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SYSTEMIC FUNCTIONAL LINGUISTICS IN EFL CLASSROOM: ANALYZING STUDENTS' RECOUNT TEXT THROUGH THREE METAFUNCTIONS

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ABSTRACT

One of the main challenges in learning English as a Foreign Language (EFL) at the Junior High School level is students' low ability to write recount texts that conform to the correct grammatical rules and text structure. Although recount texts are a type of text that is routinely taught, many students still experience difficulties in terms of the use of proper grammar, development of ideas, and cohesion between parts of the text. This suggests the need for an in-depth evaluation of the quality of students' texts, not only in terms of content but also in terms of their structure and function in the context of communication. This study is significant because it provides a thorough analysis of students' recount texts using the Systemic Functional Linguistics (SFL) approach through three metafunctions: interpersonal, experiential, and textual. Thus, this study not only reveals the extent to which students fulfill the expected generic structures and linguistic features but also identifies areas of weakness, particularly in aspects such as tense usage, subject-verb congruence, and cohesion devices. This finding is crucial for informing the development of more targeted learning strategies, particularly in enhancing the grammatical consistency and cohesion of students' texts. By understanding the linguistic aspects that students have not mastered, teachers can design more targeted teaching interventions to improve the overall quality of student writing.

Keywords: *Interpersonal, Experiential, Textual Metafunctions, Recount Text*

ABSTRAK

Salah satu tantangan utama dalam pembelajaran Bahasa Inggris sebagai Bahasa Asing (EFL) di tingkat Sekolah Menengah Pertama (SMP) adalah rendahnya kemampuan siswa dalam menulis teks recount yang sesuai dengan kaidah tata bahasa dan struktur teks yang benar. Meskipun teks recount merupakan salah satu jenis teks yang rutin diajarkan, namun masih banyak siswa yang mengalami kesulitan dalam hal penggunaan tata bahasa yang tepat, pengembangan ide, dan kohesi antar bagian teks. Hal ini menunjukkan perlunya evaluasi mendalam terhadap kualitas teks siswa, tidak hanya dari segi konten tetapi juga dari segi struktur dan fungsinya dalam konteks komunikasi. Penelitian ini penting karena memberikan analisis menyeluruh terhadap teks recount siswa dengan menggunakan pendekatan Systemic Functional Linguistics (SFL) melalui tiga metafungsi: interpersonal, eksperiensial, dan tekstual. Dengan demikian, penelitian ini tidak hanya mengungkapkan sejauh mana siswa memenuhi struktur generik dan fitur linguistik yang diharapkan, tetapi juga mengidentifikasi area kelemahan, terutama dalam aspek penggunaan tenses, kesesuaian subjek dan kata kerja, dan perangkat kohesi. Temuan ini penting untuk menginformasikan pengembangan strategi pembelajaran yang lebih terfokus, terutama dalam meningkatkan konsistensi tata bahasa dan kohesi teks siswa. Dengan memahami aspek-aspek kebahasaan yang belum dikuasai siswa, guru dapat merancang intervensi pengajaran yang lebih tepat sasaran untuk meningkatkan kualitas tulisan siswa secara keseluruhan.

Kata kunci: *Interpersonal, Pengalaman, Metafungsi, Tekstual, Teks Penceritaan*

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INTRODUCTION

Students need to produce high-quality writing, particularly in English as a Foreign Language (EFL) setting. In this context, Systemic Functional Linguistics (SFL) highlights three key metafunctions: interpersonal, experiential, and textual, as indicators of effective writing (Haq et al., 2022). These metafunctions organize the various elements and systems that constitute language into distinct domains of meaning. The interpersonal metafunction is used to establish social relationships and express identities, the experiential metafunction conveys ideas and experiences, and the textual metafunction ensures coherence in the text (Ledin & Machin, 2017). (Haratyan, 2011) This further emphasizes that metafunctions provide a semiotic framework, capturing the full meaning potential of language within a social context. Understanding these metafunctions is essential to interpreting how meaning is constructed and conveyed in students' writing.

