

## **The Transitivity System of the Texts in Nias Language Handbook used in Elementary School Published by Yayasan Gema Budaya Nias**

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### **Abstrak**

Penelitian ini difokuskan pada analisis Sistem Transitivitas Teks dalam Buku Panduan Bahasa Nias yang Digunakan di Kelas Enam Sekolah Dasar Penerbitan Yayasan Gema Budaya Nias. Tujuan penelitian adalah untuk menemukan sistem transitivitas teks, untuk mengidentifikasi seberapa sering sistem transitivitas ditemukan pada teks-teks dalam buku pegangan bahasa Nias yang digunakan di kelas enam sekolah dasar yang diterbitkan oleh Yayasan Gema Budaya Nias; dan mendeskripsikan hubungan antara hasil analisis dalam pembelajaran bahasa Nias di kelas enam sekolah dasar. Dalam mencapai tujuan penelitian, peneliti menggunakan Systemic Functional Grammar yang berhubungan dengan penelitian deskriptif kualitatif, yang mengumpulkan data pada bidang ilmiah, menggunakan metode ilmiah untuk membangun pandangan peneliti, dan mendeskripsikannya melalui kata-kata kompleks dan deskripsi holistik tentang objek penelitian. belajar. Berdasarkan analisis data ditemukan bahwa enam proses sistem transitivitas dapat ditemukan dalam sepuluh teks dalam buku pegangan bahasa Nias. Kesepuluh teks tersebut terdiri dari 160 klausa. Menilik dari analisis di atas, proses material merupakan frekuensi yang dominan terjadi pada teks yang terdiri dari 92 proses atau sebesar 57,5% dari total klausa. Hasil penelitian ini berimplikasi pada proses belajar mengajar bahasa Nias sebagai mata pelajaran lokal di Nias. Proses sistem transitivitas menggambarkan beberapa peran pengajaran tata bahasa Nias kepada siswa sebagai pertimbangan dan panduan bagi guru yang mengajar bahasa Nias.

**Kata Kunci:** Sistem Transitivitas, Jenis Proses, Teks Dalam Bahasa Nias.

### **Abstract**

This research focused to the analysis of Transitivity System of Texts in Nias Language Handbook Used at the Six Grade of Elementary School Published by Yayasan Gema Budaya Nias. The study objectives were to find the texts transitivity system, to identify how frequent the transitivity system found of the texts in Nias language handbook used at the six grade of elementary School published by Yayasan Gema Budaya Nias; and to describe the relationship between the results of the analysis in teaching Nias language in sixth grade of elementary school. In achieving the objectives of the research, the researcher used Systemic Functional Grammar which dealt with descriptive qualitative research, which collecting data on scientific field, use scientific method to built researcher's view, and describe it through complex words and holistic description about the object of the study. Based on the data analysis found that, the six processes of the transitivity system can found in the ten texts in Nias language handbook. The ten texts consisted of 160 clauses. Considering from the analysis above, the material process was a dominant frequency occurred in the texts which consisted of 92 processes or equal to 57.5% from the total clauses. The result of this research implies to the teaching and learning processes of Nias language asa local subject in Nias. The processes of transitivity system describe some

roles of teaching Nias grammar to the students as consideration and guide to the teachers who was teaching Nias language.

**Keywords:** Transitivity System, Process Types, Texts In Nias Language

## INTRODUCTION

According to Butt et al ( 2003: 5), in the Systemic Functional Grammar, language seems to have evolved for three major purposes. These are: 1) to talk about what is happening, what will happen and what has happened, 2) to interact and/or to express a point of view, 3) to turn the output of the previous two functions into coherent whole. It means that there are three broad and principal functions of language that are central to the way the grammar works in the language system. These three functions express experiential (ideational), interpersonal, and textual meanings. In order to understand the full functionality of any utterance it is necessary to consider all of these three meanings simultaneously.

In addition, Thompson (2004: 30) states,

We use language to talk about our experience of the world, including the worlds in our own minds, to describe events and states and the entities involved in them. He describes that the experiential functions of language, to which he refers to after

Halliday, as an experiential metafunction in Systemic Functional Linguistics language represents external reality by happenings and states, which are referred to as Processes; Entities, known as Participants and Circumstances in which the happenings and states occur, which are referred to as circumstances.

