitivity system, allowing the students to gain hands-on experience in text analysis. Subsequently, the students were given a post-test to measure the success of the community service activity.

During the implementation stage, a combination of methods was employed to ensure the effectiveness and efficiency of the community service activity. These methods included lectures, demonstrations, Q&A sessions, practice sessions, online activities, case studies, and simulations.

As Hamdani [12] points out, the lecture method is a training method conducted in a classroom, with low participant involvement but the strength of accommodating many participants. It is based on concepts/theories, which aim to provide knowledge at a certain level. Another strength is that participants can change their minds easily because they want to enrich their ideas/insights and make use of the knowledge and experiences of others. Instructors also have the opportunity to receive feedback. On the other hand, the weaknesses are that participants can become bored more quickly, and the lecture/material can be lost if not understood, so instructors need to provide relevant examples. Another weakness is that

discussions can deviate, which may lead to passive or dominant participants, so instructors must act as mediators. Hamid [13] emphasizes that "the lecture method has been around since the beginning of education."

**Method of Demonstration:** According to Hamdani [12], this method is often called the demonstration method, which involves demonstrating concepts/theories/models using a tool or example. The strength of this training method is that if participants find it difficult to understand a theory/concept without seeing it for themselves, using a specific tool or example can help them gain a better understanding.

**Training Method:** The training or practice method involves having participants practice or carry out a specific task to ensure they can do what the instructor asks them, ultimately increasing their proficiency. The drawback of this method is that if participants cannot perform the task as instructed by the instructor, they may become less confident, embarrassed, and possibly experience low self-esteem, and even frustration (Hamdani) [12].

**Online Learning Method:** This method utilizes internet technology for learning. Its strength lies in the absence of time and location constraints, making it a creative and trainee-centered teaching method. The drawback is the limitation of internet access and computer and technology proficiency (Hamdani) [12].

**Case Study Method:** Currently, one of the learning methods that can enhance critical thinking skills is the case study method. According to Nursulistyo et al. [14], this method encourages participants to engage in high-level critical thinking and gain a better understanding of the learning material. This is because participants must analyze problems, propose solutions, evaluate solutions, solve problems, and make better and more accurate decisions.

**Question and Answer Method:** This method involves the presentation of material by the instructor through asking questions and having the workshop participants respond. The question-and-answer method has its advantages and disadvantages, and the instructor must carefully consider the suitability of the workshop material with the method to be used. The advantage of the question-and-answer method is that the workshop will be lively because participants are actively thinking and are encouraged to express their opinions directly. The disadvantage is that sometimes the discussion can deviate from the main topic [1].

**Simulation Method:** This method involves planning a model of a natural system, followed by conducting experiments on the model to study the system's behavior or evaluate strategies (Shannon) [16].

With the designed workshop materials, methods, and time allocation mentioned above, we believe that the introductory workshop on text analysis using Halliday's transitivity system can be successful, thereby enhancing the knowledge, skills, attitudes, and behaviors of the workshop participants.

## RESULTS AND DISCUSSIONS

Results and Discussion of the Workshop on the Introduction to Transitivity System Analysis Independent Sentences for Foreign Language Department Students at the Faculty of Language and Arts, Semarang State University, and Indonesian Language Teaching Department Students at IAIN Syekh Nurjati Cirebon, two rounds of transitivity analysis exercises were provided. Here are the results of the first Halliday transitivity analysis exercise, shown in Table 1 below.

Table 1. Results of Transitivity Exercises on Independent Sentences

No.	Name (Initials)	Origin Campus	Total Errors	Numerical Values	Letter Values	Notes
1.	AP	IAIN Syekh Nurjati Cirebon	11	77	B	Numbers 2 and 9 are incomplete
2.	Ltf	IAIN Syekh Nurjati Cirebon	15,5	67,7	BC	Numbers 1-2, 7-9, and 11-12 'circumstances' information is incomplete
3.	AKD	IAIN Syekh Nurjat Cirebon	15,5	67,7	BC	Number 5, the description of 'process' is incomplete
4.	AR	IAIN Syekh Nurjati	16	66,6	BC	Number 5, the description of

