

# Beyond the Story: Evaluating Narrative Model Texts with SFL Transitivity and GBA for Teaching Writing in Secondary Education

\*<sup>1</sup>Fatresia Tambunan\*, <sup>2</sup>Wawan Gunawan

<sup>1,2</sup>Universitas Pendidikan Indonesia

Bandung, Indonesia

[\\*fatresiatambunan@upi.edu](mailto:fatresiatambunan@upi.edu)

[wagoen@upi.edu](mailto:wagoen@upi.edu)

**Abstract.** This study evaluates the adequacy of the narrative model text “*Sangkuriang*” from a ninth-grade English textbook in supporting writing skill development under Indonesia’s Emancipated Curriculum. Narrative texts play a significant role in fostering students’ creativity, coherence, and communicative competence. Employing the Genre-Based Approach (GBA) and the Systemic Functional Linguistics (SFL) Transitivity framework, this qualitative study analyzes the text’s generic structure and linguistic features to determine its pedagogical suitability. The findings indicate that the text fulfills the structural components of a narrative genre—orientation, complication, and resolution—and demonstrates a meaningful distribution of material, mental, and relational processes, which are essential for constructing narrative meaning. These linguistic patterns support the development of students’ ability to produce organized and contextually appropriate written texts. The novelty of this study lies in its integrative evaluation of a textbook model text through the combined application of GBA and SFL Transitivity analysis within the framework of the Emancipated Curriculum. Unlike previous research that primarily focuses on students’ writing outcomes or the effectiveness of genre-based instruction, this study critically examines the linguistic adequacy of the model text itself as a pedagogical scaffold. The findings contribute to bridging curriculum goals, genre pedagogy, and functional linguistic analysis in evaluating instructional materials for secondary education.

**Keywords:** narrative text, Genre-Based Approach, Systemic Functional Linguistics, transitivity, writing skills

## Introduction

Writing is a complex skill that must be systematically acquired by students, as it involves not only expressing ideas but also organising thoughts and meanings into coherent written forms. Current research highlights that writing development requires explicit instruction and scaffolded support, rather than occurring naturally without guidance, especially in EFL/ESL contexts.

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<sup>1</sup> Corresponding author: Fatresia Tambunan, [fatresiatambunan@upi.edu](mailto:fatresiatambunan@upi.edu)

Recent studies show that instructional frameworks such as genre-based pedagogy and self-regulated learning models significantly enhance students' writing performance through structured guidance on text organisation, linguistic features, and writing strategies. For instance, genre-based instruction helps learners build genre awareness and develop the necessary rhetorical and linguistic knowledge to construct organised texts, indicating that students benefit from clearly modelled examples and instructional support throughout the writing process (Forsia, L., & Muhidin, A., 2025)

Furthermore, explicit instructional approaches that combine clear process steps, feedback, and metacognitive scaffolding have been shown to improve writing outcomes across levels of education, underscoring that writing cannot be acquired in the absence of targeted pedagogical support. Recent research also suggests that students' engagement with structured writing strategies, such as planning, drafting, and revising supported by instructional design, leads to more effective writing performance compared to unstructured practice alone (Anggraeni, C. W., Mujiyanto, J., & Rustipa, K., 2025).

Therefore, students need to learn to write from high-quality model texts and explicit instructional support because exposure to well-organised texts and scaffolded guidance helps them internalise genre conventions, linguistic patterns, and writing strategies that are essential for developing writing proficiency (Taufiqulloh, T., Nindya, M. A., Sulistyawati, A. E., & Sumekto, D. R., 2025).

A model text can be found in students' English textbook to lead students to write effectively. In context of Indonesia's educational system, narrative texts are emphasized for ninth-grade students at the end of Phase D under the Emancipated Curriculum. This genre text is considered valuable to contribute to students' competences in developing their carrier in the future (Depdiknas, 2004) and this genre text still used in the newest curriculum, the Emancipated Curriculum. Moreover, this text can give possibilities of literary experience since it contains more comprehensive language use. Literary experience help to construct link of fantasy and the real world from possible worlds of childhood that might influences students reading and interpretation as suggested by Eco (1978) and Gilbert (1990) in Luke (1993). Furthermore, Gilbert also explained that the experiences of reading literature may give significant impact on students' creativity, personal power, individual growth and heightened self-esteem during and after writing activity. Therefore, good model of Narrative texts are crucial to develop students' writing skills.

