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Exploring moral message in Narrative text on Junior High School's Textbook entitle Think Globaly Act Locally through transitivity analysis

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Abstrak

Dengan mempelajari pilihan yang dibuat dalam kaitannya dengan orang, tindakan, dan situasi dalam narasi, penelitian ini mencoba untuk memahami bagaimana teks ini memengaruhi pengetahuan dan persepsi moral siswa. Penelitian ini menggunakan metodologi penelitian kualitatif serta analisis transitivitas berdasarkan teori linguistik fungsional sistemik Halliday. Temuan menunjukkan bahwa teks naratif terutama menggunakan proses material, mental, dan relasional, dengan aktor yang berperan sebagai partisipan utama. Beberapa prinsip moral ditemukan melalui penelitian, termasuk kejujuran, kesetiaan, dampak ketidakjujuran dan pengkhianatan, pengampunan, dan penghormatan terhadap alam dan supranatural. Kajian ini menekankan perlunya menyertakan teks naratif dengan implikasi moral yang kuat dalam buku pelajaran sekolah menengah pertama untuk mendorong pertumbuhan moral dan tanggung jawab sosial siswa. Ini menambah subjek pendidikan moral dengan menimbulkan konsekuensi bagi pendidik dan pembuat kurikulum. Studi ini dapat diperluas dengan mengevaluasi lebih banyak teks naratif dan menyelidiki persepsi dan tanggapan siswa terhadap tema moral di berbagai lingkungan pendidikan.

Kata kunci : *Analisis Transitivitas, Buku Teks Sekolah Menengah, Teks Naratif.*

Abstract

By studying the choices made in terms of people, acts, and situations within the narratives, the research tries to understand how these texts impact students' moral knowledge and perception. The research employs qualitative research methodologies as well as a transitivity analysis based on Halliday's systemic functional linguistic theory. The findings show that narrative texts primarily use material, mental, and relational processes, with the actor serving as the principal participant. Several moral principles are found via the research, including honesty, loyalty, the repercussions of dishonesty and betrayal, forgiveness, and reverence for nature and the supernatural. The study emphasizes the need of include narrative texts with strong moral implications in junior high school textbooks to encourage students' moral growth and social responsibility. It adds to the subject of moral education by posing consequences for educators and curriculum makers. This study may be expanded upon by evaluating more narrative texts and investigating students' perceptions and responses to moral themes in various educational environments.

Keyword : *Narrative Text, Transitivity analysis, Junior High School Textbook.*

INTRODUCTION

Textbooks have a significant impact on students' understanding and perception of a variety of disciplines, including moral ideals and ethical concepts. It is critical to explore the moral themes transmitted in narrative texts in the context of senior high school education in order to build good values and inspire pupils to adopt a global attitude while taking local action. Using transitivity analysis, this study intends to investigate the moral themes included in the narrative texts of the senior high school textbook titled "Think Globally Act Locally." Moral themes in narrative texts are either implicit or apparent, and they can influence readers' perceptions and conduct. We can acquire insights regarding the portrayal of human actors, their actions, and the values linked with them by analyzing transitivity patterns within these narrative texts. Based on Halliday's (1994) systemic functional linguistic framework, transitivity analysis allows for a systematic investigation of the textual aspects that carry moral messages.

This study focuses on finding and evaluating the moral values transmitted through transitivity patterns in narrative texts from the "Think Globally Act Locally" textbook. We can identify the underlying values, ethical concerns, and societal ramifications buried within the texts by studying the choices made in terms of people, actions, and situations. This study is important because it contributes to a better understanding of how narrative texts in junior high school textbooks deliver moral messages and impact students' moral growth. Educators can obtain insights into the pedagogical consequences and develop teaching

techniques for cultivating social responsibility and ethical awareness among senior high school students by recognizing and studying these moral messages.

Using transitivity analysis, researchers can explain that language structures can produce certain meanings and ideologies that are not always clear to readers. In other words, transitivity analysis is a functional analysis that looks for relationships between meanings and words that describe the order of lexico-grammatical features of the text Mehmood et al., (2014) . It is important for students to understand the importance of this experience so that they learn to improve their critical thinking skills Mulyanti, W, & Wati (2022). Many previous studies on multiple transitivity systems have been conducted. Like the research done Bartley (2018) Research focuses on the analysis of transitivity systems themselves as an analytical tool. And there are also those who focus on analyzing writing, short stories, products, textbooks, animated series and advertisements as done Hastuti, Setiawati, & Oswari (2021), Zhang (2017), Ahmad (2019), Nafisah & Laila(2021), Yulia (2020). Then in other studies carried out Apendi, & Mulyani, (2020) study transitivity in descriptive texts.