Furthermore, Halliday and Matthysen (2014: 213) assert that the system of transitivity provides the lexicogrammatical resources for construing a quantum of change in the flow of events as a figure – as a configuration of elements centred on a process. The system that works out the types of process and hence participants in the process and circumstances associated with the process is known as the transitivity system. It understood that in English, the processes of transitivity are 1) Material process or the process of doing, construes doings and happenings including actions, activities, and events. A material clause is characterized by particular structural configurations, such as Process+ Actor+ Goal (+Recipient), and Process+ Range. There is always an Actor, which can be realized by a nominal group or even a non-finite clause. Further options determine whether the process is 'directed', in which case there is a Goal as well [the policeman (=Actor) hunted (=Process) the demonstrator (=goal)], or not [the policeman (Actor) ran (=Process)]. If the process is directed, it may be 'benefactive', and if it is, there may be a Recipient. For example, The judge gave the demonstrator a legal document. The word 'the judge is Actor, gave is Material Process, the demonstrator is Recipient, and a legal document is Goal; 2) Mental process construes sensing, perception, cognition, intention, and emotion; configurations of a process of consciousness involves a participant endowed with consciousness and typically a participant entering into or created by that consciousness, configured as Process+ Senser+ Phenomenon. There is always a Senser, which is realized by a nominal group denoting a being endowed with consciousness, i.g. 'She saw them crossing the road'. The word she is Senser, saw is Mental Process, them is Phenomenon, crossing the road is Circumstance: Location; 3) Relational process serves to characterize and to identify. If 'material' process is concerned with our experience of the material world and 'mental' process is concerned with our experience of the world of our own consciousness, both of this outer experience and this inner experience may be construed by relational processes; but they model this experience as 'being' or 'having' rather than as 'doing' or 'sensing'. They are concerned with the relationship set up between two things or concepts, e.g. 'Mary is the doctor'. The word Mary is Carrier, is is Relational Process, and doctor is Attribute;

4) Behavioral Processes are processes of physiological and psychological behavior, like smiling, coughing, laughing, breathing, etc. They usually have one participant only the Behaver. E.g. John smiled gently. The word John is Behaver, smiled is Behavioral Process, and gently is Circumstance: manner; 5) Verbal Processes are processes of 'saying' of any kind. It covers any kind of symbolic exchange of meaning. The verbalization (the message)

itself is termed 'verbiage' and the participants associated with it are 'sayer', the one who gives out the message, and 'Receiver', the one to whom the message is addressed, i.g. she told me a story, she is the Sayer, the verb told represents a Verbal Process, me is the Receiver of the message, and finally a story is the 'Verbiage'; and 6) Existential Processes show that something exists or happens. The word 'there' is frequently used in such clauses, but it has no identified function or meaning, and is merely a subject filler. The typical verbs used in these clauses are 'be', 'exist', 'arise' and other verbs expressing existence. The nominal group that follows these verbs is called 'Existent'. E.g. There was no choice. The word no choice is the 'Existent', and There was is the 'Existential Process.'

In communicating language in spoken and written forms, human beings represented them in text form can invite and attract listeners and readers attention to understand speakers or writers. Coulthard (2005: 9) supports,

Ultimately a text is a string of words and a writer has to encode the ideational meaning into, and the reader to decode that meaning from, words... word meanings are not fully fixed; rather, words derive some of their meaning from the context in which they appear.

As we know, Indonesia has many ethnics, tradition, religion, and mother tongues as its wealth. The traditions and mother tongues of every ethnic and race are the parts of the Indonesia wealth. They must be able to be perpetuated in our lovely Indonesia country to show its principle 'BHINEKA TUNGGAL IKA'. Nias language is one of mother tongues used by Nias ethnic in their daily life, in traditional agenda and religion agenda. Therefore, Nias language has become as one of the subjects taught at every level of school in Nias island from elementary, junior high school, and senior high school as a realization of Indonesia's principle.