While model texts are critical tools for learning to write, their effectiveness depends on their quality and alignment with educational objectives. A good model text can be checked by using Genre Based Approach (GBA), which is adopted approach to teach English Language in Indonesia, and through Systemic Functional Linguistic (SFL), the transitivity, for text analysis. According to Halliday (1994), the transitivity focuses on processes, participants, and circumstances, to see how meaning is represented in a clause. It also defined as a system of grammatical resources for construing which expresses what is going on (Gerot & Wignell, 1994). The transitivity analysis is crucial in understanding the meaning and content of the text, that represents experiences, actions, events, and relationships through process types (material, mental, verbal, relational,

behavioral, existential), participants, and circumstances. Additionally, transitivity helps to find whether the narrative text achieved the purpose of a narrative text.

Moreover, to achieve the communicative and social purpose of a text, GBA can provide a structured framework for understanding how texts are organized. Additionally, in language learning, the genre-based approach, introduced in Australia, is rooted in Halliday's Systemic Functional Linguistics (Emilia, 2010). Influenced by Halliday's Systemic Functional Grammar, genre is defined as "Systemic Functional Linguistics that focuses on the relationship between language and its functions in social contexts" (Hyon, 1996). Thus, GBA and SFL Transitivity can be used to evaluate a narrative model text.

Although narrative text is one of the text used in Indonesia's English curriculum, there is limited research exploring their effectiveness as model texts for improving students' writing skills. Some studies, such as Solve Education (2021), have examined curriculum materials and proficiency standards (e.g. CEFR) alignment but have not sufficiently addressed the adequacy of narrative texts as instructional models. Additionally, the GBA and SFL frameworks have been widely used in teaching writing that talks about the summarization and writing competence. For instance, studies about the effectiveness of GBA in improving writing skills in Nurhajati (2020) and Yuliana et al.(2021). Moreover, studies, such as that of Fitriani & Hidayat (2020), have explored integrating local cultural elements into narrative texts to enhance student engagement and learning outcomes yet, studies on this integration within English textbooks are limited.

Therefore, by knowing the critical gap in the literature and significance of narrative texts in developing writing skills and their prominence in the curriculum, this research aims to evaluate the adequacy of a narrative model text of ninth grader students' English textbook using GBA and SFL transitivity. Through GBA and SFL transitivity analysis, the study investigates whether the model text effectively supports the development of students' writing skills and aligns with the objectives of the Emancipated Curriculum.

## **Literature Review**

### **Writing skills**

Writing is one of the most important skills in learning language, especially in English as foreign language or second language. Writing skills will help learner to express their idea or thought into concrete evidence. For instance, at work, writing has become an essential skill for employment and promotion, especially for salaried positions which expect potential employers with good writing skills that seen as the clients of corporate world (National Commission on Writing, 2004, 2005; Zhu, 2004). Additionally, in this era, employees are expected to create clearly written documents such as electronic emails, technical reports or memoranda since almost all of the professions need documentation. Moreover, through this concrete evidence, people can contribute to their society regardless their occupation, since it is often used by others to judge a person's learning, values, ideas, (EPALE, 2018). E-mail and text messaging, for example, have become a common form of social communication. Therefore, writing skills is considered as one of life skills.

As one of life skills, writing is also important tool for educational. Writing can provide a useful tool for supporting and extending students' learning of content

material which can help them to acquire and generate knowledge (meta-analyses by Bangert-Drowns, Hurley, & Wilkinson, 2004; Graham & Perin, 2007a). Writing is a thinking process which involves brain process, in order to organise ideas to write. Writers need to imagine and be creative in putting their thoughts in words. It also helps to promote creativity, imagination, and understanding. In academic writing, basic or general writing abilities are needed as a foundation to understand distinction procedures of ideas and interaction (Zhu, 2004). Moreover, in school, writing skill often used to determine students' grade through their performance on written tests and projects (Graham, 2006). Therefore, it is compulsory to incorporate teaching of writing skills since in primary schools as it is an important skill in communication in this globalised world (Hyland, 2015).

### **Writing skills in Emancipated Curriculum**

In Indonesia context, the genre based approach is used to teach English Language in secondary level, the phase D, in Emancipated Curriculum. The approach used in general English learning which focuses on texts in various modes, whether spoken, written, visual, audio, or multimodal. This is in accordance with the statement made by Halliday and Mathiesen (2014) that "When people speak or write, they produce text, and text is what listeners and readers engage with and interpret."

