Transitivity System of Narrative Text in Junior High School English Textbook in Indonesia

Anni Marhamah[1], Mukhaiyar[2]

[1]Universitas Negeri Padang, Graduate Program of English Education, Padang, West Sumatera, Indonesia

[2]Universitas Negeri Padang, English Lecturer, Padang, West Sumatera, Indonesia

Abstract: *This research was conducted due to the need of close analysis towards reading text to make conclusions about the appropriate reading passages in textbooks in the school instruction. Transitivity system analysis based on Halliday's theory is the important elements in order to pursue the students' successful learning of reading comprehension by analyzing the process types that characterizes the reading text. This study aims at investigating how the transitivity system in Narrative text of Think Globally Act Locally grade 9th textbook are constructed. This research was conducted using a descriptive method. Data source of the research was text document of narrative text of Junior High School English Textbook for grade 9th entitled Think Globally Act Locally. The data were analyzed based on theory proposed by Gay et.al [1] ;Data Managing, Reading, Description, Classifying, Interpreting and Writing the Report. This study found that material process was the most dominant process types in narrative text. Most of the process valences found in the reading passages were monovalent and bivalent. The most dominant circumstances elements are adverb of place.*

Keywords: Process types, Narrative text, Transitivity system

1. Introduction

Reading is one of the important skills which should be mastered in learning English. In reading, the students are expected to have more skills to explain individual text or passage after comprehending the reading text. An appropriate text and book leads to better understanding. In comprehending a text, we need to understand and consider many aspects implied in the text including ideational meaning. It describes the task of language as a giver of meaning in the exposure of one's experience. To understand about what is going on in some text (field) analyzing the ideational meaning is needed. The failure in understanding text makes a problem to the learning process. In order to pursue the successful learning in this academic era it is necessary to consider the reading comprehension of students towards the text. Close analysis of texts is needed to make conclusions about the efficiency of reading text in textbooks in the school instruction. With regard to the textual elements, the transitivity representations could be considered as the key elements in determining the students' success in grasping the ideas contained in the textbooks. By having an appropriate level and complex transitivity systems, the texts would be comprehended well by the students and thus stimulating their development in learning both the subject and the language since every reading passage has different linguistic feature choices based on their genre.

2. Literature Survey

The concept of transitivity grammatical system which is a powerful tool for analyzing the meanings expressed in clauses [2]. The concept of transitivity analysis has been widely used to understand the language of speakers and writers. It examines the structure of sentences which are represented by three elements; processes, the participants involved in these processes, and the circumstances. Using transitivity analysis, researchers have tried to reveal that language structures can produce certain meanings and ideology which are not always explicit for readers. In other words, the task of transitivity analysis is to discover the relation between meanings and wordings that accounts for the organization of linguistic features in a text.

Research of transitivity system analysis toward English written text has been studied by several authors. Mostly, they conducted the analysis for literature work such as novel, poem, movie script, etc. Nguyen (2012) identified and explained how the main character's personality is portrayed and represented through language used in Hoa Pham's "Heroic Mother" [3]. Kumral (2013) did a study of Semiotic analysis of textual communication in Snow by Julia Alvarez. She found that Semiotic analysis of the story is presented accord with the accepted strategies of the reading activity developed in consecutive steps [4]. Kamayana (2016) discussed and focused on the analysis of the interpersonal meaning and transitivity system in the novel entitle "The Fault in Our Stars". This research aimed to describe the interpersonal meaning and the transitivity system in the dialogue between characters of the novel [5].

More specific research toward the particular level or grade of English Textbook was really needed. Transitivity system analysis towards narrative text as provided reading passages in English textbook was also needed. It stimulates the reading skills to comprehend the idea and information in a reading passage, and the content enriches the knowledge of reading skills that can be applied in spoken and written texts. Thus, it was needed to do analysis of transitivity system in narrative text of junior high school English textbook entitle "Think Globally Act Locally".

3. Research Questions

The problem of the research is formulated in this following question: "What types of transitivity system are characterized and found in narrative text of *Think Globally Act Locally* grade 9th textbook published by Ministry of Education and Culture?". In relation to this research question, the objective of this research was to analyze the transitivity system characterized narrative text of *Think Globally Act Locally* grade 9th textbook.