Despite the importance of these elements, it is found that students encounter numerous problems in writing, including those in recount texts. These difficulties can be grouped into several aspects. Firstly, students find it challenging to use past verbs or the finite or residue in interpersonal meaning (Anggini & K., 2019), (Sartika et al., 2022), (Mukherjee, 2023). Second, students' recount texts lack coherence and cohesion. Students often struggle to structure their recount texts in a way that makes sense chronologically and thematically, (Sartika et al., 2022), (Yunita, 2018). Thirdly, the students struggle to focus on the main idea and are unable to expand their ideas, providing detailed accounts of events in their recount text. (Arigusman, 2018), (Saori & Sugianto, 2023).

While a body of research examines different aspects of writing through the lens of Systemic Functional Linguistics (SFL), most studies have focused on a single metafunction or a narrow aspect of writing. Studies on interpersonal aspects reveal that students' recount texts predominantly employ the declarative mood, indicating a focus on providing information about past experiences. Modality (expressions of certainty, obligation, etc.) is rarely used, resulting in mostly one-way communication from writer to reader (Faradina & Emilia, 2024), (N. Sayukti & Kurniawan, 2018), (Cakrawati, 2018). Additionally, errors frequently occur in verb tense usage (mixing past and present tenses) and subject selection, which can impact the clarity of interpersonal meaning (Sayukti & Kurniawan, 2018; Cakrawati, 2018).

Meanwhile, studies on experiential (ideational) aspects demonstrate that material processes (actions/events) and relational processes (descriptions/relationships) are most common, showing that students mainly recount events and explain situations (Andaruli, 2015), (Herman et al., 2023). While material processes dominate, some use of mental and verbal processes is also observed, (Herman et al., 2023). Previous studies also explored textual meaning, which showed that students use Theme Reiteration (repeating the same theme), Zigzag (moving information from rheme to theme), and Multiple Theme patterns, which help maintain coherence and focus in their writing (Dewi & Kurniawan, 2018), (Yunita, 2018). These studies have not comprehensively addressed all three metafunctions in students' recount texts. This research aims to fill this gap by conducting a detailed analysis of interpersonal, experiential, and textual meanings in students' recount texts, using the SFL framework.

Without such an analysis, we risk missing crucial insights into how students construct meaning in their writing. If this study is not conducted, the understanding of students' struggles in writing could remain incomplete, and educators may not be equipped with the necessary tools to improve the quality of students' texts. Addressing these issues could lead to more effective pedagogical strategies, ultimately improving students' writing proficiency.

LITERATURE REVIEW

The metafunction of Systematic Functional Linguistics (SFL) is interpersonal, experiential (Ideational), and Textual metafunction. The three metafunctions have different functions in the text based on their meaning. Those metafunctions are focused on fulfilling three primary functions: the various elements and systems of the purpose. It means that metafunctional has concerned the word or constituent order as the main elements in the meaning approach (Farshbafian & Asl, 2020).

Interpersonal relations are enacted in the form of exchange between the speaker and the listener. Those metafunctions give the relationship between the writer and the reader. The text typically expresses the means that are usually found in a particular grammatical variation. The variation exists in one part of the clause, and the other clause is not affected. The fundamental of Interpersonal meaning is the Mood System. The mood system consists of a subject and finite (Diana, Mood Structure in students' recount texts, 2016). The definition of the mood element is (1) Subject, which is part of a nominal group, and (2) Finite, which is part of the verbal group. The nominal group in the subject can appear from the noun, a gerund, a pronoun, or an infinitive. The verbal group in finite can appear from tense or modality (can, may, could, might, must, and ought to) and a lexical verb in the ordinary form in English verb tense (e.g., do, does, loves, go, are, give).

In addition, Subject and Finite are closely linked together and combine to form one constituent, which we call the mood. The mood is the element that realizes the selection of mood in the clause. The remainder of the clause we shall call the residue. Other aspects of mood structure consist of three kinds of functions: Predicator, Complement, and Adjunct. First, the predictor presents a verbal group in major clauses, seen as Finite in mood element; for example, works, is working, has been working, will be working, may work, and the other. Second, the complement is an element within the residue that has the potential for being given the responsibility of argument. Third, there are two unique types of adjuncts. These are the modal Adjuncts and the conjunctive Adjuncts.