In teaching writing skills, the expected learning outcome is described as follows: The ability to convey, communicate ideas, express creativity, and create in various genres of written texts, in an effective and comprehensible manner, and appealing to readers with appropriate organizational structure and linguistic elements. In addition, for writing skills in phase D, the learning outcome is described as follows: "By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency."

Despite the advantages of writing skill as mentioned above, in schools, writing is usually the least to teach by teachers. Many EFL teachers found teaching writing is difficult (Thuy, 2009). Teachers are expected to have the proficiency in the L2, knowledge about writing and the local curriculum, and a repertoire of relevant techniques for responding to their students' writing (Leki, Cumming, & Silva, 2008). Moreover, according to study conducted by Hidayati in 2018 to find out teachers' challenges in teaching writing in Indonesia, she found that half of the subjects who mostly teach in Senior High School ask them to make a text in a form of controlled writing activities in the end of the writing class. Another half, however, just following the instruction in the LKS (students' workbook) such as filling up blanks, making sentences in a grammatical way, etc. Furthermore, she also found that teachers also deal with time allocation that shows only among the ten (10) teachers, 30% of them give 25 to 30 minutes for writing practice on daily basis while 20% provide approximately 15 minutes only; to do a brainstorming,

simple practice, etc. Only 10% give 40 minutes and 40% give no time for writing practice at all.

Nevertheless, there are several other factors that influence the lack of teaching writing skills. The first one is students' English competence. The students' English competence is a broad term which, regarding writing, might include learners' grammatical competence, vocabulary mastery, and how to organize a good paragraph of English (Brown, 2004). The second is native language interference that brings bad impacts on students' writing. This factor might affect morphology, semantics and syntax. Native language, therefore, is also seen as a very influential factor towards the success of a learner's writing in EFL (Harmer, 2001). The last is motivation and reading habit which are connected to each other. Motivation itself means a cluster of factors that 'energizes' the behavior and gives it 'direction' (Atkinson, 2002). By awakening writing motivation, it will improve students' reading habits as well. Therefore, those mentioned difficulties in teaching writing skills need an appropriate tool to help teachers in teaching writing skills. One of them is a good model text in teaching writing skills and to robust teaching and learning practices of writing skills.

### **Narrative Text**

Narrative text is used to entertain and deal with actual or imaginary experiences in many ways; narratives deal with problematic events that lead to a crisis or turning point of some type, which is then resolved (Gerrot & Wignell, 1994). Nevertheless, the structure of narrative text is orientation, followed by the complication and evaluation of the events, and end in a resolution, and coda that being optional (Anderson & Anderson, 1997; Feez & Joyce, 1998; Gerrot & Wignell, 1994). Moreover, narrative text has several linguistic features such as, a focus on specific and usually individualized participants, the usage of material, behavioral and verbal processes, the usage of relational and mental processes, the usage of temporal conjunctions and temporal circumstances, and the usage of past tense, (Gerrot & Wignell, 1994).

In English curriculum for secondary school in Indonesia, narrative texts are emphasized for ninth-grade students at the end of Phase D. Narrative text itself deals with simple stories in the form of fables and parables, folk and fairy tales, myth and legend, (Sagiro, 2013). This genre text is chosen and considered valuable to contribute to students' competences in developing their carrier in the future since 2004 (Depdiknas, 2004) and this genre text remained used in the newest curriculum, the Emancipated Curriculum.

### **Systemic Functional Linguistic**

In SFL theory, the register is the relational concept of linking the context of a situation with linguistic choices. The register has three features; Field, Tenor, and Mode, which are related to the following metafunctions:

**Table 1** Context of the Situation and Linguistic Features

Layers	Categories		
Context	Field	Tenor	Mode
Register variables	What is going on in the text?	What is the relationship between writers and readers?	How is the text organized, in spoken text or written text?
Linguistic realization in metafunction	Ideational meaning: when, how, who, where, and what	Interpersonal meaning: politeness, modality, and evaluative terms; attitudes, positions, and social roles	Textual meaning: Theme and Rheme as well as new and old information.
Lexicogrammatical features	Vocabulary, grammar, and tense	Mood, modalities	Theme; this, it, and that

Note. Information in the table is based on Halliday and Matthiessen (2014)

(Figure 1; Halliday & Matthiessen, 2014; Martin & Rose, 2008).

The Field provides understanding of how and when people use particular lexicogrammatical features such as mental verbs and elements of cohesion. This is called as the ideational metafunctions that allow learners to understand what is occurring in the text. The Tenor provides understanding of how and when the writer chooses particular modalities and appraisal systems. This is called as interpersonal metafunction that helps learners to understand the relationship between writers and readers. Lastly, the Mode provides analysis and understanding of the Theme and Rheme as well as cohesive devices. This is called as the textual metafunction that leads learners to understand how the text is organized.

