An Analysis of Student's Recount Text: An SFL Approach

Widya Nur Faradina
Universitas Pendidikan Indonesia
widyanrf@upi.edu

Emi Emilia
Universitas Pendidikan Indonesia
Emi.emilia@upi.edu

Abstract:
This paper reports on the results of a study aiming to investigate the student's ability to write recount text of a university student in Bandung. The study was conducted using the theory of Systemic Functional Linguistics (SFL), especially functional grammar, in terms of the Transitivity, Mood and Modality system. The study used a case study on text analysis. A text, which is a recount text written by a higher achiever university student, was analysed using the Transitivity, Mood and Modality system. In terms of the Transitivity system, the result indicates the writer's adequate syntactic compression and rich lexico-grammatical patterns. Moreover, in terms of the Mood and Modality system, the text shows the writer's ability to infuse, temper, negotiate, and constrain the experiential meanings in the Mood that is in focus. Hence, the writer is categorized as a mature and critical writer, and the text is appropriate to be used as a model text. Research on text analysis using SFL of different genres of text and how the teaching of writing should be conducted to help improve students' writing ability is recommended.

Keywords: *modality, mood, recount text, SFL, transitivity*

1. INTRODUCTION

Writing plays a significant role in the success of learning, especially at the university level. It serves as a fundamental tool for conveying thoughts, demonstrating comprehension of academic subjects, and fostering critical thinking (Smith, 2018). However, many students struggle with writing, even when it comes to seemingly straightforward tasks such as composing recount texts. Students typically encounter challenges in composing text that maintain the logical

flow and organization of text, which leads to a lack of coherence and cohesion in their writing (see Eggins et al., 1994; Fries, 1995; Ravelli, 2000).

On the other hand, some high achievers can handle the task well, and their written work can be used as a model for other writers. The importance of model texts has been observed by many writers and educators, emphasizing their utility in guiding less experienced writers towards improved writing skills and academic success (see Derewianka, 1990; Derewianka & Jones, 2016; Feez, 2000; Hyland, 2006; Johnson, 2016; Knapp & Watkins, 2009; Martin, 2010; Rothery, 1996). Model writing can serve as a benchmark for students to learn from, offering them insights into genre text including effective organization, clarity, cohesion, coherence, and the use of appropriate linguistic features that align with the purpose of the text (see Derewianka & Jones, 2016; Emilia, 2011; Hyland, 2006; Rothery, 1996).

However, despite the recognition of the significance of model texts, research on model texts written by high-achieving students has not been well-conducted. Existing studies have predominantly focused on generic guidelines for academic writing or analyzed model texts created by professional writers, such as those found in textbooks (see Amartya et al., 2022; Mustika et al., 2020; Sianipar et al., 2020). Additionally, text analysis from a Systemic Functional Linguistics (SFL) perspective, especially on recount texts, has primarily centered on secondary high school students' texts (see Alshalan, 2019; Heny, 2018; Mangana & Kurniawan, 2020; Petchprasert, 2021; Wigaty & Norhasanah, 2021). Thus, to fill this critical gap in the literature, this study aims to investigate the specific characteristics of model text that can be considered successful when written by students at the university level. This research focuses on identifying the student's abilities to write text, particularly in the context of recount text, using Systemic Functional Linguistics (SFL) specified on the Transitivity and Mood and Modality system as an analytical framework. Therefore, the research question is: How is the student's abilities to write text, particularly in the context of recount text, using Systemic Functional Linguistics (SFL) specified on the Transitivity and Mood and Modality system?

2. LITERATURE REVIEW

The theory of systemic functional linguistics has shaped this study, three metafunctions of linguistics, especially experiential and interpersonal metafunctions, including the Transitivity, the Mood and Modality system, and text type, especially recount text.

Halliday and his colleagues developed the language theory known as Systemic Functional Linguistics (SFL). It offers a social semiotic theory of meaning creation, education, and societal transformation and it deals with language in context (Eggins, 2004). SFL underpins numerous disciplines of applied linguistics such as multimodality, language teaching, literacy teaching, and critical discourse analysis (see Coffin & Donohue, 2012; Christie & Derewianka, 2008; Danielsson & Selander, 2021; Emilia, 2011; Emilia & Martin, 2023; Feak & Swales, 2011; Halliday & Matthiessen, 2014; Hyland, 2007; Jewitt, 2014; John, 1997; Kress, 2010; Martin & Rose, 2007; Rose & Martin, 2012; Swales, 1990).

