PROCESS TYPES OF TRANSITIVITY IN RECOUNT TEXT WRITTEN BY ELEVENTH GRADERS OF ISAT-U SENIOR HIGH SCHOOL PHILIPPINES IN ACADEMIC YEAR 2018/2019

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Abstract

This study is conducted to analyze transitivity process used in eleventh graders students of ISAT-U Senior High School based on Halliday's theory of Systemic functional linguistic, and identify the most dominant process used in the text. This study focuses on analyzing students transitivity process in their writing. It is expected to give a students' insight understanding in using transitivity process in delivering their ideas through text.

This study is classified into descriptive qualitative research. The subjects of the research were 11 recount texts from eleventh graders of ISAT-U Senior High School Philippines, while the unit of analysis is clause on students writing. The writer collected the data through documentation. After reducing, the writer analyzed the transitivity process found using Halliday's theory.

The result of the study shows that there are seven types of transitivity process used by the students in their writing, they are material process (41.80%), relational attributive (28.79%), mental process (11.76%), verbal process (10.53%), relational identifying process (3.10%), behavioral process (2.48%), and existential process (1.55%). Relational attributive and identifying are types from relational process. Based on the findings, students are able to apply six types of transitivity process in their writing. As the whole, material process positioned as the most dominant process used by students in delivering their idea. It is clearly shown by the percentage in which used in 135 of 323 clauses..

Keyword - Systemic Functional Linguistic, Transitivity Process, Recount Text

Introduction

Basic Educational Curriculum (BEC) Kto12 is a new Curriculum first applied since May 2013 in The Philippines, replacing the Secondary Education Curriculum (SEC) 2010. This curriculum was already applied by all school in The Philippines   since 2016. BEC Kto12 is expecting students to have communicative competence and multi-literacies which emphasize using text (Education, 2016).

BEC Kto12 has three components, they are Language Learning Process, Effective Language Use, and Making Meaning through Language. In these components, it describes that students will learn language through text type (e.g. Descriptive, Recount, Narrative, Procedure, Hortatory, Discussion, Expository, Argumentative, and Discussion) and literary appreciation in order to deliver meaning and understanding culture. Learners apply their knowledge of the system of the language to assist them to make meaning and to create meaning. They come to recognize the patterns and rules of the language which emerge as they interact with a plethora of texts (literary and informational) to make meaning. It is also stated that the skills, grammatical items, structures and various types of texts will be taught, and revisited at increasing levels of difficulty and sophistication.

One component that becomes Filipino students' lack is grammatical competence. This component refers to the ability to recognize lexical, syntactic, morphologic and phonological of a language and make use of it well, so that it can interpret form words and

sentence. By this lacks students will not be able to deliver their idea into correct written text and make meaning because they still concern on how to write coherence and cohesively. Students' writing, somehow will reflect how deep their understanding of certain topic, that is why it is often analyzed. There are some researches has been conducted to analyze students writing. One of it is Systemic Functional Linguistic (SFL). SFL is familiarly known as a useful descriptive interpretive framework for analyzing language as strategic and a resource for constructing meaning (Eggins, 2004; Gerot & Wignel, 1995).

SFL analysis is an analysis of how linguistic elements reflect three strands of meaning which work simultaneously to achieve social goal. The linguistic elements including lexicogrammar and discourse. While the three strands of meaning refer to ideational meaning, interpersonal meaning, and textual meaning. Ideational meaning reflected by the grammatical system which called as transitivity. This transitivity system is related to three variables, they are participants, process, and circumstances which reflected in clauses written in text.

Based on the researcher's experience in the internship or teaching experience in one of Senior High Schools in the Philippines, most of the students' fluency in speaking was relatively good. They could speak very well and be confident. However, once they have a chance to write a complete specific English text, they face some difficulties.

First, students are still confused on how to express or deliver their idea in written form. They do not know which idea should they tell and how to start telling or sharing it. This is one reason why they spend more time in writing a text or project.

Second, students are lack of knowledge how to compose writing cohesively and coherently. In coherent case, students have difficulties in exploring ideas to support the main idea. While in cohesive, students have problem in keeping the idea of each paragraph related one to the other.

