

## **TRANSITIVITY AND MOOD ANALYSIS ON ENGLISH EDUCATION UNDERGRADUATE STUDENTS' RECOUNT TEXTS AT UNIVERSITAS MUHAMMADIYAH SEMARANG**

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### **Abstrak**

Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan penggunaan fitur kebahasaan dalam menulis teks cerita ulang yang ditulis oleh mahasiswa pendidikan bahasa inggris di universitas muhammadiyah semarang. Hal tersebut dapat direalisasikan dengan melakukan analisis transitivitas dan mood terhadap teks. Peneliti menggunakan metode deskriptif kualitatif dalam mengeksplorasi hasil analisis berupa tipe-tipe proses dan mood. Hasil penelitian menunjukkan bahwa penggunaan transitivitas dan mood ditemukan didalam teks cerita ulang mahasiswa. Pertama, terdapat enam tipe proses yang ditemukan dari total 322 kalimat. Proses material (49.7%), Proses Behavioral (5.5%), Proses Mental (14.5%), Proses Verbal (3.2%), Proses Relational (24.2%), dan Proses Existential (2.8%). Sementara itu, pada struktur mood, didapatkan sebanyak 564 klausa, sebesar 99.8% dituliskan dalam mood deklaratif, sedangkan hanya ditemukan satu interogatif klausa (0.2%). Selain itu, material process dan declarative mood type menjadi jenis transitivity process dan mood type yang dominan ditemukan dalam teks cerita ulang mahasiswa. Oleh karena itu, peneliti menyatakan bahwa mahasiswa dikategorikan sebagai penulis yang berpengetahuan luas dan kritis dalam mengeksplorasi pengalaman masa lalu mereka dalam bentuk tulisan, yaitu teks cerita ulang. Hal ini dapat dilihat dari penggunaan proses material atau kata kerja aksi dan klausa deklaratif sebagai fitur bahasa yang dominan digunakan mahasiswa untuk membuat teks recount yang terstruktur dengan baik.

**Kata Kunci:** mood; teks cerita ulang; transitivitas

### **Abstract**

*The primary goals of the study were to find out and describe the use of language features in creating a grammatically correct and proper recount text on ten recount texts written by English Education students at Universitas Muhammadiyah Semarang. The study was carried out by using the theory of Systemic Functional Linguistics (SFL), especially functional grammar, in terms of transitivity and mood system in students' recount texts. This study employed descriptive qualitative method in exploring the results of types of transitivity processes, circumstantial, and mood realized in students' recount texts. The result shows that on the use of transitivity, students used six types of processes in their recount texts, totaling 322 sentences. Material process (49.7%), Behavioral process (5.5%), Mental process (14.5%), Verbal process (3.2%), Relational process (24.2%), and Existential process (2.8%). Meanwhile, on the use of mood structure, 564 clauses were found, 99.8% of which were written in the declarative mood, while only one (0.2%) was written in the interrogative mood. Moreover, material process and declarative mood type became the dominant type of transitivity process and mood type found in students' recount texts. Hence, the researcher stated that the students was categorized as knowledgeable and critical writers to explore their past experiences in a written form, recount text. This can be seen through the use of material processes or action verbs and declarative clauses as language features dominantly used to create well-organized recount text.*

**Keywords:** *mood; recount text; transitivity*



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## INTRODUCTION

Writing exists as a fundamental skill for students to communicate with others. It is a process of pouring ideas and organizing them into a paragraph, even a text. This skills need regularly practice to master (Budiastuti, 2018). Through writing, students could express their feelings and thoughts in written form and poured it into the text (Apendi & Mulyani, 2020). As a product of writing, text is delivered in any medium and can be understood by those who know the language. In producing it, students should consider the purpose of their writing type. It is viewed from the function and language features of the text genre.

