EXPLORING TRANSITIVITY SYSTEM IN "THE FAIRY TULIP" LEARNERS TEXTBOOK

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ABSTRACT

This study deals with transitivity system in narrative text titled "The Fairy Tulip" of grade IX Junior High School in learners textbook. The aims of this research are to identify the transitivity constructions and to describe the most frequency process types in narrative entitled "The Fairy Tulip" in learners textbook (Communicative English in Context), Grade IX Junior High School. This research was conducted by qualitative descriptive method. The data was the narrative text titled "The Fairy Tulip". The technique for data collection was content analysis. The data was analyzed by count down the number of sentences; count down the number of clauses; generate clause identification by using transitivity analysis; generate the degrees of frequency for each transitivity element; and describe the connectedness of the entire clauses for the purpose in narrative text titled "The Fairy Tulip". The result shows that there are six types of processes in the narrative text, those are: (1) material process (60%), (2) mental process (20%), (3) relational process (10%), (4) behavioral process (5%), and (5) existential process (5%). Material process is the dominant process. There are seven types of the participants, namely actor, goal, senser, phenomenon, attribute, token, and existent. The most dominant participant is material's participants (38,89%). The most dominant circumstance is circumstance of place (43,75%).

*Keyword*s: *Transitivity System, Narrative Text, Learners Textbook*

INTRODUCTION

Grammar has evolved from time to time. There are two major kinds of grammars which have had a major influence in the entire of the world, that is, formal and functional grammar. Formal grammar is a descriptive approach which concerns on set-up in producing sentences correctly. In this grammar, it is claimed that a sentence is combined by element of phrase. It is more concerned on how the sentence itself is constructed rather than with the implications of

individual words. Formal grammar covers the prescriptive approach to language that's normally taught in English-language schools from kinder to college. In this grammar, a sentence consists of subject and predicate. It can be concluded that formal grammars formulate the rules.

On the other hand, functional grammar or known as Systemic Functional Grammar (SFL) has been proposed originally by Halliday in1999. SFL focuses on how language constructs a meaning. It considers context and social network to determine the meaning. It attempts to explain language in actual use and to investigate the connection between text and context in social life. In SFL, there are three components of meaning. They are generalized as term "metafunction" which includes three language functions, namely ideational, interpersonal and textual (Halliday & Matthiessen, 2014).

In representing a phenomenon, ideational meaning has customary structure which consists of process and participant. An expert argues that ideational meaning represents some kinds of processes, some phenomena, participants and other aspects which have a relation among them (Halliday, 2014). Ideational meaning is interesting to be conducted because it explores the potential of English clause for representing our experience of the world. Furthermore, the importance of ideational meaning in SFL has induced a number of researches to investigate it. The previous studies about ideational meaning have been done by many researchers, such as, a study of SFL by Kazemian, Behnam, Ghafoori (2013), Soemantri, Indrayani, Afrianto (2014) and Dwi's research (2010). Most of the researches above have examined the ideational meaning realized in songs, speeches, and poems. Therefore, the researcher takes narrative texts in Junior High School textbook "Communicative English in Context" as the data source. The reason why the writer chooses narrative texts because it is a text which has social function to amuse or entertain and to deal with actual and vicarious experiences in different ways (Gerot and Wignell, 1994). Narrative texts have some variations created by an author based on her/his experiences. So, it is more interesting to be studied. By choosing narrative texts as the data source, it will give more understanding for the teacher to choose the text which is relevant to pedagogy and suitable with the student's context. This present study to analyze the transitivity constructions in narrative text and and to explain the most frequency process types in narrative entitled of "The Fairy Tulip" in learners textbook (Communicative English in Context), Grade IX Junior High.

Transitivity analysis has been widely used to understand the language of speakers and writers. It examines the structure of sentences which are represented by processes, the participants involved in these processes, and the circumstances in which processes and participants are involved. Using transitivity analysis, researchers have tried to reveal that language structures can produce certain meanings which is not always explicit for readers.

Traditionally, transitivity is normally understood as the grammatical feature, which are:

1) If the verb takes a direct object, then it is described as transitive, and
2) It is called intransitive if it does not;
3) An extension of this concept is the ditransitive verb, which takes both a direct and an indirect object.

