CHAPTER I

INTRODUCTION

This chapter introduces the problems of the study. It starts with research background, research questions, research objectives, and research significance.

1.1   Research Background

Every day, we use language to communicate with others. A language is a communication tool used by everyone in their daily life to convey information and arguments. People prefer to create meaning by using the language. This is a basis for Halliday's Systemic Functional Linguistics (SFL). Almurashi (2018) says that M.A.K Halliday was also the advocate of the SFL approach of the 1960s and the functional grammar approach. According to Gerot and Wignell (1994), the functional grammar in SFL is distinct from conventional and formal grammar.

A deep understanding of a text is acquired from the knowledge of the grammatical and lexical characteristics that define the text and from inside of the social context in which it is represented. Malinowski is responsible for the close relationship between language and its social context. Malinowski discovered that it was necessary to provide some cultural knowledge to effectively understand what they said or adapt their social life from one language to another.

Other than Malinowski, Firth recognized that a contextual approach to the study of meaning was necessary. According to Firth (1968), Social context structured the connection between language and situational elements: I want to emphasize those language systems and structures are linked to processes and structures in situations, relevant objects, and characters, as well as what they do.

Halliday has created a complex framework around the idea of register. They separate the concept of the register into three major categories: field, tenor, and mode. The three register classifications mentioned above are all strongly related to clause structures or language structures. The language structure may be classified into three primary categories, which relate to registering types: transitivity, mood, and theme. Field, tenor, and mode can use the phrase systems of transitivity, mood, and theme. Thus, there are three primary areas of meaning potentials for expressing the correlation between language and the context of a situation based on the collaborative process between register categories and the clause systems used to implement them.

In SFL, the process has a metafunction to create meaning of a related type. Halliday (2004) stipulates three distinct functions: ideational metafunction, interpersonal metafunction, and textual metafunction. Meta function is a method of transitivity as part of a sub-net that relates to the language predicates and participant functions that they compose. Halliday (2004) suggests that transitivity is a grammatical process that communicates the context of experience in various processes that it can organize. It represents objective reality in text or literature. Their experience reflects actual reality. In this study, interpersonal and textual significances are not analyzed because the study concentrates on transitivity-represented ideational metafunction.

The transitivity research investigated the ideational meta-function of the language by showing how knowledge and concepts are conveyed in a particular context by language users. The transitivity research system uses functional

grammar to recognize through procedures and participants in the clauses combining the methodological individualism and linguistic semantics by using those alternatives open to participants. Halliday thus claims that language is not hierarchical but rather systematic by choosing contextual alternatives and implements several purposes. Transitivity is the sense of the phrases or sentences that are the pattern of perception in Halliday (2004). Halliday (2004) recognizes six distinct forms of transitivity processes: material, mental, relational, behavioral, existential, and verbal.

This research focused on the ideational metafunction, which was particularly experiential and improved by transitivity. Based on curriculum 2013, narrative text is a text genre that requires to be learned by the tenth-grade vocational high school students. In this study, the researcher was collected data from narrative texts written by tenth-grade vocational high school students. The text were analyzed using transitivity system. A narrative is a text that tells a story to entertain or inform the reader or listener, a narrative text as a narratively built structure. A story has something to do with narrative statements. Therefore, it always deals with history showing a set of world life experiences, whether animal or human. Therefore, a narrative text is directed at humor, engaging and coping in various directions with actual or vicarious encounters (Gerot and Wignell, 1994:204). Narrative texts can be fairy tales, fable tales, science fiction, historical narrative, satirical literature, travelogs, fantasy stories, crime stories, mystery stories, traditional stories, personal memories, etc.

Analyzing students' texts or documents is one way of finding out the student's writing ability. However, one practice that enables teachers to explore the students' grammar, vocabulary, and structure is a challenge for them to look at what they know about grammar and interpret the hidden meaning of the text. As before, the result of the students will include knowledge on their skills. In this regard, there are numerous studies on student writing research, particularly systematic functional linguistics.

Systemic Functional Linguistics is widely acknowledged as an efficient, concise, and interpretive system for language perception as a practical and concrete tool (Egins, 2004; Gerot and Wignel 1995). Language represents meaning in SFL utilizing three metafunctions; there are ideational, interpersonal, and textual.

