

REALIZATION OF THE TRANSITIVITY SYSTEM GRAMMATICALLY IN FORMAL AND INFORMAL LANGUAGES IN ANGKOLA: SYSTEMIC FUNCTIONAL LINGUISTICS APPROACH

Ilham Sahdi Lubis¹

T Silvana Sinar²

Eddy Setia³

Nurlela⁴

^{1,2,3,4}Universitas Sumatera Utara
ilhamsahdilubis14@gmail.com
tengkusilvana@usu.ac.id
eddysetia@usu.ac.id
nurlelamajrul@usu.ac.id

Abstract: *Language cannot be understood one at a time without considering contextual information about the current circumstances and culture. As a result, language can only be understood when individuals comprehend the circumstance and culture. This research aimed at identifying the realization process types in the Angkola language. This research applied a qualitative research method. The researcher collected the data from the Tabagsel. The collected data, presented in sentences and clauses, were analysed using Halliday's transitivity system. Findings show that the process type that are dominantly used in the students' narrative texts are material, behavioural, intensive attributive, verbal, mental, and existential processes. The material process was the most common process type used because the subjects were connected to past figures. The findings in this research of the text of Angkola language demonstrate that the texts must use the linguistic elements of a clause to give information. The purpose of text types in Angkola language is to encourage readers to imagine the words and sentence patterns used in the texts. It may help to minimize misunderstandings about the contents of the Angkola language. As a result, while creating a text, the subjects must employ the proper specific meaning, generic structure, linguistic characteristics, and language elements to stimulate readers' interest in providing necessary information while entertaining them.*

Keywords: Systemic Functional Linguistics (SFL); Transitivity; Formal; Informal; Angkola Language

Introduction

Language science that has systems and rules. In linguistics, the term constituent has been known, namely the lingual element which is part of a larger construction. Angkola language is mediated in spoken and written language. In schools the Angkola language text is used in learning and outside the school Angkola language is used every day among the community, because of the written text, the younger generation has studied the layers of lingual units arranged from the largest constituent to the smallest constituent, namely the text-paragraph sequence. -sentence-clause-phrase-word-morpheme. They are trained to arrange clauses and sentences to form paragraphs.

Empirically, the Angkola language has been widely studied by experts from various fields, but according to the author's observations, no one has studied it from the perspective of its Transitivity System. In connection with the above, this research is very necessary to be done. For example, (Anni Rahimah et al., 2019) examined the Angkola language on the problem of morphological and syntactic grammatical interference of the Angkola Batak language that occurred in students' Indonesian essays.

Empirical linguistic studies conducted with the above approach focus on certain lingual elements in the scope of grammar and sociolinguistics but pay less attention to the role of the lingual elements studied in the function and meaning of the text and the context in which the lingual elements are placed. It is located. Here there is an advantage of the theoretical approach to Systemic Functional Linguistics (SFL) which pays attention not only to the lingual elements in the scope of the clause, but also to the elements of the situational context, cultural context, and ideological context.

In discussing linguistics, functional terms are often contrasted with formal terms that refer to flow. The functional school which was pioneered by Halliday is a functional systemic linguistic school which involves the paradigmatic and syntagmatic systems of language in a functional manner. Functionally, language has three main functions, namely ideational functions, interpersonal functions, and textual functions. These three functions are called language metafunctions, and the three functions represent different realities.

The ideational function is the function of language to express the physical-biological reality related to the interpretation and representation of experience. The interpersonal function is the function of language to express social reality and is concerned with the interaction between the speaker/writer and the listener/reader, and the textual function is the function of language used to express reality relating to the organization of the creation of the text in context.