In reality, Nias language has begun lose from Nias world nowadays, at home and at schools. More than 60 % of students use Indonesian as the tool of communication especially the students who live in city. If this situation continues more and more in the next time, Nias language can loose in Indonesia world. This reality is written down by Sukawati (2015: ii) says, "Töra 60% ndraono ba kota ba Danö Niha lafake bahasa Indonesia, he ba nomo ba he giö ba zekola." This situation causes one of the wealth of Indonesia, Nias language, will loose from this world. So that Nias people as part of Indonesia citizen have responsibility to care and to continue using this language in their daily life to care Indonesia's language variedness. As one of the realization of the caring efforts to perpetuate Nias language, the governor raises Nias language as one of the local subjects from elementary up to senior high school.

In relation, when the writer observed at SD ASSISSI Fodo Gunungsitoli Selatan, it is currently still implementing local curriculum K-13 at the fourth, fifth, and sixth grades and Nias language is one of the local subjects taught in this school. The local subject taught from fourth grade up to the sixth grade by using handbook Nias Language handbook published by Yayasan Gema Budaya Nias. Unfortunately, the head master said that there is none of professional Nias language teachers teach Nias language to the students legally. The teacher's background knowledge comes from different department graduation, English program and biology. Even though the condition unable the teacher to teach the students about Nias language, but they should be able to understand and to master the material of Nias language, such as texts and its grammar would be taught to the students in order to prepare the students to be successful in learning the Nias language.

Teaching language close related to discuss its grammar. The elaboration of sentences pattern and formula have been the general method implemented in schools, either in private and government schools. The traditional grammar is strictly used in local curriculum (K-13) is changed in modern functional grammar called modern grammar. Modern grammar introduced by M.A.K. Halliday. The grammar is definitely different from traditional grammar in his theory, basic pattern and implementation of memorization is event forgotten.

Text is the combination of words, as a representation of language used by writer to express meaning to readers by understanding meaning of words based on the context of situation, condition, or society it appears. Eggins (2004) in Umiyati (2022: 1) stated that if we

want to describe the meaning of text, we focus on the structure of clauses. We need to acquire skills in grammar analysis and share technical vocabulary. In relation, Derewianka (1998: 11) said that the basic unit of text meaning is clauses to convey message. A clause represents information about 'what is happening, what is taking part, and the circumstances surrounding the activity (when?, where?, how?, etc.)

In solving the problems above, the writer interests to found the transitivity system especially in experiential function involves in Nias language especially in texts in the hand book use at the six grade of elementary school written by Sukawati (2015) and published by Yayasan Gema Budaya Nias.

Regarding to the explanation, the writer is inspired to formulate a research, entitled: Transitivity System of Texts in Nias Language Handbook Used at the Six Grade of Elementary School Published by Yayasan Gema Budaya Nias.

## **METHOD**

### **The Research Design**

This research will apply by using descriptive qualitative method. Moleong (2005:6) says that qualitative research is collecting data on a scientific field. It uses scientific method to build researcher's view and describe it through complex words and holistic description about the object of study. Moreover, Bodgan and Taylor (1975) in Setiyadi (2006) express that qualitative methodology refers to research procedures which produce descriptive data by using own written and spoken words and observable behavior. It direct itself at setting and the individual within those setting holistically; that is, the subject of the study, be it organization or individual, is not reduce to an isolated variable or to an hypothesis, but is viewed instead at part of whole. Thus, Nawawi (1995: 67) supports, "*Metode deskriptif dapat diartikan sebagai prosedur atau cara memecahkan masalah penelitian dengan memaparkan keadaan objek yang diselidiki (seseorang, lembaga, massarakat, pabrik dan lain-lain) sebagaimana adanya, berdasarkan, fakta-fakta yang actual pada saat sekarang.*"

### **The Subject of the Research**

The subject of the research is obtained in the texts of Nias language in handbook used in the sixth grade of elementary school published by Yayasan Gema Budaya Nias. It consists of ten texts. They are *Sanari si Sökhi Siabai* (Best Dancer), *Fa'ambö-ambö Manö* (Lack People), *Bolo Gowi* (Java Sweet Potato Garden), *Fofu ba Dalu Mbanua* (Birds in Sky), *Siafngelo Salawa Tuga* (Hen which Have High Horn), *Asu Safaito* (Naughty Dog), *Kane Hua, Adulo ba Hele-hele* (Eggs in Spout), *Owasa Sebua* (Big Party), and *Sigölu Gatua* (Woods' Scaly Anteater). They are explained in the following table.