The previous study, *An Analysis of Student Narrative Text Writing: An SFL Approach*, conducted by Arigusman (2018), revealed that the text matched the general generic structure of narrative text. According to SFL, several issues are discovered that are caused by a lack of structural understanding. Additionally, L1 conflicts with the student's narrative writing. The difference between these two studies is that Arigusman's examines how students compose narrative texts using the Systemic Functional Linguistics technique, whereas the latter investigates the moral messages in narrative texts contained in a junior high school textbook. Arigusman's research focuses on the language aspects and arrangement of students' tales, whereas the second research looks at the values and ethical concerns presented in the narrative texts in order to contribute to moral education and comprehend students' moral development.

Then there's Ijabah's (2018), *Problems in Students' Narrative Writing: SFL Analysis and Pedagogical Implications*. The purpose of this research is to describe the students' difficulties with narrative writing. Using the Systemic Functional Linguistics (SFL) method, Ijarah's research examines the difficulties students confront when writing narratives. It seeks to identify linguistic and pedagogical obstacles that impede students' capacity to create successful narratives and to offer suggestions for improving their writing abilities. As a result, the difference between these investigations is due to their disparate foci. The former study focuses on assessing moral themes in narrative texts contained in a junior high school

textbook, whereas Ijarah's study focuses on difficulties in students' narrative writing and pedagogical consequences.

The following study is Rohmat et al (2018)'s Transitivity Analysis of Tenth Grade Students' Descriptive Text. The analysis discovered that the most prevalent process discovered was the relationship process. It suggests that students understand how to write descriptive text because one of the linguistic aspects in descriptive text is the usage of clauses with related processes. The research of Rohmat et al. is concerned with the transitivity analysis of descriptive texts authored by tenth-grade pupils. The study's goal is to examine the language choices and transitivity patterns in these writings in order to get insight into students' descriptive writing skills and transitivity ideas. As a result, the difference between these research is due to the grade level and the specific topic of study. The former research investigates the moral messages in narrative texts found in a junior high school textbook using transitivity analysis, whereas the later study explores the moral messages in narrative texts found in a junior high school textbook using transitivity analysis.

The following study is titled Functional Analysis of Narrative Texts in the Elementary School Textbook "Fly with English" (Jati and Somphithak, 2021). According to the findings of the study, the narrative text contains six types of processes: (1) material process (40%), (2) mental process (23.1%), (3) relational process (20%), (4) verbal and behavioral process (7.4%), and (5) existential process (2.1%). The author also identifies fifteen different categories of participants: actor, goal, senser, phenomenon, sayer, verbiage, carrier, attribute, token, value, receiver, client, recipient, behavior, and existent. Furthermore, the author identifies six categories of circumstances: location, content, way, accompaniment, cause, and scope. As a result, the distinction between both studies is based on the grade level (elementary vs. junior high) and the specific topic of study (language functions in elementary school narratives vs. moral messages in junior high school narratives).

To summarize, the purpose of this study is to investigate the moral messages in the narrative texts of the senior high school textbook "Think Globally Act Locally" using transitivity analysis. We want to disclose the values and ethical issues woven throughout the texts by investigating the transitivity patterns, giving significant insights for educators and curriculum creators to boost moral education in senior high schools.

METHODOLOGY

Through transitivity analysis, this study employs a qualitative research approach to explore the moral values provided in the narrative texts of the "Think Globally Act Locally" senior high school textbook. The goal is to obtain a better grasp of the values and ethical

issues represented in the selected narrative's transitivity patterns. The "Think Globally, Act Locally" textbook, notably the narrative text titled *sangkuriang*, served as the major source of data for this study. To ensure a varied variety of moral themes and views are recorded, a purposive selection approach will be used to choose a representative sample of narratives for analysis. The transitivity analysis will be used, which is based on Halliday's (1994) systemic functional linguistic framework. This technique enables a methodical evaluation of the narrative's choices in terms of people, acts, and situations, aiding the discovery of moral messages and embedded values.