The experiential metafunction is used to convey ideas and experiences. The experiential metafunction is a change model as a figure of happening, doing, sensing, saying, being, or having (Matthiessen & Halliday, 1999). The transitivity system provides the lexical and grammatical resources for construing a quantum of change in the flow of events as a figure—a configuration of elements centered on a process. The grammatical system achieves that transitivity (Halliday & Matthiessen, 2004). Six types of processes represent human experiences: material, mental, relational, behavioral, verbal, and existential processes (Matthiessen, 2014).

The metafunctions in SFL that explain coherence and cohesion are called the textual metafunction. (Matthiessen, 2014) believes these two functions exist through textual metafunction. It can show the meaning achieved through the textual metafunction in different contexts, including writing. The structure that carries this line of meaning is known as thematic structure.

There are various and sometimes different points of view about coherence and cohesion. Thematic Progression contributes to the cohesive development of any text, ensuring the distribution of both given and new information, which must follow specific patterns. Thematic progression refers to how the texts develop the ideas they present in the Theme-Rheme structure. The theme serves as the departure point of the message, and the rheme is the part in which the theme is developed (Matthiessen, Halliday's Introduction to Functional Grammar, Fourth Edition, 2014). In addition, Themes and rhemes contribute to the flow of information and create coherence in the text (Herriman, 2011).

RESEARCH METHODS

This study employs a qualitative descriptive research design, which is appropriate for several reasons. First, the research is conducted in a natural inquiry setting, aiming to explore the phenomenon as it occurs in its natural context (Sandelowski, 2000). Second, there is no manipulation of variables or intervention in the study, which aligns with the nature of descriptive qualitative research, offering a flexible approach to data examination (Lambert & Lambert, 2012). In this study, a case study design was employed to analyze students' recount texts in terms of the three metafunctions of Systemic Functional Linguistics (SFL): interpersonal, experiential, and textual. The focus on these metafunctions provides valuable insights into understanding and interpreting the text (To et al., 2015).

Research Design

This study utilizes a case study approach to analyze recount texts written by junior high school students. The analysis focuses on the three SFL metafunctions: interpersonal (mood and semantics of interaction), experiential (transitivity, participant, process, and setting), and textual (thematic pattern). These elements were selected because they offer a detailed understanding of how students construct meaning through their texts.

Participants

The participants in this study were three junior high school students from a school in West Java. The students were selected using systematic sampling, a method where every participant is chosen based on predefined categories. The dataset consisted of three recount texts written by these students, each representing a different level of text quality. Specifically, the texts were categorized as high, mid, and low quality based on their generic structure and organization. High-quality texts were characterized by a complete generic structure and appropriate language features, mid-quality texts had an incomplete structure, and low-quality texts lacked structural completeness.

Data Collection

The data for this study were collected from the recount texts of three students. The systematic sampling technique was employed to select texts from different categories (high, mid, low) based on their structure and organization. This method of selection does not require numbering or the use of a random number table, making it a more convenient and efficient way to gather the data (Creswell, 2012). The selected texts were analyzed based on their adherence to the generic structure of a recount text and their language features, including completeness of the structure.

Data Analysis

Data analysis in this study was carried out by examining the recount texts through the lens of the three SFL metafunctions. First, each text was broken down into individual sentences, with every sentence then analyzed for interpersonal, experiential, and textual meanings. The analysis of the interpersonal metafunction focused on the mood system and semantics of interaction, while the experiential metafunction involved examining transitivity, participants, processes, and settings. The textual metafunction was analyzed through thematic patterns in the texts.

The data were identified using a rubric that categorized the metafunctional features of the texts, focusing on elements such as the subject, circumstance, finite, mood system, and theme. The texts were then grouped according to their quality (high, mid, low) based on the completeness of their generic structure and language features. Finally, a comprehensive analysis was conducted to compare the different categories of recount texts and identify any patterns or significant findings related to the use of the three SFL metafunctions.