If in the sentence does not exist the direct object, or there are two objects in a sentence, so it makes a reader confuse. Because of this problem, the transitivity concept develop become new one. Halliday, however, found the new concept of transitivity. The new concept represents a further development of the old concept. In Halliday's conception in his *Introduction to Functional Grammar*, whether a verb takes or does not take a direct object is not a prime consideration. There are three components of what Halliday calls a "transitivity process", namely:

1) *Process* itself,
2) *Participants* in the process; and
3) *Circumstances* associated with the process

The participant must be a conscious being and is called the Behaver (Eggins, 1994: 250). A rule of thumb, a behavioral process verb is:

1. Intransitive (it has only one *participant*) and
2. Indicates an activity in which both the physical and mental aspects are inseparable and indispensable to it.

Behavioural process are almost always middle, the most typical pattern is a clause consisting of Behaver and Process only, a common variant of these is that where the behaviour is dressed up as if it was a participant, like *she sang a song*, *he gave a great yawn*; this structure is typical in the everyday spoken language (Halliday & Matthiessen, 2014:301).

    1) Relational Processes

According to Halliday (1994, 119) and Eggins (2004, 139) relational processes is the processes of being. For example, *she is smart,* and so on. Halliday (1994) points out that there are three types of relational processes in English:

a) Intensive (x is a)

b) Circumstantial (x is at a)

c) Possessive (x has a)

Halliday (1994) says that each type can be distinguished by two distinct modes:

a) Attribute (a is an attribute of x)

b) Identifying (a is the identity of x)

According to Emilia (2014, 158) the attribute is not reversible. Meanwhile, the identifying is ereversible. So when the a and x can not be replaced each other, it is the attribute and the identifying is the opposite. According to Emilia (2014, 159) the relational clauses have two main participant roles based on whether the clause is the attributive or identifying clause. There are two main participant roles in relational clauses: *Carrier+ attribute* in attributive clauses, and *token* (that which stands for what is being defined) + *value* (that which defines) in identifying ones. The verbs that realize relational attributive processes are: among others: different forms of *be, become, turn, grow, turn out, start out, end up, keep, stay, remain, seem, sound, appear, look, taste, smell, feel, stand.* Moreover, verbs that realize relational identifying processes are: among others: different forms of *be,equal, make, signify, mean, define, spell, indicate, express, suggest, act as, realized, play, represent, stand for, refer to, exemplify* (Eggins, 1994: 257 cited on Emilia, 2014: 159)

In the attributive clause, there are two participants involving; carrier which Eggins (2004, 239) defines as the noun or nominal group and the attribute defined by Eggins (2004, 239) as the classification or descriptive epithet.

2) Existential Processes

Existential processes according to Eggins (2004, 238) "represent experience by posting that „there was/is something". Eggins (2004, 238) points out that existential process is easy to be recognized because the word „there" is used in the sentence, but then, it must be differentiated between „there" in the existential processes with „there" used as the circumstance of location. „There" in the existential processes does not refer to any

meaning (Eggins, 2004: 238) and it is just to complete the rule of English language that needs subject (Emilia, 2014: 166). Afterward, Emilia (2014, 166) also states that there is only one mandatory participant in the existential processes.

a) Narrative Text

Narrative is a form of discourse and text which commonly concerns with the real or made-up memories of something happened, and often in the past event. In addition, narrative is also full of a chronological sequence of events; however, some of them hold merely one single event or jump around in time McCabe and Peterson (1991 : 1-2). There are various types of narratives. Firstly, *scripts* are employed to convey knowledge of a well-known event that is usually informed applying the second person pronoun „*you'* and the present tense. Secondly, *recounts* involve telling about a personal experience when mostly prompted using the past tense. Thirdly, *accounts* are employed to explain a personal experience without delaying and those experiences usually are not shared by the listener. Fourthly, *event casts* are employed to explain an ongoing activity, report on a factual scene, or tell about a future plan. And finally, *fictional stories* are employed to the past, present, or future events that are not real. The events are described by focusing on someone or something attempting to carry out a goal.

According to Priyana, Renitasari, and Irjayanti (2008, 112) a narrative text is a text that entertains and gives the readers education, because the text engages with the development of events that is occured unusually and unexpectedly and it educates the readers through the problems in the text that must be resolved. Indeed, narrative text is one of the texts that is from the narration types, as well as recount, anecdote, spoof, and news item which has function to tell the past events and also entertain the readers with the social messages behind the stories. Knapp and Watkins (2005, 220-221) also says that narrative text is not only for the media of entertainment, but also for the social function which has a power for changing social opinions and attitudes.