In this study, the researchers focused it on the implementation of proper recount text. This text has function of informing that tells events or activities in the past. A recount text could be a social genre of retelling to the readers with the purpose of entertaining or informing an event occurred in past time (Sianipar et al., 2020; Khairunnisaak et al., 2022). Additionally, this type of text is composed by several language features to construct a good recount text. Those components are spesific participant, adverb of place and time, past tense, and action verb or material process (Wijayatiningsih & Wilujeng, 2015).

According to the compositions of recount text, it can be realized through the ideational meaning and interpersonal meaning of a theory proposed by Halliday (1994), Systemic Functional Linguistics (SFL), by emphasizing on the system of transitivity and mood in the text. This theory stresses on how language works to fulfill its meaning by taking action on the language function to express the social functions of a text (Halliday & Matthiessen, 2014). Transitivity is associated with the ideational meaning. It assists human as a representation of how reality is going on through language. This term points out three elements, i.e. the process, participant and circumstance (Xiaoqing, 2023). The meaning is described from the types of transitivity processes. The processes are material process, behavioral process, mental process, verbal process, relational process, and existential process (Shi & Gu, 2022). Moreover, mood is referred to an interpersonal meaning that relates or engages the writers in interacting with the readers through their writings. This term shows how language is utilized to communicate with others which can be seen from its structure comprising subject and finite. The employment of the two determines whether the clause is a declarative, an interrogative, or imperative clause (Hadiani, 2019).

In line with that, several studies have contributed at investigating either the transitivity or mood. The first study by Sianipar et al. (2020), their study found out the types of transitivity system, including processes, participants, and circumstances realized in constructing 15 students' recount texts written by tenth grade of SMAN 21 Medan. The second one is a study carried out by Nurinayah (2021). Her study identified the use of language expressed through mood analysis in six best written narrative texts on how interaction made to share the

feeling in the texts to readers. The last studies were focused on the transitivity analysis with the result revealed that transitivity process usage was discovered by the most prevalent process in the recount texts written by students (Utami et al., 2022; Ramadhani et al., 2023). As explained, those studies analyzed one metafunction either transitivity or mood only. Thus, to fill the gap, this current study considered the same of the importance of finding out the language features through both transitivity and mood in the students' recount texts.

Moreover, the students of this study experienced difficulty when writing their texts. Applying language features and word choice became the reasons the students found it difficult. Dealing with that, Systemic Functional Linguistics, a theory of functional grammar proposed by Halliday was utilized to acquire knowledge about the modern approach to linguistics. Hence, it is necessary to do an analysis on the performance of the students' writings using SFL, specified on the transitivity and mood. It helped to identify how students employed the features of composing recount text in their works. Therefore, the goals of the current study were to analyze the use of transitivity with the dominant processes and the use of mood with the dominant mood type identified in sixth semester undergraduate students' recount texts of English Education at Universitas Muhammadiyah Semarang.

## **RESEARCH METHODS**

In this study, a qualitative research design with a descriptive approach was suitable. This design was employed, because this study was in the form of text analysis. According to Creswell (2016), descriptive qualitative research was a research procedure based on an in-depth explanation of the data analyzed. It aimed to provide insights for the readers of the problems in writing recount texts and the functional meaning of text by exploring through words with clear comprehension. Additionally, three instruments were used in this study, namely the documents, the classification and distribution sheets, and the tool of analysis.

For the accuracy, there were several stages had been taken to conduct the study. (1) The first was collecting data of the analysis. In this process, I used the documents of sixth semester English Education students' recount texts at Universitas Muhammadiyah Semarang. There were ten recount texts taken as the data for this analysis by using non-probability sampling with consecutive technique for personal recount texts. (2) Second stage, the data of students' recount texts was divided into sentences, then put and classified with varying given codes within classification sheets in order to make the analysis easier to conduct. (3) After that, a process of analyzing the data was the further stage. After obtaining and classifying the data, as the tool, students' recount texts were analyzed based on Halliday's theory, Systemic Functional Linguistics, specified on ideational meaning (transitivity) and interpersonal meaning (mood) realized on how they employed the language features of the genre in their writings. (4) Last, the final stage was presenting the result of the analysis. In this step, distribution sheets were applied to draw the findings of the analysis carried out which were the types of transitivity elements and mood types were used and the dominant

elements identified that had been calculated for each text, even as the whole. Then, descriptive qualitative method with the goal of communicating the results in a clear way and in detail was used to provide an explanation of how the use of transitivity and mood discovered in the students' texts related to the use of language features of a recount text.