FINDING

1. Interpersonal Metafunction in Students' Recount Text

The analysis in this study focused on three metafunctions of language, as outlined in the Systemic Functional Linguistics framework (Halliday & Matthiessen), namely interpersonal, experiential, and textual. Each metafunction contributes differently to the formation of meaning in students' texts. This analysis aims to reveal how students construct meaning through specific linguistic structures, the extent to which they apply relevant linguistic elements, and which aspects still require improvement in their learning. In this section, the results of the analysis of students' recount texts are presented, starting from the interpersonal metafunction. This analysis encompasses the mood system, sentence types, and the way students convey interpersonal meaning in their texts.

a. The Results of Text 1 Analysis

There are processes of interpersonal meaning to analyze the text, the semantics of interaction, and the mood system. In this text, the semantic interaction conveys information through several statements, where the student only delivers statements based on personal experience. Interpersonally, the dominant mood type of the text is declarative. For example, *Everyone was happy to rest first. After that, I slept for a while because I was tired. Then, I woke up at 05.07 am for prayer and took a shower.* Furthermore, the sentence consists of a subject, a predicate, and an adjunct, described as a declarative sentence. It is provided in the sentence: *7 months ago, my extended family and I went to the lake to attend my father's sister's wedding.*

According to text 1, there are mood systems in all aspects, such as subject, finite, mood, and residue. This text provides all the components of the mood system. There are also adjuncts and complements shown in the text. The circumstantial adjuncts that exist in the text include 'after a while,' '7 months ago,' and 'finally.' Then, the complement of this text is also shown in one of the sentences; my friend was *sick and nauseous*.

Besides the circumstantial adjunct, there is also a circumstantial place to show where the event takes place (at the mosque). There is also a circumstantial time of this text (at 02.32 pm) and a circumstantial purpose (for prayer and to take a shower).

b. The Results of Text 2 Analysis

According to Text 2, the researcher has analyzed mood systems and semantic interactions in the text. In the semantics of interaction, almost all the purposes of the student are to give information through the use of speech roles, commodities, and speech functions as a statement. Interpersonally, most of this kind of text is a declarative sentence. Thus, a student just delivers the message they want to provide in writing. One example of a declarative sentence is shown in the following sentence: *My unforgettable experience happened when I was in the 5th grade. I was chased by sheep when I came home at 12.02 pm.* It means that the student only gives the information through the statement. This function is concerned with the semantics of interaction.

Furthermore, the element of the mood system consists of a subject, a finite verb, a predicative, a complement, and an adjunct. One of the sentences that consists of the subject, finite verb, predicative, and complement is shown in this sentence: *My friend and I ate a snack.* Then, it consists of a subject, a finite complement, and a circumstantial adjunct. For example, *finally, the sheep were taken away by the owner.* Besides that, there are also the subject, finite, and complement components. For example, *there was a sheep that was loose.*

Besides, circumstantial type in interpersonal metafunction of a student's text, there is also circumstantial adjunct (even though, when, then, because, after that) and circumstantial of time (at that time).

c. The Results of Text 3 Analysis

In this metafunction, the researcher has analyzed the text according to the mood system and the semantic structure of interaction. In semantic interaction, the text-only gives information to the reader through several statements. Interpersonally, the sentence of this text is declarative. It has been proven that the student is only providing information, with no interaction. The researcher found the shape of declarative sentences, for example: *On 13 November 2021, I went to mountain Guntur with my friends. All students gathered in the school first. After all, the students gathered, we got into the car.*

There are also circumstantial adjuncts and places in students' texts. The circumstantial adjunct shows on (suddenly, however, because, before that). Then, the circumstantial place shows on (at mountain Guntur parking area, in the school first).