### **Systemic Functional Linguistic and Narrative Text**

The Transitivity system, the overall grammatical resource for construing what goes on, belongs to the experiential metafunction in the systemic functional grammar (Martin, Mathiessen and Painter, 1997; Christie and Derewianka, 2008). According to Halliday (1994), the transitivity focuses on processes, participants, and circumstances, to see how meaning is represented in a clause. That is the reason why it also defined as a system of grammatical resources for construing which expresses what is going on (Gerot & Wignell, 1994).

The Transitivity system distinguishes six categories of processes in English: material, mental, verbal, relational, behavioral, and existential. It construes the universe of experience into a manageable set of process types (Halliday, 1994). Halliday goes on to say that each process is made up of three main parts: the process itself, the participants, and the circumstances. In her book, Emilia (2014) explained about the transitivity system categories (process) and their main parts as follows:

#### *1. Material Processes: Processes of doing*

The way that material processes "construe doing or happening" (Halliday, 1994). The question is answered by material processes. What did X do? Or what happened? The following are possible participant roles: Beneficiary (the person to whom or for whom the process is supposed to take place), Goal (the thing influenced by the process), Range (the thing untouched by the process), and Actor (the person doing the process). However, material process with a Goal can also be realised in an agentless passive (Butt, et. al, 2000).

#### *2. Mental Functions: Process of Sensing*

Meanings of thoughts or emotions are encoded by mental processes (Halliday, 1994; Eggins, 1994). A Senser, who is a human or at least conscious participant, and a Phenomenon, who is a nominal group or embedded sentence summarizing what is thought, wanted, perceived, or liked/disliked, are the two participants in mental processes (Eggins, 1994).

3. *Verbal Processes: Processes of Saying*

In addition to the various ways of saying (asking, stating, arguing), verbal processes also include semiotic processes that are not always verbal (showing, indicating) (Martin, Mathiessen, and Painter, 1997). Verbal processes are processes of saying and cover any type of symbolic exchange of meaning (Halliday, 1994; Halliday and Mathiessen, 2004). Verbal processes, often known as "reporting verbs" (Hyland, 2002), are a crucial rhetorical device and one of the most overt methods of attributing content to another source. Following Thompson and Ye (1991), Hyland goes on to say that hedging (suggest, indicate, imply) creates an evaluative space where the writer can withhold full commitment to present a contrast with a new view, while processes like demonstrate, prove, and show reveal the writer's agreement with a prior statement. Verbal processes can have the following participant roles: (i) A Receiver: The individual to whom the saying is addressed; (ii) A Sayer: The person in charge of the verbal process; (iv) A target is the thing that the talking process is aiming for; (iii) A verbiage is the function that corresponds to what is uttered.

4. *Relational Processes: Processes of Being*

A participant is connected to its identity or description through relational processes (Butt et al., 2000). According to Martin, Mathiessen, and Painter (1997), relational clauses interpret being in two ways: identification, which relates a participant to its identity, role, or meaning, and attribution, which relates a participant to its general features or description. Carrier + Attribute in attributive clauses and Token (that which represents what is being defined) + Value (that which defines) in identifying ones are the participant roles in relational clauses. The majority of the relational clauses in the theses are realized in various forms of be. Unlike attributive relational clauses, identifying relational clauses are reversible. So, the identifying clauses above can be changed into passive. Another type of relational process occurring in the theses is relational possessive process of ownership and possession between clausal participants (Eggins, 1994). For example, Possessive clause:

5. *Behavioural Processes*

Between mental and material processes, behavioral processes are those that involve physiological or psychological behavior (Halliday, 1994; Butt et al., 2000). They usually involve just one person (Thompson, 1996). According to Eggins (1994), the participant needs to be a conscious entity known as the behavior. The behaviour of study participants is described in the theses using behavioural processes.

6. *Existential Processes*

The idea that "there was/is something" is how existential processes depict experience (Eggins, 1994:254). The Existent is the sole required participant in an existential process who is given a functional designation.

### 7. Circumstances

According to Bloor & Bloor (1995), the term "circumstance" in functional grammar refers to items that have a semantic weight but are neither process nor participant. Table 2 below lists the nine categories of conditions identified by Halliday (1994) (see also Martin and Rose, 2003), with examples (in italics) drawn from the theses examined. Types and Examples of Circumstances (based on Halliday, 1994).