In the ideational function, the term transitivity is known, if it is discussed in linguistic nuances, transitivity can be seen from various points of view. The transitivity of a clause can be measured from a semantic and grammatical point of view. In this regard, the verb that plays a role in a clause or sentence can be either a transitive or an intransitive verb. The transitivity system discussed in this study explains how a meaning is represented in a clause. Transitivity has a role in showing how speakers describe their thoughts about reality and how they combine that experience with the reality around them. The transitivity system describes the various processes involved and the structures that create them. Thus, the Angkola language which is still productive and dynamic in use can be used as a new study which is expected to be used to express the legitimacy of the language system and the transitivity function of the Angkola language. For this reason, this article discusses the realization of the transitivity system grammatically in formal and informal languages in the Angkola language.

Literature Review

This study applies SFL theory to analyse the classification, function and type of transitivity system contained in the Angkola language. The transitivity system analyses the linguistic data based on the problems studied, so in this section it is necessary to explain the SFL theory which focuses on the transitivity system and social context in the formal and informal texts of the Angkola language. In SFL the social context that affects language occurs in the context of the situation and culture which includes ideology. Language metafunction is defined as the function of language in the use of language-by-language speakers (Abdulrahman Almurashi, 2016). In every interaction between language users, speakers use language to describe, exchange, and assemble their experiences.

Transitivity is a system that describes experience as a type of process related to participants and circumstantial. Transitivity is related to the selection of the type of process and the role of the participants that are realized into the reality of experience (Susanto, 2015). Transitivity can show how living things describe experiences based on the reality that is happening around them. Aspects of experience that are based on reality consist of processes or verbs that are done (doing), events (happening), senses (sensing), existence (existing), related to utterances (verbal), and those that connect (relational).

From the explanation above, the meaning of experience or experiential meaning which is based on reality is related to what is experienced by every living thing in the world described into a type of transitivity or process. In the selection of transitivity or the type of process in a clause can involve or influence the role of participants, each clause is related to the role of different participants; actor, sensor, behavior, sayers, extent, carrier (Alhumsi et al., 2021). The types of processes involved in a clause consist of processes; material, mental, verbal, behavioural, relational, existential, and meteorological.

Transitivity relates to experiential meaning and semantic elements such as the role of participants and the type of process represented in a clause. So, transitivity does not analyse a sentence because a sentence can consist of a simple clause and a complex clause. From this concept, transitivity determines the different types of processes that are known in the language, and the structures expressed by language users. The transitivity system is also known as the Clause as Representation, which means that the clause is seen from the side of its function as a tool to represent something, namely as a tool to describe everything that happens, whether it is happening outside or inside the human body. The clause-forming elements consist of processes that refer to experiences, activities and activities realized in verbs or verbs. Participants are people or objects involved in the process, and the circumstantial is the environment in which the process involves or surrounds the process. Circumstantial is the environment, nature, or location where a process takes place, namely (a) range (extent), information in the form of distance or time; (b) location, information in the form of place or time; (c) manner (manner), description of method; (d) cause (cause); (e) environment (contingency); (f) Accompaniment, (g) Role; (h) problem (matter); and (i) angle of view (Oktaviani et al., 2017).

Research on transitivity has also been carried out by (Agustina & Suarnajaya, 2021) which describes that language cannot be understood one by one without considering contextual information about the current state and culture. As a result, language can only be understood when individuals understand the circumstances and culture. This study aims to identify the types of processes that characterize students' narrative texts. This study used descriptive qualitative method. The researcher collects data from narrative text. There were 28 students who were selected to be the subject of this research. The collected data, presented in sentences and clauses, were analysed using Halliday's transitivity system. The findings show that the dominant types of processes used in students' narrative texts are material, behavioural, intensive attributive, verbal, mental, and existential processes. Material processing is the most commonly used type of process because students' subjects are connected to past numbers. The findings in this student narrative text research indicate that students must use the linguistic elements of the narrative text to provide information. The purpose of this type of text in students' narrative texts is to encourage the reader to imagine the words and sentence patterns used in the text. This can help to minimize misunderstandings about the content of the narrative text. Consequently, when creating narrative texts, students must use appropriate specific meanings, generic structures, linguistic characteristics, and language elements to stimulate the reader's interest in providing the required information while entertaining them.