Generally, the narrative text has three generic structures; orientation, complication, and resolution, but sometimes it also has a coda at the end of the text. First, the orientation is the introduction of the text because the characters and setting are described in this part. As what Priyana, Machfutra, Muhammad (2008, 94) states that the opening of the narrative text tells the readers all about the text, including the characters and the setting of the story. Then, the second is complication. Priyana, Machfutra,

Muhammad (2008) says that in this part of the text the problems arise. The third is resolution which according to Priyana, Machfutra, Muhammad (2008, 94) the focus of this part is solving the conflict of the text. The last is only optional, because sometimes the narrative text does notcontain this part called by coda. According to Priyana, Machfutra, Muhammad (2008) in this part the closing remark, moral value are told to the readers. So, the narrative text is mandatory to have at least three generic structures. Knap and Watkins argues that narrative text has a big power to change the reader perspective, there are three important points in their books. Firstly, The genre of narrating or narrative is one of the most commonly read, though least understood of all the genres. Because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students „pick up" and write „naturally". Story-writing therefore has been prominent as a means of naturally inducting students into the intricacies and idiosyncrasies of the English language.

Secondly, Narrative also has a powerful social role beyond that of being a medium for entertainment. Narrative is also a powerful medium for changing social opinions and attitudes.Think about the way that some soap operas and television dramas use narrative to raise topical social issues and present their complexities and different perspectives in ways that are not possible in news reports and current affairs program. Narrative is also a „big" or macro genre in that it can easily accommodate one or more of the other genres and still remain dominant. (Knapp and Wattkin, 2005:220-221). Finally, Narrative is a form of discourse and text which commonly concerns with the real or made-up memories of something happened, and often in the past event. In addition, narrative is also full of a chronological sequence of events; however, some of them hold merely one single event or jump around in time McCabe and Peterson (1991 : 1-2). There are various types of narratives.

METHODOLOGY

This present study attempts to employ the qualitative methodology. The qualitative research tends to identify the behaviors because it will investigate the relationships, activities, situations, and materials (Fraenkel, et al., 2012: 426; Ary, et al., 2010: 419). No wonder, this present study is qualitative research because it will identify the process types in the narrative text. Mackey and Gass (2005, 162) stated that the qualitative research does not use the

statistical procedures in its data description. This present study therefore will explain the findings through the words because it utilizes the documentation and interviews. As what Fraenkel, Wallen, and Hyun (2012, 427) states also that qualitative research uses the data collected which can convey the actual words or actions of the participants, for instance, interview transcripts, field notes, photographs, audio recordings, video tapes, diaries, personal comments, memos, official records, textbook passages, etc. Indeed, this present study has the soul of qualitative research.

This present study then tends to utilize the discourse analysis which is according to Paltridge (2000, 01) "an approach to the analysis of language that looks at patterns of language across texts as well as the social and cultural contexts in which the texts occur". The reason why it uses the discourse analysis is because the first research question in this present study deals with the documentation that reveals the process types used in the text. Discourse analysis indeed is suitable because "it is a way of describing and understanding how language is used" (McCarthy, 1991: 02). Therefore, this present study uses the discourse analysis because process types consists of the processes, participants, and circumstances that represent the world (Halliday and Matthiessen, 2014: 212-213). This present study also attempts to combine the discourse analysis with the case study defined by Berg (2001: 225) as "methods that involve systematically gathering enough information about a particular person, social setting, event, or group to permit the researcher to effectively understand how it operates or functions".

Chappelle (1998), the unit analysis of systemic functional linguistic is the text because the functional meaning potential of language is realized in unit no smaller than text. Similarly, Halliday (2004: 33) says that text is the form of data used for linguistic analysis and all of the description of grammar is based on text. Referring to the statements, the data of the research which was narrative text in narrative text entitled "The Fairy Tulip" in learners textbook (English for a Better Life), Grade XII Senior high school. The texts were broken down into clauses because the compositional hierarchy of English in grammar usually

In this research, the writer chooses to analyze narrative text titled is " The Fairy Tulip", because it contains various types of transitivity. Bumela (2013:49) argues that there are six steps of analysis in study of transitivity include: counting down the number of sentences; counting down the number of clauses; generating clause identification by using

transitivity analysis; generating the degrees of frequency for each transitivity element; and describing the connectedness of the entire clauses for the purpose of; and generating a sound text.

FINDINGS AND DISCUSSIONS

After analyzing the data, the following is the analysis "The Fairy Tulip".