Types of Circumstances	Examples
<b>Extent</b>	<i>If you don't mind, I would like to ask for a month extension ... (Thesis 6).</i>
<b>Location</b>	<i>In the discussion section that will follow, the relationship between ... (Thesis 7).</i>
<b>Manner</b>	<i>A good communication can be created through the interaction ... (Thesis 1). They could learn individually or cooperatively (Thesis 1).</i>
<b>Cause</b>	<i>As the set of modal is constantly diminutive, the selection of modal is hinted ... (Thesis 6).</i>
<b>Contingency</b>	<i>If the probability is &gt;0.05, Ho is rejected. (Thesis 5)</i>
<b>Accompaniment</b>	<i>The respondent completed his request with supportive move ... (Thesis 6)</i>
<b>Role</b>	<i>However, as part of Indonesian society who values indirectness, it is ... (Thesis 6).</i>
<b>Matter</b>	<i>Two of the teachers also added the information about use of media questions (Thesis 4).</i>
<b>Angle</b>	<i>According to Soedjito (1988) ... in order to to enrich and improve vocabulary, Indonesians borrow words from a number of sources (Thesis 3).</i>

(Figure 2. Circumstances)

The meaning of most circumstances, according to Martin and Rose (2003) can be probed by a "wh-item" as follows:

Circumstance	wh-item	type of meaning
In 1980	when	time
To Indonesia	where	place
About exams	what about	matter
With the society	who with	accompaniment
As an arena	what as/how involved	role

(Figure 3. Circumstances with "wh-item")

The transitivity analysis is crucial in understanding the meaning and content of the text, that represents experiences, actions, events, and relationships through process types (material, mental, verbal, relational, behavioral, existential), participants, and circumstances. By analyzing the distribution of processes, participants, and circumstances, the generic structure (orientation, complication and resolution) also can be checked which is essential for a genre (narrative) text. By analyzing the distribution of processes, participants, and circumstances, you can determine if the text provides an adequate orientation, complication, and resolution, essential for narrative texts. Additionally, transitivity helps to find whether the narrative text achieved the purpose of a narrative text.

### Genre Based Approach

The first principle of GBA states that the goal of writing is to achieve social goals according to the situations of language use (Hyland, 2007). In order to accomplish this, Hyland (2007) noted that GBA exposes students to socially recognized standards while creating varied texts. As a result, students will be able

to write effectively in social situations. GBA implementation consists of three stages of writing cycles, which are Deconstruction, Joint Construction and Independent construction (Martin & Rose, 2005 as cited in de Oliveira & Lan, 2014). In the deconstruction stage, students are introduced to some models or instances of the text type being studied. At this stage, the activity consists of deconstructing model texts and discussing text structure, language aspects, and the social function of a specific genre (de Oliveira and Lan, 2014; Emilia, 2011). The goal of this practice is to familiarize learners with English text types and purposes that they may never encounter in their lives as non-native speakers (Kim & Kim, 2005; Simon, 2015).

The next stage is the joint construction stage. In this stage students collaborate with teacher to construct the genre text they have explored and learned in modelling stage. In addition, through this stage students gain their confidence by attempting to produce a text and receiving support from their teachers, (Martin & Rose, 2005 as cited in de Oliveira & Lan, 2014). The last is independent construction stage. This stage leads students to be independent in writing. Additionally, the deconstruction and joint construction are stages that prepare students to engage in the last stage, the independent writer. The goal of these two stages is students not only aware of the linguistic features and purpose of a certain genre but also to know what are appropriate content that should be involved in their writing (de Oliveira & Lan, 2014).

Hayland (2004) sees the advantages of a genre based writing instruction as follows: explicit, systematic, needs-based, supportive, empowering, critical, and consciousness raising. Moreover, in learning something new, people oftenly want to find some cases that they can refer to or consider as samples. It is already explained at the beginning the literature review that writing tasks can be more demanding than other language skills. Therefore, students at low level of proficiency absolutely need something that they can rely on since they have little exposure to English writing.

### **SFL and GBA**

In order to find out whether the model text in students's English book is appropriate enough to support teaching writing skills, the SFL and GBA can be combined as a useful tool. To use them, it is important to understand their relation. The SFL and GBA, actually are connected to each other. Genre in SFL is "goal-oriented and has a social activity purpose," meaning that writers and speakers whom use it participate in these activities as "members of their culture", (Martin, 1984; Martin & White, 2005). Moreover, as mentioned by Rose (2013), GBA is influenced by features of "Halliday's (1975) theory of language regarding the social semiotic process, Bernstein's (1990) sociological theory, and a series of large-scale action research projects in literacy education (Martin, 1999; Rose, 2008)."