Furthermore, a study using qualitative method had to be able to produce accurate and valid findings so that could be explained. In order for researcher to build up the validity and the strength of a study, the data collecting and processing should be carried out based on research procedures utilizing method triangulation. Triangulation referred to a strategy on the use of two or more methods within a study to derive the data findings (Santos et al., 2020). In the other words, the application of triangulation could make qualitative studies more rigorous and trustworthy to acquire more comprehensive understanding of the data (Donkoh & Mensah, 2023).

Additionally, triangulation had been conceptualized as a strategy viewed to help to reduce the weakness of the results obtained through a complete understanding of the data of study. Therefore, in acquiring accurate and valid qualitative research findings, the utilizing of multiple instruments was necessary. Method triangulation involved collecting data using several instruments (Morgan, 2024). Hence, this current study used three instruments for obtaining the findings which were documents of students' recount texts, classification and distribution sheets, and the tool of analysis which was Systemic Functional Linguistic (SFL).

## **FINDINGS AND DISCUSSION**

The data was obtained from ten recount texts written by sixth semester students of English Education at Universitas Muhammadiyah Semarang. This analysis was carried out by applying Halliday's theory, Systemic Functional Linguistics, focusing on the use of ideational meaning (transitivity) with the dominant processes and the use of interpersonal meaning (mood) with the dominant mood type.

### **The Use of Transitivity and The Dominant Processes**

Transitivity, in Halliday's theory of Systemic Functional Linguistics, realized in the ideational meaning or experiential meaning. This system assists human in representing how life goes on through language. Hence, the analysis of transitivity on students' recount texts aimed to detect how their experiences expressed by writing them in their texts. After the analysis was conducted, ten students' recount texts demonstrated a proper use of transitivity, including all elements of process, participants and circumstances. The use of transitivity in students' recount texts was identified covering six types of processes that occurred with varying frequency. The processes are including material, behavioral, mental, verbal, relational, and existential processes. These all processes were found at 710 occurrences in 322 sentences of ten students' recount texts, as displayed in Table 1.

Table 1. The Result of Transitivity Process Analysis

Process Type	Frequency	Percentage	Sample
Material	353	49.7%	<i>Last month, my friend and I <b>went</b> to the mall</i>
Behavioral	39	5.5%	<i>Last night, we were <b>watching</b> the moon</i>
Mental	103	14.5%	<i>We <b>did not know</b> the schedule of the theatre</i>
Verbal	23	3.2%	<i>I <b>told</b> him</i>
Relational	172	24.2%	<i>The name of the concert <b>was</b> Sound of Downtown</i>
Existential	20	2.8%	<i><b>There were</b> people wearing the Nun costume</i>
Total	710	100%	

According to Table 1, the first process is material process, accounting for 49.7% of the total, appearing 353 times in students' recount texts. Additionally, in material clauses contain specific participants: the actor, who performs the action; the goal, which is the object directly affected by the action. Material process became the highest appearing process as this type of transitivity process talking about the authors' activities or experiences in physical world (Supadmi et al., 2020; Sianipar et al., 2020; Hastuti et al., 2021; Lubisa et al., 2023). This process meets one of the language features of the genre, which is the use of action verbs or material process. It is claimed by Wijayatiningsih & Wilujeng, (2015) that material process is the fundamental feature to write a recount text.