SFL upholds several principles informed by experts (see Butt et al., 2000; Christie, 2005; Emilia, 2014; Emilia & Martin, 2023; Eggins, 1994; Fang & Scleppegrell, 2008; Feez et al., 2008; Halliday, 1985, 1994; Halliday & Martin, 1993; Halliday & Matthiessen, 2014; Martin & Rose, 2007). Firstly, SFL regards language as a social semiotic. It emphasizes that language functions as a meaning-making system for various forms of communication. Hence, studying

how words and sentences work together in language means considering them as interconnected patterns (Doran & Martin, 2020). Secondly, SFL views language as a resource for making meaning rather than merely adhering to rigid rules. It acknowledges the role of choice in communication and recognizes that language shapes our perception of reality. Thirdly, SFL underscores the importance of analyzing texts as a whole, rather than isolated sentences, as the primary unit for understanding how meaning is negotiated. It treats grammar as the realization of discourse, leading to the development of functional grammar. Additionally, SFL focuses on the close relationship between texts and their social contexts, emphasizing that context is vital for understanding meaning in linguistic events. Lastly, SFL regards language as a system for constructing meaning, in contrast to being a mere conduit for thoughts and feelings, rejecting binary theories that oversimplify language.

In line with these principles, SFL also highlights three fundamental metafunctions of language: the ideational, interpersonal, and textual metafunctions, in the process of constructing meaning, with each function being dependent on distinct grammatical patterns. The ideational metafunction is responsible for the generation of ideas and experiences; the interpersonal metafunction is concerned with the enactment of social roles and power dynamics; and the textual metafunction governs the flow of information to ensure the coherence and cohesion of figurative speech (Christie, 2012; Emilia, 2014; Halliday et al., 2014; Kress & van Leeuwen, 2006; Martin & Rose, 2007; Matthiessen et al., 2022; Tang et al., 2019). The ideational and interpersonal metafunction, which this paper is focused on, is realized in the system of grammar: Transitivity, Mood and Modality system.

The Transitivity system refers to scrutinizing the content or the experiential meaning in a text (Martin et al., 1997). Systemic Functional Grammar examines a text at the clause level, defining a clause as the manifestation of events. It addresses the fundamental question of "who or what does what to whom or what?" (Mayr & Machin, 2012, p.104). Nguyen (2021) asserts that Transitivity analysis is a valuable tool for elucidating the actors, their interrelationships, and their active or passive roles in an utterance. This system allows us to examine various clause functions, including agent, action, object, recipient, time, place, reason, and manner.

The Transitivity system primarily categorizes a clause into three constituent elements. The process is executed through the use of a verb phrase, with the participant(s) involved in or impacted by the process typically represented by noun phrases, and the circumstances that constitute the adjunct component of the clause are typically conveyed by prepositional and adverbial phrases (Derewianka, 2011; Emilia, 2014; Halliday & Martin, 1993; Humphrey et al., 2012; Martin et al., 1997). According to Halliday's (1994, p.14) framework on Transitivity, six distinct process types have been categorized as Material, Mental, Relational, Verbal, Behavioural, and Existential.

Moreover, the Mood system consists of Mood elements that include Subject and Finite, while the rest are known as residue (Emilia, 2014; Martin et al., 2020; Painter et al., 2013). The subject is the essential participant in the clause, realized by the nominal group, the person or the thing. It is a centre of the proportion whose presence would be necessary for any argument or negotiation (Emilia, 2014). The form of the subject can be a simple nominal group (noun or pronoun) or even a grammatically complex unit, clause, and embedded clause. On the other hand, Finite is the process part of the clause that allows participants to argue about the subject (Eggins & Slades, 1997 cited in Emilia, 2014, p. 116). The finite element is the process

component of the clause, expressing tense, modality, and polarity (Gerot & Wignell, 1995). This term describes the behaviour, procedure, and mental state that the individual displayed. The remains of each clause named the residue comprises predicator, complement, and adjunct (Emilia, 2014; Halliday & Matthiessen, 2014).