Furthermore, another relation can be seen on the different purpose of genre text which shown on the generic structure and realizational pattern, (Eggins, 2004). The fundamental idea in SFL is the recognition of the connection between (1) social goals and (2) circumstances as particular linguistic exchanges (Fakhrudin & Hassan, 2015). We can determine the meaning of language and certain social behaviours by comprehending social settings and purposes (Fakhrudin & Hassan, 2015). Therefore, genre can help to understand the relationship between the text's

social purpose and structure, which influence writers' linguistic actions. Thus, the genre-based approach, according to Martin (1993), is the idea that students require direct instruction in order to master written genres; genre forms should thus be explicitly taught through the analysis of models, the acquisition of genre elements and their sequencing, and the group and then individual creation of exemplars. In conclusion, SFL and GBA has mutualistic symbiosis in teaching writing skills of a various text genres.

In teaching writing skills, additionally, students commonly more comfortable to write after being exposed by the models or examples that show what they have to do linguistically. This can be done through giving a genre to learn which can provide them an understanding of why a communication style is the way it (genre) is, through a reflection of its social context and purpose. This can become a prior knowledge that plays important role as rhetorical instruction for the students' writing improvement, (Swales, 1990). By exposing them with the model text, it is expected that students can construct a genre text.

While transitivity analysis and GBA have been widely utilized in educational contexts, their integration in evaluating both student-generated texts and model texts is underexplored. Although narrative text is one of the text used in Indonesia's English curriculum, there is limited research exploring their effectiveness as model texts for improving students' writing skills. Some studies, such as Solve Education (2021), have examined curriculum materials and proficiency standards (e.g. CEFR) alignment but have not sufficiently addressed the adequacy of narrative texts as instructional models. Additionally, the GBA and SFL frameworks have been widely used in teaching writing that talks about the summarization and writing competence. For instance, studies about the effectiveness of GBA in improving writing skills in Nurhajati (2020) and Yuliana et al. (2021). Moreover, studies, such as that of Fitriani & Hidayat (2020), have explored integrating local cultural elements into narrative texts to enhance student engagement and learning outcomes yet, studies on this integration within English textbooks are limited.

Therefore, by knowing the critical gap in the literature and significance of narrative texts in developing writing skills and their prominence in the curriculum, this research aims to evaluate the adequacy of a narrative model text of ninth grader students' English textbook using GBA and SFL transitivity. Through GBA and SFL transitivity analysis, the study investigates whether the model text effectively supports the development of students' writing skills and aligns with the objectives of the Emancipated Curriculum.

## **Method**

This study uses a qualitative case study research design, especially text analysis (Travers, 2001). The narrative text was selected from a students' national English textbook for grade nine under the title "Sangkuriang". This model text is provided in the textbook as a model text for students for teaching writing a narrative text. This model text, firstly, was analysed in terms of GBA to check the generic structure (orientation, complication and evaluation, resolution, and coda (optional) to follow (Anderson & Anderson, 1997; Feez & Joyce, 1998; Gerot & Wignell, 1994: 204). The next was analyzing linguistic features based on the Transitivity systems of SFL. Regarding the Transitivity analysis, three aspects (participants, processes, circumstances) were analyzed in each part of the text. This

study aims to investigate a narrative model text adequacy as an appropriate model text to support students' writing skills through GBA and SFL transitivity analysis. Through GBA and SFL transitivity analysis, the study investigates whether the model text effectively supports the development of students' writing skills and aligns with the objectives of the Emancipated Curriculum.

### Findings and Discussion

Results from the analysis of the narrative model text are described and discussed in two major points: (i) The generic structure of the model text according to GBA term; (ii) linguistic features of the narrative model text and discussion chapter based on the Transitivity system of systemic functional linguistic, including the processes, participants and circumstances.

- (i) The generic structure of the model text according to GBA analysis.  
The analysis of model text according to GBA is as follows:

Title: Sangkuriang

*1st Paragraph:*

*"Once upon a time in West Java, Indonesia, lived a princess named Dayang Sumbi. She was beautiful and kind-hearted. ...."*

This paragraph sets up the setting (West Java) and introduces the main character, Dayang Sumbi, and her character traits (beautiful, kind, and lazy). It also introduces the initial situation of her tool falling and her offer to anyone who could help her, setting the stage for the rest of the story. This paragraph can be categorized as the orientation in the GBA term.