On the other hand, the least used processes types are verbal and existential processes. Process of saying mentioned 23 times in the texts, with percentage 3.2% of all processes. As portrayed in the sample *I told him*. This verbal clause within the text illustrates how individual recollects the event related to the speech acts which contains sayer, who does the process; and receiver, who receives the process. It is as stated by Faradina & Emilia (2024) that the presence of verbal clauses significantly aided the writers in depicting their portion of the dialogue within the recount text. In that manner, the students succeeded to express their conversational parts of the activities through their recount texts. Meanwhile, another least process is existential process, appears 20 times, accounting for about 2.8% in the texts. This process is not involved as a grammatical pattern for writing recount text (Faradina & Emilia, 2024), as in recount text, writers describe their physical experiences. Besides, this existential clauses are used to depict the existence of something. Hence, in students' works, they were able to describe those existing during their activities. As portrayed in the sample, *there were* indicates an existential meaning, followed by the entity whose presence is being asserted, *people wearing the Nun costume* signifying the entity existing. It leads to the existence of people, existent, as participant in this process type.

The following process, with 172 occurrences (24.2%) is relational process. This process comprises two modes (Zhang, 2017; Jing & Fengjie, 2019; Ha & Thao, 2021; Xiaoqing, 2023), such as attribution (establishing attribute, quality, or characteristics to the subject) and identification (establishing identity to the subject). Using these relational processes allowed the students to add weight to their opinions or arguments on something through their writings, either as attribute or value. In the sample, the process *was* indicates identifying relational

process. Its function is to establish the identity of the token *the name of the concert* which is the value *Sound of Downtown*. In simpler way, the order can be reversed and the meaning still remains the same. *Sound of Downtown was the name of the concert* has the same meaning as the original order *The name of the concert was Sound of Downtown*.

Next, mental process placed the third highest frequency of its appearance for 103 times (14.5%). The mental process exists and enables students to contribute their inner experiences into their texts (Elsie et al., 2020; Hastuti et al., 2021). People's cognitive responses, the emotions they feel, and their perceptions of an event are all connected to this process. The use of these processes helped students express what they thought and felt within their texts. As Utami et al. (2022) stated in their study that the use of mental clauses in recount texts helped students retrieved their mental response, including emotional reaction to things. It signals their cognitive or emotional response to outward aspects. As portrayed in the sample that the student described their cognitive response *did not know* to the phenomenon *the schedule of the theatre* with *we* as the senser. Therefore, the students of this current study successfully utilized these processes to express their emotions and thoughts regarding activities they experienced in their recount texts.

Moving on, the remaining, behavioral process follows with 39 occurrences, accounting for less than 6%. It is a manifestation of an inner working (Hastuti et al., 2021). This type of process alludes to physical behavior. However, it is neither pure material process nor pure mental process, instead as a bridge between them (Fadilah & Kuswoyo, 2021; Ali et al., 2021). With these processes, students were assisted to express their experiences engaging five senses, or perceiving through eyes by doing an outer activity of watching, as in the sample. The process *watching* signifies a physiological behavior. It is a deliberate act of observing, rather than a fleeting glance which is closer to the mental process. Moreover, the participant is behavior, the ones undertaking the act of watching directed towards the moon, what was being watched, named as range. This highlights how language construed students' experiences as both action and perception by writing them in their texts.

Furthermore, employing circumstantial as an element of transitivity is influential. Halliday's theory mentioned several types of circumstantial. Each has a different function in a clause. These types of circumstantial provide additional information regarding when, where, how, why, with whom, and about what the experiences described. In the students' recount texts through transitivity analysis, eight types of circumstantial were obtained with varying frequency, including circumstantial of extent, place, time, manner, cause, matter, accompaniment, and angle. The detail can be seen in Table 2.

Based on Table 2, the use of circumstantial occurred 419 times identified with varying types. It shows that students considered the importance of supporting information to explain more detail of what they explored through their texts. First, the highest frequently type is circumstantial location comprising place and time with 186 and 117 occurrences, respectively. This enables students to

depict a particular location for the reader (Elsie et al., 2020), telling where and when an experience occurs through their writings. This gives details regarding place and time an event occurred as the requirement for a decent recount text. This aligns with the one of main features of a recount text using adverbs of place and time (Wijayatiningsih & Wilujeng, 2015).