The Modality system offers various resources to express opinions and judgments (Jones & Lock, 2011). The two primary areas of Modality are probability, or assessments of how likely something is, and obligation, or assessments of how desirable or essential something is. The judgments may be made based on likelihood or certainty, regularity, obligation, or inclination (to carry out an action) (Emilia, 2014, p. 131). Modality opens space for other possibilities and tempers statements when options and conjecture exist, or evidence is inconclusive (Derewianka & Jones, 2016).

This study also draws on the theory of recount text. As noted in the literature, the recount genre varies depending on its register: the subject matter (field), the intended audience (tenor), and the spoken or written (mode) (Doran & Martin, 2020; Emilia, 2014; Halliday, 1978). This paper will focus on personal recount text, which aims to narrate past events in chronological order. Personal recount is known as one of the easier genres to produce (Anggini & Kurniawan, 2019; Cakrawati, 2018) since the content of the text consists of students' personal experiences. The purpose of recount text is "to tell what happened" and when it occurred (Derewianka & Jonas, 2016; Gerot & Wignell, 1995).

A typical personal recount text begins with orientation – introducing things about the event (who, what, when, where, and why), records the event – recounting the chronological events that have happened, and comments – interpreting the event by evaluating or commenting on it, or in another notion: orientation, events, and re-orientation (Anderson & Anderson, 2003; Derewianka & Jones, 2016). The social purpose of the personal recount text is reflected in the language features of the text. The distinctive features of recount are specific and familiar participants (commonly referring to the authors such as I, my, and me), past simple tense (action, thought, and feelings), and circumstances of times and text connectives to allocate and sequence the past events (Anderson & Anderson, 2003; Derewianka & Jones, 2016; Emilia, 2011).

3. RESEARCH METHODOLOGY

The method utilized in this study is a qualitative case study because this study is concerned with text analysis (see Cohen et al., 2017; Travers, 2001). Additionally, a case study allows for an in-depth exploration of complex issues in real-life settings (Creswell, 2012). The case study method allows researchers to examine a specific instance of language use in detail, which can provide insights into how language is used in different contexts. It can help to discover a multi-layer interpretation of phenomena in a real-life context. Hence, this type of research method is assumed to be suitable as an exploratory tool.

For the purposes of this study, the selected text is a single recount text obtained from a high-achieving university student in Bandung, Indonesia. The text was purposefully selected based on the criteria that it was written by a high achiever student who is very well-taught using genre pedagogy early on in her education. Moreover, the student is considered an advanced English language learner, proven by her result of English proficiency text categorized as C1 Level. The rationale for selecting a single recount text lies in its use as a model text and its classification as a

lengthy text, which allows for a comprehensive exploration of the student's writing abilities. It's worth noting that a previous study conducted by Mustofa and Kurniawan (2023) analyzed the same text, focusing on the textual theme, specifically addressing the theme and thematic progression of the text.

The analysis of the text is grounded in the systemic functional linguistic theory proposed by Halliday (1994), Halliday and Matthiessen (2004), Martin (1992), Martin and Rose (2003, 2007, 2008), Feez (1994, 2004), Christie (2002, 2005, 2012), Christie and Derewianka (2007), Emilia (2005, 2011, 2014), and Emilia and Martin (2023). Specifically, it focuses on the interpersonal and ideational metafunctions that rely on the Transitivity, Mood and Modality system. These aspects determine the lexico-grammatical choices employed by the student in her composition of a recount text.

The analysis of the student's text proceeded in several steps. The text was first analysed in terms of schematic structure, organisation, and the purpose of the text. The next step is analysing the text at its clauses level to examine how the element in the text fulfilled its function. This in-depth analysis was conducted within the framework of the Transitivity and Mood and Modality systems, as informed by systemic functional linguistics (SFL) theory. The sample of analysis can be seen below.

Sample:
I was sitting in class, at the back row

I	was	Sitting	in class at, the back row
Actor	Material Process		Cir. Loc: Place
Subject	Finite	Predicator	Cir. Adjunct
MOOD		RESIDUE	

4. RESULTS AND DISCUSSION

4.1. Analysis of the Schematic Structure and Social Function of the Text

The process of genre analysis involves an examination of the generic structure of a student's written work. According to Anderson & Anderson (2003) and Derewianka & Jones (2016), an ideal recount text is composed of three main components: orientation, record of events, and reorientation. Moreover, the examination of the generic structure can be seen in the Appendix.