### **The Instrument of Collecting the Data**

Hach (2002:53) says, "The design of qualitative projects must include a description of what the data of the study will be and how they will be collected."

In gathering the data of this research accurately, the writer employed the observation instruments. She observes the texts of Nias language in the handbook used at the sixth grade of elementary school as the prominent tool in collecting data. It is in accordance with the spirit of qualitative research to get the data in their natural setting.

Moreover, the writer also used related documents such as the data sheets or tables. The data sheets aimed to enable the classification of the data and to note the number of occurrences and percentages of the classification based on the Halliday and Matthissen (2014).

### **The Technique of Collecting the Data**

According to Arikunto (2006: 175), technique of collecting data is way used by researchers to obtain the required data. Its process of collecting information that related to inquiry which believed will respond to the research questions. The data of this research will be collected by using note taking or documentary technique by following the several procedures:

1. Retrieving the texts from handbook published by Yayasan Gema Budaya Nias.
2. Reading the Nias texts.

3. Collecting the texts.
4. Dividing the texts into clauses.
5. Transferring the data into the tables

**The Technique of Analyzing the Data**

According to Cohen (2004:461), qualitative data analysis involves the organizing and explaining the data in order to understand the data in terms of participants’ definition of the situation, noting pattern, themes, categories, and regulation. It must be heavy on the interpretation and fits to the proposes or objectives of analysis. In this research, the data were analyzed using the theory of Halliday and Matthissen (2014), applying the transitivity process in every clause in accordance to their functions, so that the information has clear meaning based on the research objectives. In analyzing the data, the writer follows the following steps:

1. Collecting the texts in handbook used at the the sixth grade of elementary school published by Yayasan Gema Budaya Nias.
2. Dividing each text into clauses.
3. Identifying the transitivity process based on the types occurred in the texts
4. Tabling the transitivity processes of clauses which already identifying.
5. It can be used the table below.

**Table 1. The Process of Analyzing the Data in the Clauses of the Texts**

No	Text’s Titles	Transitivity Processes					
		Materia I Proces s	Mental Proces s	Rel. Proces s	Verbal Proces s	Beh. Proces s	Ext. Proce ss
1.							
Total							

1. Counting the amount of each transitivity process in the texts.
2. Converting each of the transitivity process into percentage by using formula:  $X = \frac{F}{N} x 100 \%$

X = the percentage of the obtained items

F = frequency

N = the total of items

3. Writing the report analysis.
4. Drawing the conclusion.

**The Trustworthiness of the Data**

The trustworthiness of qualitative research generally is often questioned by positivists, perhaps because their concepts of validity and reliability cannot be addressed in the same way in naturalistic work. Many naturalistic investigators have, however, preferred to use different terminology to distance themselves from the positivist paradigm. Lincoln and Guba (1985) constructs correspond to the criteria employed by the positivist investigator:

1. Credibility (in preference to internal validity)
2. Transferability (in preference to external validity/generalisability)
3. Dependability (in preference to reliability)
4. Confirmability (in preference to objectivity).

**Credibility**

One of the key criteria addressed by positivist researchers is that of internal validity, in which they seek to ensure that their study measures or tests what is actually intended. Lincoln and Guba argue that ensuring credibility is one of most important factors in establishing trustworthiness of research findings. Here are some ways to increase credibility



research findings namely selecting of context, participants, and approach to gathering the data; investigators with various perspectives; prolonged engagement; triangulation; peer-debriefing; negative case analysis; and member checks.

Triangulation used to know whether the writer has measured what she set out to measure. Miles and Huberman and Saldana (2014) say that there are four triangulation techniques as follows:

1. Source triangulation, using of varies data source such as document or observation transcription.
2. Method triangulation, using of varies method such as observation method.
3. Investigator triangulation, using of another investigator besides the writer in checking the data collection result.
4. Theory triangulation, using of varies theory to ensure that the data collection has been fulfill the requirements.