Table 2. The Result of Circumstantial Types Analysis

<b>Circumstantial Type</b>	<b>Frequency</b>	<b>Sample</b>
Extent	12	<i>We went <b>for 3 days and 2 nights</b></i>
Place	186	<i>Tomorrow morning we have to go back to <b>Magelang</b></i>
Time	117	<i><b>At 6 pm</b>, we went to the venue</i>
Manner	58	<i>We walked <b>slowly</b> into the mall</i>
Cause	20	<i><b>For dinner</b>, we went to a Plataran Restaurant</i>
Matter	11	<i>We had no idea <b>about the movie we would like to watch</b></i>
Accompaniment	14	<i>We went there <b>with my sister and her friends</b></i>
Angle	1	<i><b>For us</b>, it was an ordinary thing</i>
Total	419	

Then, circumstantial manner appeared 58 times. It aimed to provide additional meaning of how the activity happened, either as a means, quality, comparison, or degree. After that, circumstantial cause was obtained from students' texts with 20 occurrences. It functions to demonstrate the reasons or purposes their activities were performed. Next, it is continued by circumstantial accompaniment mentioned 14 times. The aim was to elucidate with whom the writer was during the activity.

Furthermore, circumstantial extent was found 12 times in the texts. This type explained duration that expresses how long the activity taking place. Afterwards, circumstantial matter occurred 11 times. The writer used this to provide more detailed information about the topic described. In other words, it expresses the domain in which the case is lacking to help readers understand the subject matter. Lastly, circumstantial angle comes as the least used type discovered which only existed once in the students' recount texts. This type of circumstantial helped the writer demonstrate information of viewpoint regarding the event or activity.

After exploring the findings concerning the use of transitivity system in sixth semester students' recount texts of English Education at Universitas Muhammadiyah Semarang, it was realized that all elements of transitivity were utilized, comprising six processes types with the proper use of participants and eight circumstantial types. The material processes and circumstantial place and time became the highest frequently applied types in the students' recount texts. Hence, it could be claimed that the students were able to describe their experiences or vacations by the use of language features of recount text comprising action verbs or material processes, specific participants, and adverb of place and time to construct their recount texts. This result is in line with the studies previously conducted by Sianipar et al. (2020), Utami et al. (2022) and Ramadhani et al. (2023) who demonstrated that material process and

circumstantial of place and time became the highest occurred types of transitivity elements talking about writers' physical activities in certain location. This is the evidence of how transitivity represents reality through language. Moreover, it is confirmed that students are critical since they have successfully produced accurate 322 sentences with the material processes as the dominant processes used in their recount texts. Their abilities to explore their experiences in varying circumstances showed that they already comprehend in writing good recount text.

### The Use of Mood and The Dominant Mood Type

Mood as a part of interpersonal metafunction in SFL, is utilized to analyze interaction expressed in students' recount texts. Mood within a clause has to contain subject and finite. The use of the subject and the finite in a clause defines its mood type (Utari & Fajriah, 2023), whether to provide information, question, or command.

Based on the findings on the use of mood in ten students' recount texts, it was demonstrated that there were two types of mood found in the texts, as portrayed in Table 3.

Table 3. The Result of Mood Analysis

Mood Type	Frequency	Sample
Declarative	562	<i>In the afternoon, around 4 pm, <b>we visited</b> one of the tourist attractions, Kampung Batik.</i>
Interrogative	1	<i>What other cities <b>will I</b> go to next?</i>
Total	563	

The students, based on Table 3, wrote 562 clauses or accounting for 99.8% in the declarative mood. This type of mood is characterized by the subject appearing before the finite. This structure is used to make a statement (Puspitasari et al., 2021; Ramadhani & Samsi, 2023). The clause written with the declarative clause is intended to provide information or more specifically to assert. As in the sample, the writer stated information for readers. This reveals the clause made by the declarative mood structure, showing that the subject *we* (the one doing the action) precedes the finite *did* (element forming tense) of the verb *visited*.