Besides, students also have concern in arranging text with correct generic structure and grammatical features. It is proven by their writing which still miss concluding part, sequences of events and other part that actually essential.

Other problem is students have low knowledge of transitivity. This knowledge which important in construing their experience (related to who, where, when, why, what and how) still become their concern. This makes them hard to know which verb indicates the process that is suitable in recount, narrative, descriptive, discussion, or other text. They need to know the knowledge or material first so that they can know how to implement it well in their writing.

Overall, these all problem may cause by their limited time to practice. In class, even though they have more than four hours learning in week, the activity they have in class rarely guide them one by one to write a whole text. Moreover, it is also stated in BEC Kto12 that students need to be able to deliver idea, construct meaning through text, and use the tenses correctly. Considering to the background above, the writer would like to investigate students' recount texts since applying a particular text's criteria is the problem faced by the students in learning English in that school. This study will be analyzed by SFL framework, but focus on process of transitivity only.

Based on above background, the writer conducted a study to know transitivity process used by students in their recount text and identify the most dominant one. This study entitled "Process Types of Transitivity in Recount text written by Eleventh graders of ISAT-U Senior High School Philippines in Academic year 2018/2019".

Byrne (1988:1) defines text as "a sequence of sentences arranged in a particular order and linked together in certain ways". According to Gerot and Wignell (1994) there are 12 types of text, but based on Department of Education (2016) Senior High School students in The Philippines, especially grade eleven will only get Recount, Reports, Narrative, Hortatory Exposition, Explanation, Discussion.

A recount is a text which tells the reader about something that has happened (Warner, 2009). This text will tells the reader about something that is experienced by the writer himself in previous time. Derewianka (1995: 15) states that the recount generally begins with an orientation, unfolds with series of events and ends with reorientation.

Systemic Functional Linguistics is a theory about language as a resource for making meaning base on a context of situation and a context of culture. Systemic Functional Linguistics was developed by Halliday (1985) a professor of linguistics from university of Sydney. As explained above, in order to generalize meaning, the SFL model proposed that language has evolved to make three generalized three kinds of meaning, they are ideational, interpersonal, and textual. Ideational meaning can be analyzed by transitivity system. Gerot and Wignell (1994) explains that transitivity explains in general way how phenomena of the real word are represented as linguistic structures. Halliday & Matthiessen (2004) categorize transitivity process into six types, which are material process, mental process, relational process, behavioral process, existential process, and verbal process.

In 2018, a similar study had been conducted by researcher named Rohmat from English Department of IKIP Siliwangi, Bandung about analyzing transitivity of tenth graders descriptive text. The study was conducted in a senior high school in Bandung, West Java in the school year of 2017/2018. The result of the research showed that there were 4 types of processes that occurred in the data, they were: material process (8. 70%), mental process (17. 39%), relational process (45. 65%), and existential process (28. 26%).

In 2016, another study had been conducted by a researcher named Senjawati from English Department of Indonesia University of Education, Bandung about analyzing transitivity of tenth graders recount text. The findings show that all students were aware about the social purpose of recount text and how recount text should be written based on its criteria, appropriate schematic structure and linguistic features. Moreover, the students' texts consist of material (62.1%), mental (12.7%), relational (7.5%), verbal (9.8%) and existential processes (7.9%) which fulfill the criteria of recount text's linguistic features.

Based on previous studies above, this research have novelty that is different from previous studies. This research used recount text but focused on analyzing transitivity process. It is different with research that used mostly descriptive text. This research focused only on analysis transitivity process by Halliday's (1994) theory, not a whole transitivity from participant, process, and circumstances. Last, this research participant was eleventh graders of ISAT-U SHS in The Philippines which was not being analyzed yet by previous researchers. The difference of curriculum applied that are BEC Kto12 and KTSP 2006 or K13 somehow effected students writing, and different compared to Indonesian.