In this research, the writer will use investigator triangulation. Denzin in Angouri (2010: 34) confirm that investigator triangulation refers to the association of more than one researcher (multi investigators) in collecting, analyzing, and interpreting the data. It assures the objectivity of the researcher by avoiding the researcher's bias. Therefore, the writer will invite one novice researcher who has the same interest in linguistic studies and had done research in linguistic field to accomplish this type o triangulation. Meanwhile, the expert researcher is represented by her consultant that has enough experiences in doing research. The novice and the expert researcher are responsible for checking the data, the analysis, and the result in order to minimize the researcher's personal bias and assure that the research is objective, credible, and defensible.

#### **Transferability**

Transferability is the degree to which the data or findings of this inquiry can apply or transfer beyond the bounds of the project. External validity is concerned with the extent to which the findings of one study can be applied to other situation. The transferability in this study is achieved through a thick description of the study process and findings called sending context. This context helps the readers to see whether the descriptive texts of Nias language and transitivity system in this research can be transferred to a different setting or can applied in the next receiving context.

#### **Dependability**

Dependability shows the consistency of the findings do propose one measure which might enhance the dependability of qualitative research. As a result of consistency criterion or dependability of research findings, the writer will discuss the interpretation and conclusion with the researcher's consultants in order to examine the process, data, findings, interpretation, and recommendation Lincoln and Cuba (1985).

In order to make the dependable data, it can be done by deliberately checking and jotting down the process and the results is called audit trail. Audit trail process is a deliberate and complete note of the study process compared with standard theory to make sure that he process is done. Therefore, the writer deliberately jotted down the complete process of research which will be done through interviewing and observation.

#### **Comfirmability**

According to Miles and Huberman and Saldana (2014), a key criterion for confirmability is the extent to which the researcher admits his or her own predispositions. To this end, beliefs underpinning decisions made and methods adopted should be acknowledged within the research report, the reasons for favouring one approach when others could have been taken explained and weaknesses in the techniques actually employed admitted. In terms of results, preliminary theories that ultimately were not borne out by the data should also be discussed. Much of the content in relation to these areas may be derived from the ongoing "reflective commentary.

To make this study is confirmable, the writer made sure that the findings were shaped by the data transcription which be trusted by all people and not the researcher's bias, motivation, and interest. The writer's report is given to he readers so the quality of the data

can be relied and responsible.

The findings must be trusted by having some techniques: peer debriefing, negative case analysis, referential adequacy, and member checks. But the writer will use peer debriefing to make the findings be trusted by having discussion to her consultants whether the findings are adequate, relevant, objective enough or not.

## **RESULTS AND DISCUSSION**

### **The Data Analysis**

The data of this research were focused on the texts in Nias language handbook used in elementary school published by Yayasan Budaya Gema Nias. The data is analyzed based on the transitivity system especially in experiential function to answer the questions of the research problems. In organizing the answers of the research questions well, the writer divided this chapter into four sub-chapters.

### **The Transitivity System Found in the Texts of Nias language Handbook Used at the Sixth Grade of Elementary School Published by Yayasan Gema Budaya Nias**

In realizing the objective of this research, to find the transitivity system of texts in Nias language handbook used at the six grade of elementary school published by Yayasan Gema Budaya Nias, the researcher used the theories described in theoretical framework. Based on the scope of the study, the researcher only focuses in finding the transitivity system in experiential function of the texts in Nias language handbook used at the six grade of elementary school published by Yayasan Gema Budaya Nias. They are material, mental, verbal, relational, behavioral, and existential processes were applied to analyze every clause in texts.

As mentioned in chapter III, the texts before analyzed, they need to be divided in clauses in order to ease the researcher in finding the transitivity processes or system obtain in the every text. The divisions were served in the following table.

The division of each text are the first text consists of 17 clauses, second text consists of 10 clauses, third text consists of 18 clauses, fourth text consists of 18 clauses, the fifth text consists of 14 clauses, the sixth text consists of 12 clauses, the seventh text consists of 15 clauses, the eighth text consists of 17 clauses, the ninth text also consists of 24 clauses, and the tenth text consists of 17 clauses. So, the total clauses in the ten texts are 160 clauses.

The the results of the six transitivity systems analysis especially in experiential function can be found in 160 clauses would be served in every transitivity system in experiential function which consists of six process, they are material, mental, verbal, relational, behavioral, and existential processes as presented below detailly.