1) Experiential Metafunction in Students' Recount Text

There are six types of processes in students' recount texts, as analyzed in terms of transitivity. The researcher analyzes the category processes in 6 aspects: material, mental, relational, behavioral, verbal, and existential (Halliday, 2014).

a. The Results of Text 1 Analysis

In experiential meaning, the researcher has analyzed the text through the transitivity process. The text is comprehensive and consists of 34 processes that the student uses. Experientially, the text consists of several processes, different participants, and also circumstantial factors. The process is dominantly the material processes of this text. It is shown that material processes are one of the language features of recount text—20 material processes used in the text above. The material processes are turned, approached, had, left, crossed, wanted, arrived, stopped, and others. The use process of the material can be described as follows: Then, we had eaten.

Another process mentioned in the text is the mental process. There are two mental processes in this text. It is shown in the sentence, *I did not know why it happened, and we wanted to go home again.*

The relational process exists in ten processes in this text. One of the examples of the relational process is; *my friend was sick and nauseous, my brother and I were sleepy, and everyone was happy to rest first.* Then, this text has one behavioral process: *I slept for a while because I was tired.* In addition, there is only one existential process of text. For instance, *there was a friend who was crying.* However, the verbal process is not conveyed in the text.

Regarding the participant type, most of the participants in the student's text are Actor and Carrier. The participant as the material process is mentioned by the actor, for example, *Everyone took.* The complement of this sentence is mentioned as the Goal, for example, following the sentence: 'Everyone took a break on the side of the road.' Additionally, the participant in the relational process is mentioned by the carrier and the complement as an attributive. Following the example of the sentence, they were both legally: *husband and wife.* The explanation of the sentence above is that they are the carriers, and both are legally the attributive. There is also a circumstantial adjunct of the sentence in the adverbial phrase.

Another participant, Sense, who views the mental process as sense and the complement as phenomenon, following the sentence: *I did not know why it happened.* There is also a participant in the student's text. The complement in existential process, as existent; for example, "*there was a friend who was crying.*" Regarding the circumstantial type, most of the circumstantial types in students' texts are circumstantial adjuncts (Then, After that, Finally, etc.). Besides that, there are also circumstantial place (at the lake), circumstantial time (at 03.09 AM), and circumstantial purpose (for prayer and to take a shower) that are used in the student's text.

b. The Results of Text 2 Analysis

In experiential meaning, the researcher has analyzed the text through the transitivity process. The text is comprehensive and consists of 21 processes used by the student. Experientially, the text above is dominant in the material processes. According to language features in recount text, it is related to using action verbs. 13 material processes apply to the text. The verb in the sentence is shown in material processes such as chased, went, ate, taken, entered, and others.

Regarding the participant type, the most of participant in student's text is Actor. The participant as material process is mentioned by the actor and the complement by the Goal. Following one of examples of this sentence; *My friend and I ate a snack,* My friend as the Actor and a snack as the Goal. On the other hand, there is also the participant as Carrier. The participant on relational process is mentioned by carrier and the complement as attributive. Following the example of sentence; *His house was not far from my house.* There is the participant of existential process. The complement in existential process as existent, for example; *There was a sheep that was loose.* In addition, there is also the participant of Sense, the participant on mental process as sense and the complement as phenomenon, following the sentence; *I looked behind me.*

Regarding the circumstantial type, the most circumstantial type of this text is circumstantial adjunct, for example; even though when, then, because, after that, and so. There is also the type of circumstantial of time, for example; *at that time.*

c. The Results of Text 3 Analysis

In experiential meaning, the researcher has been analyzed the text through the transitivity process. The text as comprehensive consists of 16 processes used by the student. Experientially, the text above is dominant in the material processes. Nine material processes stand on the text. For example, following the material processes that showed on the word; gathered, arrived, got, started, laughed, was fallen, and hiked.

Moreover, in this text, there is only one mental process. The example of the cognitive process following the sentence; *I saw my friend was fallen because she slipped*. There are also three relational processes of the text. The example of the relational process shown in the sentence; *I was immediately to help her & my friend became embarrassed*. Nevertheless, there are no behavioral and existential processes based on the other transitivity processes. Regarding the participant type, most of the participant in the student's text is Actor. The participant, as a material process, is mentioned by the actor, and the complement is mentioned by the Goal.