The analysis procedure is divided into numerous steps. To begin, the selected narrative texts will be transcribed and sorted for examination. Following that, the transitivity patterns in the texts will be recognized and classified, including the identification of individuals, their acts, and the circumstances surrounding those actions. Finally, the identified transitivity patterns will be examined in order to determine the moral messages and values they convey. This study entails evaluating the implications of the narrative's decisions about actors, actions, and conditions. Multiple researchers will be part in the analytic process to assure the reliability and validity of the findings. To ensure consistency in the detection and categorization of transitivity patterns, inter-rater reliability checks will be done. Furthermore, member checking will be used, which will allow selected individuals to examine and provide input on the analysis findings, hence increasing the reliability and trustworthiness of the interpretations.

Thematic analysis will be used to present the research findings, highlighting reoccurring moral themes and ideals. To highlight the identified moral themes, the analysis will be complemented with relevant instances from the narrative texts. Ethical considerations will be maintained throughout the research procedure. To preserve the privacy of the participants, consent will be secured from appropriate stakeholders, and data management processes will prioritize confidentiality and anonymization. In summary, this study uses a qualitative research design and transitivity analysis to investigate the moral themes found in the narrative texts of the "Think Globally Act Locally" senior high school textbook. The methodology used ensures a thorough and rigorous examination of the transitivity patterns, revealing the moral ideals and ethical considerations hidden within the texts.

FINDINGS AND DISCUSSION

Findings

The information is extracted from Chapter 7, called "Sangkuriang," in the Grade 7 English textbook "Education and Culture" published by the Ministry. The English text in each clause is analyzed into three components of the transitivity system: processes, participants, and circumstances. Processes are categorized into various types, including material processes, mental processes, relational processes, behavioral processes, existential processes, and verbal processes. Participants are associated with the type of process they engage.

1 Process type and participants

Table 1
Process Types in Sangkuriang Story

Process	Material	Mental	Relational	Behavioral	Existential	Verbal	Total
Frequency of Occurrence	27	24	9	0	3	6	69
Percentage (%)	39%	35%	13%	0%	4%	8%	100%

Based on the table, The most dominant process type in this narrative text is Material Process, Material Process appears 27 times (39%), Other Processes that appear consist of Mental Process 24 times (35%), Relational Process 9 times (13%), Verbal Process 6 times (8%), Existential 3 times (4%), Behavioral Process 0 times (0%).

Table 1.2
Participants in Sangkuriang Story

Participant	Actor	Goal	Recipient	Client	Initiator	Scope	Senser	Phenomenon
Frequency of Occurrence	20	16	0	0	0	0	20	18
Percentage (%)	19%	15%	0%	0%	0%	0%	19%	17%

Carrier	Attribute	Behaver	Behavioer	Existent	Sayer	Target	Receiver
8	12	0	0	4	6	0	3
7%	11%	0%	0%	4%	6%	0%	3%

Verbiage	Identified	Identifier	Total
0	0	0	107
0%	0%	0%	100%

Based on the table, the most dominant participant in the Folklore Legend of Sangkuriang are Actor and sensor. Actor and sensor appears 20 times (19%). Other Participants that appear to consist of: Goal 16 times (15%), Recipient 0 time (0%), Client 0 times (0%), Scope 0 times (0%), Phenomenon 18 times (17%), Carrier 8 times (7%), Attribute 12 times (11%), Behaver 0 times (0%), Behavior 0 times (0%), Existent 4 times (4%), Sayer 6 times (6%), Receiver 3 times (3%), Verbiage 0 times (0%), Identified 0 times (0%), Identifier 0 times (0%).

Example types of Processes and Participants of Legend folklore of Issumboshi such as :

1. Material Process

She	Married	A dpg
Actor	Pr : material	Goal

One day	He	Went back	To his village
Circumstance	Actor	Pr: material	Goal

2. Mental Process

But sometimes	She	Could be	Very lazy
Circumtence	Senser	Pr: mantal	Phenomenon

3. Relational Process

She	Was	Very beautifull and kind hearted
Carrier	Pr: rel: att:poss	Attribute

4. Existential process

Once upon a time in West Java, Indonesia	Lived	A princess named	Bamed dayang sumbi
Circumtence	Pr : existential	Existent	circumtences

5. Verbal process

One day	Dayang sumbi	Asked	Him	to bring home a deer's heart
Circumtence	Sayer	Pr: verbal	Receiver	Circumtence

Discussion

This research focuses on moral principles in the "Sangkuriang" narrative text, which appears in a Ministry of Education and Culture English textbook for 9th-grade junior high school pupils. The text is examined using transitivity analysis in this study. The findings show that material processes are important in the Sangkuriang legend, with the actor being the most important participant and the setting being the most important contextual aspect. Material processes are seen as critical in the construction of narrative texts because they contribute to the meaning, interest, and liveliness of the story by incorporating numerous acts, activities, and events done by actors. This allows readers to imagine themselves as bystanders to each action and incident.