### **The Analysis of Material Process**

Material process is the process of doing. It expresses the notion that some entity 'does' something, which is done 'to' some entity. In the texts, the researcher found 92 material processes. There are 9 material processes occurred in text 1, 6 material processes occurred in text 2, 8 material processes in text 3, 13 material processes in text 4, 9 material processes in text 5, 7 material processes in text 6, 11 material processes in text 7, 7 material processes in text 8, 13 material processes in text 9, and 7 material processes in text 10. In the other words, Material process occurred in every text in the handbook. The samples of this process occurred the texts are expressed as follows:

### **The Analysis of Mental Process**

Mental process refers to verb indicating perception, cognition, affection, and desire. Semantically, a mental process involves sense, which is inside human or conscious being. The process is related to psychological matter. The researcher found 16 mental processes in texts. There are 2 mental process in text 1 as in words: 6) *manger-ngera* and 14) *sahkhö tödö*; 2 mental process in text 2 as in word 5) *omasi* and 8) *lö'omasi*; 2 mental processes in text 3 as in words 3) *lö ta'ila* and 9) *lö ta'ila* ), 2 mental process in text 6 as in words 10) *no'olifudo* and 11) *solifu*; 3 mental processes in text 8 as n words 6) *ahöli-höli dödöra*, 12)

*olifu*, and 14) *omas*); and 5 mental processes in text 10 as in words 6) *zomas*, 7) *omas*, 8) *tatolo-tolo*, 13) *ötolo-tolo*, and 14) *ö'omas*'ö; and mental process was absent in text 4, 5, 7, and 9. Here some representative of the process in following:

#### **The Analysis of Verbal Process**

Verbal process is process of saying, of symbolically signaling. In the texts, there are 5 mental processes found. There are 2 material processes in text 1, 1 mental process in text 7, 1 mental processes in text 8, 1 mental process in text 10, and verbal process didn't occur in text 2, text 3, text 4, text 5, text 6, and text 9. The processes were represented as follows:

#### **The Analysis of Relational Process**

Relational process construes being and relation among entities through attribution, identification, and possession. The researcher found 27 relational processes in the texts. There is 1 relational process in text 1, 8 relational processes in text 3, 1 relational process in text 5 as in word 12) *möi*; 2 relational processes in text 6, 2 relational processes in text 7, 1 process in text 8, 6 relational processes in text 9, and 4 relational processes in text 10.

#### **The Analysis of Behavioral Process**

Behavioral process is a process of physiological and psychological behaviors typically human being, such as breathing, coughing smiling, dreaming, staring. The associated participant is Behaver. There are 7 behavioral processes found in the texts. They are 2 process in text 4, 1 behavioral processes in text 5, 2 behavioral process in text 8, 2 behavioral process in text 9, and behavioral process was absent in texts 1, 2, 3, 6, 7, and 10

#### **The Analysis of Existential Process**

Existential process represents that something exists or happens. The researcher found 13 existential processes in texts. There are 3 existential processes in text 1, 1 existential process in text 2, 3 existential processes in text 5, 1 existential process in text 6, 1 existential process in text 7, 2 existential processes in text 8, and 2 processes in text 9, and there is no processes in texts 3, 4, and 10. The processes can be seen in the following.

#### **The Transitivity System Frequency Found in the Texts in Nias Language Handbook Used at the Sixth Grade of Elementary School Published by Yayasan Gema Budaya Nias**

The frequency of the six transitivity systems in experiential processes found in ten texts in Nias Language Handbook Used at the Sixth Grade of Elementary School Published by Yayasan Gema Budaya Nias, were applied in the table 2.

#### **The Relationship between the Results of the Analysis with Teaching Nias Language at Sixth Grade of Elementary School**

Systemic Functional Linguistics describes language in use because language is viewed as a resource for making meaning which can not be separated from social and culture context. For this reason, this theoretical model influences how different structure constructs meaning and it focuses on authentic texts and their context of use. For Halliday, a language is made up of more or less closed 'system' of words and grammatical structures with our vocabulary constituting a relative open system which fixed of relatively closed ones. In presenting meaning, Halliday classified three function of language in Systemic Functional Grammar called metafunction. They are 1) ideational, 2) interpersonal, and 3) textual functions.