Methodology

This study used a descriptive qualitative method. According to Bryman and Bell (2007), qualitative research is a research method that indicates the relationship between theory and research which usually emphasizes on how theories were generated. The subjects of the study are clauses in recount text written by eleventh graders of ISAT-U senior high school, Iloilo city, Philippines in the school year of 2018/2019. The total number of recount text gained are 40 texts. However after being reduced, the total text are only 17 that fulfill the standard. Then, the writer 11 as the sample for this study.

In this research, the unit of analysis is clause contain transitivity process in recount text written by eleventh graders of ISAT-U Senior High School in Academic year 2018/2019. The research conducted in English Class of eleven grade students of ISAT-U (Iloilo Science and Technology University) Senior High School. It is located on Burgos Street, La Paz, Iloilo City, Western Visayas, Philippines, Postal Code 5000.

Eleventh graders of Filipino students has 7 hours English class per week deals with English position as second language in this country. Therefore, the material, test, report, and any information are delivered in English. ISAT-U Senior High School students are having students-centered learning. The students are quite active in giving respond, answer, and suggestion in class. They believe that by their activeness they will get the better knowledge. The activities gotten by student must fulfill students-content, student-students, and student-teacher aspects.

In this research, the data was collected through documentation. The writer used data of recount text written by eleventh graders students. After the writer got the data and reduce it, the next step was analyzing the data/ the writer analyzed the data based on the process types. The descriptive approach used in order to represent the process types used in recount test written by eleven graders. The procedure of analysis was divided into some steps, they are:

1) The writer sorted the data by considering of content and generic structure. The topic of the text is about public speaking, thus the text that can be analyzed is from students that already experience public speaking, so that they can retell their story well. Next, from the related topic will be reduce by only the text that has correct generic structure are chosen.

2) The writer identified the clause of its transitivity processes in students' recount text to know the construction of their paragraph based on Halliday's theory (1994)

3) The writer analyzed kinds of process in the students' recount text based on Halliday's theory (1994)

4) The writer calculated how many percent of process types used in students' recount text using the formula as follows

$$P = \frac{N}{T} X\ 100\%$$

Notes :
P= percentage of a particular kind of process
N=the number kind of process
T=the total number of process

5) The writer concludes the result

Finding(s) and Discussion

Transitivity Process

The transitivity process position in clause are reflecting activities or doing, saying, behaviour, feeling, existential, relation, and other things in the clause written. There are six types or transitivity process, they are material, mental, verbal, relational, behavioral, and existential. There are the process used in students' writing:

Material Process

Material Process is the process of doing and happening. It reflects the process of action. In this process, the thing that is affected by process called as goal, while the subject that done is called as actor. Here is the example:

S1C7: *"They **performed** different types of dance."*

In the clause above, "they" functions as actor, "performed" is material process, and "different types of dance is goal.The process belongs to material process because the bold words reflect process of action or doing something. In materal process, the subject that do the process called a actor and something that is affected by action called as goal. By this analysis, the writer find 135 material process used in total 323 clauses.

Mental Process

It is the process which represents the process of feeling, thinking, wanting, loving, and perceiving. It reflects inner experience had by the senser. This process also includes the use of five senses, for example:

S3C11: I **felt** the tension

The clause above contains word "felt" which represents the process of feeling or sensing. This clause means that "I" was affected by something that makes tension. This process of feeling belongs to mental process. In mental process, the subject that got the process of feeling functins as senser and the affected functions as phenomenon. By this analysis, the writer found 39 mental process used in total 323 clauses.

Verbal Process

Verbal process represents the act of saying. It deals with producing voice to tell something. The one that does the process called as sayer. Here are the example:

>   S5C30: **I spoke** loud for the first opening

The clause above contains word "spoke". The word reflects process of saying. The clause lingually means that the sayer delivered something in front of the audience in verbal way. Thus, it belongs to verbal process. In verbal process, the addresser is called as sayer and the content of what is said called as verbiage. In addition, the clause above contain circumstance of time in words "for the first opening" By this analysis, the writer find 34 verbal process used in total 323 clauses.

Relational Process

It is a process in which states of being and having are involved. In this clause the process of being are divided into attributive and identification. It is also the clause that explain location and change of state. For Example

>   S2C4: that the type of the play **is** poetry in motion..