Method

The type of research used in this research is qualitative research methods. This qualitative research utilizes the method of presenting the results of the analysis in descriptive form. The data in this study are related to language. According to Sudaryanto (2015: 13) research using descriptive techniques in the linguistic realm is research that does not change the data in its analysis, but is carried out by describing and describing the data by the researcher himself. This is what underlies this research to describe the results of the analysis related to the transitivity system, social context, and the realization of the transitivity system grammatically in formal and informal languages in the Angkola language.

By using a qualitative approach to data collection, the researchers put more emphasis on the situation in order to find, understand, explain and obtain an overview of the spoken text in formal activities, namely the formal language found in the implementation of the Angkola tribal marriage custom and the informal language found in traditional market speech. The data collection involved the researcher directly, but the data was obtained from the Angkola tribal community in the Angkola traditional ceremony in the form of video recording files at the Angkola traditional wedding ceremony after that in the informal activities at the traditional market. The selection of speech texts in formal activities, namely weddings of the Angkola tribe and informal activities, namely in traditional markets as the object of analysis is based on the idea that the speech texts at traditional ceremonies of the Angkola tribe and traditional markets are strung together by clauses that have flexibility in the choice of words, so that it can be seen the difference between the two.

This research is field research because in collecting data, researchers go directly to the field to explore data in depth. In providing data, the researcher conducted in-depth interviews with informants consisting of the Angkola tribal community to provide advice and advice in traditional Angkola tribal ceremonies and the surrounding community who work as traders in traditional markets. So, this research method aims to accurately describe how the form of the transitivity system, the social context, the realization of the transitivity system grammatically in formal and informal languages in the Angkola language.

The research is located in the southern part of Tapanuli (Tabagsel), precisely in the city of Padangsidempuan. This location was chosen as the research location because the majority of the language used by the community to interact in daily life is the Angkola Batak language. The data in this study are lingual data obtained from observations, documentation and field interviews with informants. Initial data is a group of data obtained when the researcher begins to carry out the research performance process on the selected object (Sudaryanto, 2015: 217). The source of data used as data in this study is an oral source, namely the text of speech in formal activities, namely the formal language found in the implementation of the Angkola tribal marriage custom and the informal language contained in traditional market speech. The selection of speech texts in formal activities, namely the wedding ceremony of the Angkola tribe and informal activities, namely in the traditional market as an object of analysis is based on the idea that the speech text at the traditional Angkola tribal ceremonies and traditional markets is assembled by clauses that have flexibility in the choice of words, so that it can be seen the difference between the two.

Result and Discussion

The results of data analysis and discussion of the Angkola language text using LFS theory conclude three things as findings in this study, namely:

1. The type of transitivity process contained in the Angkola language text includes six types of processes, namely material, mental, behavioral, relational, verbal, and extensional processes. The circumstantial contained in the Angkola language text includes ten circumstances, namely the range circumstantial, location, cause, environment, accompaniment, role, problem, view, method, and quality circumstantial;
2. The type of transitivity process that dominates in the Angkola language text is the use of material processes. This can be interpreted that language users (text creators) in the Angkola language are more inclined to use words that indicate actions, activities, and physical activities involving the text (participants). When viewed from participant I, which binds the material process, most of them are played by traditional actors, customary leaders, and they are used as pronouns for older people.
3. The contribution of the research results to the Angkola language text is that the results of this study can be used as teaching materials, especially those related to the text in the LSF perspective.