5.	ANH	Cirebon IAIN Syekh Nurjati Cirebon	16,5	65,6	BC	'process' is incomplete Numbers 7-9, and 11 'circumstances' information is incomplete
6.	IRD	Universitas Negeri Semarang	17	64,5	C	Numbers 1-2, 7-9, and 11-12 'circumstances' information is incomplete
7.	NLA	Universitas Negeri Semarang	17	64,5	C	Numbers 1-2, 7-9, and 11-12 'circumstances' information is incomplete
8.	SAS	IAIN Syekh Nurjati Cirebon	17	64,5	C	Numbers 1-2, 7-9, and 11-12 'circumstances' information is incomplete
9.	LV	IAIN Syekh Nurjati Cirebon	18	62,5	C	Number 5, the description of 'process' is incomplete
10.	SS	IAIN Syekh Nurjati Cirebon	18	62,5	C	Nomor 5 keterangan 'proses' kurang lengkap
11.	CAS	Universitas Negeri Semarang	18	62,5	C	Numbers 1-2, 7-9, and 11-12 'circumstances' information is incomplete
12.	JMS	IAIN Syekh Nurjati Cirebon	19	60,4	C	Numbers 7-9 and 11 'circumstance' information is incomplete
13.	DAP	IAIN Syekh Nurjati Cirebon	20	58,3	CD	Numbers 1-2, 7-9, and 11-12 'circumstances' information is incomplete
14.	Rky	IAIN Syekh Nurjati Cirebon	20	58,3	CD	Numbers 1-2, 7-9, and 11-12 'circumstances' information is incomplete
15.	FY	Universitas Negeri Semarang	20,5	57,2	CD	Number 5, the description of 'process' is incomplete
16.	FS	Universitas Negeri Semarang	21	56,25	CD	Numbers 1-2, 7-9, and 11-12 'circumstances' information is incomplete

Note: Conversion value applicable in UNNES

86-100: A

81-85: AB

71-80: B

66-70: BC

61-65: C

56-60: CD

Based on Table 1 above, 2 participants did not submit the first assignment by the deadline. Out of the 16 participants, the discussion can be summarized as follows: First, there was only 1 participant in the community service (student) who achieved the highest grade, which was B or 6.25%. Second, 4 participants received a grade of BC, which is 25%. Third, 7 participants received a grade of C, which accounts for 43.75% of the total. Lastly, 4 participants received a grade of CD, which is 25%.

As a result, the success rate of the transitivity analysis exercise, which reveals the ideational function of Halliday, was predominantly achieved by 7 students with a grade of C or 43.75%. This outcome indicates that the success rate of the workshop on the introduction to transitivity system analysis in narrative texts for Foreign Language Department students at the Faculty of Language and Arts, Semarang State University, and Indonesian Language Teaching Department students at IAIN Syekh Nurjati Cirebon, varies from good, fairly good, adequate, to less adequate.

Furthermore, the results of the transitivity analysis in narrative texts can be seen in Table 2 below.

Table 2. Transitivity Posttest Results in Narrative Text

No.	Name (Initials)	Origin Campus	Total Errors	Numerical Values	Letter Values	Notes
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1.	DAP	IAIN Syekh Nurjati Cirebon	28	66	BC	Most errors are in paragraphs 1 and 2
2.	SS	IAIN Syekh Nurjati Cirebon	34	61	C	Most errors are in paragraphs 1 and 2
3.	Rky	IAIN Syekh Nurjati Cirebon	36	58	CD	Most errors are in paragraphs 1 and 3
4.	NLA	Universitas Negeri Semarang	37	58	CD	Most errors are in paragraphs 1 and 2
5.	AKD	IAIN Syekh Nurjati Cirebon	23	57	CD	Most errors are in paragraphs 2 and 3
6.	AR	IAIN Syekh Nurjati Cirebon	24	57	CD	Most errors are in paragraphs 1 and 2
7.	ANH	IAIN Syekh Nurjati Cirebon	24	57	CD	Most errors are in paragraphs 2 and 3
8.	IRD	Universitas Negeri Semarang	24	57	CD	Most errors are in paragraphs 1 and 2
9.	LV	IAIN Syekh Nurjati Cirebon	41	52	CD	Most errors are in paragraphs 1 and 2
10.	CAS	Universitas Negeri Semarang	24	57	CD	Most errors are in paragraphs 1 and 3
11.	JMS	IAIN Syekh Nurjati Cirebon	38	56	CD	Most errors are in paragraphs 1 and 3
12.	FS	Universitas Negeri Semarang	24	57	CD	Most errors are in paragraphs 1 and 2
13.	AP	IAIN Syekh Nurjati Cirebon	39	56	CD	Most errors are in paragraphs 1 and 2
14.	Ltf	IAIN Syekh Nurjati Cirebon	39	56	CD	Most errors are in paragraphs 1 and 2
15.	AN	IAIN Syekh Nurjati Cirebon	38	56	CD	Most errors are in paragraphs 1 and 2
16.	INI	IAIN Syekh Nurjati Cirebon	41	52	CD	Most errors are in paragraphs 1 and 3
17.	SAS	IAIN Syekh Nurjati Cirebon	47	45	E	Most errors are in paragraphs 1, 2, and 3
18.	FY	Universitas Negeri Semarang	55	35	E	There are many errors in all paragraphs