4. Method

4.1. Participants

This research was conducted using a descriptive method. This research aimed to find out transitivity system in narrative text as reading passage of grade 9 of junior high school English textbook "think globally act locally" in term of the transitivity system using Halliday's theory. This transitivity system was analyzed by applying content analysis. Subject of this research was narrative text in Junior High School English Textbook for grade 9th entitled Think Globally Act Locally Published by Ministry of Education and Culture in Indonesia. The source data of the research was text document of the narrative text. The data were in the form of clauses. This narrative text entitled "*the golden star fruit tree*" and consists of 68 clauses.

4.2. Instrument(s)

The researcher was the main instrument to ease data collection and analysis of this research. The secondary instrument was the data sheets in which the process types classification of the data will be observed.

4.3. Data collection and analysis procedures

The data collected were transferred to data sheet as a guide for the process of identification and analysis of the data. The classification was used as the direction to conduct the identification of the transitivity representations. The data was collected by gathering clauses of narrative text that found in English Textbook Grade 9 of Junior High School Published by Ministry of Education and Culture. Then, the clause expressions were observed out classified into the types of process categories. The data were analyzed based on theory as proposed by Gay, Mills and Airasian [1]. 1). Data Managing; Researcher managed all reading passages and organized the data and checked it for completeness. 2). Reading; after checking the data, the researcher read all of the data that the researcher got from the text to get the sense of data. Researcher read and observed each clause carefully and investigated the process types. 3). Description; Researcher separated, categorized and grouped the clause expression based on the kinds of transitivity systems found. 4). Classifying; the clause expressions of the narrative text were analyzed, classified and identified according to their features. The data was analyzed by counting the frequencies of occurrences of process types of the clause expression in the text. The frequency of occurrence of each type were put

into the data sheets, the result of collected data was put into table. These tables were used to ease the identification of process types. The percentage of the process types' representation was counted using the formula suggested by Sudjana [6].

$$P = \frac{f}{n} \times 100\% \, .$$

5). Interpreting; after all the types was identified and written down, they were used as the basis to make inferences, interpretation and conclusion. The dominant process types found was considered as types that characterize narrative text of English Textbook Grade 9 of Junior High School Published by Ministry of Education and Culture. 6). Writing the Report; the result of this study was reported based on the research findings.

5. Results

There were 68 clauses expression found in the narrative text. As we talk about transitivity system we also will talk about valences and circumstantial elements that are associated the process as the center of transitivity system. These elements were found in narrative text in the textbook.
It will be explained below.

5.1. Process Types

Table 1: The Occurrences of Process Types in Narrative Text

No	Process Type	Utterances	Percentage
1	Material Process	36	52.94 %
2	Relational Process	12	17.65 %
3	Verbal Process	7	10.29 %
4	Behavioral Process	6	8.82 %
5	Mental Process	6	8.82 %
6	Existential Process	1	1.47 %
	TOTAL	68	100%

The results indicated that material process was in the highest percentage since this process was the most process occurred in the clauses of the reading passage. Result shown that there were 36 material processes occurred in the clauses with the number of percentage 52.94 %. This data indicate that the clause explain the action or what happening. The second position was relational process with the total number 12 processes and percentage 17.65 %. Then, they were followed by verbal process with the total number 7 and percentage 10.29 %. Behavioral process was 6 numbers of occurrences with percentage 8.82 %. Mental process was 6 numbers of occurrences with percentage 8.82 %. The last position with the lowest percentage of the process types was existential process with the only one occurrence and percentage 1.47 %.

5.1.1 Relational Process types
Relational process has 6 sub-type processes. The number of occurrences of Relational sub – type process is specified in table 2. Below.

Table 2: Relational Process Types in Narrative Text

No	Relational Process	Utterances	Percentage
1	Relational Attributive Intensive	5	41.66 %
2	Relational Attributive Possessive	4	33.33 %
3	Relational Identifying Intensive	3	25 %
	Total	12	100%

Based on the occurrences, there were only 3 sub types of relational process that exist in narrative test in the textbook. Relational attribute intensive was the most prominent sub type of relational process with 5 occurrences and percentage 41.66%. Then, it was followed by Relational attribute possessive for 4 occurrences with percentage 33.33%. Relational identifying intensive was in the last position since it only occurred 3 times with percentage 25%. There was no relational identifying circumstantial, relational attributive circumstantial and relational identifying possessive found in the text.