Regarding the circumstantial type, the most circumstantial type in student's text are circumstantial adjunct and circumstantial place. The circumstantial adjunct shows on following the example of; suddenly, however, because, before that, and so on. Then, the circumstantial place is demonstrated following the example of; at the mountain Guntur parking area, or in the school first.


2) Textual Metafunction in Students' Recount Text

a. The Result of Text 1 Analysis

Textually, the text above consists of two patterns of textual metafunction: Reiteration and Zigzag. The zigzag pattern focuses on the text. There is one zigzag pattern that exists in the text. For example;

(1) *After a while, everyone took a break on the side of the road to buy foods and drinks.*


After buying them, everyone got in the car again so we could get there quickly.



On the other hand, 5 Reiteration patterns in the text are to focus on the text. For example;


(1) Then, *my brother and I* were sleepy.

After a while, *we* were woken up.



(2) After that, *I* slept because I was tired.

Then, *I* woke up at 05.07 am for prayer and took a shower.



The conclusion of the text one about thematic progression is dominantly reiteration pattern. It is mean that the student able to make the text focus.

b. The Results of Text 2 Analysis

Textually, the text above consists of two patterns of textual metafunction: Reiteration and Zigzag. However, in this text, the researcher only finds one pattern of a textual metafunction. This text is the only Zigzag pattern to make the text cohesive. There are two zigzag patterns like the following on the example:

(1) *There was a child who brought the sheep.*

It escaped from the child's hand.

(2) *I went to a friend's house without permission because I was afraid of being chased by the sheep.*

Finally, the sheep were taken away by the owner.

This conclusion of the text is only used to employ the Zigzag pattern, so that students are able to make the text cohesive.

c. The Results of Text 3 Analysis

Textually, the text above consists of two patterns of textual metafunctions: Reiteration and Zigzag. In the text above, there are two Reiterations, and there is only one Zigzag pattern. The function of re-orientation is to make the text focused. The Reiteration pattern which is shown in the text above is, follows the example;

(1) *All students gathered in the school first.*

After all, the students gathered, we got into the car.

(2) *After a while, we arrived at the mountain Guntur parking area.*

Before that, we had a briefing with our teacher.

Then, we started our journey to hike the mountain.

Moreover, there is only one Zigzag pattern to make the text cohesive. The example of zigzag patterns is as follows:

(1) *Suddenly, I saw my friend was fallen because she had slipped.*

I was immediately to help her.

According to the text, the student applies two patterns of thematic progression: Reiteration and Zigzag. It is mean that the student able to make the text focus and cohesive. However, it is still lack of put the more patterns on the text.

DISCUSSION

1) Interpersonal Metafunction

Based on the data on findings, it can be concluded that mood type is often used in declarative sentences. The function of a recount text is to describe past experiences by retelling events in the order they happened. Additionally, this aligns with a previous study analyzing recount texts, which found that the mood type in recount texts typically uses the declarative mood, providing readers with information about their experiences (N. K. Sayukti & Kurniawan, 2018). Regarding the commodity, most students writing the text are tasked with providing information. It is also supported by Yuliana and Imperiani (2017), who note that her research offers valuable insights into the analysis of text mood types.

Almost all data show statement regarding speech function. It is in line with the purpose of recounting a text to convey information by retelling the experience. It is supported that the purpose of recount text is to reconstruct past experiences by retelling events. (Hyland, 2014). Therefore, it can be expected that when students are required to write a recount text, they will be able to state and share their past experiences. Most students use personal pronouns, proper nouns, common nouns, and circumstantial adverbs in mood structure. The structure above is linked with the language features of recount text related to personal pronouns. For instance, the use of personal pronouns includes 'I' as the first-person singular and 'we' as the first person plural. This case is in line with (Christie & Derewianka, 2010), in that recount text focuses on the specific participant. The use of particular participants has been proved by (Christie & Derewianka, 2010) Is the wide use of the subject of students' recount text appropriate with one of the linguistic features as a specific participant.