In the text, the student recounts her personal experience of changing glasses and subsequent events in chronological order, specifically presenting a personal recount text. In terms of social function, a personal recount text involves narrating past events from the personal perspective of the student (Christie & Derewianka, 2008; Derewianka & Jones, 2016). The student's aim is to inform readers about the events in a sequential manner, beginning with orientation (introduction of the event), followed by a sequence of events, and concluding with re-orientation (closure or commentary on the events). This aligns with the findings of Doran and Martin (2020), who explained that recount texts serve to assist readers in understanding the social purpose of a text and the sequential manner. According to the result of genre analysis of text in

the Appendix, it can be seen that the student possesses adequate proficiency to meet the requirements of composing a recount text.

4.2. Analysis of the Transitivity System

The Transitivity system, "the overall grammatical resources for construing goings-on" (Martin et al., 1997, p.100), represents the experiential metafunction of a text. According to Eggins (2004), experiential metafunction detects how reality is presented in the language. It involves the exploration of experiential meaning in the clause and the logical meaning between the clause complexes. The analysis of the Transitivity text and its comments is presented in the phase below.

Experientially, the stage commences with the relational process in clause 1, which states the orientation of the past event. The author - I - as a carrier and a ninth grader as an attribute. It means that the student successfully states the type of recount text which is a personal recount by Derewianka & Jones (2016). A personal recount text typically commences with an orientation stage, which serves the purpose of acquainting the readers with the pertinent details of the event, such as the individuals involved, the date and location of the occurrence, and the underlying reasons for their participation. According to the Transitivity system analysis, the clauses found in the text is about 84 clauses with an employment of process types as shown in the table below.

Table: 1 Process types of text

Process Types	Frequency	Sample
Material	46	*I only* **wore** *them during class*
Mental	14	**Feeling** *uncomfortable*
Verbal	11	*Until she* **told** *me*
Relational	17	*I* **haven't been** *grateful enough*
Behavioral	4	*when I* **shower** *or* **sleep**
Existential	3	*there* **was** *a discount for the second purchase*
Total	95	

The material process used is the most frequent of process type, such as in clauses number 2, 3, 7, 9, and so on. The material process functions to express doing or happening (Butt et al., 2000; Derewianka & Jones, 2016; Eggins, 1994; Emilia, 2014; Halliday, 1994; Martin et al., 1997). This part of the text describes what had happened as the construction of related past events, which is in line with the function of the element of recount text to describe past events. On the other hand, the least use of processes is behavioral and existential. The behavioral process exists in clause 20, 21, 38, and 39. The existential process occurs in clause 32, 71, and 80. These two processes are not the main features of recount text.

The mental process used in the text is about fourteen clauses, as can be seen in clause 4, 8, 13, 19, 40, 41 and so on. The cognitive process of interpreting the internal experience of emotion is being referred to (Halliday, 2004; Thompson, 2013; Derewianka & Jones, 2016). The material and mental processes, the outer and inner aspects of our experience, can become a coherent theory of experience (Halliday, 2004, p. 170). Moreover, this also indicates intertextuality, which is considered fundamental to the text's creation or interpretation (Emilia, 2014, pp. 88-89). Hence, the student successfully portrays these processes in these elements.

The material process clauses written by the author also ally with the relational process, as showed by clause 1, 6, 11, 12, and 25. The Relational process consists of two modes; attribution

(participant relation to the characteristics or description) and identification (the participant relation to its role, identity, or meaning) (see Eggins, 1994; Martin et.al., 1997; 2020). The effect of using relational process expressed by the student demonstrates the student's enhanced writing skills enabling them to listen to and integrate different perspectives into their writing and thinking.

The presence of a verbal process within the text is an indication of one of recount text defining characteristics. According to Derewianka & Jones (2016), when individuals recollect an event, they are frequently assisted by a more experienced conversational partner (p. 125). The significance of the verbal process is paramount as it finds expression in the recount text. Ultimately, the student intends to make a citation, incorporate a quotation, or express a particular idea (Christie, 2002). As portrayed in the clauses 12, 18, and 50. The student of the text has the ability to write the past event in relevant detail by writing the verbal process of clauses.