In terms of transitivity analysis. In a story, transitivity analysis helps us comprehend the relationships between individuals (actors) and processes (actions). We can see these moral principles in the story of Sangkuriang by analyzing transitivity:

1. **Honesty and Trustworthiness:** Transitivity analysis allows us to discover Dayang Sumbi's promise-fulfillment process when she marries Tumang, the dog, as promised. This procedure emphasizes her sincerity and dependability.
2. **Loyalty and Faithfulness:** Transitivity analysis allows us to identify the processes of Sangkuriang and Tumang playing and supporting each other. These procedures reflect their devotion to one another, stressing the significance of these ideals in partnerships.
3. **Dishonesty and Betrayal's Consequences:** Using the transitivity analysis, we can investigate the process of killing Tumang and offering his heart to Dayang Sumbi, revealing Sangkuriang's betrayal and dishonesty. We can grasp the harmful implications of such activities through this analysis.
4. **Forgiveness and Redemption:** Transitivity analysis allows us to identify Dayang Sumbi's acceptance process when she forgives Sangkuriang and accepts his proposal upon his return. This technique underlines the story's themes of forgiveness and redemption.
5. **Respect for Nature and the Divine:** Transitivity analysis helps explain the change of the boat into Mt. Tangkuban Perahu. It illustrates Sangkuriang's process of rage and disregard for Dayang Sumbi's wishes. This metamorphosis emphasizes the need of honoring nature and supernatural energies, while also expressing a moral value of humility and understanding.

We may go further into the narrative structure and reveal the moral ideals hidden within the actions and interactions of the characters in Sangkuriang's story by using transitivity analysis. Given that narrative texts are largely concerned with the sequence of events, the material process emerges as the most commonly used process in these writings. Furthermore, in narrative texts, relational processes are used to illustrate the states or

conditions (such as "having" and "being") of the characters participating in the story. The mental process, on the other hand, is used to depict the emotions felt by the Senser, which corresponds to the characters in the story. The transitivity study revealed important insights into the relationships between participants and acts, allowing for a more in-depth comprehension of the moral ideals presented in the narrative. Educators and curriculum creators can improve their teaching tactics to enhance moral education among senior high school students by carefully reviewing the choices made about actors, acts, and circumstances. Educators can assist develop positive values and ethical awareness in pupils by introducing narrative texts with strong moral implications into textbooks, encouraging students to think globally and act locally..

This study contributes to the field of moral education by giving a systematic technique to studying narrative texts and identifying moral principles within them. It emphasizes the necessity of taking into account both implicit and explicit moral messages in textbooks, as these messages have a significant impact on students' views and conduct. This study can be expanded by studying additional narrative texts in the "Think Globally Act Locally" textbook or by investigating moral messages in textbooks from various educational contexts. Furthermore, combining qualitative research methodologies with quantitative measurements such as surveys or interviews could provide a more complete picture of students' perceptions and responses to moral values expressed in narrative texts.

CONCLUSION

Research result, the narrative texts being evaluated primarily employ three sorts of processes: material, mental, and relational processes. To summarize, this study used transitivity analysis to investigate the moral messages contained in the narrative text of the "Think Globally Act Locally" senior high school textbook, with a focus on the "Sangkuriang" legend. The research found that the story focused mostly on material processes, with the actor serving as the major participant. Several moral qualities were established through this examination, including honesty, loyalty, the consequences of dishonesty and betrayal, forgiveness, and reverence for nature and the divine. These findings highlight the importance of these values in molding students' moral growth and cultivating a sense of social responsibility. Overall, the study's findings emphasize the need of having narrative texts with strong moral values in junior high school textbooks. Educators can help to build morally responsible and socially conscious persons who can think globally and act locally by cultivating a deeper understanding of moral ideals and ethical considerations.

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