The ideational metafunction's sub-network of transitivity analysis is used to analyze the content or experiential meaning. It's a term for a characteristic of grammar that categorizes verb meanings according to process types. Language is used to communicate ideas about specific people, items, characteristics, and how the world around us is connected. The base of representation is transitivity, which is how the clause classifies events and circumstances into types. One of the structural elements of the clause can be interpreted using transitivity analysis. In essential words, transitivity refers to the expression of a process that includes actions such as doing, feeling, existing, and talking in social life. Material, mental, behavioral, verbal, existential, and relational processes are the process categories used to evaluate transitivity clauses. These process types look at the sentence

structure represented by processes and the participants and conditions that surround them. People can understand how the scope of the situation is being formed by analyzing the transitivity system.

Several analyses of transitivity system approaches have been published in newspapers, speeches, debates, and songs. These studies looked at how Halliday's transitivity theory was used and the distributions, functions, and main participants in transitivity processes. The most common process type among them was material process, which showed that the entire process was focused with actions and events. (Guswita, 2020; Yujie, et al 2018; Adjei, 2015; Zein, et al 2018)

Those four previous studies examined had similarities and variations between them. The similarity is that the previous study focused mainly on the interpretation of Halliday's transitivity principle. Furthermore, there are two differences to be identified. First, previous studies used different texts such as the text in the media, speech, argument, songs, descriptive text, and Narrative text. However, transitivity analysis was close to the method used in the analysis. The second difference is the reason for conducting the study. The studies were generally carried out to determine the discourse criteria in different texts depending on the theory applied; some also attempt to understand a person's personality.

Nowadays, there is currently no research on transitivity analysis of students' narrative texts at vocational high school majoring in Tourism. Besides, the research subjects in this study were the tenth-grade students majoring in Tourism Industry. The research discussed the significance of process types, the process

types most usually applied in students' narrative texts, and circumstantial elements in vocational high school students' narrative texts to make this research effective.

The study's findings aim to enhance students' writing skills, encouraging them to write in English correctly. It is also designed to give teachers opportunities to improve their writing teaching skills. As a result, the findings of this study can be implemented as a starting point for future research on a related topic.

1.2 Research Questions

Refering to the the background of the study previously mention, the problems of this study can be started as follows :

1. What are the process types that characterize the students' narrative texts?

2. What are the process types which are dominantly used in the students' narrative texts?

3. What are the circumstantial elements that characterize the students' narrative texts?

1.3 Purpose of the study

Based on the research questions previously mentioned, the purposes of the study can be stated as follows:

1. To identifiy the process types and outcomes that characterize the students' narative texts.

2. To determine the process types which are dominantly used in the students' narative texts.

3. To identify the circumstantial elements that characterize the students' narative texts.

1.4 Scope of the study

In line with the statement above, we know that the study's objective is the researcher's goal after the study is conducted. According to the problems stated above, the present study will analyze students' narrative texts of the tenth-grade students of SMKN 4 Denpasar by using a transitivity system.

1.5 Research Significance

This research deals with the transitivity analysis of the students' narrative texts. Consequently, necessary theoretical and functional knowledges on the importance of the transitivity method in analysis students' writings. The significance of the study can be seen from the perspective theoretical and practical significances.

1.1.1 Theoretical Significance

The result of the study is expected to give significance constribution to the development of SFL theory, particulary with respect to the analysis of students' narative text in term transitivity system.

1.1.2 Practical Significance

The outcomes of this research are expected to be practically helpful for teachers, students and other researcher.

1. For Teacher

    The outcome of this study will offer insightful guidance for teacher so that they can recognize the achievement of their teaching. The teachers will ideally get benefit from the study results and they can inspire students to learn, investigate and grow their ideas to construct texts that have an acceptable sentence structure (Anggraeni, Rohmat, and Nurhaeni,2018). In addition, the

reporting texts of students should affect the creation of social roles, linguistic functions, and language components.

2. For student

   The result of the study is expected to serve as a guidence for the student in other to be able to write exceptable narrative writing.

3. For other researcher

   The result of the study is expected to provide extra information to other researchers interested in conducting a further study on the related topic.