In terms of participant roles, as more clauses employing material process, the roles of actor and goal arise frequently, typically allocated by long nominal group and clauses, such as: *when I had to wear glasses for the first time; when I got my first glasses.* These actors mostly realize the pronoun I as the personal recount text required. Other participants in the other types of the process, including carrier and attribute, also represented by the pronoun I and she-referring to her friend in indirect conversation-: *I was a ninth grader; I was still not used to wearing them; so she told me that she was very upset.* The ability to write the different types of processes and roles of participants by Droga & Humphrey (2003) is viewed as the ability to describe what is going on in the text. Christie (2002) also stated that nominal group structure use is one of written language characteristics. It means that the student is a critical writer because she portrays how the participants are positioned in the text and what they are processing in the text. Moreover, it makes the text more cohesive.

Table: 2 Types of circumstances

Circumstances Types	Frequency	Sample
Extent	7	*all this time I bought a new frame of glasses*
Location	6	*who always sat at the back row*
Manner	4	*and got a new pair as well*
Cause	2	*Due to my big ego and stubbornness*
Continency	1	*if I did get a new prescription from the doctor*
Accompaniment	2	*even had to switch seats with my friend*
Role	1	*As a result, until now, throughout the four years*
Matter	4	*We were talking about random things*
Angle	1	*and get new ones based on the newest prescription*
Total	28	

The student, as shown in the table above, wrote additional circumstances. Such as circumstance extent as in clause 2, circumstantial location and time such as in clause 3, 7, 9, 16, 19, 23, and 46, circumstantial manner as in clause 8 and 32, Circumstantial matter such as in clause 78. This text focuses on the circumstance of extent, location, manner, and matter. Besides, there are other types of circumstance uses, such as cause, contingency, accompaniment, role, and angle as in clause 24, 42, 7, 44, and 28.

The use of circumstantial is to describe conditions and circumstances. It is crucial to add a circumstantial element to clauses to define the time, location, manner, cause, and matter of the written process in the text. It makes text clearer because the answer for when, where, how, why, and how long all this has been going on existed (Butt et al., 2000, p.78). In this text, circumstance use help to clarify the meaning by providing experiential information.

Furthermore, the student uses complex clauses: *Ever since then, whenever I started feeling uncomfortable wearing the current prescribed lenses, I would feel a little terrified yet happy at the same time knowing that if I did get a new prescription from the doctor, I would get a new pair of glasses again...*, and embedded clauses, non-finite clauses, verbless clause, and even an ellipsis as portrayed in the clause 75, 83, and 61. These indicate that the student can project, elaborate, extend, and enhance the ideal meaning lying in the clauses (Emilia, 2014, pp. 221-222) and indicate the form of written language. Christie (2005) stated that in the written form, the information tends to be delivered in more complex grammar, while the spoken form tends to have simpler grammar. Moreover, these are also an indication of mature writing (see Derewianka, 2020), showing the student's confident knowledge of the language.

In addition to the use of a variety of clause types, the student also shows the ability of nominalization as in the clause 9, 24, 48, and 75. According to Martin & Rose (2003), the utilization of nominalization is indicative of the student's capacity to make generalizations about social processes and to describe, categorize, and assess them. Additionally, as Martin et al. (2020) suggest, nominalization can facilitate a shift from conventional thinking to more sophisticated and nuanced perspectives. These findings are in line with Colombi's (2002) assertion that nominalization is the most powerful resource for a grammatical metaphor highlighting students' transition from oral to academic register (p. 77). This distinctive use of nominalization is successfully portrayed by the student.

The ability of the student to write one hundred and three long clauses with grammatically correct, nominalization, complex sentences with some embedded clauses, and related process types of recount text, including all the process types and circumstances used, shows that the student already comprehends in writing recount text. This result is in line with Lee et al. (2019) who found that the mastery of linguistic properties helps students to elaborate their ideas in writing, and Gonzalez & Smith (2020) who highlighted the importance of syntactic complexity in enhancing writing proficiency among students. Moreover, it also corresponds to the phenomenon observed by Chen & Wang (2021) that emphasized the role of nominalization in fostering lexical sophistication and textual maturity in writing. Aside from displaying the student's maturity, the result also presents that the student is actually a critical student due to her syntactic compression and rich lexico-grammatical patterns used. According to research by Johnson (2018), students who exhibit a strong grasp of grammatical structures tend to produce more cohesive and coherent texts.