Note: Conversion value applicable in UNNES

86-100: A

81-85: AB

71-80: B

66-70: BC

61-65: C

56-60: CD

Based on Table 2 above, two additional participants submitted the second exercise assignment by the deadline. Out of the 18 participants, the discussion can be summarized as follows: First, there was only one community service participant (student) who achieved the highest grade, which was BC, not A, and it was 5.55%. Second, there was also 1 participant received a grade of C, 5.55%. Third, 14 participants received a grade of CD, accounting for 77.77% of the total. Fourth, 2 participants received a grade of E, which is 11.11%.

This can be interpreted as the success rate of the transitivity analysis exercise on narrative texts by students reaching around 55% because most grades fall within the range of 52 to 58. This outcome suggests that the success rate of the "Workshop on the Introduction to Transitivity System Analysis in Narrative Texts for Foreign Language Department students at the Faculty of Language and Arts, Semarang State University, and Indonesian Language Teaching Department students at IAIN Syekh Nurjati Cirebon" does not meet the Service Team's expectations. However, as an initial step (introduction), the transitivity system in narrative texts can enhance the understanding, knowledge, and practice of transitivity analysis for students in the Foreign Language Department at the Faculty of Language and Arts, Semarang State University, and the Indonesian Language Teaching Department at IAIN Syekh Nurjati Cirebon.

We think that this is normal for three reasons, namely the introductory stage, low student

motivation, and the implementation of service carried out online. There are several disadvantages of online workshops: (1) limited internet access; (2) reduced interaction with teachers; (3) understanding of the material, and (4) minimal supervision in learning.

*Limited Internet access:* One of the shortcomings of the e-learning learning method is limited internet access. If you are in an area that does not have stable internet coverage, it will be difficult for you to access e-learning services. Of course, this still happens a lot in Indonesia considering that several areas (underdeveloped, frontier, and outermost) still do not have internet access. Apart from that, the price of using internet data is still considered quite expensive for some groups of Indonesian society. This causes the ability to utilize e-learning to be still considered a privilege.

*Reduced interaction with lecturers:* Some e-learning learning methods are one-way. This causes interaction between teachers and students to decrease so that it will be difficult for you to get further explanations about material that is difficult to understand.

*Understanding of the material:* The material taught in e-learning is responded to based on different levels of understanding, depending on the user's abilities. Some people may be able to grasp material more quickly just by reading, but some need more time to understand. There are even those who need explanations from other people to understand the material being studied.

*Minimal supervision in learning:* The lack of supervision in conducting online learning means that e-learning users sometimes lose focus. With easy access, some users tend to procrastinate studying. You need self-awareness so that the learning process using online methods is focused and achieves goals.

## CONCLUSION

Based on the results and discussions above, it can be concluded that the achievement of the "Workshop on the Introduction to Transitivity System Analysis in Narrative Texts for Foreign Language Department students at the Faculty of Language and Arts, Semarang State University, and Indonesian Language Teaching Department students at IAIN Syekh Nurjati Cirebon" in 13 independent clauses (non-narrative text) is better than the achievement of the transitivity system analysis in narrative texts. However, the difference is not too significant because the average grade for independent clause analysis exercises by students is C, and the average grade for narrative text analysis exercises is CD.

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