5.2. Valences

Valences are the number of participant attracted or bound by the process. There were different number and type of valences occurred in narrative text. There were 3 type of valences found in the narrative text. Monovalent and Bivalent had same number of occurrences with 28 occurrences and percentage 43.07%. The last was Trivalent with 9 occurrences and percentage 13.84%. The example can be seen below.
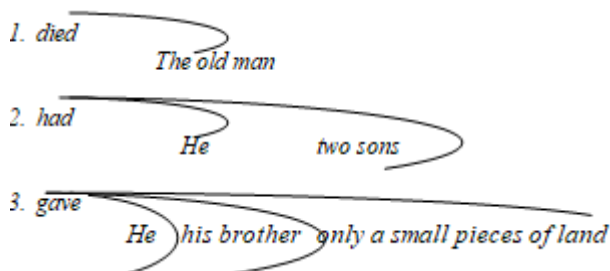
As shown from the example, clauses no. 1 was monovalent as the process only attracted one participant. Clause no. 2 was bivalent as the process attracted 2 participants. Clause no. 3 was trivalent as the process attracted 3 participants.

5.3. Circumstantial elements

Circumstantial elements were used as compliment of the process types and participant functions in clauses. It comes in around the process types beside of the participant. Adverb of place was the most dominant circumstantial elements in the narrative text in the textbook with 13 occurrences and percentage 48.14%. It was followed by duration and frequency with 5 occurrences and percentage 18.51%. Quality had 5 occurrences also and percentage 18.51%. Then, means was 2 with percentage 7.40%. Time was 1 with percentage 3.70%. Commitive was also 1 with percentage 3.70%. The example of circumstantial elements in Narrative text in the textbook are presented below .

1. He sank _very fast_ down the _sea_
   Cir. Manner quality

2. The brothers divided their father's wealth _into two parts_
   Cir. Extent frequency

6. Discussion

6.1. Process Types

Based on the result of the analysis of transitivity system, result indicated that material process was the most dominant frequently process types in narrative text. It characterized narrative text. Material process is a process of doing and happening. Result indicated that most of clauses of the narrative text in the textbook show and tell the flow of events and carried out the actions of doing something in telling the story. Most of the clause expressed the physical activity about the humans being do and happening in the story. This is related to the statements of Halliday's theory that material process is a process that construes the flow of events and carries out the actions [2]. This process can be seen as follows:

1. <u>He also brought some gold</u>
   Actor material Process goal

2. <u>He fills the big bag with gold</u>
   Actor material Process goal

These examples showed the process of action by the participant. It can be probed by asking "what did x do?". The other process types were also existed in the reading passage but in a low number of occurrences. They were only used to complete some explanations in the reading passages. The six types of process types exist there but material process was the dominant process types. It indicates that most of the clauses expressed the events and action. It was used to explain what happening in the story in order to make the reader understand and catch the idea. These findings accord with theory of Schleppegrell about the process types which is included in narrative text. Narrative consists of variety of process types and verb tenses for reporting past events and timeless generalizations. Pattern of participant roles may change with more than one actor. [7].

Regarding to this research, some previous researches found the same findings and supported this research. Jati (2016) who analyzed narrative texts in Elementary School textbook "Fly with English" based on lexico-grammar and context in the framework of Systemic Functional Linguistics (SFL) found material process as the highest process types of her study [8]. She found 38 material processes from 95 provided clauses, then followed by mental process, relational process, verbal and behavioral process and existential process. This proves that material process reflects the aspect of experience of Doings and happenings in the material world or 'outer' experience. Furthermore, Senjawati (2017) who investigated the students' recount texts based on transitivity system analysis found that material process was the most dominant process in the students recount text [9]. The data analysis was carried out by identifying the students' recount texts in terms of purpose, linguistic features (using Transitivity system). The findings showed that the students' texts consist of material, mental, relational, verbal and existential processes which fulfill the criteria of recount text's linguistic features.