4.3. Analysis of the Mood and Modality System

Interpersonally, the stage in the text effectively implements the Mood and Modality system. According to the analysis, all of the clause use is declarative clauses. It indicates that the author of the text considers the readers as the recipient of information or acknowledger (Eggins, 2004). Hence, the author of the text using declarative Mood is related to the genre of the text, which is a recount text that has to be informative.

Moving from declarative sentence use, the student of the text also provides the notion of Modality within her text. The Modality system indicates the student's appraisal, judgment, and attitude (Emilia, 2014, pp. 131-132). The types of Modality used in the text are modalisation (certainty, probability, and usuality) and modulation (obligation), as they are shown in the table below.

Table: 3 Types of Modality

Types of Modality	Frequency	Sample
Modalisation	32	*and because of that I **always** wore the glasses*
		*that my vision was **gradually** getting blurry.*
		*so I **could** see the whiteboard clearly.*
		*as I **was said to suffer** from near-sightedness or myopia*
		*if **only** I had had my eyes checked earlier*
Modulation	8	*that I **had to wear** the glasses at all times*
		*but then I **had to change** them*
		*that she **had to go***
Total	40	

According to the table, the highest frequency of Modality types use is modalisation, and the rest is modulation. these modalities can be realized through various methods, either internally within the main clause using modal verbs and modal adjuncts, or externally by incorporating a pseudo-clause that can be framed in a "subjective" or "objective" manner (Coffin, 2002; Eggins, 2004; Halliday, 1994; Halliday & Matthiessen, 2004). The modality used in the student's text frequently relies on modal verbs functioned to construe possibility or potential. Aside from the two types of Modality use, in the text, there is also a combination of modulation and modalisation written by the student in the clause 28: *I could actually just change the lenses and still use the old frame.* This indicates that the student can use a variety of sources and methods to express herself.

Following Modality types, the writer's varying levels of commitment or values in expressing the two types of Modality can be categorized into different degrees: low, median, and high, and can be presented in either positive or negative polarity, as discussed by Eggins (1994), Halliday (1994), Halliday & Matthiessen (2004), Matthiessen et al. (2022) and Fairclough (2003). In the student's text, some clauses represent high Modality by the use of "had to" as the word "must". This means that the student is obliged to do something as a result of the occurrence of a certain condition (see Biber & Conrad, 2019; Derewianka, 2011; Emilia, 2014). The median Modality occurs by the use of "would", and the low modality occurs by the use of modal verb "could". The use of median and low Modality is designed to represent that the student is allowed/permissible to do something, or it is about the likeliness or probability of the student's views and hopes to happen (Biber & Conrad, 2019; Derewianka, 2011; Emilia, 2014). Hence, it can be assumed that the student knows how to appropriately use Modality in expressing the student's attitudes based on the events presented in the text.

Additionally, a polarity system is also found to be detached in the Finite as a part of Modality. As Halliday's polarity system discusses, Polarity means to identify clauses containing

positive/negative expressions (Halliday & Matthiessen, 2004, p. 143). If the Polarity is positive, then there is no indication of that in the clauses, while the negative Polarity indicates the detached of not or n't (Emilia, 2014, p. 131). The positive Polarity shows in the positive declarative clauses as the major type of Mood, while the negative Polarity is the negative declarative Mood. The negative polarity function as writer's oppositional insight (Canagarajah, 2002), as seen in the six clauses: *I was still not used to wearing them; her parents couldn't afford them; she didn't get...; I haven't been grateful enough.; who didn't really need; I don't need*— these polarities in writing function as the student's acknowledgements of a situation and to state facts.

By all means, those findings are evidence that the student who wrote the text understands the value of using the various methods to judge and put values on her propositions represented in the clauses that she wrote. Hence, it can be stated that the student knows what is true, what is not, and what may be true (See Kuhn, 2005). The use of Modality and Polarity are relevant to the characteristic of Recount text that introduces, tells past events, and reflects on the past events (see Anderson & Anderson, 2003; Christie & Derewianka, 2008; Derewianka & Jones, 2016).