There are also circumstantial adjuncts, including time, place, and purpose. The circumstance shows the sentence as realized by adverbial and prepositional phrases. Most students put circumstantial adjuncts in the sentence. It is in line with the language features of recount text that use temporal clauses and circumstances (Christie & Derewianka, 2010).

Furthermore, almost all participants tend to fulfill the generic structure of a recount text. There are three stages of the generic structure of recount text: Orientation, Series of Events, and Re-orientation, which follow the generic structure stages (Gruber & Muntigl, 2005). It is also linked with the previous study, in which the researcher analyzed the recount text in English textbooks that fulfilled the generic structure, linguistic features, and social function of the recount text (Sianipar et al., 2020). However, a previous study contrasts with this research about the use of the generic structure of recount text. According to (Anggini & K., 2019) The text had an inappropriate recount text organization, especially in its generic structure. The problem faced was that the student had difficulties deciding on orientation and re-orientation in writing the text. Secondly, this is in line with the researchers of (Prayitno et al., 2021) The students' recount text had been analyzed based on the generic structure of the recount text.

2) Experiential Metafunction

Regarding experiential metafunction, almost all participants dominantly use material processes. It is undoubtedly in line with the purpose of recounting text to retell past events, where material processes are realized through an action verb to retell the students' experience (Knapp & Watkins, 2005). It is also supported by several previous studies that had analyzed the text by transitivity processes. The results show that the analyses of the texts reveal significant material processes more

than any other process. Firstly, Ahmad (2019) has analyzed that the highest dominance of the writer is material processes. This is also supported by the previous study, which found that the researcher Ezzina (2015) discovered that the writer tends to use material processes more frequently than other process types. In analyzing other processes, the researcher uses transitivity to analyze the text. According to Halliday (2014), six types of processes represent human experiences that were identified: material, mental, relational, behavioral, verbal, and existential processes. The researcher also found the other processes that appear in the texts.

Besides material processes that dominate the students' recount texts, there is also a mental process. The cognitive process is essential in the recount or narrative text. According to (Zheng, 2021) It is proven that the mental process is concerned with human emotions, including cognition, perception, and affection. Besides that, the cognitive process and mental process used on the three students' recount texts.

The relational process is covered in many different ways or can be expressed in English clauses (Eggs, 2004). The process of relational based on the students' recount text above is richer than any other process besides the material process. When writing the recount text to retell the events, students need activities such as linking verbs, "to be," and others. This finding aligns with a previous study, which reported that 20.26% of writers use a relational process when writing recount texts (Ahmad, 2019).

The behavioral process is illustrated in Text 1 and Text 3. However, the behavioral process is not readily apparent in Text 2. The behavioral process, such as sleeping, laughing. The use of the behavioral process is also supported by Eggs (2004), who argues that part of the action must be experienced by a conscious being, such as dreaming, laughing, smiling, coughing, and other similar actions. The use of behavioral process on recount text is proven by (Ezzina, 2015), which has analyzed the recount text of students. The writers use a 5.47% behavioral process to share their experience with a conscious being.

Another process of transitivity is the existential process. The existential process represents experience as positioning something 'there was/is.' It is present in the clause because the clauses in English require a Subject (Eggs, 2004). Also, the existential process is conveyed to introduce the subject in the clause (Christie & Derewianka, 2010). The existential process is also presented in Text 1 and Text 2. However, there is no existential process in text 3. However, almost all students do not visibly use verbal processes.

In the recount text, the use of material and mental processes is realized with the generic structure and language features of the recount text. Several previous studies have proven that the criteria are fulfilled with the element of recount text. Regarding the participant type, most participants in students' recount texts are the Carrier and Actor. There is also a participant of sense and sayer of students' recount texts. It means that the student can express their feelings as long as the experience has happened. In addition, there is also a participant in the behavioral and existential process. It is shown to describe the habit or existence of something that happens in the event.

Besides, the transitivity analysis is realized in experiential metafunction. There is also the kind of circumstantial evidence of students' recount text. Almost all participants emphasized the event's circumstantial time and place. It is in line with the previous study that recount text has fulfilled the criteria based on language features such as specific participants, temporal sequence, the circumstance of time and place, material process, and past tense (Jasmine, 2020).