The data for this research obtained from formal and informal of Angkola language. In this research, the Angkola language were employed as data sources. To evaluate the text in terms of the transitivity system, the researcher analysed the original texts. Each sentence and clauses of the texts was examined for components of the transitivity system, such as process types and participant functions. Material processes are actions and events that take place. They convey the idea that one thing performs something that other entities could do to other commodities. Participant Functions are divided into two categories. In the Material Process, they are both Actor and Goal. The actor provides the need or conducts the action, whereas the goal suffers or goes through the process. Besides the previously mentioned above, Material contains two more participants, called Range and Beneficiary. The scope is the term used to describe the range of a material process. The material process turns out several times in the texts of Angkola language. Several material processes discovered are she (actor), gave (material), and the used bottle (goal). It can be revealed that 'she' as an actor, the verb 'gave' is a material process that refers to the activity carried out by the subject, the words 'the used bottle' are the goals. Mental process is a process that displays awareness, information, affection, and desire. Semantically, a mental process involves a human or a conscious being inside sense. The psychological process is related. In the mental process, the sensor and phenomenon are two participants. Senser is a conscious participant. It must also be observed that only an aware (human) being would be used as a mental process sensor. The phenomenon is the participant, which the conscious sensor thought, felt, or perceives.

The mental process turns out several times in the texts of Angkola language. They can be showed in the analysis bellow:

Data 79:

Marsuo dohot gadis ni morana, ima boru Harahap di tano Angkola.
 (Meeting this girl mora, that's Boru Harahap in the Angkola village.)

<i>Marsuo</i>	<i>dohot</i>	<i>gadis ni morana</i>	<i>ima</i>	<i>boru Harahap</i>	<i>di tano Angkola.</i>
Process: Material	Conjunction	Circumstance: People	Complement	Goal	Circumstance: Place

The example of data analysis 79 above shows that in the *Marsuo dohot gadis ni morana, ima boru Harahap di tano Angkola* (Meeting this girl mora, that's Boru Harahap in the Angkola village), there are several clause-forming elements in the SFL perspective, namely *Marsuo* as “Process Material”, *dohot* as “Conjunction”, *gadis ni morana* as “Circumstance People”, *ima* as “Complement”, *boru Harahap* as “Goal” and *di tano Angkola* as “Circumstance: Place.”

Conclusion

The people in Tabagsel who used the Angkola language should be encouraged to improve their skills in writing, particularly in texts, because functions in the Angkola language could provide more information and entertain readers. The importance of language components used in the Angkola language also stimulates readers to imagine the words and sentence structures constructed in the texts. As a result, correct grammar in the Angkola language could convey much information to readers.

References

Abdulrahman Almurashi, W. (2016). An Introduction to Halliday’s Systemic Functional Linguistics. *Journal for the Study of English Linguistics*, 4(1). <https://doi.org/10.5296/jsel.v4i1.9423>

Agustina, M., & Suarnajaya, W. (2021). Transitivity Analysis of EFL Students’ Narrative Text in Vocational High School. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 9(3), 298. <https://doi.org/10.23887/jpbi.v9i3.38314>

Alhumsi, M. H., Suliman, E. A., Sendi, K. K., & Alshaye, R. A. (2021). TRANSITIVITY ANALYSIS OF UNIVERSITY NEWS TEXTS DURING THE CORONAVIRUS PANDEMIC. *Argentinian Journal of Applied Linguistics*, 9(2).

Anni Rahimah, Mina Syanti Lubis, & Ilham Sahdi Lubis. (2019). Faktor Penyebab Terjadinya Interferensi Sintaksis Bahasa Angkola dalam Bahasa Indonesia Tulis pada Peserta Didik di Tk Aisyah Bustanul Athfal 3 Padangsidimpuan. *Talenta Conference Series: Local Wisdom, Social, and Arts (LWSA)*, 2(2). <https://doi.org/10.32734/lwsa.v2i2.714>

Budi Utama, I. W., & Sutarna, P. (2021). Jenis Proses Dalam Sistem Transitivitas Pada Teks Mitigasi Aktivitas Erupsi Gunung Agung, Bali Tahun 2017. *Linguistika: Buletin Ilmiah Program Magister Linguistik Universitas Udayana*, 28(1). <https://doi.org/10.24843/ling.2021.v28.i01.p04>

Donald Juppy, S. W. (2021). LINGUISTIC VARIATION IN ECONOMIC RESEARCH ARTICLE ABSTRACTS BETWEEN ENGLISH AND INDONESIAN : *LITERA*, 20(3), 517–535.