One of the crucial elements in the text is the use of Mood Adjunct. It functions to expand the field of negotiation beyond the Subject-Finite (Emilia, 2014, p. 129). There are several types of adjuncts found in the text, including circumstantial, interpersonal, and Textual adjuncts. Types of Adjunct use in the text are shown in the following table

Table: 4 Types of Adjuncts

Types Adjuncts	Frequency	Sample
Circumstantial adjuncts	34	*...**until** I had a talk with my friend a few months ago.* *...buy her a new pair of glasses **for her birthday gift**.* *...as she had waited for 2 years...* *After a few hours, she finally replied to my chat ...*
Interpersonal adjuncts: Mood adjunct	9	*That my vision was **gradually** getting blurry* *After a few hours, she **finally** replied to my chat* *I **only** wore them during class.* *I, who **always** sat at the back row*
Comment adjunct	7	*...so I could see the whiteboard **clearly**.* *... **except** when I sleep and shower.* *I **already** own four pairs of glasses.*
Textual adjuncts; conjunctive adjunct	39	*I felt **that** all this time I bought a new frame of glasses* ***when** I had to wear glasses for the first time.* ***but** there was nothing **that** she could do*
Total	89	

The table above shows various types of adjuncts frequently used and the sample found in the text. The circumstantial adjunct that occurred in the text indicates information about when, how, why, or with what the proposition occurred (Emilia, 2014, p. 123). The frequent occurrence of circumstances (34 times) is relevant to the linguistic features of a recount text, among of which are the use of time and place circumstances, as explained by Gerot and Wignell (1995:194) that the linguistic features of a recount text are specific participants,

circumstance of time and place, first person, additive conjunction, material process, and past tense.

Aside from circumstantial adjunct, the interpersonal adjunct also occurred that dominates by the Mood and comment adjunct; (a) Mood adjunct functions as probability, certainty, usuality values adjustment in the clause (Eggins, 1994, p.167; Halliday; 2004, p. 82) that provides second chance for the student to add her judgement to the proposition (Eggins, 1994, p. 167); (b) Comment Adjunct functions as an expression of assessment about the clause as a whole (Emilia, 2014, p.125) that express the student's attitude and evaluation. The third type of adjunct is the conjunctive adjunct, which is a typical adjunct found in the written text which indicates the movement of the situation. The conjunctive adjunct is essential to present argument and reasoning (Thompson, 2013). Hence, these findings show the student is sufficient to expand and assess the negotiation field as proposed in the text.

To conclude, the Mood and Modality system used in the text shows that the student has a rich knowledge of complex sources in English to make meaning. Butt et al. (2000, p. 126-131) stated that the understanding of the Mood system, as elaborated above, represents the value of knowledge of interpersonal grammar, which is to express the point of view, judgment, and attitude of a text. Values of the student's knowledge of the Mood system show that the student, with her point of view, already has the ability to infuse, temper, negotiate, and constrain the experiential meanings in the Mood which is in focus.

The findings of the analysis of the mood and modality system in the student's text have responded to other previous studies in a similar field. A recent study by Kim et al. (2023) contributes to the significance of Mood in construing interpersonal meaning within written discourse. Their study highlights the role of Mood in conveying the writers' attitude, stance, and engagement, thus emphasizing the result of this analysis in identifying the declarative Mood signalling the informative characteristic in the recount text genre. Moreover, a study by Chen & Li (2022) extends the understanding of Modality by examining its pragmatic functions in everyday communication. Their research emphasizes the flexibility of Modality showing how speakers adjust modal expressions to fit different situations and social settings. It aligns with the findings of this study on the student's skilled use of Modality to express evaluation, assessment, and attitude in the recount text. Furthermore, recent work by Smith and Johnson (2021) explores the intersection of Mood and Modality in literary texts, adding insight into how writers could manipulate linguistic features to construct narrative perspective and voice. Their findings enrich the literature on how Mood and Modality are used to construe meaning in written text, as figured in this analysis findings.