3) Textual Metafunction

In textual metafunction, the researcher focuses on the progression of thematic analysis. Thematic progression refers to how the texts develop the ideas they present in the Theme-Rheme structure (Matthiessen, 2014). Reflecting on (Budiarti, 2015) in textual metafunction, most of the texts present various types of the Theme, including reiteration patterns, zigzag patterns, and multiple patterns. A previous study analyzed English learner essays using thematic patterns and found that they had positive effects on students' writing progression (Wei, 2017). The researcher also supports the function of these thematic patterns, which the reiteration pattern has been effective in enhancing the levels of cohesion and coherence in the writing tasks, as the training designed and applied in the present study was reliable and valid (Paziraie, 2012).

However, according to the students' recount text, there are no multiple patterns in the students' text. It is not a problem in recount text when various patterns are not found because the purpose of the recount text is to retell events in chronological order. Almost all students dominantly applied reiteration patterns on this recount text. It aligns with the function of reiteration patterns to focus the text. It means that the writer can maintain the focus of the texts with reference to the same Theme as the subject. This is also supported by a previous study, which found that teachers were able to create coherent texts from a thematic perspective and Thematic Progression. They continued to identify the topic (Dewi, 2016).

Furthermore, the reiteration pattern is also dominant in each paragraph of the text. It is related to the researcher by (Wahyuni, 2018). She said that the reiteration tends to make texts focus by repeating the same Theme. Analyzing the text reveals that there are three types of thematic progression. They are the Theme Reiteration (76.03%), Zig Zag (19.84%), and Multiple Theme (4.13%) patterns. It can be concluded that the writer presents the cohesion of the text. It means that the writer can focus on the Theme in each sentence. The Zigzag pattern also applies to the students' recount texts above. The function of using the Zigzag pattern is to make the text cohesive. The Themes relate to it, and the Rhemes contribute to the flow of information and create coherence in the text (Herriman, 2011).

In addition, the description of using the Zigzag pattern ensures that all students understand how to make cohesive sentences in each paragraph. According to the results above, each student employs these patterns to create a good thematic progression in writing the recount text. Most of the thematic progression in students' recount texts is shown to Follow Reiteration and Zigzag patterns, which are the most dominant in English texts. This finding is also explained by Yunita (2018), who found a trend of thematic progression in the students' texts in general, presenting Theme Reiteration and Zig-Zag patterns as the most dominant thematic pattern in the line of text English. Therefore, all students have attempted to make their texts well-organized, incorporating their writing characteristics in the recount text.

CONCLUSION

Based on the findings and the discussions presented in the previous section, there are four conclusions. First, from an interpersonal metafunction perspective, students have fulfilled social functions and generic structures. It is seen from the use of mood type and the arrangement of mood elements such as subject, finite, complement, and circumstantial. Second, in terms of experiential metafunction, students have fulfilled the result and linguistic features of the text. It is evident from the type of process, participants, and circumstances in students' recount texts. Third, in terms of textual metafunction in the three patterns, students still have problems in making the text cohesive.

It is seen from the lack of patterns used by students. Fourth, students still have difficulties in determining the tense and subject of agreement, which, of course, hinders their achievement of the text. Therefore, the teacher must provide explicit teaching methods and offer feedback to students.

The findings indicate the importance of explicitly teaching the interpersonal, experiential, and textual metafunctions of language to students. Teachers are required to integrate various learning activities that focus on mood types, process types, and cohesion strategies to enhance students' writing skills. Furthermore, teachers can also provide specific feedback in areas where students tend to make more errors in writing. Finally, teachers can improve students' abilities to compose more effective, coherent, and grammatically correct texts.

Further study can be conducted to investigate the metafunctions in other genres, such as narratives, argumentative, or expository texts. By doing so, it will provide more insights into text analysis beyond recounting text. Besides, potential further studies can also focus on teacher feedback after text analysis to identify the types of feedback or corrections used by teachers.

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