The Fairy Tulip

Once upon a time there was a good old woman who lived in a little house. She had a bed in her beautiful striped tulip garden. One night, she was awakened by the sounds of sweet singing and babies' laughing. The sound seemed to come from the tulip bed, but she could see nothing. On the following night she was again awakened by the sweet singing and the babies' laughing. She rose and walked quietly to her garden. The old woman walked quietly to her garden. To her surprise she saw a little fairy mother crooning and rocking the flower like a cradle. In each cup of the flower lay a little fairy baby playing and laughing.

The old woman walked back to her house, and from that time on she never picked the flowers, nor did she allow her neighbors to touch them. Because she felt guilty after she saw a little fairy mother crooning the flower like a cradle.

Experiential Text Analysis

Once upon a time	There	was a good old woman	who	Lived	in a little house.
Circumstance; time	Participant; existents	Existential Process		Material process	Circumstance; place

She	Had	a bed	in her beautiful strip tulip garden.
Participant; token	Relational Process	Attribute	Circumstance; place

One night,	She	was awakened	by the sounds of sweet singing and babies' laughing.
Circumstance: time	Participant; actor	Material Process	Circumstance; situation

The sound	seemed to come	from the tulip bed,	but	She	could see nothing.
Participant I; actor	Mental process	Circumstance; place		Participant II: token	Relational process

On the following night	She	was again awakened	by the sweet singing and the babies' laughing.
Circumstance; time	Participant; actor	Material Process	Circumstance; situational

She	rose and walked	Quietly	to her garden.
Participant; actor	Material Process	Circumstance: manner	Circumstance: place

The old woman	Walked	Quietly	to her garden
Participant; actor	Material Process	Circumstance: manner	Circumstance: place

To her surprise	She	saw	a little fairy mother	crooning and rocking the flower like a cradle
	Participant; actor	Mental process	Participant; goal	Material process

In each cup of the flower	lay	a little fairy baby	playing and laughing.
Circumstance; place	Material process	Participant; goal	Material process

The old woman	walked	back to her house and,	from that time on
Participant I; actor	Material process	Circumstance; place	Circumstance; time

She	never picked the flowers,	nor did she	allow	her neighbors	to touch them.
Participant II; goal	Material process		Participant: Goal	Material Process	Behavioral process

Because	She	felt	Guilty
	Participant I; senser	Mental Process	Circumstance; manner

After	She	saw	a little fairy mother	crooning the flower like a cradle
	Participant I; senser	Mental Process	Participant II; phenomenon	Material process

After analyzing the text by using lexico grammar in the framework of SFL, namely transitivity, the writer finds ninety five clauses in this research. The distribution table of processes, participants, and circumstances that characterize this text can be seen as follow:

Table 1. Process Types of Narrative Text in Textbook "The Fairy Tulip"

Process Types	Frequency of Occurrence	Percentages (%)
Material	12	60
Mental	4	20
Relational	2	10
Verbal	0	0
Behavioral	1	5
Existential	1	5
Total	20	100

Table 2. Circumstances of Narrative Text in Textbook "The Fairy Tulip"

Circumstance	Frequency of Occurrence	Percentages (%)
Time	4	25
Place	7	43.75
Situation	2	12.5
Manner	3	18.75
Total	16	100

Table 3 . Participants of Narrative Text in Textbook "The Fairy Tulip"

Participants	Frequency of Occurrence	Percentages (%)
Actor	7	38.89
Goal	4	22.22
Senser	2	11.11
Phenomenon	1	5.56
Attribute	1	5.56
Token	2	11.11
Existent	1	5.56
Total	18	100

CONCLUSION

Based on the result, there are six types of processes in the narrative text, those are: (1) material process (60%), (2) mental process (20%), (3) relational process (10%), (4) behavioral process (5%), and (5) existential process (5%). Material process is the dominant process. The writer also finds seven types of the participants, namely actor, goal, senser, phenomenon, attribute, token, and existent. The most dominant participant is material's participants (38,89%). It indicates that the author often employs the process of

happening or doing in order to reveal the idea or experience that are appropriate with the learner's level. Moreover, the writer finds four types of circumstances, that are, time, place, situation, and manner. The result shows that the most dominant circumstance is circumstance of place (43,75%). The author who employs many circumstances of place will give clear setting of the narrative text, so the reader will understand the plot of story. The pedagogical implication of studying Systemic Functional Linguistics (SFL) in narrative text is to give the insight of the teacher about SFL genre pedagogy in teaching and learning process. The researcher suggests for the next researcher to conduct the research in other functions or the whole functions in the framework of Systemic Functional Linguistic (SFL). Because, by employing three functions in analyzing text, the result will be more detail and comprehensive.

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