5. CONCLUSION

The result of text analysis using the systemic functional linguistic perspective focusing on the Transitivity and Mood and Modality system shows the student's ability to write recount text. The student demonstrates a deep comprehension of construing the personal recount text, skillfully adhering to its function, which is to tell past events. Furthermore, the linguistic features of the recount text have also been portrayed in the student's text. The use of complex clauses in the student's text and rich vocabulary also reflects the student's previous experience regarding the structural and linguistic elements of the text. By all means, the student's text shows the student's rich knowledge of the topic, linguistics, the structure of organization, and the language

features of the text. Hence, it can be assumed that the student is a mature writer and has already understood how to write personal recount text by successfully portraying her experience through the text appropriately, rendering her work suitable to serve as a model text for other writers. Moreover, the interpersonal and ideational metafunction realize on Transitivity and mood and Modality system also show that the student's learning experience of the genre was sufficiently performed. However, it is also suggested that further research using SFL on other genre texts with more representative sample texts be conducted, and how the teaching is conducted to discover more insight related to students' theoretical and practical knowledge of producing text based on its social function.

6. ACKNOWLEDGMENTS

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Appendix

New Glasses Every Check Up

Orientation
(1) Back then, I was a ninth grader (2) when I had to wear glasses for the first time.

Events
(3) I was sitting in class, at the back row, (4) when I started (5) to realize (6) that my vision was gradually getting blurry. (7) I, [[who always sat at the back row]], even had to switch seats with my friend [[who sat at the front]] (8) so I could see the whiteboard clearly. (9) Upon that reason, my parents then took me to the doctor (10) to have my eyes checked.

(11) The result was pretty shocking (12) as I was said [[to suffer from near-sightedness or myopia]] (13) and had to wear a 0.75 minus lenses for the first time [[which was unusual]]). (14) The doctor said (15) that I had my eyes checked too late. (16) If only I had had my eyes checked earlier, (17) I could prevent my eyesight [[getting worse]]. (18) So, the doctor told me (19) that I had to wear the glasses at all times, (20) except when I sleep (21) and shower. (22) At first, I was still not used [[to wearing them]], (23) so I only wore them during class.

(24) Due to my big ego and stubbornness, my eyesight got even worse. (25) It had only been a few months (26) when I got my first glasses (27) but then I had to change them (28) and get new ones based on the newest prescription. (29) I could actually just change the lenses (30) and still use the old frame, (31) but my parents chose [[to buy me a new pair]] (32) as there was a discount for the second purchase. (33) So, I changed the lenses of my old pair of glasses, (34) and got a new pair as well. (35) This then made me own 2 pair of glasses (36) and because of that I always wore the glasses (37) and only took them off (38) when I shower (39) or sleep.

(40) Ever since then, whenever I started feeling uncomfortable [[wearing the current prescribed lenses]], (41) I would feel a little terrified yet happy at the same time [[knowing that]] (42) if I did get a new prescription from the doctor, (43) I would get a new pair of glasses again. (44) As a result, until now, throughout the four years I have been wearing glasses, (45) I already own four pairs of glasses.

(46) I felt that all this time I bought a new frame of glasses (47) every time I got a new prescription from the doctor was a normal and usual thing (48) until I had a talk with my friend a few months ago. (49) We were talking about random things (50) until she told me (51) that she had to go (52) because her parents were going [[to buy her a new pair of glasses for her birthday gift]]. (53) She was very happy (54) as she had waited for 2 years (55) to change her glasses (56) because it was no longer comfortable to use. (57) I told her (58) to send me a picture of her (59) wearing the new ones (60) so I was waiting to hear from her.

(61) After a few hours, she finally replied to my chat but with a sad expression. (62) She said (63) that she didn't get the new glasses (64) because it was too expensive, (65) her parents couldn't afford them. (66) She would be lying (67) if she told me (68) she was fine with it, (69) so she told me (70) that she was very upset (71) but there was nothing (72) that she could do. (73) All she could do was be grateful to still be able (74) to wear the current glasses.

Re-Orientation
(75) Hearing that, (76) it made me realize (77) that I haven't been grateful enough. (78) What I have been doing was only spending my parents' money for no good. (79) I, [[who didn't really need a new pair of glasses]], always bought one (80) while there were people out there (81) who needed them (82) more than I did. (83) Ever since that conversation, I promised to myself (84) that I would no longer buy unnecessary things [[that I don't need]].