Based on the previous studies, it can be concluded that material process was mostly found in every text including narrative text. Material process was the most dominant process and characterized narrative text. From the explanation, it can be concluded that Material process was the most dominant process type of process types representation found in narrative text as the reading text in Think Globally Act Locally grade 9th English textbook. It tells the activity done by the actor and related to goal. Thus, narrative text in the textbook has fulfill the good requirements of process types of transitivity system and accord with the theory while it consisted of various process types and characterized by material process as the dominant process.

6.2. Valences

Clauses expressions in narrative text in the textbook were constructed with three kinds of process valences; monovalent, bivalent and trivalent. Monovalent and bivalent were the most dominant valences in the text since most of the process of the clauses bound and attracted only one participant or had one valence. It was caused of the clauses mostly construct the simple clause expression. Process types only had the main participant such as actor in material process, existent in existential process and behaver in behavioral process. Bivalent caused of the process bound and attracted two participants or had two valences, means the clause expression form was more detail in explain what happen, who and to whom did the action done. Trivalent also occurred in narrative text in the textbook. This valence only exists in this text in the textbook. Some process of clauses in this narrative text bound and constructed three participants or had three valences. It was caused of the form of the complex clause expression. The clause told in detail about who did what for whom in material process as the dominant process in this text and told about who said what to whom in verbal process. From the explanation, it can be concluded that process valences in narrative text in the textbook was characterized by monovalent. Various process valences exist there. It also showed that the text would be easier to be understood by the grade 9 of Junior High School students since the clause expressions was formed in the simple and basic form process which bound one participant. The process valences in this text were appropriate for the students.

6.3. Circumstantial are elements

Circumstantial are elements provide information on the 'how, when, where, and why' of the process, although they are subordinate to the process. The most dominant circumstantial element found in narrative text in the textbook was the circumstantial element of Location of Place. This means that the texts talked much about the place where the process unfolds and where the action done. It also told where the object exist and can be found. The existence of this detail information of circumstances caused the number of circumstantial element of Location of Place high. The second dominant circumstantial element was followed by circumstantial element of extent of duration and frequency and circumstantial element of manner of quality. They are used in narrative text to confirm how and how long the event and action happen. The circumstantial elements of means, time and commitive rarely occur in transitivity representation of the reading passage. Thus, the circumstantial element of Location of Place dominated the whole circumstance in narrative text as the reading passage in the textbook.

This finding was accord with the theory of Schleppegrell [7] who proposed that Narratives consists of adverbs introduce information about manner and express judgment about behavior. It also provides themes mark passing time. Further, narrative text use of temporal Circumstances [10].. From the explanation, it can be concluded that most dominant circumstances elements found in transitivity analysis of narrative text in Think Globally Act Locally grade 9th English textbook was circumstantial elements of location of place. This element was important in narrative text. It was the most dominant circumstances and characterized narrative text. The providing many circumstances of location will give clear setting of the narrative text, so the reader will understand the plot of story.

7. Conclusion

Material processes dominated narrative text in the textbook with 36 occurrences and the number of percentage 52.94 %. It characterized narrative text. Narrative text in the textbook has fulfill the good requirements of transitivity system and accord with the theory while it consisted of various process types and characterized by material process as the dominant process. Process valence in narrative text was characterized by monovalent since most of the process of the clauses bound and attracted only one participant or had one valence. There were 25 occurrences and percentage 46.29%. The text would be easier to be understood since the clause expressions were formed in the simple and basic form process which bound one participant. The process valences in this text were appropriate for the students. Circumstantial elements were used as compliment of the process types and participant functions in clauses. Adverb of place was the most dominant circumstantial elements in the narrative text in the textbook with 13 occurrences and percentage 48.14%. It talked much about the place where the process unfolds. The providing many circumstances of location will give clear setting of the narrative text, so the reader will understand the plot of story.

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Author Profile

Anni Marhamah, S.Pd received the S.Pd. (Bachelor Degree) in English Education from Universitas Negeri Medan in 2016. From 2017-now, she is studying to take Master's Degree in education with English Major in Universitas Negeri Padang, West Sumatera, Indonesia.

Prof. Dr. Mukhaiyar, (Bachelor Degree) in IKIP Padang. Received degrees from IKIP English lecturer in Padang until now.

M.Pd., received the S.Pd. English Education from the M.Pd. and D.r. Jakarta. He worked as an Universitas Negeri