The remaining of 0.2% shows one interrogative clause that was identified with the subject follows the finite. This structure forms interrogative mood (Puspitasari et al., 2021; Febrianty & Rozelin, 2024). As portrayed in the sample, the order of the finite *will* came before the subject *I*. It defines that this clause is an interrogative clause. Additionally, the WH-question *what* in the beginning of the clause is known as a complement fronted to indicate its interrogative function. Although this clause is not the mood type of recount text, the student added it in the re-orientation section which is in this part, the student wrapped up interactively by questioning the next place to go in the future.

Therefore, from the explanation concerning the use of mood system in sixth semester students' recount texts of English Education at Universitas Muhammadiyah Semarang, it can be inferred that the students' texts fulfilled the



function of personal recount text. Students succeeded in writing their recount texts by using declarative clauses almost entirely, employing 562 out of 563 clauses. This aligns with the study of Nurinayah (2021), that the realization of the use of mood completed the function of the genre. Declarative mood as the dominant mood type was revealed in her study. Referencing the studies of Sianipar et al. (2020), Utami et al. (2022), and Ramadhani et al. (2023), they also stated that a good recount text functions to provide information. Thus, through mood analysis carried out, in making interaction in the texts, it is stated that students were able to write recount text by composing clauses in the declarative mood as the dominant mood type since the function of recount text which is to inform the readers related to the writer's experience.

According to the results of the use of transitivity and mood analysis conducted on the sixth semester English Education students' recount texts at Universitas Muhammadiyah Semarang, it is claimed that the instruction by lecturer on recount text content and its development has demonstrated highly satisfactory outcomes for students comprehension. The learning has succeeded in fostering students to create accurate and meaningful recount texts which are not only telling about what but also how their experiences were effectively expressed by language through the use of the dominant processes and mood type in their recount texts. Thus, it is stated that the student texts adhere to the grammatical features of a recount text. The students were aware of using material processes and informative clauses in their texts. This demonstrates that students have mastered the theory and practical application of creating proper recount texts.

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

In accordance with the results revealed, it can be concluded that students have the ability to write appropriate and grammatical recount texts. From the findings obtained, this study successfully investigated the use of transitivity and mood in undergraduate students' recount texts of English Education at Universitas Muhammadiyah Semarang. Firstly, the researchers have discovered all six types of processes. Additionally, students highly consider the additional meaning by the use of circumstantial in transitivity when writing their recount texts. There are eight types of circumstantial identified, with circumstantial place and time being the highest frequently circumstantial found in the texts. Furthermore, the mood analysis demonstrated two types of mood with a truly significant difference of their appearance by seeing it from the application of its mood structure, subject and finite. The declarative mood occurred 562 out of 563 clauses in the texts, accounting for about 99.8% of all clauses. Hence, declarative mood becomes the dominant mood type used by students. It scrutinizes that mostly students understood how to create interaction with the readers by considering the use of informative clauses in their recount texts. Thus, the students' recount texts fulfilled the rules of applying material processes or action verbs and adverb of place and time and the function of personal recount text

which is structured to inform and retell the readers with their experiences in the recount texts.

### **Suggestions**

Considering the analysis results, students are advised to sustain and enhance the frequency of employing material processes and declarative clauses as the main features in crafting recount texts. Moreover, lecturers are recommended to explicitly teach transitivity and mood, especially when discussing recount texts, in order to help students easily understand how language works through writings. Additionally, for further studies, it is expected to analyze the use of transitivity and mood in recount texts and also recommended other genres, to deepen the knowledge of the effect of using transitivity and mood in representing reality in different kinds of texts. Future studies are also expected to include intervention studies to determine if there is a notable improvement in the quality of students' texts before and after receiving explicit transitivity and mood instruction. It is hoped by reviewing these suggestions, the quality of students' recount texts will improve significantly, both in terms of conveying information through transitivity choices and in terms of interacting with readers through the strategic use of mood.

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