



TRANSITIVITY SYSTEMS ANALYSIS OF ENGLISH FOR VOCATIONAL HIGH SCHOOL (SMK) OF SOSORGADONG TEXTBOOK FOR GRADE X AND ITS RELEVANCE TO ENGLISH LANGUAGE TEACHING

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ABSTRACT

There are two problems proposed in this paper, i.e. about (1) the transitivity systems elements that characterize English for SMK 1 Textbook for Grade X, and (2) the relevance of transitivity elements (Process and Circumstance) with the English teaching and learning processes. By using the theory of SFL, it can be described (as qualitative descriptive method of research), that in all Units of reading texts in the English textbook there were 238 clauses selected methodologically to be analyzed. In these clauses, all Process Types can be found with varieties of the usage. It is found that in all units of reading texts, Material Process types was the dominant type used, i.e. (48.6%), followed by Relational Process type (27,2%), Mental Process (18.6%) Verbal Process type 8,4%, and Behavioral and Existential 7.0% each respectively. Related to the circumstance, the dominant one is Circumstance of Location (Time and Place = 37.7%). For the participant, it is related to the process exists in the text, i.e. Actor for Participant 1 and Goal for Participant 2.

Keyword: Transitivity Systems Analysis, Textbook, Vocational High School

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BACKGROUND

This writing is said to be interesting because of some reasons. Firstly, it was useful for the new way of analysis transitivity system analysis as part of the systemic functional grammar/linguistics. Secondly, the contribution of systemic functional linguistics (SFL) especially transitivity system analysis to language education is centred predominantly on the theory's relevance to the explanation and interpretation of texts. It is therefore a general assumption of linguists/teachers working within this tradition that the primary 'learning outcome' of courses in SFL was an awareness of the role of lexicogrammar (the integrated system of grammar and lexis) in the production and negotiation of the social meanings that are realised in both spoken and written texts[1]. Quoting Thompson [2], the term transitivity will probably be familiar as a way of distinguishing between verbs according to whether they have an object or not.

METHOD

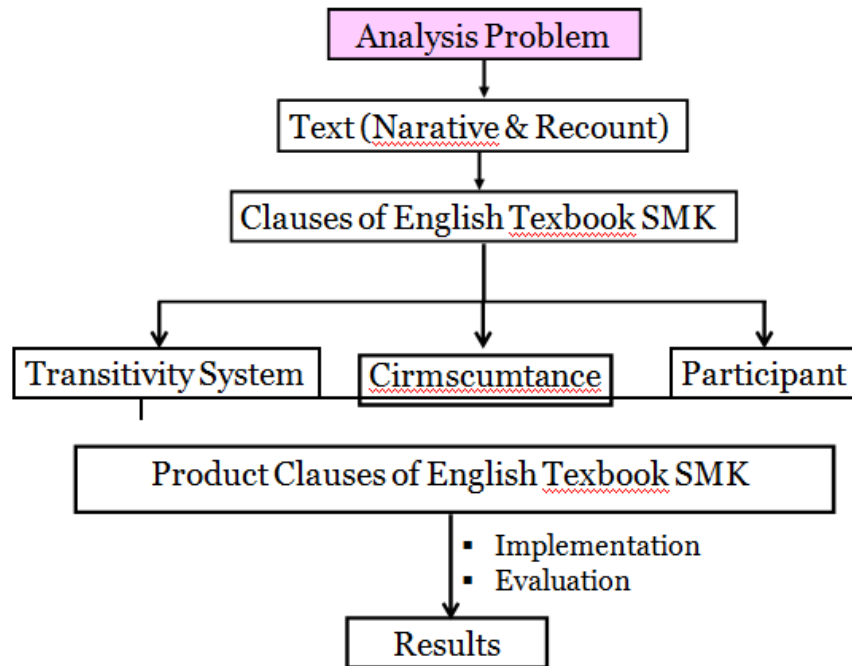


Fig 1. Steps of Research

RESULTS

1. Transitivity Systems

The Transitivity Systems (Process, Participants, and Circumstances) Types that Characterize English for SMK 1 Textbook for Grade X can be said that all processes were exist in the reading texts, i.e. Material Process (Mat.Pro.) was dominantly used (46%). The other three processes that have big number in the usage can be listed respectively, Existential Process (Exist.Proc.)=14.9%; Mental Process (Men.Proc.) =13.05%; and Verbal Process (Verb.Proc.)=11.5%. Two processes that can be said uneffective or rarely used in the texts, i.e. Relational Process Attributive (Rel.Pro.Attr.) =3.35% and, Behavioral Process (Beh.Pro.)=2.23%.

2. Circumstance

The followings are the results of the analysis of Circumstance (Circ.) of the texts. There were 109 circumstances spreadly used in 268 clauses with different numbers. From the analysis, there are two types of circumstance that were absent or cannot be found, i.e. (1) Contingency (Cont.) and (2) Role circumstances. Circumstance of Location: Place (Circ.Loc.P.) was dominantly used in the text, i.e. 44.9%. Circumstance of Location: Time (Circ.Loc.T.) and Circumstance of Manner (Circ.Man.) were placed in the second and third positions, i.e. 23.8% and 17.4% respectively. The other two circumstance types that have the same number and were rarely used were Cause and Role circumstances, i.e. 1.8%. The results of all analysis of the circumstance types of the text can be figured out in the following graph. The rests were Circumstance of Accompaniment (Circ.Acc.)= 7.3% and Circumstance of Extent (Circ.Ext.)=2.7%.

CONCLUSION

The transitivity systems of texts found in students English textbook used in class X SMK Negeri 1 in general can be said as the complete one. All of the Process types (Material, Mental, Verbal, Relational, Behavioral, and Existential) can be found in the textbook with the exceptional of some Process types that were absent. The characterized Participant Functions of the reading text were the Participants of Material process namely Goal and for Relational Process namely Carrier, Attribute, Identified, and Identifier. From all Process types used in all Units of the reading text (250 clauses), Material process type was the dominant one, i.e. 46.4%. Beside Material process type, Relational process type was also relatively exist in big number, i.e. 31.2%. The rests were under 10%.

REFERENCES

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