*2nd Paragraph:*

*"A male creature came, but it was a dog. His name was Tumang. He happily brought the tool to her. Dayang Sumbi was very surprised, but she kept her promise. She married the dog...."*

*3rd Paragraph:*

*"One day Dayang Sumbi asked him to bring home a deer's heart. But, after hunting for several days, he could not find any deer in the woods. .... So, she got very angry and hit Sangkuriang's forehead with a piece of wood and told him to leave. With a bad wound on his forehead, Sangkuriang left the village."*

The complication begins in the 2nd paragraph, introducing the key conflict. Tumang, a dog, helps Dayang Sumbi, and she marries him, unaware that he is cursed. Their son, Sangkuriang, grows up unaware of the truth about his father's identity. The stage is set for the emotional and moral conflict in the next part of the story. The 3rd paragraph deepens the complication as Sangkuriang, in his desperation to please his mother, kills Tumang (unaware of the truth) and brings his heart to her. Dayang Sumbi recognizes the heart and becomes enraged, sending Sangkuriang away. This leads to a moment of rejection and sets the course for Sangkuriang's future. Therefore, the second and third paragraphs can be categorized as the complication part in the GBA term.

*4th Paragraph:*

*"Many years later, Sangkuriang grew up to be a powerful man. One day he went back to his village. He met a beautiful young woman there, and he fell in love with her at the first sight. It was Dayang Sumbi! ..."*

5th Paragraph:

"When he walked closer to her, Dayang Sumbi got very surprised. She saw the scar in Sangkuriang's forehead, and soon she knew that he was her son, who left her a long time ago. She told him the truth and tried hard to explain it to him, but he did not believe her. ..."

6th Paragraph:

"Sangkuriang agreed, because he knew that he could make it with the help of his genies. By midnight he finished the lake and then started making the boat. Dayang Sumbi was thinking hard to find a way to fail him. Before dawn, she asked the people in the village to burn the woods in the East, and the light made all the cocks crow. Thinking that the night would be over soon, the genies ran fast and left Sangkuriang before the boat was finished. Sangkuriang realized that Dayang Sumbi had cheated him. He got very angry and he kicked the boat upside down. It gradually became a mountain and it is now known as Mt. Tangkuban Perahu."

The 4th paragraph explains that Sangkuriang returns to the village as a grown man and falls in love with a woman who is, unbeknownst to him, his mother. Dayang Sumbi, who has not aged due to a divine blessing, is still beautiful and young. This is the turning point of the story, where the true nature of their relationship starts to unfold. In the 5th paragraph, Dayang Sumbi recognizes her son by the scar on his forehead, but Sangkuriang does not believe her. To avoid rejecting him outright, Dayang Sumbi accepts his proposal on the condition that he accomplishes an impossible task. This sets up the final test and the resolution of the story.

Sangkuriang, with the help of his genies, nearly completes the task, but Dayang Sumbi outwits him by causing the villagers to burn the woods, tricking him into thinking it's dawn. Realizing he's been deceived, Sangkuriang becomes angry and kicks the boat, which transforms into a mountain, the famous Mt. Tangkuban Perahu in the last paragraph. Therefore, the fourth until sixth paragraphs can be categorized as the resolution part in the GBA term. According to the GBA term, the narrative model text "Sangkuriang" has fulfilled the category of a narrative text. Although the model text does not involve coda, the generic structure of the text could achieve the social purpose of a narrative text.

## (ii) Language features according to SFL-Transitivity Analysis

The analysis of linguistic features in this study is based on three elements of the Transitivity system of functional grammar: Participants, Processes and Circumstances. According to the analysis, the transitivity classification can be seen as in the tables below:

Table 1. The transitivity classification

No.	Type of Transitivity Process	Participants	Circumstances	Total
1	Material	Actor, Goal	Temporal, Spatial	7
2	Mental	Senser, Phenomenon	-	4
3	Relational	Carrier, Attribute / Token, Value	Temporal	8
4	Behavioral	Behaver	-	-
5	Verbal	Sayer, Verbiage	-	-
6	Existential	Existent	Spatial	1

Here is the example of identified clause with transitivity analysis:

1. Material Process

Clause 10: "I will take you as my sister." in orientation part.

<b>I</b>	<b>will take</b>	<b>you</b>	<b>as my sister</b>
<b>Actor</b>	Pr. Material	Goal	Circumstance

2. Mental Process

Clause 16: "Sangkuriang liked to hunt in the woods," in complication part.