- Elwyn Bastian Sinaga, T. Silvana Sinar, & Eddy Setia. (2020). Analisis Transitivitas pada Teks UUD 1945 sebelum Amendemen. *Talenta Conference Series: Local Wisdom, Social, and Arts (LWSA)*, 3(3). <https://doi.org/10.32734/lwsa.v3i2.883>
- Emilia, E., Moecharam, N. Y., & Syifa, I. L. (2017). Gender in EFL classroom: Transitivity analysis in English textbook for Indonesian students. *Indonesian Journal of Applied Linguistics*, 7(1). <https://doi.org/10.17509/ijal.v7i1.6877>
- Fernandez, L. (2018). Qualitative interview analysis: The use of systemic functional linguistics to reveal functional meanings. *Forum Qualitative Sozialforschung*, 19(2). <https://doi.org/10.17169/fqs-19.2.2663>
- Harwiyati, R., & Siagian, B. E. (2016). TRANSITIVITY SYSTEM ON JOKO WIDODO'S SPEECH AT THE APEC CEO SUMMIT ON NOVEMBER 10TH, 2014, IN BEIJING, CHINA. *PREMISE JOURNAL:ISSN Online: 2442-482x, ISSN Printed: 2089-3345*, 5(1). <https://doi.org/10.24127/pj.v5i1.430>
- Muksin, M. (2017). Kajian Transitivitas Teks Terjemahan Takepan Serat Menak Yunan Dan Kontribusinya Terhadap Materi Pembelajaran Bahasa Indonesia Berbasis Teks Di Smp: Analisis Berdasarkan Linguistik Fungsional Sistemik. *RETORIKA: Jurnal Ilmu Bahasa*, 2(2). <https://doi.org/10.22225/jr.2.2.60.253-270>
- Narlianti, N. P. V. (2015). Transitivitas Dalam Teks Perda Kepariwisata Kabupaten Tabanan. *Journal of Language and Translation Studies, Vol 1 No 2 (2015) September 2015*.
- Nuttall, L. (2019). Transitivity, agency, mind style: What's the lowest common denominator? *Language and Literature*, 28(2). <https://doi.org/10.1177/0963947019839851>
- Oktaviani, T., Anwar, M. K., & Krisanjaya, K. (2017). TRANSITIVITAS TEKS ANEKDOT KOMUNIKASI JENAKA KARYA DEDDY MULYANA. *ArkhaiS - Jurnal Ilmu Bahasa Dan Sastra Indonesia*, 8(1). <https://doi.org/10.21009/arkhais.081.07>
- Pramoolsook, I., & Dalimunte, A. A. (2020). Systemic functional linguistics-legal genres and their configurations in the islamic law and jurisprudence textbooks at a university in indonesia. *Journal of Language and Linguistic Studies*, 16(3). <https://doi.org/10.17263/jlls.803913>
- Qomariah, N. (2021). Theme and Rheme in Students' Writing. *KnE Social Sciences*. <https://doi.org/10.18502/kss.v5i4.8707>
- Rahimah, A., Agustina, & R, S. (2015). Interferensi Bahasa Mandailing dalam Bahasa Indonesiatulis Siswa Kelas VII MTS Baharuddin Kecamatan Batang Angkola Kabupaten Tapanuli Selatan. *Jurnal Bahasa, Sastra, Dan Pembelajaran*, 3(1).
- Susanto. (2015). A Systemic Functional Study on The Conversational Structure of an Indonesian Spontaneous Dialogue A SYSTEMIC FUNCTIONAL STUDY ON THE CONVERSATIONAL STRUCTURE OF AN INDONESIAN SPONTANEOUS DIALOGUE. *English Review: Journal of English Education*, 4(1), 1–8.