Transitivity system belongs to one function of ideational metafunction, that is, experiential function. It is a way to construct experience in term of processes, participants, and circumstances. However, transitivity system term will probably more familiar as a way to distinguish between verbs to whether to have an object or not. Particularly, it refers to a system for describing the whole clause, rather than just verb and its object by determining the types of six processes, participants, and circumstances found in clause.

As found in the previous explanation that dominant type of process used in the texts of handbook used in sixth grade of elementary school published by Yayasan Gema Budaya Nias was Material process consisted of 92 clauses from 160 clauses or equal 57,5%. It showed that more than half of 160 clauses contained Material process. This condition described that the clauses in the texts of handbook majority expressed actions which affect



Actor as subject or doer and Goal as object which be touched the action.

The Nias language teachers need to know that Nias language has different grammar with Indonesian and English. Even though, the handbook resources of Nias language used as directive in teaching Nias language to the students are not enough to support them as the guide of teaching Nias language to the students, but based on the results of this research can be concludes that in Nias language commonly subject come after verb or the subject (pronoun) directly attach in front of verb. For examples:

23) *U'sura zura.* (I write letter)

→ U      sura      zura.  
Subject    Verb      Direct object

Commonly, Nias clause begins with verb when the verb does not has direct object but the subject directly attaches to the verb.

24) *Möi ita molangi ba nasi.* (We go to swim to sea.)

→ Möi      ita      molangi      ba nasi.  
Verb      Subject      Ind. object      Adverb

Nias clause begins with verb when the verb does not have direct object. The subject comes after verb.

25) *Onekhe ia.* (She/He is clever)

→ Onekhe      ia.  
Adjective      Subject

Nias language does not have auxiliaries. But directly the adjective directly are followed by subject.

26) *Ba gandra so ia.* (It is in stable)

→ Ba gandra      so      ia.  
Adverb              auxiliary      it.

Nias clause begins with adverb “*ba gandra*” followed by “*so*” as auxiliary and then subject “*ia*”.

Simply, the teacher can use the rule as the guide of them in teaching Nias language to the students. So, these information can help them in teaching Nias language as local subject to their students for choosing strategy or technique be applied. The finding had implications for teaching Nias language to the students. The teacher can understand the meaning obtained in in every clause in text and it help them to teach grammar of Nias language functionally even though they do not have enough books as their resources. Clearly, the researcher would explain them in the discussion.

### The Findings

Shortly, this research had findings as following:

1. The result of analysis described that all types of process occur in ten descriptive texts of Nias language handbook used in the six grade of elementary school published by Yayasan Gema Budaya Nias even though the occurrences are not smoothly in every text as explained in table 4.52. The ten descriptive texts in that handbook consist of 160 clauses. From 160 clauses, the six processes were occurred in the texts with the percentage as follows: Material process occurred in 92 clauses or 57.5%, Relational process occurred in 27 clauses or 16. 87%, Mental process occurred in 16 clauses or 10 %, Existential process occurred in 13 clauses or 8.12%, Behavioral process occurred in 7 clauses or 4.37%, and Verbal process also occurred in 5 clauses 3.12%.
2. Material process as the dominant types occurred in the descriptive texts. From the percentage, it can be said that the most dominant types of process occurred in 111 clauses is Material process 55, 85%. It could be stated that Material process occurred in 62 clauses from 111 clauses. It showed that many clauses in the texts represented the actions as involving the Actor which also affect what are being done to another participant in the clause called Goal since the action is in sense directed at the participant.
3. Systemic Functional Linguistics influences how different structure constructs meaning and it focuses on authentic texts and their context of use. It can be used as the guides of

teaching Nias language as a local subject to the students as discussed in the discussion below.

## Discussion

Related to the findings in the previous, Nias language has specific own different grammar with Indonesian. The differences became matter of students in studying Nias language as their local subject because their mother tongue was Indonesian. From the results of this research, the differences can become as guide to Nias Language teacher in teaching the students about Nias language. The differences would be discussed in following.