The clause above contain word "is", and has it being marked. In this clause, the word functions as relational identifying that identify the token. One characteristic in relational identifying process is it can be reversed without changing the meaning from the clause. By this analysis, the writer find 103 relational process of total 323 clauses written, 93 attributive and 10 identifying.

Behavioral Process

This is the process in which it is proses that represents manifestations of inner working, acting out of consciousness process, and physiological states For example:

>   S9C11: They **were laughing** at me

The clause above belongs to behavioral process. The marked word "were laughing" reflects process that represents acting out of consciousness. It means that "the audience" realizes something that is funny, but the unconsciously "laugh" to it. By this analysis, the writer find 8 behavioral process of total 323 clauses written.

Existential Process

This process represents the existence of something. It is borderline between relational and mental process. In existential process, it involves existential constructions which are introduced by an empty "there" issubject position. Usually, this process use "there" as its subject. Below are the examples:

>   S5C26: because there **were** too many people

In the clause above, word "were" functionsas the process. It reflects the existential of people. Thus, it belongs to existential process. In this case, it involves existential

constructions which are introduced by an empty "there" ib subject position. By this analysis, the writer find 5 existential process of total 323 clauses written.

Transitivity Process that are Mostly used by Students

The writer shows the total or transitivity processes used in the students recount text in the table as follows:

Table 1. Percentage of process types that are used by students

No	Process		Total Process	Percentage (%)
1	Material Process		135	41.80
2	Mental Process		38	11.76
3	Verbal Process		34	10.53
4	Relational	Process	93	28.79
	(Attributive)			
	Relational	Process	10	3.10
	(Identifying)			
5	Behavioral Process		8	2.48
6	Existential Process		5	1.55
	Total		323	100.00

Based on the table above, it shows students mostly used material process in their narrative text. There are 135 clauses of 323 belong to material process. This clause functions as the most dominate process used by students in writing recount text. This process is used to reflect process of doing and happening. Since 41.80% clause used are material, thus this process is the most dominant process used in the data.

The next process that is often being used is relational process. The process is used in 103 clauses of 323, which consist of 93 attributive and 10 identifying. This process potions as second rank after material with 27.99%. The finding shows that student used the process to reflect the process of being and having. They express it by using be, is, were, have, and others. Third place is verbal process. This process reflects the process of saying which indicates by using voice to say. The total of verbal process only 38 clause under mental. The percentage is 11.76%. The use of this process is placed in how students tells their publish speaking. It is often be used by ask, speak, tell, and others.

Next is mental process. Mental process is the process that reflect the process of feeling, perceiving and sensing. The percentage of mental process in the data is 10.53%. This process is used in 34 clause of 323. It is often being used since the recount text also tells about students feeling in having the experience. Fifth place is behavioral process. This process is used in 8 clauses and the percentage is 2.48%. This clause is used to represent psychological behavior. In the data, the word that often being used for this process are shaking, laughing, and shivering.

Same with behavioral process, the existential process also functions the last rank. With 1.55 of 100%, the clause only used 5 times overall clauses. This process used to reflect the existing of something. In the data, student commonly used this in stating "there were many people", which "were" explain the existing of many people.

By the data, students need to write the text in past form, yet some still confuse and use the present form in writing the tenses. By the analysis above, most process that is used is material, then followed by relational, mental, verbal, behavioral, and existential.

In this data, the most dominant process is material. It is because the text they were writing is recount, so they focus more on how to retell past event and activities that already happened. Although students dominantly used material, they know how to use 6 types of process well.

Conclusion(s)

Based on the result of the analysis, the writer conclude that the types of transitivity process that is used by students in the recount text are: Material (41.80%), Relational-Attributive (28.79%), Verbal (10.53%), Mental (11.76%), Relational-Identifying (3.1%), also Behavioral (2.89%) and Existential (1.55%). It also can be concluded that the most dominant types of transitivity process used in students' recount text is Material process, with the total is 135 of 323 process or 41.80% from all data.

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