<b>Sangkuriang</b>	<b>liked</b>	<b>to hunt in the woods.</b>
Senser	Pr. Mental	Phenomenon

3. Relational Process

Clause 1: "Many years later, Sangkuriang grew up to be a powerful man" in complication part.

<b>Many years later,</b>	<b>Sangkuriang</b>	<b>grew up to be</b>	<b>a powerful man.</b>
Circumstance (Temporal)	Carrier	Pr. Relational (Attributive)	Attribute

4. Existential Process

Clause 1: "Once upon a time in West Java, Indonesia, lived a princess named Dayang Sumbi" in orientation part.

<b>Once upon a time in West Java, Indonesia</b>	<b>lived</b>	<b>a princess named Dayang Sumbi</b>
Circ. Spatial	Pr. Relational (existensial)	Carrier

When evaluating narrative texts using the transitivity approach, three major process types—material, mental, and relational—are essential for fulfilling the narrative category. The material processes are important because they reflect acts and events, which serve as the narrative's foundation and propel it forward. Halliday and Matthiessen (2014) underline that material processes capture the "doing" and "happening" that is essential for storytelling. The mental processes, on the other hand, focus on characters' thoughts, feelings, and perceptions, adding emotional depth and building a connection between the reader and the characters. According to Eggins (2004), mental processes are essential for revealing interior emotions and boosting character development. Furthermore, relational processes are important because they describe and identify actors or situations, so establishing context and relationships, especially during the narrative's orientation stage. Martin and Rose (2008) emphasize that these processes describe the narrative universe and establish the groundwork for the story.

Other processes, such as behavioral, linguistic, and existential ones, are less important to the story's advancement. Narratives rarely feature behavioral processes, which are composites of material and mental processes. Verbal processes are used to facilitate dialogue and character interaction, but they are not as prominent. Similarly, existential processes, while beneficial for introducing features such as contexts (e.g., "There was a castle"), have a minimal overall

impact. Thus, material, mental, and relational processes are most important in determining the structure and meaning of narrative texts.

## Discussions

This study evaluates the narrative text "Sangkuriang" from a ninth-grade English textbook within the context of Indonesia's Emancipated Curriculum, using the Genre-Based Approach (GBA) and Systemic Functional Linguistics (SFL) Transitivity system. By analyzing the text's structural elements—orientation, complication, and resolution—and its linguistic features, the study provides insights into the text's suitability as a model for teaching writing skills.

The findings reveal that the text aligns well with the narrative genre's structural requirements while demonstrating a balanced distribution of material, mental, and relational processes. These linguistic features are critical for conveying action, emotional depth, and contextual relationships, making the text an effective instructional tool for narrative writing. A novel contribution of this study lies in its detailed integration of GBA and SFL Transitivity frameworks to evaluate the alignment of a narrative text with curriculum objectives, which has been underexplored in prior research.

Previous studies, such as those by Nurhajati (2020) and Yuliana et al. (2021), emphasize the effectiveness of the GBA in improving writing skills, but they have not specifically focused on the adequacy of narrative texts as models in teaching. Similarly, Fitriani & Hidayat (2020) examined the integration of local cultural elements in narrative texts but did not analyze their linguistic features through an SFL lens. This study complements these findings by bridging the gap between genre-based writing instruction and linguistic analysis, offering a more holistic approach to evaluating teaching materials.

Moreover, the findings support earlier research that underscores the significance of model texts in improving students' writing skills. The analysis confirms that a well-constructed narrative text, such as "Sangkuriang," can achieve the goals of both GBA and the Emancipated Curriculum by fostering creativity, coherence, and linguistic competence. By providing a structured yet flexible framework for learning, the study complements existing literature and reinforces the pedagogical value of integrating genre and linguistic analyses in curriculum design.

## Conclusion

The analysis of "Sangkuriang" using Systemic Functional Linguistics and the Genre-Based Approach validates its usefulness as a model text for teaching narrative writing. The text fits the structural requirements of the narrative genre (orientation, complications, and resolution), and its linguistic features, particularly the distribution of material, mental, and relational processes, effectively support the development of crucial writing skills. These aspects not only help students grasp narrative structure, but they also meet the Emancipated Curriculum's learning objectives, which encourage creativity, coherence, and effective communication through structured paragraphs and appropriate linguistic elements. The model text gives students the tools they need to communicate their ideas and experiences in a meaningful way that aligns with curricular goals by fostering the interaction of linguistic elements and narrative structure.

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