1. Nias language clauses were started by subject but it attaches directly in front of the predicators. It happened when the sentences have participant II. Words '*i*' and '*la*' have role as actors of the process '*kea' ö, boto, fataelu, falega, and fenganga*' which attach directly in body of processes. For examples:
2. Changing 'noun become adjective' in Nias language, we only add prefixes '*sa-*' or '*za-*' in front of that noun which is the prefix attached directly to noun. The clause does not use 'relative pronoun 'who' ' anymore. For example:
3. In changing 'noun become verb' in Nias language, we only attach prefix '*mang-* or *mo-* to the noun'.
4. Attaching 'prefix *mo-*' to noun showed the possessive of the noun. For examples: *mo-* + *gambi* (had jowls), *mo-* + *tuga* (has comb), *mo-* + *bu* (has hair), *mo-* + *ahe* (has led/foot), *mo-* + *tanga* (has hand), and *mo-* + *fena* (has pen).
5. Nias language has TO BE '*da,ö*', but it is rarely used in sentence especially in relational. Subject is in front and it is followed by adjective or noun and vice versa. Meanwhile in existential process never used TO BE, except in negative form Nias language uses '*lö*' as auxiliary of the clause to describe negation.
6. his findings also express language experience which is Material process occurred 55.85% of the whole clauses in the texts. It described that the types of the texts in handbook used in sixth grade of elementary school published by Yayasan Gema Budaya Nias dominated by narrative or recount text.
7. Nias language has different grammar with Indonesian. Nias language commonly uses verb in the initial position when the verb has indirect object and subject is in initial position but the subject itself attaches to verb.
8. Looked at the results of the study above and the relation of the Nias people daily life described that Nias people are people who want working hard to struggle for life. They want doing whatever jobs and works in order to get successful in their life. As we saw in their daily life, Nias people work as farmers, laborers of building, laborers of harbor, driver, employees in factory, official governor, etc

## CONCLUSION

This research has answered the three research question formulated in chapter one. The conclusion can be drawn as follows: First, all transitivity types in experiential process occurred in the texts of handbook used at the sixth grade of elementary school published by Yayasan Gema Budaya Nias with the details are material process was 56.75%, mental process was 21.62%, verbal process is 4.50%, relational process was 21.62%, behavioral process 3.60%, and existential process was 3.60%. Second, material process was a dominant process occurred on the text of handbook used at the sixth grade of elementary school published by Yayasan Gema Budaya Nias because it occurred in 63 clauses, equal with 56.75% as the highest percentage. It showed that the types of text are dominant by narrative texts. Third, systemic Functional Linguistics influences how different structure constructs meaning and it focuses on authentic texts and their context of use. It can be used as the guides of teaching Nias language as a local subject to the students as discussed in the discussion below.

Related to data analysis, it found some other finding in Nias language, such as: First, Nias language clause, processes are used in the beginning and then followed by subject

when the clauses do not have participant II or the actors stand alone or separate from processes. Second, Nias language clauses were started by subject but it attaches directly in front of the predicators. It happened when the sentences have participant II. Words 'i' and 'la' have role as actors of the process 'kea' ö, boto, fataelu, falega, and fenganga' which attach directly in body of processes. Third, changing 'noun become adjective' in Nias language, we only add prefixes 'sa-' or 'za-' in front of that noun which is the prefix attached directly to noun. The clause does not use 'relative pronoun 'who' ' anymore. Fourth, In changing 'noun become verb' in Nias language, we only attach prefix 'mang- or mo- to the noun'. Fifth, Attaching 'prefix mo-' to noun showed the possessive of the noun. Sixth, Nias language has TO BE 'da,ö, but it is rarely used in sentence especially in relational. Subject is in front and it is followed by adjective or noun and vice versa. Meanwhile in existential process never used TO BE, except in negative form Nias language uses 'lö' as auxiliary of the clause to describe negation.

Based on the results of this research, the researcher would like to give some suggestions to. First, the teacher, to increase their understanding about System Functional Linguistics especially on transitivity system in order to help them in construing what have been stated in the textbooks to teach Nias language as a local subject in Nias island. Second, the head master, to select the teacher who would teach Nias language to the students from English or Indonesian Department because the teacher had studied about System Functional Linguistics or System Functional Grammar. Third, Next researcher, to conduct relevant research about other part of System Functional Linguistics especially relate to teaching Nias language as a local subject in Nias.

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